



UNIVERSITY BULLETIN

2025-26



BROWN

This bulletin is intended to provide only general information concerning Brown University and is not in any manner contractually binding. The information contained herein is subject to revision and change at any time.

CORRESPONDENCE

The general mailing address for the University is Brown University, Providence, Rhode Island 02912. Correspondence sent to that address may be expected to reach the proper department, but, in order to avoid delay, information and inquiries concerning the items below should be addressed as noted. Addresses for other offices are available at www.brown.edu.

ITEM

Matters directly in charge of or concerning
the general interests of

the Corporation
the University
The College
the Graduate School
The Warren Alpert Medical School
Alumnae and Alumni

ADDRESS TO

President, Box 1860
President, Box 1860
Dean of the College, Box 1828
Dean of the Graduate School, Box 1867
Dean of Medicine and Biological Sciences, Box G
Director of Alumni Relations, Box 1859

Inquiries from applicants for admission

For undergraduate study

College Admission Office, Box 1876

For graduate study

Graduate School Admission Office, Box 1867

For study in The Warren Alpert Medical School
of Brown University

Medical School Office of Admissions and
Financial Aid, Box G-A212

Inquiries regarding the University Bulletin

Registrar, Box K

Brown University courses are conducted in ZIP code 02912 (undergraduate and graduate courses) and 02903 (Warren Alpert Medical School and the School of Professional Studies).

Note: The University does not print published copies of the University Bulletin. This electronic version is deemed the official copy of the University Bulletin of Brown University.

Brown University provides equal opportunity and prohibits discrimination, harassment and retaliation based upon a person's race, color, religion, sex, age, national or ethnic origin, disability, veteran status, sexual orientation, gender identity, gender expression or any other characteristic protected under applicable law and caste which is protected under this policy, in the administration of its policies, programs and activities. The University recognizes and rewards individuals on the basis of qualifications and performance. The University maintains an affirmative action program in employment for minorities, women, persons with disabilities and veterans, and requires its employees to take good faith efforts to comply with the program. The University encourages those with whom it conducts business to meet the commitments of this important program.

BROWN UNIVERSITY

THE COLLEGE*

An undergraduate college, with courses leading to the degrees of Bachelor of Arts (A.B.), Bachelor of Science (Sc.B.) and a single combined Bachelor of Arts/Bachelor of Science degree (A.B.-Sc.B.), as well as undergraduate certificates that can be earned in conjunction with the bachelor's degree

THE GRADUATE SCHOOL*

A graduate school, with courses leading to a Graduate Certificate (Gr .Crt.) the degrees of Master of Arts (A.M.), Master of Science (Sc.M.), Master of Arts in Teaching (MAT), Master of Engineering (MEng), Master of Fine Arts (MFA.), Master of Public Health (MPH), Master of Public Affairs (MPA), Executive Master of Business Administration (EMBA *Joint with IE Business School) and the Doctor of Philosophy (Ph.D.)

THE WARREN ALPERT MEDICAL SCHOOL OF BROWN UNIVERSITY

A school of medicine, with courses and clerkships leading to the degree of Doctor of Medicine (M.D.) as well as the Graduate Certificate (Gr.Crt.)

**In collaboration with the Rhode Island School of Design, Brown University offers a dual degree at the bachelor's level and a joint Master of Arts in Design Engineering.*

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Foreword

Brown University is a nonprofit, leading Ivy League institution and the only major research university in the nation where undergraduates are the architects of their own course of study. Brown is distinguished by its unique undergraduate academic program — defined by its Open Curriculum — a world-class faculty, outstanding graduate and medical students, and a tradition of innovative and rigorous education that crosses and transcends fields of study.

The University's mission — to serve the community, the nation, and the world by educating and preparing students (in the words of the College charter) to “discharge the offices of life with usefulness and reputation” — is fulfilled through strong faculty-student collaboration.

The seventh oldest university in America, Brown was established in 1764 as Rhode Island College in the town of Warren, Rhode Island, and enrolled its first students in 1765. In 1770 the College moved to its present location, and in 1804 it was renamed Brown University to honor a \$5,000 donation from local merchant Nicholas Brown. Today the University's main campus covers nearly 150 acres in the historic College Hill neighborhood overlooking downtown Providence, a vibrant city of some 190,000 people and the capital of Rhode Island. Brown's campus in the Jewelry District is home to the Warren Alpert Medical School, Laboratories for Molecular Medicine, School of Professional Studies and South Street Landing, which houses more than a dozen administrative departments.

Brown draws students from all over the United States and many other countries, distinguished by their academic excellence, creativity, self-direction, and leadership. With its student-centered approach to education, the University attracts leading faculty known both for prize-winning scholarship and research and also dedication to teaching. By providing rich undergraduate and graduate experiences, together with strong programs in medicine, public health and professional studies, the University fosters internal and external discovery at every level of the academic enterprise.

Brown is internationally known for its dynamic Open Curriculum for undergraduates, implemented by faculty vote in 1969. Undergraduates must pass 30 courses and complete the requirements for a concentration, or major, in order to receive a bachelor's degree. The curriculum does not require distribution or core courses outside the concentration. Nearly 2000 distinct course each year support more than 80 concentrations, many of them interdisciplinary, and a wide variety of independent studies.

Three basic principles lie at the heart of the Open Curriculum: that students are active participants in learning; that acquiring analytical and critical skills is as important as mastering factual knowledge; and that learning requires opportunities for experimentation and synthesis that crosses boundaries that typically separate fields of study.

More than 3,500 graduate and medical students comprise approximately one third of the University's total student population. Through the Graduate School, Brown offers nearly 50 doctoral programs across the life and physical sciences, social sciences, arts and humanities. The Division of Master's and Professional Programs supports close to 40 residential, professional and online master's programs, including an executive MBA (through the Division's School of Professional Studies) in partnership with the IE Business School in Madrid Spain. The Division also delivers 16 short programs and certificates. Across this wide range of doctoral, master's and professional degree programs, students and faculty work together to shape rigorous, research-based experiences that respect and develop each student's interests and ideas in ways that ultimately advance the trajectory of their careers.

The Warren Alpert Medical School, which awarded its first M.D. degrees in 1975, promotes the health of individuals and communities through education, research, and excellence in clinical practice. Warren Alpert is the only medical school in the state of Rhode Island and enrolls almost 600 students, most of whom are accepted through Brown's unique Program in Liberal Medical Education (PLME), which combines undergraduate study with professional studies in medicine. The School of Public Health of Brown University is also the only such school in the state, training future public health leaders and advancing knowledge on pressing

health challenges facing society, while enhancing population health and well-being.

In 2014, upon the close of the celebration of Brown's 250th anniversary, the University launched an ambitious plan to recruit and retain more of the world's top students and scholars; build resources to make Brown a leader in key areas of research, innovation and scholarship; catalyze entrepreneurship; improve the physical campus; amplify the student-athlete experience; and ensure students from all backgrounds can thrive at Brown. Arising from this extensive program of improvements, Brown launched an action plan to create a more diverse and inclusive campus, removed all loans from undergraduate financial aid packaged by the University, and implemented initiatives supporting the success of students inside and outside the classroom. In addition, a sustainability plan integrates research to train the next generation of climate action leaders.

Brown University is accredited by the New England Association of Schools and Colleges. In addition, the Warren Alpert Medical School is accredited by the Liaison Committee on Medical Education, and the School of Public Health is accredited by the Council on Education for Public Health. The School of Engineering has received accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology for its bachelor of science programs in biomedical, chemical, computer, electrical, environmental, materials, and mechanical engineering. Within each of these concentration programs there are several options, each of which is accredited.

Academic Freedom

Consonant with Brown's tradition concerning academic freedom, the faculty and Corporation, in 1966, adopted the following statement of principles:

Academic freedom is essential to the function of education and to the pursuit of scholarship in universities.

Therefore, Brown University, mindful of its historic commitment to scholarship and to the free exchange of ideas, affirms that faculty and students alike shall enjoy full freedom in their teaching, learning, and research.

Brown University also affirms that faculty and students shall have freedom of religious belief, of speech, of press, of association and assembly, of political activity inside and outside the University, the right to petition the authorities, public and university, to invite speakers of their choice to the campus, and that students and faculty as such should not be required to take any oath not required of other citizens. The time, place, and manner of exercising these rights on campus shall be subject to reasonable regulation only to prevent interference with the normal functions of the University.

Nondiscrimination and Anti-Harassment Policy

Brown University's mission is “to serve the community, the nation, and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation.” This mission compels the University to create and maintain an environment that is free of any form of discrimination or harassment that is based upon a person's race, color, religion, sex, age, national or ethnic origin — including actual or perceived shared ancestry or ethnic characteristics or citizenship or residency in a country with a dominant religion or distinct religious identity — disability, veteran status, sexual orientation, gender identity, gender expression, or any other characteristic protected under applicable law, and caste, which is protected under The Corporation of Brown University's Policy Statement on Equal Opportunity, Nondiscrimination and Affirmative Action (<https://www.brown.edu/about/administration/corporation/corporation-policy-statement-equal-opportunity-nondiscrimination-and-affirmative-action/>). The University prohibits discrimination, harassment, or retaliation against individuals who report discrimination or harassment.

For more information about the nondiscrimination and anti-harassment policy, please visit <https://policy.brown.edu/policy/discrimination->

and-harassment (<https://policy.brown.edu/policy/discrimination-and-harassment/>)

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (P.L. 93–380) extends to a student the right of access to his or her education records maintained at the University. Education records are those records maintained by or for Brown University that directly relate to an individual who is or has been in attendance (enrolled) at Brown University and for whom Brown maintains educational records. Information and notification as to the type of record; the accessibility of and policies for maintaining, reviewing and expunging the record; and the procedure for inspecting, reviewing, obtaining copies of, or challenging the record are established and promulgated by the appropriate executive officers. Further information may be obtained on the Office of the Registrar's website (<http://www.brown.edu/about/administration/registrar/student-information-rightsferpa/>). For the University's complete definition of directory information and disclosure please visit <https://www.brown.edu/about/administration/registrar/student-information-rightsferpa> (<https://www.brown.edu/about/administration/registrar/student-information-rightsferpa/>).

IMAGE USE

Brown University often captures photographic images and video of campus life, events, ceremonies, and other activities to advance the mission of the institution. The University is not prohibited from capturing and using student images through photography or video for University purposes unless a student has requested that the University maintain the confidentiality of that student's directory information, per FERPA. Students enrolled at Brown University who do not request directory withholding authorize the non-commercial use and reproduction by the University, or parties authorized by the University, of any photographs taken while at Brown without compensation.

Faculty, staff, visitors to campus, and participants in University-sponsored events beyond campus also may have their images captured for news or promotional purposes.

All photographic prints and digital image and video files shall constitute Brown University property and be used to advance the University's educational objectives.

CODES OF CONDUCT AND POLICIES

All Brown community members are subject to the University Code of Conduct (<https://policy.brown.edu/policy/code-conduct/>) and any other conduct codes or University policies (<https://policy.brown.edu/>) outlining standards of behavior and required compliance with procedures and operations affecting Brown constituencies and their activities as members of a community established with values of respect for others and shared responsibility.

Leadership

The Corporation

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- Donna E. McGraw Weiss

- Gladys Xiques
- William Zhou
- Maria T. Zuber

* This listing of the Corporation was correct as of the Bulletin's date of publication (03/2025). For a current listing of the Corporation members, please visit <http://www.brown.edu/Administration/Corporation/>.

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- Michael White, *Vice President for Finance and Chief Financial Officer*
- Marie Y. Williams, *Vice President for Human Resources*

Officers Emeriti

- Ruth J. Simmons, *President Emerita*

General Regulations

General Academic Requirements

Undergraduate degrees:

Information regarding general academic degree requirements are listed under 'The College' section of the University Bulletin as well as on the respective websites of the Office of the Registrar (<https://registrar.brown.edu/students/degree-guidelines/college/>) and the Dean of the College (<https://college.brown.edu/design-your-education/complete-your-degree/>).

Advanced degrees:

Information regarding Advanced degree requirements for specific academic programs are listed on the Graduate School (<https://www.brown.edu/academics/graduate/>) website. Information regarding general and overall guidelines for advanced degrees are also listed on the Office of the Registrar (<https://registrar.brown.edu/students/degree-guidelines/graduate-school/>) website.

Enrollment and course registration

Instructions about enrollment will be sent via Today@Brown prior to the opening of each semester to all students. To complete enrollment, all requirements of the pertinent administrative offices of the University must be met, including registration for courses, payment of accounts, and arrangements for housing as appropriate. Fees will be charged for failure to meet established deadlines. All students must complete enrollment in order to be eligible to remain at the University.

Students are urged to note carefully the instructions provided at registration in order to assure eligibility for enrollment, proper registration in courses, and to avoid unnecessary payment of Change of Course fees. All registration materials and/or processes are considered official university documents. Any falsification of signatures or other tampering with such forms/processes constitutes a violation of the Academic Code.

All registration-related deadlines for each semester are listed in the 'Academic Calendar' section of the Bulletin and also on the Office of the Registrar website as well as answers to common registration-related questions.

For the full text on the Academic Regulations and Instructions for Registration, see the Registrar's Office web site at:

<https://registrar.brown.edu/students/course-enrollment/registration-guidelines/> (<https://registrar.brown.edu/students/course-enrollment/registration-guidelines/>)

For tutorials on registration, see:

<https://ithelp.brown.edu/kb/courses-brown-for-students/> (<https://ithelp.brown.edu/kb/courses-brown-for-students/>)

To access the most up-to-date course information *including credit bearing summer session offerings* (*The course information in the PDF versions of the University Bulletin and Course Announcement Bulletin is only updated just prior to registration events), see:

'Courses@Brown' (<https://cab.brown.edu/>) (<https://cab.brown.edu/>)

Concurrent or Dual Enrollment

In accordance with Brown University guidelines, Concurrent or Dual enrollment in credit bearing courses and/or degree programs at another postsecondary institution while enrolled as a Brown University degree candidate is prohibited except in cases of established cross registration agreements and/or approved joint degree programs such as the Rhode Island School of Design (in both The College and Graduate School); Wheaton College (The College); Harvard Faculty of Arts and Sciences (Graduate School only); and IE Business School (Graduate School only).

Course Credit

The semester course is the unit of credit. This is defined as a course taken for the duration of one semester and, for purposes of evaluation, may be considered the approximate equivalent of four semester hours.

Brown follows the Federal standard that defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for each semester, or the equivalent amount of work over a different amount of time (i.e. Summer/Winter Sessions); or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Additionally, transfer credit must equate to the four semester hour standard except for three credit courses taken at the Rhode Island School of Design.

Course Numbering

Courses numbered 0001-0999 are strictly for Undergraduate credit (Graduate students may enroll in such courses with the permission of the instructor and the Graduate School.)

Courses numbered between 1000-1999 are for both Undergraduate and Graduate credit depending on the level of the student's degree program.

Courses numbered between 2000-2999 are for Graduate credit (Undergraduate students may enroll in such courses and may be applied towards their Undergraduate degree requirements by permission of the instructor.)

Courses numbered above 3000 are strictly for credit in the Alpert Medical School. Certain MD level courses may be taken for credit for Undergraduate students enrolled in the PLME program, but such courses do not count towards quantity, concentration, or Latin honors requirements for the Baccalaureate degree.

Maximum Course Load and Auditing

No student enrolled in The College or the Graduate School may enroll for more than five Brown credits in a semester. A degree candidate paying full tuition (4 or more enrollment units per semester) and is enrolled in less than five academic credits may be permitted to audit (*see below section on auditing*) additional course(s). At no time may a student be registered for more than 5 credits/courses including audits.

Enrollment Without Academic Credit

Auditing. An auditor is a student who is registered in a course without earning academic credit upon successful completion under the following conditions: (1) the student must be properly registered for it; (2) the student must pay the usual course fee except as indicated in the next paragraph; (3) the student is entitled to all instruction in the course, including conferences, the criticism of papers, tests, and examinations.

Any student registered on a full-time basis may be permitted to audit additional courses in any semester without charge. The total number of course registrations, including audits, may not exceed five credits. Non-degree or student paying less than four enrollment units of tuition may choose to audit if they so choose, but the student does so with the understanding that they will pay the equivalent rate as if registered for academic credit.

With the concurrence of the instructor, the fact that a course has been audited shall be entered on the permanent record of any student electing this privilege. The status of a course in which a student has registered may not be changed from audit to credit after the fourth week of classes or from credit to audit after midsemester.

Vagabonding. A "vagabond" is a student who, with the permission of the instructor involved, visits a given course occasionally or regularly without payment of fee. It is understood that such a student shall be entitled to participate in classes and activities, including discussions, conferences, and papers, *only* at the pleasure of the instructor.

Attendance, Grading, Examinations

Attendance

It is in the interest of every student to attend all sessions of the classes in which registered, and each student has an obligation to contribute to the academic performance of all by full participation in the work of each class; however, within such limits as are necessary for the general welfare, a student benefits also from exercising discretion and assuming responsibility for his or her educational progress.

Accordingly, unless the instructor imposes attendance requirements, students are not limited with respect to the number of absences from a course. When, in the instructor's opinion, a student is abusing the privilege of voluntary attendance, the appropriate dean's office should be notified so that appropriate action may be taken.

A student is always fully responsible for any course work missed because of absences and will be assigned failing grades in final examinations missed without excuse from the dean's office.

No student organization shall make any appointment for undergraduates which conflicts with college exercises unless permission has been obtained from the dean.

Grading System

At the end of each semester final grades are given in semester courses. In all courses, except those designated by the instructor as *Mandatory Satisfactory/No Credit*, a student may, in consultation with the advisor, elect to be graded on a basis of either *Satisfactory/No Credit* or *A, B, C/No Credit*. A student must for every course taken indicate by the end of the fourth week of the semester which basis for grading is elected.

Any student regularly enrolled in a course, no matter whether for *A, B, C/No Credit* or for *Satisfactory/No Credit*, may request from the instructor a more detailed written evaluation of his or her work. (See Course Performance Report below.) Such supplemental evaluations are intended primarily for the information of the student and do not replace departmental evaluations.

No Credit. This grade is given when courses are not satisfactorily completed. The notation *No Credit*, and the description of the course in which it is given, are not entered on the official academic transcript.

1. Courses may be designated to be graded on a *Mandatory Satisfactory/No Credit* basis for all students enrolled on the initiative of the instructor. The designation of a course by an instructor to be graded *S/NC* only must be announced no later than the first day of classes and entails the responsibility for providing Course Performance Report forms to all students who request them. An asterisk shall accompany the listing on the transcript of any course that has been designated by the instructor to be graded on the basis of *S/NC* only, with an appropriate explanation of the symbol provided.
2. In exceptional circumstances, a course may be left incomplete (except for a regularly scheduled final examination—see paragraph 3 below), with the instructor's consent. In such cases, a grade of *INC* will be assigned provided that the student has filed a request for extension of time to complete the work of the course and the instructor has consented to such a request. Unless an earlier date is specified by the instructor, grades of *INC* must be made up as follows: for Semester I, by midsemester of Semester II; for Semester II or the for-credit 7 week Summer Session, by the first day of Fall semester. Extensions beyond semester in which the course left incomplete was taken may be granted by the instructor who will indicate this in writing to the registrar. A course not completed by the designated time will be assigned a grade of *NC* unless the instructor indicates that sufficient work has been completed to justify course credit by submitting, as appropriate, a grade change from *INC* to *A, B, C*, or *S*. A grade of *NC* assigned in accordance with these procedures may be changed subsequently, but no later than one calendar year after the end of the semester in which the course was taken.
3. If a student is absent from a regularly scheduled final examination for a course, the instructor should submit either an *INC* or an *NC*. If the absence from the examination is excused by the dean, the student will be permitted to take a Special Examination and the original grade

will be made into an *ABS* temporarily. The Special Examination will be administered by the Office of the Registrar in accordance with the provisions in the Faculty Rules for such examinations, unless other arrangements are agreed to by the instructor and the student, and communicated to the registrar. If the absence from the final examination is not excused by the dean, the student will receive no credit for the course.

Year Courses: A year course is one in which both halves must be passed in order to get credit for the entire year. The grade at the end of the first semester is normally a temporary one. Neither semester may be elected independently without special permission. The final grade submitted at the end of the course covers the work of the entire year and is recorded as the final grade for both semesters. It is normally expected that the second half of a year course will be completed in the second semester of the same academic year in which the first half was taken. If the second half of the year course is not completed at the end of that academic year, the grade for the first semester will become a No Credit. If the student completes the second part of the year course during a later academic year, he or she may need to notify the Registrar's Office, in order to reactivate the first part of the course.

In registering for the second half of a year course, students must register for credit if the first half was taken for credit. Similarly, if registered for audit in the first half, the second half of the course registration must also be as an audit. Exceptions must be approved by both the academic department and the Committee on Academic Standing.

Repeating Courses: Unless a course is explicitly approved by either the College Curriculum Council or Graduate Council as being able to be repeated for credit, Once course credit has been earned with an initial passing grade *A, B, C*, or *Satisfactory (S)* or through Transfer Credit it cannot be officially registered for again for in an effort to improve one's initial grade.

Grade Requirements for Advanced Degrees: A minimum grade of either *Satisfactory* or *C* in a 1000 or 2000 level course carries credit toward all advanced degrees. Individual departments may, subject to the approval of the Graduate Council, set higher grade requirements.

Advanced degree candidates may be required to register in courses primarily for undergraduates (numbered 1–999); these courses do not carry advanced degree credit. On occasion, however, and with approval of the student's department and the dean, a student may register for such a course with extra work for advanced degree credit. This course then has the same standing as a 1000-level course and an EX is noted on the transcript. This provision for extra work does not apply to courses of the level of 1–999 taken for graduate credit by students in MD program.

Transcripts: Requests for transcripts must be made electronically. For further information please visit the Office of the Registrar's website (<https://registrar.brown.edu/students/academic-records/transcript-requests/>).

An official transcript consists of a copy of the permanent record listing courses passed and grades received. A statement is added to all transcripts explaining the grading system and indicating that the student may elect to include other material with the official transcript. The student should choose this material in consultation with his or her advisor. The University will mail this material in one envelope along with the official transcript.

Examinations

A final, written examination (at the end of each semester) shall be given in each course numbered under 2000 unless the instructor of a particular course decides to use some other mode of final evaluation. If the written examination is not to be used, the mode of final examination which is to be used shall be made known to the students in the course no later than midterm and, in addition, the department and the registrar shall be informed.

Final Examination Schedule: A pre-defined period at the close of each semester is provided for final examinations for those courses for which such an examination is scheduled. Two examination periods are scheduled for each day. The examination group is determined by, in most cases, the offering time associated with the course (indicated by the figure

in parentheses) and also as displayed on Banner Web. The schedule for 2025-2026 is as follows:

Semester I, 2025-2026

Date	9 am Group	2 pm Group
Dec. 12 F	15	12
Dec. 13 Sat	5	3
Dec. 14 Su	17	7
Dec. 15 M	6	8
Dec. 16 T	9	16
Dec. 17 W	13	4
Dec. 18 Th	14	11
Dec. 19 F	1	18
Dec. 20 Sat	2	10

Semester II, 2025-2026

Date	9 am Group	2 pm Group
May 6 W	3	16
May 7 Th	15	2
May 8 F	12	9
May 9 Sat	4	5
May 11 M	1	18
May 12 T	11	7
May 13 W	13	10
May 14 Th	17	6
May 15 F	8	14

Exam Excuses: The Office of the Dean of the College is solely responsible for determining whether a student's absence from a final examination is excused. To ensure equitable treatment of all students, students are excused from exams only for family or medical emergencies. Please note that students' travel plans are never an excuse for missing a final exam. Faculty wishing to grant a student an exam excuse may contact the appropriate academic deans authorized to grant exam excuses. In emergency situations, students who are unable to contact their professors must contact the Office of the Dean of the College, which will determine whether or not an exam excuse is warranted. Course instructors are notified of exam excuses granted by the Dean of the College Office.

Consistent with Brown's policy on nondiscrimination, students who are unable to take a final examination due to religious observance may arrange to take their final at an alternate time. Students who cannot take a final exam on the scheduled date due to a religious observance must inform the instructors of any conflicts within the first four weeks of the term. In such cases, instructors are expected to offer a final exam on an alternate date within the same semester, noting the policy in the Faculty Rules that final examinations may be given only during the final examinations period. For further information on exams and religious observance please visit <https://www.brown.edu/academics/college/support/faculty/religiousobservance> (<https://www.brown.edu/academics/college/support/faculty/religiousobservance/>).

Make-up exams for approved exam excuses for medical or family emergencies are administered by the Registrar in the second week of the subsequent fall or spring term. The Registrar's Office informs students by email of the date, time, and location of make-up exams.

Placement and Achievement Tests in Foreign Languages. Placement tests in the foreign languages are given during Orientation Program in the fall and during the first week of classes in each semester.

All students, before taking college courses in a foreign language in which they have presented entrance credit, must take either a placement test at Brown University or, preferably, a College Board Language Achievement Test in secondary school. Students with outstanding performance on these tests, or on the Advanced Placement Tests of the College Entrance Examination Board, may be admitted to advanced courses without the usual course prerequisites.

Student Code of Conduct

Academic Code Violations

All cases of academic dishonesty among undergraduates, graduate, or medical students, as defined in the Academic Code at Brown University, shall be referred to the dean of the College, Graduate School, or Medical School, or his or her designated representative. A student accused of such an offense shall be notified in writing as soon as possible of the specific charge or charges against him or her before his or her case is considered. The student shall be given the opportunity of a hearing before the designated representative of the dean of the College, Graduate School, or Medical School, and two members of the faculty, at which all relevant facts may be presented. A student shall have the right to appeal any decision to the dean of the College, Graduate School, or Medical School within five business days after receipt of the official letter outlining the case and the decision reached.

Code of Student Conduct

Brown strives to sustain a learning environment that supports individual exploration. Central to this effort are the four primary Principles of the Brown University Community: individual integrity, respect for others, respect for University resources, and respect for the values of teaching, learning and scholarship. Our community believes that adherence to these principles supports the overall academic mission of the University. Violations of these principles will be handled through the procedures governing the Academic Code and the Code of Student Conduct. These procedures are designed to address behaviors that impede the educational activity of the University or that infringe upon the rights of others.

Student Conduct cases are administered by the Office of Student Conduct & Community Standards.

Specific hearing procedures can be found online at www.brown.edu/randr (<http://www.brown.edu/randr/>).

Academic Calendar

Summer 2025

March 24, 2025	Mon.	Registration opens for Summer 2025 for Online and Professional Master's programs (except Cybersecurity and PRIME) students at 9:00 a.m. EDT.
March 31 - April 10, 2025	Mon. - Thurs.	Registration for Summer courses for continuing Brown undergraduates and select masters students with summer program courses (including PRIME) opens at 9:00 a.m. EDT on Monday March 31 and continues through Thursday April 10 at 5:00 p.m. EDT
April 15 - April 22, 2025	Tues. - Tues.	Registration period for fall courses for Brown undergraduates. Summer registration closed during this period.
April 23 - June 18, 2025	Wed. - Thurs.	Registration period for Summer courses for Brown undergraduates and select masters students with summer program courses (including PRIME) re-opens at 9:00 a.m. EDT and remains open until Wednesday June 18 at 5:00 p.m. EDT
May 19, 2025	Mon.	Classes begin for Summer 2025 for Online and Professional Master's programs (except Cybersecurity and PRIME) students
June 15, 2025	Sun.	Residence halls open.
June 16, 2025	Mon.	Summer Session classes begin.
June 18, 2025	Wed.	Last day to change courses (5:00 p.m. EDT deadline). (All students MUST be in their registered courses by Wednesday, June 18.)
June 19, 2025	Thurs.	Juneteenth Holiday. No University exercises.
June 23, 2025	Mon.	Last day to change grade options (5:00 p.m. EDT deadline)
July 4, 2025	Fri.	Independence Day holiday. No University exercises.
July 25, 2025	Fri.	Classes end.
July 26 - Jul 29, 2025	Sat. - Tues.	Reading period.
July 29, 2025	Tues.	Last day to drop a course (5:00 p.m. EDT deadline).
Jul 30 - Aug 1, 2025	Wed. - Fri.	Final examination period.
August 1, 2025	Fri.	Summer Session ends.
August 2, 2025	Sat.	Residence halls close.
August 24, 2025	Sun.	Classes end for Summer 2025 for Online and Professional Master's programs (except Cybersecurity and PRIME) students

Fall 2025

July 9, 2025	Wed.	Registration opens for Fall 2025 for Online and Professional Master's programs (except Cybersecurity and PRIME) students at 9:00 a.m. EDT.
Aug. 1, 2025	Fri.	Last day for payment of charges.
Aug. 26, 2025	Tues	Beginning of Graduate School All-Student Orientation.
Aug. 28, 2025	Thurs.	Beginning of College Orientation.

Aug. 29 - Sept 1, 2025	Fri. - Mon.	Registration of new undergraduate and all graduate students (residential programs, Cybersecurity, and PRIME) for the fall semester begins at 4:00 pm EDT Friday and ends at 11:59 p.m. EDT Monday Sept 1. (Maximum of 4 credit hours allowed for undergraduates).
Sept. 2, 2025	Tues.	Registration re-opens at 9:00 a.m. EDT on Sept 2 for all students for the fall semester. (Up to a maximum of 5 credit hours allowed).
Sept. 2, 2025	Tues.	Opening Convocation at 4:00 p.m. EDT
Sept. 3, 2025	Wed.	Classes of the first semester begin.
Sept. 3, 2025	Wed.	First day of RISD Fall Session.
Sept. 10, 2025	Wed.	Last day to register for a Fall RISD course without a fee or change a grade option for a Fall RISD course - (5:00 p.m. EDT deadline).
Sept. 16, 2025	Tues.	Last day to add a course without a fee. (5:00 p.m. EDT deadline) Banner Web will be taken down for approximately one hour. Once relaunched, all course adds require Instructor override and will be charged a late fee of \$15 per course.
Sept. 30, 2025	Tues.	Last day to add a course (includes late fee), change from audit to credit, or change a grade option declaration (5:00 p.m. EDT deadline).
Oct. 1, 2025	Wed.	Deadline for undergraduates on personal leave (including employment and military leave) or on Full-time Study Away status to request return to studies at Brown for Spring.
Oct. 7, 2025	Tues.	Last day to receive any partial tuition refund.
Oct. 13, 2025	Mon.	Indigenous Peoples' Day. No University exercises.
Oct. 17, 2025	Fri.	Last day to change from credit to audit in a course (5:00 p.m. EDT deadline).
Oct. 18, 2025	Sat.	Mid-semester
Oct. 21, 2025	Tues.	Date by which sophomores entering their 5th semester must file their concentration declaration forms via ASK to avoid having a No Concentration hold placed against their Banner registration (5:00 p.m. EDT deadline).
Oct. 27, 2025	Mon.	Advising period for spring pre-registration begins. Students in their first through third semesters will need to procure their advising PIN from their advisor in order to register.

Nov. 10, 2025	Mon.	Registration opens for Spring 2026 for undergraduate students semester level 07 and above and all continuing graduate students (residential programs, Cybersecurity, and PRIME) at noon EST. Registration remains open until Tuesday, November 18, 5:00 p.m. EST. (Maximum of 4 credit hours allowed for undergraduates).	Dec. 6, 2025	Sat.	Midyear Completion Celebration at 4:00 p.m. in Salomon De Ciccio Family Auditorium. Reception to follow in Sayles Hall.
Nov. 12, 2025	Wed.	Registration opens for Spring 2026 for undergraduate students semester levels 05-06 at noon EST. (Students are unable to register for 5th semester unless approved concentration is filed). Registration remains open until Tuesday, November 18, 5:00 p.m. EST. (Maximum of 4 credit hours allowed for undergraduates).	Dec. 7, 2025	Sun.	Beginning of Reading Period (optional and at the discretion of the instructor.)
Nov. 13, 2025	Thurs.	Registration opens for Spring 2026 for undergraduate students semester levels 03-04 at noon EST. Registration remains open until Tuesday, November 18, 5:00 p.m. EST. (Maximum of 4 credit hours allowed for undergraduates).	Dec. 11, 2025	Thurs.	Classes end for courses not observing the Reading Period. Last day to drop a course (5:00 p.m. EST deadline) or to request an incomplete from an instructor.
Nov. 13, 2025	Thurs.	Students on serious warning who wish to drop a course after this date must meet with an academic dean for advising and to obtain a drop code.	Dec. 11, 2025	Thurs.	UG CONCENTRATIONS: Last day for students to declare second concentrations in ASK for students in their penultimate semester (typically the 7th semester) who are declaring a second concentration (5:00 p.m. EST deadline).
Nov. 14, 2025	Fri.	Deadline for submission of proposals for College Curriculum Council-approved undergraduate group study projects (GISPs), independent study projects, and internships for credit) for Semester II.	Dec. 11, 2025	Thurs.	UG CERTIFICATES: Last day for students in their ante-penultimate (typically 6th) semester to declare an undergraduate certificate in ASK.
Nov. 14, 2025	Fri.	Registration opens for Spring 2026 for undergraduate students semester levels 01-02 at noon EST. Registration remains open until Tuesday, November 18, 5:00 p.m. EST. (Maximum of 4 credit hours allowed for undergraduates).	Dec. 12 - 20, 2025	Fri. - Sat.	Final Examination Period (inclusive of Sunday)
Nov. 15 - 18, 2025	Sat. - Tues.	Registration for Spring 2026 continues until Tuesday, November 18, 5:00 p.m. EST.	Winter 2026		
Nov. 26, 2025	Wed.	Registration opens for Spring 2026 for Online and Professional Master's programs (except Cybersecurity and PRIME) students at 9:00 a.m. EST.	Nov. 19 - Dec. 17, 2025	Wed. - Wed.	Registration for Wintersession courses (begins at 9:00 a.m. EST).
Nov. 26 - 30, 2025	Wed. - Sun.	Thanksgiving recess	Dec. 17, 2025	Wed.	Last day to register for a Wintersession course (5:00 p.m. EST deadline).
Dec. 01, 2025	Mon.	Classes resume.	Dec. 17, 2025	Wed.	Wintersession tuition due.
Dec. 1, 2025	Mon.	Deadline for undergraduates to request a personal leave (including employment and military leave) or to request Full-time Study Away status for Spring. Any Full-time Study Away approved by the Study Away Review Committee for which the Registrar does not receive enrollment verification will not be honored.	Dec. 22, 2025	Mon.	Wintersession courses begin.
Dec. 1, 2025	Mon.	Last day of Fall RISD classes.	Jan. 6, 2026	Tues.	Last day to change a grade option declaration.
			Jan. 13, 2026	Tues.	Last day to drop a course or request an incomplete from an instructor.
			Jan. 19, 2026	Mon.	Martin Luther King, Jr. holiday. No University exercises.
			Jan. 20, 2026	Tues.	Final examinations. Wintersession ends.
			Spring 2026		
			Jan. 1, 2026	Thurs.	Last day for payment of charges.
			Jan. 5, 2026	Mon.	First day of RISD Winter Session.
			Jan. 9, 2026	Fri.	Theses/Dissertations of candidates for Masters and Ph.D. degrees in February due.
			Jan. 16 - Jan 19, 2026	Fri. - Mon.	Registration of new undergraduate and new graduate students (residential programs, Cybersecurity, and PRIME) for the spring semester begins at 2:00 pm EST Friday and ends at 11:59 p.m. EST Monday Jan 19. (Maximum of 4 credit hours allowed for undergraduates).
			Jan. 19, 2026	Mon.	Martin Luther King, Jr. holiday. No University exercises.
			Jan. 20, 2026	Tues.	Registration re-opens at 9:00 a.m. EST on Jan 20 for all students for the spring semester. (Up to a maximum of 5 credit hours allowed).
			Jan. 21, 2026	Wed.	Classes of the second semester begin.

Feb. 3, 2026	Tues.	Last day to add a course without a fee. (5:00 p.m. EST deadline) Banner web will be taken down for approximately one hour. Once relaunched, all course adds require Instructor override and will be charged a late fee of \$15 per course.	April 15, 2026	Wed.	Registration opens for Fall 2026 for undergraduates semester levels 05-06 at noon EDT (approved concentration must be filed to register for 5th semester) and remains open until Tuesday April 21, 5:00 pm EDT (Max of 4 credits allowed for undergraduates).
Feb. 6, 2026	Fri.	Last day of Winter RISD classes.	April 16, 2026	Thurs.	Registration opens for Fall 2026 for continuing undergraduate students semester levels 04 and below at noon EDT. Registration remains open until Tuesday, April 21, 5:00 p.m. EDT. (Maximum of 4 credit hours allowed for undergraduates).
Feb. 12, 2026	Thurs.	First day of RISD Spring Session.	Apr. 17 - Apr. 21 2026	Fri. - Tues.	Registration for Fall 2026 continues until Tuesday, April 21 5:00 p.m. EDT.
Feb. 14 - 17, 2026	Sat. - Tues.	Long weekend. No University exercises.	April 24, 2026	Fri.	Reading Period begins and will end on May 5 (optional and at the discretion of the instructor).
Feb. 18, 2026	Wed.	Classes resume. Last day to add a course (includes late fee), change from audit to credit, or change a grade option declaration (5:00 p.m. EST deadline).	May 1, 2026	Fri.	Deadline for undergraduates to request a personal leave (including employment and military leave) or to request Full-time Study Away status for Fall. Any Full-time Study Away approved by the Study Away Review Committee for which the Registrar does not receive enrollment verification will not be honored.
Feb. 19, 2026	Thurs.	Last day to register for a Spring RISD course without a fee or change a grade option for a Spring RISD course (5:00 p.m. EST deadline).	May 1, 2026	Fri.	Theses of candidates for Masters and Ph.D. degrees in May due.
March 6, 2026	Fri.	Last day to change from credit to audit in a course (5:00 EST p.m. deadline).	May 5, 2026	Tues.	Classes end for courses not observing the Reading Period. Last day to drop a course (5:00 p.m. EDT deadline) or to request an incomplete from an instructor.
March 7, 2026	Sat.	Mid-semester.	May 5, 2026	Tues.	Reading Period ends.
March 16, 2026	Mon.	Date by which sophomores entering their 5th semester must file their concentration declaration forms via ASK to avoid having a No Concentration hold placed against their Banner registration. (5:00 p.m. EDT deadline).	May 5, 2026	Tues.	UG CONCENTRATIONS: Last day for students to declare second concentrations in ASK for students in their penultimate semester (typically the 7th semester) who are declaring a second concentration (5:00 p.m. EDT deadline).
Mar. 21 - 29, 2026	Sat. - Sun.	Spring Recess.	May 5, 2026	Tues.	UG CERTIFICATES: Last day for students in their ante-penultimate (typically 6th) semester to declare an undergraduate certificate in ASK.
March 30, 2026	Mon.	Advising period for fall pre-registration begins. Students in their first through third semesters will need to procure their advising PIN from their advisor in order to register.	May 6 - May 15, 2026	Wed. - Fri.	Final Examination Period. (No exams on Sunday May 10).
March 30, 2026	Mon.	Classes resume.	May 13, 2026	Wed.	Last day of Spring RISD classes.
April 1, 2026	Wed.	Deadline for undergraduates on personal leave (including employment and military leave) or on Full-time Study Away status to request return to studies at Brown for Fall.	May 24, 2026	Sun.	Commencement.
Apr. 7, 2026	Tues.	Students on serious warning who wish to drop a course after this date must meet with an academic dean for advising and to obtain a drop code.			
April 10, 2026	Fri.	Deadline for submission of proposals for College Curriculum Council-approved undergraduate group study projects (GISPs), independent study projects, and internships for credit) for Semester I.			
April 14, 2026	Tues.	Registration opens for Fall 2026 for undergraduates semester level 07 and above and continuing graduate students (residential programs, Cybersecurity, and PRIME) at noon EDT and remains open until Tue April 21, 5:00 p.m. EDT. (Max of 4 credits allowed for undergraduates)			

The College

Admission

We encourage you to join our contact list (<https://apply.college.brown.edu/register/?id=ba6e1b28-15de-43f1-8f7c-4444c7958180>) if you would like to receive information and updates about admission to the undergraduate college. You may learn more about life at Brown, the admission process, and financial aid by visiting the Office of College Admission website (<http://admission.brown.edu/>). The Office of College Admission is available to answer any questions during normal business hours and may be reached at admission@brown.edu or by phone at (401) 863-2378.

Curricular Recommendations

While there are no specific course requirements for admission to Brown, most successful applicants demonstrate preparation for university-level studies through a rigorous curriculum across academic disciplines throughout secondary school.

The Open Curriculum allows students to explore broadly across departments in addition to delving deeply into areas of focus. The Admissions Office understands that individual academic opportunities may vary by school and by year and that curricular expectations will also vary around the world. With that in mind, secondary school transcripts should show that students have taken advantage of available learning opportunities. Brown expects students to take at least four academically rigorous courses, preferably five, across a range of core subject areas each year throughout secondary school. English language and literature, math, the sciences, history, and a second language are considered the academic subjects best suited to help students prepare for the intellectual opportunities and interdisciplinary learning environment at Brown.

College Entrance Examination Board Tests

Based on an extensive review of data over the past three years, Brown University has returned to a policy requiring standardized test scores (either SAT or ACT scores) for first-year applicants. We will superscore either the SAT or ACT, or both. Please note that the SAT Essay and ACT Writing components remain completely optional, and the majority of applicants to Brown will not submit these exam sections. The ACT Science section will be optional beginning in spring 2025 in alignment with the changes to this exam.

Standardized test scores remain one factor among the many we consider in our whole-person admission process when assessing an applicant's academic preparation and potential to succeed on our campus. Not determinative, but informative, we have always considered these scores in the context from which each individual student is applying.

Brown continues to consider transfer students, veterans, and applicants to our Resumed Undergraduate Education (RUE) program under a test-optional admission policy. The SAT or ACT, when submitted, will continue to be considered in the context of all the other information we have about a candidate. As with our first-year admission process, we accept Score Choice and will always consider a student's highest scores if multiple results are submitted.

In all of our application processes, it is highly recommended that international applicants for whom English is not a first language, a primary language spoken at home, or the primary language of instruction for the duration of their secondary school career submit the results of an English proficiency test. English proficiency (<https://admission.brown.edu/international/english-proficiency/>) testing recommendations are available for international applicants and non-native speakers of English.

For more detail regarding our current standardized testing policy, please see our dedicated FAQ (<https://admission.brown.edu/ask/standardized-tests/>).

Advanced Placement Examinations

Brown participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. The program aims "to give able students challenging educational experiences in school, and to increase

for these able students the opportunity to take advanced work in college." Students in secondary schools participating in this program may take the appropriate examinations given in May and have the scores sent to Brown. Students who earn qualifying scores may be granted placement notations that would allow them to meet course prerequisites and possibly satisfy concentration requirements. Brown's respective academic departments determine qualifying scores for course equivalencies. Students who report their eligible scores by the designated deadlines will be notified of their eligibility for such placement notations upon matriculation at Brown before their first semester and asked whether they wish to accept or decline transcript notation(s) of advanced placement credit (when indicated by department policy for a subject). Please consult our AP policies page (<https://college.brown.edu/design-your-education/academic-policies/advanced-placement-exams/>) for a full listing of all approved qualifying subjects and scores.

Advanced Placement notations may not be applied to the minimum 30 course credits needed to earn a Brown degree; placement notations carry a value of 0.0 course credit; in other words, they do not earn actual course credit or an enrollment unit in the way that Brown courses do. Placement notations also do not carry any enrollment units.

Transfer Admission from Other Colleges

To be eligible for transfer admission, you must have completed at least one full year of college study (or its equivalent) before your planned matriculation at Brown. Both part-time and full-time students at accredited two- and four-year colleges may seek transfer admission. University rules stipulate that anyone admitted as a transfer must be enrolled full-time at Brown for at least four semesters prior to earning an undergraduate degree. Students who have already completed a bachelor's degree at another college are ineligible to apply as transfers. In contrast, high school students currently enrolled in dual-degree programs or early college programs are ineligible to transfer and should apply as first-year applicants.

To transfer, courses taken outside of Brown should be in undergraduate academic subject areas offered at Brown. The Courses@Brown catalog (<https://cab.brown.edu/>) can be used for reference. Brown will not automatically award transfer credit for courses taken during summer programs. More information about transfer admission (<https://admission.brown.edu/transfer/>) is available through the Office of College Admission.

Visiting Undergraduate Students

Each year, Brown welcomes visiting students from partner institutions both in the United States and abroad. In addition, a limited number of students enrolled as full-time degree candidates at other colleges may apply to spend one or two semesters at Brown to pursue areas of study not otherwise available to them for credit at their own institutions.

The Visiting Undergraduate Student Program welcomes applicants who wish to enroll in undergraduate-level academic work during the fall or spring semesters or during the Summer Session. Most Visiting Undergraduate Students hold full-time status during their time on Brown's campus. This program is not intended for high school graduates who wish to spend a gap year or gap semester at Brown, nor is it intended for students who have already earned a bachelor's degree.

Resumed Undergraduate Education Program

The Resumed Undergraduate Education (RUE) Program is a small, highly competitive program ideal for students who interrupted or delayed their formal education due to family commitments, financial concerns, health issues, military service, employment opportunities, or simply a compelling need to explore other paths. Applicants must have earned a high school diploma or equivalent and have been out of high school for six or more years by the time of proposed enrollment at Brown. More information about RUE admission (<https://admission.brown.edu/rue/>) is available through the Office of College Admission website.

U.S. Military Veterans

Brown values the extraordinary talents, experiences and diversity that veterans bring to campus. Veterans and currently serving military personnel are highly encouraged to apply via Brown's Veterans

Application (<https://apply.college.brown.edu/apply/?sr=cb5ff848-fb9a-465e-be4a-25c6f54ec1f1>), regardless of their year of high school graduation or any college credits earned to date. In appreciation of your service, there is no application fee. More information about the application process is available here (<https://admission.brown.edu/veterans/>).

Brown is a proud college partner of Service to School's VetLink Program (<https://service2school.org/vetlink/>), which provides free application mentoring and networking to veterans. We are also a longstanding partner of the Marine Corps Leadership Scholar Program (<http://www.usmc-mccs.org/services/education/leadership-scholar/>) (LSP), which assists Marines intending to pursue their undergraduate degree at highly selective institutions. The university has also undertaken a number of initiatives (<https://www.brown.edu/news/2019-11-11/veterans/>) to double our enrollment of undergraduate student veterans.

Requirements for Baccalaureate Degrees

Baccalaureate Degree Programs

At Brown, two baccalaureate degrees are awarded — the Bachelor of Arts (A.B.) and the Bachelor of Science (Sc.B.). A student's chosen concentration program determines the degree awarded. All Brown undergraduates must complete the requirements for either an A.B. or an Sc.B. to earn the baccalaureate degree at Brown.

The Sc.B. degree recognizes a science concentration that demonstrates both breadth and depth in science beyond the minimum required for the A.B. degree in the same field. An Sc.B. program typically follows these guidelines:

1. The concentration program, except for Computer Science and Engineering, shall require at most 10 courses in any single department. The total number of concentration courses required shall be at most 20 (21 for Engineering).
2. At least one one-semester course of independent study, research, or design in the concentration discipline must be included.
3. Additional electives must be chosen to meet the quantity requirement for all baccalaureate degrees. In cases where the student may complete the Sc.B. degree based on one concentration and an additional concentration associated with an A.B. degree, only one degree (Bachelor of Science) is awarded upon graduation. *See below for requirements associated with combined degrees.

Degrees with Distinction

Baccalaureate degrees may be awarded with distinction (*magna cum laude*) to those students whose percentage of quality grades — grades of "A" or "S with Distinction" — in courses taken at Brown puts them in the top 20% of the entire undergraduate graduating class. The Registrar will allow students to indicate that they do not wish to be considered for a degree with distinction.

Quantity and Progress Requirements

To graduate with a Brown baccalaureate degree, a student must complete at least 30 course credits (equivalent to 120 semester hours), 15 of which must be taken at Brown. A maximum of 4 Brown Summer and/or Winter Session courses may be applied toward this requirement. Approved study at another institution may also count toward the 30-course credit degree requirement.

The standard semester course load at Brown is four course credits. Full-time students are permitted to enroll in a maximum of five courses/credits in a given semester; students may take three classes in a semester if doing so will not bring them below the level of good academic standing. A student may not enroll in fewer than three courses in any semester without written permission from a designated academic dean or with coordination with accommodations recommended by Student Accessibility Services. Resumed Undergraduate Education students may study full-time or less than full-time with authorization from an academic dean.

Residency Requirement

Every candidate for a baccalaureate degree must reside at Brown for at least four semesters as a full-time student. Credits from Brown approved Study Abroad and Study Away programs as well as Brown Summer and

Winter Sessions do not apply to the residency requirement. Every student must spend sufficient time in concentration studies to permit faculty evaluation of their concentration.

Certain students may be eligible for part-time status via a course load reduction with authorization from an academic dean. Eligible students include students admitted to the Resumed Undergraduate Education (RUE) program or students considered RUE-like, including Veterans, as well as students for whom a course load reduction is an approved academic accommodation through Student Accessibility Services. All students interested in a course load reduction must consult the RUE Program Advisor or an academic dean and present a viable degree completion plan.

Writing Requirement

Learning to write well is a developmental process that occurs over time. Brown students are, therefore, required to work on their writing at least twice: once in their first two years of study and a second time in semesters 5-7 (or the penultimate semester). Students must complete an approved writing-designated (WRIT) course at Brown in their first two years of study. Exceptions are made for transfer students, who may meet this part of the requirement with an approved course in the subjects of either Comparative Literature, English, or Literary Arts from their prior institution, and for students in the Brown/RISD Dual Degree program who are required to take only one writing-designated course at Brown.

In semesters 5-7 (or the penultimate semester), all students must demonstrate that they have worked on their writing a second time in a course they have taken at Brown (study away courses are ineligible). Learn more about the University Writing Requirement (<https://www.brown.edu/academics/college/degree/curriculum/writing-requirement/>).

Concentration Requirements

An academic concentration is the focal point for a student's undergraduate educational experience at Brown. It is an in-depth study centering on a discipline or exploring a problem, theme, or broad question through interdisciplinary fields. Concentrations aid intellectual development by encouraging conceptual and methodological study on a sophisticated level. A concentration may coincide in some ways with specific prerequisite training for professional goals, but professional training is not the central aspect of the concentration process. Instead, the concentration is designed to foster students' command of an area of knowledge and ability to use a concentration's concepts and methods coherently.

Brown offers standard concentrations that lead to either the Sc.B. or the A.B. degree. In keeping with the philosophy of the Open Curriculum, students may design an independent concentration if standard offerings do not match their interests. Independent concentration proposals are sponsored by at least one faculty member and must be reviewed and approved by a subcommittee of the College Curriculum Council.

A listing of departmental and interdepartmental concentration programs that are currently available may be found at: <https://www.brown.edu/undergraduate-programs> (<https://www.brown.edu/undergraduate-programs/>). The programs have been approved and are subject to periodic review by the College Curriculum Council. Guidelines for preparing an independent concentration proposal are on the College's website.

All students (except incoming junior transfers) must declare their concentration by the middle of their fourth semester before pre-registering for semester five (usually the spring semester of sophomore year). This declaration outlines the student's primary objectives in choosing the concentration while listing the specific courses to take. Once the declaration is approved, the departmental concentration advisor becomes the student's advisor for the remainder of their time at Brown.

Students may complete as many as three concentrations during a regular four-year program. While Brown does not offer minors, students may pursue and earn one certificate. Students who pursue a certificate may only complete one concentration. A student who completes more than one concentration program may have that fact indicated on their permanent record. To accomplish this, the student must have filed a declaration for each concentration and had it "advisor approved" by the last day of classes in the student's penultimate semester (for most students,

this is the seventh semester). Sponsorship and authorization of each concentration program shall follow the usual procedures.

Students will only be permitted to register for their fifth semester if a declaration of concentration has been filed. Exceptions are made for incoming junior transfers and for Brown|RISD Dual Degree program students. Students failing to complete registration on time because of the failure to file a concentration declaration will be subject to the same action taken by the University for all cases of late registration (see Financial Information (p. 997)).

Honors in the Concentration: Students whose work in the field of concentration has demonstrated superior quality and culminated in an honors thesis of distinction are awarded departmental honors at Commencement. The designation "Honors" is included on the student's transcript and diploma. No distinctions are made among quality levels of honors work. Students considering honors work should consult their departmental, interdepartmental, or independent concentration advisor.

Recommendations for honors are due in early May preceding Commencement. Brown does not grant honors retroactively. Therefore, students who consider taking a grade of Incomplete in a thesis project should understand that they will only receive honors if the thesis is completed in time to be evaluated by faculty readers and a recommendation is submitted before graduation.

Enrollment Unit Requirement

To complete their undergraduate degree, a student must earn at least 32 enrollment units, which are distinct from course credits. The 32 enrollment unit requirement is separate from and in addition to all other degree requirements. While each full-time student is required to take from three to five courses each semester, they accrue 4 enrollment units for each full-time semester at Brown. In addition, beginning with the 2025 Summer Session, degree-seeking Brown undergraduates will earn 1 enrollment unit for each Brown Summer or Winter course credit, but they will not increase a student's semester standing for other purposes. (Please note that students may use a maximum of 4 Brown Summer and Winter courses as part of their degrees.) The only students who may receive enrollment units for pre-matriculation coursework are Transfer or Resumed Undergraduate Education Students, and the only students who may receive enrollment units for post-matriculation coursework at other institutions are students on approved study abroad or study away programs. (See section below on Tuition Regulations for additional information.)

Requirements for Combined Degree Programs

Combined A.B./Sc.B. Degree

Students who wish to earn a combined A.B. and Sc.B. degree may do so in a five-year program in which work for both degrees proceeds concurrently. Students who elect this five-year plan will usually arrange their programs of study so that they may change to either degree candidacy alone before the fourth year.

Requirements for this degree program are as follows:

- Declaration of intent. A formal application approved by the appropriate dean must be filed with the Registrar no later than the student's fifth semester of study.
- Satisfactory completion of the Sc.B. requirements for a standard concentration program in the life sciences, physical sciences, or mathematics or an approved independent Sc.B. program spanning one or more of these areas.
- Satisfactory completion of the A.B. requirements for a standard or independent concentration in the humanities or social sciences.
- A minimum of 38 courses passed. Transfer credits are awarded according to the University's standard rules and regulations.
- At least three years in residence.
- Ten semesters, or 40 units, of enrollment credit. At least six of the ten semesters must be completed in residence at Brown. The ten-semester enrollment requirement is separate from and in addition to any other degree requirements.

Note: The Brown Corporation has enacted a provision allowing students in the five-year A.B.-Sc.B. program who complete all academic requirements in nine semesters to terminate their studies at that point, provided the Committee on Academic Standing (CAS) approves the breadth and quality of the student's program. In that case, the enrollment requirement will be reduced to nine semesters. This provision is subject to review by the Corporation's Academic Council.)

Five-Year Baccalaureate–Master's Degree Program

With the approval of the Graduate Council, academic departments may establish integrated programs leading to the successive awarding of the bachelor's and master's degrees. In such programs, a student may offer up to two courses taken during undergraduate study at Brown in partial fulfillment of the requirements for the master's degree. In all cases, the equivalent of at least six semester courses must be taken in residence at Brown University.

A student must apply for admission to a 5th-year program by the end of the third week of their penultimate semester of undergraduate study. Admission to the Graduate School for the fifth year will ordinarily be a matter of course; however, such admission must be applied for at the proper time and decided on in the regular way. Students interested in this program should consult with relevant staff in the Graduate School.

Brown-Rhode Island School of Design Dual Degree Program

In this five-year program, students earn a bachelor's degree from both Brown and RISD. BRDD students may earn a Bachelor of Fine Arts (B.F.A.) from RISD in any undergraduate major, with the exception of the 5-year BArch program. BRDD students typically earn a Bachelor of Arts (A.B.) degree from Brown, although permission to pursue a Bachelor of Science (Sc.B.) degree may be granted on a case-by-case basis because of their heavier curricular requirements.

To gain admission, students must apply to and be admitted by both schools as well as to the BRDD program. Because of the program's strict requirements, only students applying to enter as first-year students are eligible. Approximately 15 students matriculate in the program each year.

Program in Liberal Medical Education

Each year, Brown's Program in Liberal Medical Education (PLME) matriculates approximately fifty first-year students pursuing an undergraduate degree and medical professional studies in a single eight-year program. As undergraduates, PLME students may choose to work toward an A.B. or Sc.B. degree in the sciences or toward an A.B. in the humanities, social sciences, or behavioral sciences. The undergraduate experience is designed to prepare students for the last four years of the program, which constitute the medical school years and culminate in the MD degree.

To apply to the PLME program, students submit the standard Brown application. Candidates considered permissible by the College Admission Office are reviewed by the PLME Advisory Board. Applicants not admitted to PLME are still considered candidates to the College for the Bachelor of Arts or Bachelor of Science degree.

Academic Advising Programs

A strong network of advisors and mentors help students engage fully and successfully with Brown's open learning environment. Brown's advising programs are designed to facilitate these relationships and provide students with maximum opportunity to formulate and achieve their educational objectives. Students are expected to take the initiative in seeking out and working with advisors to make the best use of their time at Brown.

To ensure students have the guidance and support they need to make informed choices, the University assigns each new student two advising partners: an exploratory advisor and a Meiklejohn peer advisor. The exploratory advisor is a faculty member or administrator who provides a long-term institutional perspective on educational options while generally informing, sometimes encouraging, and occasionally challenging students.

The student Meiklejohn provides an experienced perspective on the ins and outs of course registration, course selection balance, prerequisites, and the like.

As first-year students transition to the sophomore year, they are encouraged to stay with their exploratory advisor to benefit from the continuity and depth of a two-year advising relationship.

Students declare a concentration in their fourth semester of study. Concentration advisors help with this process by explaining the dimensions of their academic disciplines, reading and providing feedback on students' concentration declaration essays, and advising students during their final two years at Brown. Faculty in individual departments and programs that administer concentrations often serve as informal advisors to their concentrators.

A broad network of academic, co-curricular, and personal counseling complements the work of assigned advisors. Throughout the year, deans in the College and in the Office of Student Support Services provide one-on-one consultation to all students who request it. Additional support is available from the Sheridan Center's Academic Tutoring Program, the Curricular Resource Center, the Sarah Doyle Center for Women and Gender, the Brown Center for Students of Color, the LGBTQ Center, the Undocumented, First-Generation College and Low-Income Student Center (U-FLI), the Center for Career Exploration, the professional staff in University Health Services, Counseling and Psychological Services, and the Office of the Chaplains and Religious Life. Peer advising includes Brown's Meiklejohn advising program; Matched Advisor Program for Sophomores (MAPS); Peer Career Advisors (PCA); Health Careers Peer Advisors (HCPA); and athlete peer advisors.

Academic Support Services

Several programs support undergraduates' academic success and help them take full advantage of the curriculum.

- The Curricular Resource Center (<https://crc.brown.edu/>) (CRC) provides advising, facilitation, and reference materials for students wishing to design their own courses (ISPs and GISPs), craft independent concentrations, and explore options for time away from Brown. It also provides peer mentoring support for sophomores and coordinates an academic coaching program staffed by juniors, seniors, and graduate students
- Student Accessibility Services (<https://studentaccessibility.brown.edu/>) (SAS) coordinates and facilitates services for students with physical, psychological, and learning disabilities.
- The Math Resource Center (<https://www.brown.edu/academics/math/math-resource-center/>) assists students in introductory mathematics courses.
- The Sheridan Center for Teaching and Learning (<https://www.brown.edu/sheridan/>) offers opportunities for undergraduate students to engage in their own learning and support the learning of their peers. One of the programs offered by the Sheridan Center is the Academic Tutoring Program (<https://www.brown.edu/sheridan/programs-services/academic-tutoring/>). The Tutoring Program provides small-group tutoring for select gateway STEM and language courses. The peer-led groups meet weekly to review key concepts and learning objectives and discuss problem-solving techniques.
- The Sheridan Center's Writing and English Language Support Hub provides individual and group communication support to any member of the Brown community. In the Writing Center, associates help students with all stages of the writing process, from finding a topic through drafting, revising, and final editing. Students can request a virtual or in-person appointment on the Writing Center's website (<http://brown.edu/go/wc/>). Multilingual students can also work directly with English Language Support on any aspect of English language development, including writing, speaking, reading, listening, and US academic and cultural norms.

Academic Standing

The Brown Faculty and Corporation set the minimum standards students must meet to earn the baccalaureate degree. Undergraduate students are typically expected to take four courses each semester for a total of

32 courses in eight semesters and will ordinarily complete eight courses every two consecutive semesters. (Successful course completion means a course completed with a grade of A, B, C, or S.)

More information about the number of courses a student should complete to maintain good academic standing, and more information about academic standing generally, can be found here (<https://college.brown.edu/design-your-education/academic-policies/academic-standing/>) on the College's website.

In addition, students making satisfactory academic progress will complete a minimum of seven courses in any two consecutive semesters. Before the summer of 2016, academic standing was determined based only on courses completed at Brown. Effective Summer 2016, academic standing is determined based on courses completed at Brown or via approved transfer credit noted on the transcript after a student has been enrolled as a degree candidate. Any pre-Brown matriculation credit, such as college credits for transfer students, do not determine academic standing.

Undergraduates who, in the judgment of the Committee on Academic Standing, have unsatisfactory scholastic records may be placed in one of three categories: Academic Warning, Serious Warning, or Academic Suspension. Academic Suspension or Dismissal (second suspension) includes a permanent transcript notation. The Committee's judgment will depend on the extent of a student's academic deficiency as defined by rules approved by the Faculty on February 5, 1991:

Academic Warning cautions a student that their record is below the standard for graduation.

Serious Warning notifies a student that, unless the record improves, he or she will be subject to academic suspension at the end of the semester.

Academic Suspension may be ordered when the Committee finds that a student's academic record falls more than two credits below the number expected for the student's semester level.

Students on Academic Warning and Serious Warning must obtain special academic advising from an assigned dean.

Guidelines for Study Elsewhere

Students who wish to transfer credit for study completed at an institutionally accredited, degree-granting, two- or four-year institution may do so with prior approval of the College on behalf of the Committee on Academic Standing (CAS). The rules governing transfer credit for study away from Brown are nuanced; consult with a Degree Completion Dean before enrolling. This section describes the policies and procedures most commonly called into play when matriculated students wish to have credits from elsewhere added to their Brown transcript.

Students may receive up to eight Brown course credits for work undertaken during one academic year. Nearly all Brown courses carry one Brown course credit (1.0cc). One Brown course credit is equivalent to four semester credit hours (or 6 quarter units). Therefore, the number of courses taken while on study away from Brown may not be equal to the number of course credits earned. Once a plan is approved by the College, all coursework must meet Brown's transfer credit policies (https://docs.google.com/document/d/1G1QLbMhHdGP04ZEP_zRgRixUTwR3JGL5HV-OxvAcZfw/edit?usp=sharing). Students should also keep all records from their work away, including course syllabi, exams, papers, notes, projects, and portfolios, should the student's concentration department require it for concentration credit.

Coursework that meets transfer requirements for academic content will either be assigned a Brown academic department (e.g. "SOC" would be transcribed for a Sociology course) or if we do not have an equivalent department "NOSP" will be articulated, indicating "no specific subject". A "T" will appear next to each articulation, indicating that the coursework was completed at another institution and transferred to Brown. Successfully completed coursework (coursework completed with a number or letter grade equal to or greater than the equivalent of a C) will be articulated in increments of .25 Brown credit increments with the greatest articulated value being 1 Brown credit. For courses that are worth greater than the equivalent of 1 Brown credit, the residual credit value will be articulated separately to the closest .25 credit increment.

Please note that the above transfer credit articulation only applies to courses offered by other institutions. Brown courses, such as the Pro Seminar in the Brown in Bologna program, which are transcribed directly by Brown will continue to be articulated with their course titles and earned grade (according to the student's choice of grade option (https://registrar.brown.edu/students/course-enrollment/grades/#:~:text=Grading%20System,C%2FNC%20upon%20initial%20registration)))).

Full-Time Study Away

Students planning to study away from Brown full-time must receive approval in advance from the College. This pathway is generally for U.S.-based students interested in studying at another U.S. school during the academic year, but also for international students (F1) interested in studying away in their "home country." Full-Time Study Away awards students one semester of standing. Learn more about the policies that govern Full-Time Study Away here and how to apply (<https://college.brown.edu/learn-beyond-classroom/us-study/study-away-brown/>). This is distinct from Study Abroad, which is outlined further below.

Study Away during the Summer

Two avenues of study are available to undergraduate students interested in summer coursework. They may take courses in Brown's 7-week Summer Session or apply for transfer credit from other summer programs — either domestic or international — that meet certain conditions. Most students will not be eligible to transfer course credit from a non-Brown summer program, as it generally requires a credit recovery need. Consult with a Degree Completion Dean before enrolling. Whether studying in the U.S. or abroad, students must study at institutionally-accredited, degree-granting institutions. Students must obtain preliminary approval for summer study away from Brown by the College. Course equivalency approvals from a Brown academic department does not confirm that a student is eligible to take courses outside of Brown and transfer credit.

Students may apply a combined maximum of 4 Brown course credits from Brown's Summer and Winter Session toward the baccalaureate degree. Non-Brown summer transfer credit contributes to this limit. Non-Brown Winter Session coursework is not transfer eligible. No more than the equivalent of 2 Brown course credits will be transcribed for any given summer of enrollment. Concurrent enrollment in Brown's Summer Session and outside coursework is not permissible. Summer transfer credit may not be used to advance a student's graduation date. Students interested in summer study elsewhere should consult with an academic dean in the College or with Study Abroad Advising, as appropriate.

Semester Study Abroad

Study Abroad | studyabroad.brown.edu (<https://studyabroad.brown.edu>)

Brown University offers undergraduate students the opportunity to study abroad through a wide variety of academic programs, some offered directly by the University and others sponsored by institutions that Brown approves for academic credit. Over 400 undergraduates at Brown study outside of the U.S. each year and are transformed by their experiences in the most positive and profound ways.

Study abroad advisors work closely with students to consider and select one of Brown's many study abroad program offerings. For decades, Brown has offered its own programs in France and Italy. As the administering lead institution of the Consortium for Advanced Studies Abroad, Brown also provides students with study opportunities in Australia, Chile, Cuba, Ireland and Spain (Barcelona and Granada). Additionally, the University partners with leading world universities in Japan and the United Kingdom, and you may consider more than 70 approved programs in other countries.

It's never too early to begin thinking about studying abroad. Brown encourages you to plan ahead to incorporate study abroad into your academic planning.

The Senior Associate Dean for Study Abroad oversees the approval of course credits earned in study abroad programs, and summarizes petitions for courses of study to the Committee on Academic Standing. Guidelines for approving such petitions are below. When exceptions to these guidelines are sought by students, petitions are made to the Senior

Associate Dean, who presents the petitions to CAS for consideration on the students' behalf.

Study abroad is intended to provide students with opportunities not available at Brown, and to complement the university's curricular offerings. In order to qualify for transfer credit back to Brown, the courses taken must be either a part of a degree-bearing program at a foreign institution of higher learning, under the aegis of the responsible office of that country, or offered by a study abroad program provider that is able to document completed coursework through a U.S. school of record who provides a transcript for the earned credits. Brown students are ordinarily subject to the same rules and regulations governing the degree-seeking students of the host university. Special arrangements may be approved for the evaluation of student work if the local institution does not normally evaluate student work at the end of the student's study abroad period. This exception, however, does not permit students to deviate from the host university's normal program of study or its calendar.

Students may study abroad through programs that are Brown sponsored, Brown approved, or CAS-petition approved. In all cases, pre-approval from the Study Abroad Office is required before a student may study abroad for academic credit. Under no circumstances are students allowed to study abroad without first obtaining pre-approval if they intend to use those courses toward their Brown degree requirements. It is also not possible to study abroad without pre-approval and then apply retroactively for transfer of study abroad credit, unless this coursework is completed during the summer. Credit earned independently on a summer study abroad program is eligible for transfer if the program meets the above-described accreditation standards, transfer credit policies are adhered to, and the student has a demonstrated credit recovery need.

Home Tuition Policy

All students are charged Brown University tuition while studying abroad for academic credit. The revised fee structure enables study abroad to be integrated into the Brown four-year academic experience while ensuring equity across the broad socioeconomic spectrum of Brown students.

Academic Standing Requirement

Study abroad is usually not appropriate for students in academic difficulty; therefore, students must be in good academic standing in order to obtain approval to study abroad. Students on Warning may petition the Study Abroad Office for an exception to this rule, and must have a degree completion plan developed with their CAS dean to be considered for an exception.

Language Requirement

Students who wish to attend programs in countries where Brown offers a language concentration (French, Spanish, German, Italian, and Portuguese) must demonstrate proficiency in the host country's language before studying abroad. Competence is certified by the appropriate language department at the level required for study abroad by the language departments and the Study Abroad Office. When studying abroad in these countries, students are required to take all courses in the local language. Some approved programs, such as Granada, allow students to begin study of the language at lower levels.

In host sites where the local language is not routinely available for study by the average Brown student, students may enroll in English language programs administered by or on behalf of the host university. Such students are generally required to study the local language as part of their study abroad programs.

Enrollment Requirement

Study abroad requires that a student enroll full time for courses in an accredited undergraduate study abroad program. Students must register for study abroad courses for a letter or number grade (i.e., not Pass/Fail), and must pass each course with the equivalent of a C or better. Students may receive up to ten transfer course credits for work undertaken during one academic year. The maximum number of courses accepted for concentration credit may not exceed four. Courses taken for general credit towards graduation are reviewed and approved by the Study Abroad Office in consultation with relevant departments. Transfer of courses taken for concentration credit requires written post-approval by the student's concentration advisor. As is the case with all courses transferred back to Brown, letter grades are not recorded on the Brown transcript.

Special Programs

Study abroad institutions created primarily for American and other foreign students will not ordinarily bear credit at Brown. Exceptions to this rule include programs that provided a structured curriculum in areas represented in Brown's curriculum but often not available at universities in other countries (e.g., theater and studio arts, development studies, environmental studies, and community health); programs in which students pursuing a relevant field of study or language at Brown cannot be expected to have mastered the local language well enough to function alongside local students; and programs in a specific area of study or field of research either unavailable at Brown or better pursued at a foreign site with special opportunities.

Excluded Programs

Credit is not granted for "itinerant programs" (those in which students spend a week or less in different locations or countries), shipboard education programs, or most programs created primarily for American and other foreign students (see Special Programs above for exceptions). To earn transfer credit for courses completed in a non-university-based program, students must spend the majority of their time living and studying in the country in which the program is based, or working with members of the host country.

Computing Transfer Credit

The maximum number of credits earned abroad in one semester that will transfer to Brown is five, even if the student completed more than the equivalent of a full Brown course load abroad. Because of differences in the way credits are calculated throughout institutions of higher education, the number of credits taken in a program abroad may not transfer one-to-one to Brown.

Academic Standing upon Returning to Brown

Students studying abroad are subject to the same academic standing regulations as when they are in residence at Brown. Students who return from study abroad with fewer than the equivalent of 4 Brown courses should be aware that their academic standing could be negatively affected, and that they must address the resulting credit shortfall, if any, in the subsequent semester.

Enrollment Unit Requirement

In order to earn a bachelor's degree, students must earn 32 enrollment units, signifying the completion of eight semesters of full-time study. A minimum of three Brown course credits per semester from study abroad will award a student 4 enrollment units. A minimum of 7 Brown course credits per year will grant a student 8 enrollment units. In the event that a student earns fewer than 3 transfer credits for a semester of study abroad or fewer than 7 transfer credits for a year abroad, the student's expected date of graduation may be altered.

Study Away | <https://college.brown.edu/learn-beyond-classroom/us-study/study-away-brown> (<https://college.brown.edu/learn-beyond-classroom/us-study/study-away-brown/>)

In addition to study abroad options, some students are interested in studying away at another college or university in the U.S. or in their home country of permanent residence. At Brown, you have the opportunity to apply for full-time study away status to earn a semester's equivalent of standing and course credits for degree requirements after a semester of study at Brown. Academic deans are available to help you plan ahead to ensure your plans meet requirements and support your degree completion, academic and personal objectives.

With the appropriate permissions, Brown students are allowed to earn credit from other colleges and universities as part of their Brown degree requirements. U.S. citizens and permanent residents of the United States may petition the College (by the Associate Dean of the College for Curricular Integration or designee) to study at a institutionally-accredited two- or four-year degree-granting college or university in the U.S.; students studying on F-1 visas may petition to study at a two- or four-year institution in their home countries. Students must obtain advance review and approval of their proposed coursework from the College in order to transfer course credit back to Brown, using the transfer credit approval process. Students who wish to use non-Brown courses to

satisfy concentration requirements must independently obtain permission from their concentration advisor. Many departments will allow only two concentration requirements to be fulfilled with transfer courses; students should confirm departmental rules in advance. Transfer credit cannot be granted until the student has completed their work with a grade of C or better, submitted an official transcript from the visited institution, and finalized approval in ASK.

One option for studying at other institutions is "Study Away," which connotes full-time study at an approved institution as a visiting (non-matriculated) student. With appropriate approvals, students will receive enrollment units for such approved study away. Students should discuss their plans well in advance with a Degree Completion Dean and with their concentration advisor to review and gain approval for both academic courses and enrollment unit calculations. In some cases, students eligible for financial aid may be able to arrange aid at the other institution through a consorial agreement worked out with the financial aid office. The Associate Dean of the College for Curricular Integration (or designee) will make regular reports to the CAS on approved study away plans.

The Summer Session

Brown's Summer Session offers courses on campus and at international sites during the summer. Summer classes meet for six weeks; exams and final work are completed during the seventh week of the program. Brown students take summer courses to enhance their degree work or maintain progress toward degree completion. Summer Session courses are open to all Brown students and to students from other institutions by application.

Governed by Faculty Rules, Brown's Summer Session maintains guidelines similar to those followed during the academic year. The courses are equivalent to academic year offerings, are approved by the College Curriculum Council, and count toward official determination of academic standing.

Brown undergraduates may enroll in up to 2 course credits in any given summer term. These credits count towards the 4 course credit limit from summer and winter coursework that students can apply towards their bachelor's degree. Brown Summer Session courses at the 1000 level may count toward graduate degrees.

Each Summer Session course credit carries a tuition charge equivalent to one quarter of the semester's full tuition charge, and as such, matriculated degree-seeking students accrue one enrollment unit for each summer course credit. While the enrollment unit(s) earned will count towards the minimum 32 required for the degree, these summer courses will not increase a student's semester standing for other purposes.

For more information, visit <https://summersession.brown.edu/>

Each year's Summer Session calendar is posted on the Brown Registrar's website, <https://registrar.brown.edu/>, as well as at the site above.

Brown Winter Session

In 2016-2017, Brown Launched a Winter Session for Brown undergraduate degree candidates. Following Brown Summer Session rules, students can count no more than 4 Summer/Winter Session course credits toward their bachelor's degree. Brown Winter Session courses carry full academic course credit. Hence, they may be offered in partial fulfillment of graduation requirements at Brown. Students may elect no more than one course in any given winter term. Winter Session course credits count towards the 4 course credit limit from summer and winter coursework that students can apply towards their bachelor's degree. Each Winter Session course credit carries a tuition charge equivalent to one quarter of the semester's full tuition charge, and as such, matriculated degree-seeking students accrue one enrollment unit per winter course credit. While the enrollment unit(s) earned will count towards the minimum 32 required for the degree, these winter courses will not increase a student's semester standing for other purposes.

With the exception of courses taken during Rhode Island School of Design's Winter Session under the cross-registration agreement, Winter Session courses taken elsewhere are not eligible for transfer credit.

Curricular Programs

Collaborative Research and Scholarly Experiences

Collaborative Research and Scholarly Experiences (COEX) engage groups of students in addressing a research question or knowledge gap of interest to scholarly communities. Typically, a COEX course would engage students in:

1. Research practices authentic to the discipline (e.g., by asking questions, using the tools of the discipline for gathering and analyzing data, developing and critiquing interpretations and arguments).
2. Discovery, or exploration of ill-structured questions where the outcome is not known to the students nor the instructor, and there is the potential for generating new knowledge or insights.
3. Creating work that has potential impact beyond the classroom (e.g., through reports for an outside organization, authorship or acknowledgement in a potential publication, blogs or podcasts distributed beyond the classroom).
4. Collaboration, such as group work, giving and receiving peer feedback, pooling data, and sharing interpretations.
5. Iteration, or processes of revision, learning from failure, and acknowledging and building on other students' work.

A complete list of each semester's COEX courses may be viewed in Courses@Brown by choosing "Collaborative Research and Scholarly Experiences" in the Curricular Programs field.

Community-Based Learning and Research

Community-Based Learning and Research (CBLR) courses connect academic inquiry with real-world learning experiences, enabling students to integrate and transfer their learning to contexts beyond the classroom.

CBLR-designated courses: (i) Involve collaboration with one or more community partners to investigate an important social challenge or problem; (ii) Incorporate in-depth community-based experiences (typically undertaken outside of the classroom) into the learning and/or research objectives of the course; (iii) Provide structured opportunities for reflecting on the relationship between classroom learning and real-world experience, with the goals of deepening the understanding of course content and exploring questions of identity, agency, and social responsibility; and (iv) Create products or outcomes that are shared with the community partner and/or broader public.

A complete list of each semester's CBLR courses may be viewed in Courses@Brown by choosing "Community-Based Learning and Research" in the Curricular Programs field.

First Year Seminars

First-year seminars ensure close contact between first-year students and faculty members while simultaneously offering a rigorous introduction to the concepts and methods of a particular subject area or department. Seminars have few if any prerequisites and are offered in all areas of the curriculum, from anthropology to physics to literary arts. Students receive regular feedback on the work they produce for the seminars, and seminar faculty often serve as informal mentors for their students long after the class has ended. A complete list of each semester's seminars may be viewed in Courses@Brown by choosing "First-Year Seminar" in the Curricular Programs field.

Race, Power, and Privilege Courses

Race, Power and Privilege (RPP) courses center issues of race and examine issues of structural inequality, racial formations and/or disparities and systems of power within a complex, pluralistic world. Course syllabi clearly outline these goals to students via learning objectives, assessment, and readings. All are welcome to explore this curriculum.

RPP courses investigate:

- the ways different forms of power and privilege construct racial and identity formations in the U.S. and/or globally; the cultural, political and intellectual responses to this racialization;

- how categories of race and ethnicity are produced intersectionally in relation to other hierarchical structures of difference including gender, sexual orientation, class, religion, ability, citizenship status and geography;
- the structures, institutions, practices and attitudes that enable, maintain or mitigate domestic and/or global racial disparities in health, income, education outcomes, media representations, etc.; and/or
- the ways in which disciplinary structures of knowledge have been embedded in such historical formations as racism and colonialism.

Sophomore Seminars

Sophomore seminars bring together ideas, perspectives, and approaches that are not normally seen side by side in a given course or program. Embracing a range of intellectual perspectives, many of the seminars focus specifically on issues of social justice, identity, and difference. Limited to twenty students each, the seminars help students develop the skills, knowledge, and values they need to progress toward more advanced learning in a discipline or field.

A complete list of each semester's SOPH seminars may be viewed in Courses@Brown by choosing "Sophomore Seminar" in the Curricular Programs field.

Writing-Designated Courses

Brown students are expected to work on writing in their general studies and in the concentration. Students may begin to fulfill this expectation by taking at least one course that carries the WRIT designation. WRIT courses are offered across the curriculum and help students develop the ability to write well in styles appropriate to different academic disciplines.

A complete list of each semester's WRIT courses may be viewed in Courses@Brown by choosing "Writing-Designated Courses" in the Curricular Programs field.

Collaborative Research and Scholarly Experiences

Fall 2025

Biology

BIOL 0190 S01 18699 Phage Hunters Yang Zhou

BIOL 0220 S01 18651 Discovering Novel Protein Fold William M. Holmes

Brown Arts Institute

ARTS 1016 S01 18962 Curatorial Praxis Thea Quiray Tagle

Cognitive & Psychological Sciences

CPSY 1195 S01 18280 Life Under Water Ruth Melanie Colwill

Computer Science

CSCI 1952R S01 18992 Systems Transforming Systems Nikos Vasilakis

Engineering

ENGN 1860 S01 17029 Advanced Fluid Mechanics Kenny Breuer

Humanities

HMAN 1977B S01 18963 Foreign Policy Worlds Damien Mahiet

Spring 2026

Biology

BIOL 0285 S01 20182 Inquiry in Biochemistry William M. Holmes

BIOL 0285 S02 20183 Inquiry in Biochemistry William M. Holmes

BIOL 0610 S01 20306 Modeling Human Disease Using S Chuck Toth

BIOL 0620 S01 26567 Fermentation to Publication Peter A. Belenky

BIOL 1555 S01 20175 Methods in Informatics and Dat Elizabeth S. Chen

Public Health

PHP 1725 S01 26960 Rural Public Health Erica D Walker

Community-Based Learning and Research Fall 2025

Africana Studies

AFRI 0300 S01 18328 Performing Ethnography Lisa L Biggs

Archaeology and Ancient World

ARCH 1900 S01 18469 Archaeology of College Hill Candace Rice

Education

EDUC 0520 S01 17100 Adolescent Literature Laura A. Snyder
EDUC 0530 S01 17101 Fieldwrk + Sem in Secondary Ed Tricia Kelly
EDUC 1015 S01 18526 Reimagining Power: Community-D Jacques Lesure
EDUC 1190 S01 17108 Family Engagement in Education Yoko Yamamoto

English

ENGL 1050G S01 17179 Journalism Practicum Nell Lake
ENGL 1160P S01 17181 Writing Climate, Writing Commu Kate J. Schapira
ENGL 1180Z S01 17180 Healthcare Journalism Nell Lake

Environmental Studies

ENVS 0110 S02 18500 Humans, Nature and the Environ Leslie D Acton

Ethnic Studies

ETHN 1000 S01 16759 Introduction to Ethnic Studies Kevin A. Escudero

French Studies

FREN 1410T S01 17118 L'experience des refugies Virginia A. Krause

Public Health

PHP 1300 S01 17846 Parenting Bx and Child Health Tayla von Ash
PHP 1821 S01 17835 Incarceration, Disparities, Heal Alexandria Macmadu

Spring 2026

Anthropology

ANTH 1215 S01 27133 The Anthropology of Aging Lisa DiCarlo

Biology

BIOL 0610 S01 20306 Modeling Human Disease Using S Chuck Toth

Education

EDUC 0515 S01 25559 Teaching LGBTQIA History John Palella
EDUC 1185 S01 27792 Students in Immigrant Families Yoko Yamamoto

English

ENGL 1050Z S01 26226 Audio/Video Storytelling Nell Lake
ENGL 1051A S01 27504 The Art of the Interview Nell Lake

Environmental Studies

ENVS 1421 S01 26440 Podcasting For the Common Good Megan Hall
ENVS 1557 S01 26441 Birding Communities Nancy J. Jacobs

Hispanic Studies

HISP 0750B S01 26383 Latin American Diaspora in US Iris Montero

Linguistics

LING 1631 S01 27795 Bilingualism Felix Kpogo

Literary Arts

LITR 1152C S01 26059 Writers-in-the-Community Train Eleni A Sikelianos

Public Health

PHP 1300 S01 27033 Parenting Bx and Child Health Tayla von Ash
PHP 1725 S01 26960 Rural Public Health Erica D Walker
PHP 1810 S01 27037 Community-Engaged Research Alison Tovar
PHP 1830 S01 27311 Harm Reduction Public Health Alexandria Macmadu

First Year Seminars Fall 2025

American Studies

AMST 0090A S01 18051 Sex, Work, and Migration Elena Shih
AMST 0090C S01 18827 Eco-Identity Lindsay Garcia

Anthropology

ANTH 0066J S01 17454 You Want to Change the World Daniel Smith

Biology

BIOL 0190 S01 18699 Phage Hunters Yang Zhou
BIOL 0190F S01 10233 Darwinian Medicine Marc Tatar
BIOL 0190P S01 10209 Pride/Prej Dev of Sci Theories Stephen L. Helfand

Chemistry

CHEM 0080B S01 17627 Molecular Structrs in Chem/Bio Paul Gregory Willard

Comparative Literature

COLT 0711T S01 18540 Writing and Censorship Esther K. Whitfield

Earth, Environmental, and Planetary Science

EEPS 0160I S01 19736 Diamonds James W Dottin
EEPS 0160N S01 18249 Monsters of the Abyss Baylor Fox-Kemper
EEPS 0160O S01 19734 Extreme Weather Jung-Eun Lee

East Asian Studies

EAST 0152 S01 16951 Worlds of Korean Cinema Hieyoon Kim

English

ENGL 0150S S01 18884 The Roaring Twenties Tamar Katz
ENGL 0151D S01 17188 Men's Films Richard Rambuss

Environmental Studies

ENVS 0070G S02 18499 Climate and Civilization Gavin Piccione

French Studies

FREN 0720I S01 17114 J'accuse! Thangam Ravindranathan

Hispanic Studies

HISP 0750E S01 18449 Tpcs in Hispanic Cltr and Civ Mercedes Vaquero

History of Art and Architecture

HIAA 1015 S01 19487 Art from The Four Corners Annie Melia Maloney

History

HIST 0510B S01 18039 History of Tokyo Kerry Smith
HIST 0558C S01 17215 Latinx Social Movement History Mark A Ocegueda
HIST 0559C S01 17622 Archives and Activism Naoko Shibusawa
HIST 0592 S01 18684 American Rev in Pop Culture Rebecca Graham

Italian Studies

ITAL 0950 S01 18491 Intro to Ital Cinema: Film/Hist Suzanne Stewart-Steinberg

Judaic Studies

JUDS 0050P S01 17045 Synagogues, Churches, Mosques Katharina M Galor

Linguistics

LING 0580 S01 18882 Language, Power, and Society Jaime Benheim

Literary Arts

LITR 0100A S01 17774 Introduction to Fiction Shedrack Opeyemi Akanbi
LITR 0100A S02 17804 Introduction to Fiction Ishara Serrette
LITR 0100A S03 17806 Introduction to Fiction Hunter Allen Watkins
LITR 0100B S01 17807 Introduction to Poetry Owen David Torrey
LITR 0710 S01 17783 Writers on Writing Seminar Ama Codjoe

Modern Culture and Media

MCM 0800Y S01 19297 DIY:Notes from the Underground Madison Moore

Music

MUSC 0021M S01 18797 Music, Sport, Games, Play Joshua Tucker

Native American and Indigenous Studies

NAIS 0105 S02 19455 This Land is (?) Land Mack Scott

Political Science

POLS 0821F S01 19009 Politics and Nature Sharon R. Krause

Portuguese and Brazilian Studies

POBS 0830 S01 18664 Shipwrecks Hist and Lit Gabriel Rocha

Public Health

PHP 0060 S01 16940 First-Yr Seminar Global Health Nisha Trivedi

PHP 0080 S01 19479 Epidemiology of Hope William Christopher Goedel

Religious Studies

RELS 0090A S01 18147 Women and Gender in Anc. Rel. Susan Ashbrook Harvey

RELS 0090B S01 18148 Indigenous Ecologies Mark Cladis

Russian

RUSS 0320C S01 18293 Demons and Angels Michal Oklot

Sociology

SOC 0300F S01 17900 Unequal From Birth Margot Jackson

SOC 0300P S01 17960 Being Normal Michela Musto

Theatre Arts and Performance Studies

TAPS 0800N S01 18522 Semiotics of the Broadway Leon J A Hilton

Spring 2026

Africana Studies

AFRI 0610 S01 26277 Black Student Protest Matthew Guterl

American Studies

AMST 0150T S01 27724 Latina Popular Culture TBD

Anthropology

ANTH 0066L S01 26647 Singing and Language Benjamin Salinas

Biology

BIOL 0100 S01 20180 Living Bio at Brown and Beyond Kristina A Monteiro

Comparative Literature

COLT 0710N S01 26503 Comp Intro Lit of Americas Luiz Fernando Valente

COLT 0811Z S01 27074 Paradise, Periphery, Prison Vangelis Calotychos

Earth, Environmental, and Planetary Science

EEPS 0160M S01 27577 Natural Disasters Colleen A. Dalton

EEPS 0160P S01 27530 From Human Migration to Solvin Alberto Saal

East Asian Studies

EAST 0140 S01 25346 Childhood and Culture in Japan Samuel E. Perry

Engineering

ENGN 0120 S01 27338 Crossing the Chasm Richard D. Fleeter

English

ENGL 0150Y S01 25594 Brontës and Brontëism Benjamin W. Parker

History of Art and Architecture

HIAA 1016 S01 27835 Museums and Management TBD

Language Studies

LANG 0710 S01 25519 Protest and Dissidence in Iran Michelle Quay

Literary Arts

LITR 0100B S01 25954 Introduction to Poetry TBD

LITR 0100B S02 26925 Introduction to Poetry TBD

LITR 0710 S01 25951 Writers on Writing Seminar TBD

Modern Culture and Media

MCM 0800W S01 25801 Transnational Cinema East Asia Jinying Li

Philosophy

PHIL 0040 S01 26556 Critical Reasoning Eric Guindon

Political Science

POLS 0820Y S01 20217 Race-Crimnl Justice Paul F Testa

Sociology

SOC 0300K S01 26919 Inequalities and Health Susan Short

SOC 0300N S01 26051 Social Inequality Emily Rauscher

Race, Power, and Privilege

Fall 2025

Africana Studies

AFRI 0090 S02 18314 An Intro to Africana Studies Francoise N. Hamlin

AFRI 0300 S01 18328 Performing Ethnography Lisa L Biggs

AFRI 0670 S01 18330 Global Black Radicalism Brian W E Meeks

AFRI 1112 S01 18327 Contemporary Black Theatre Lisa L Biggs

AFRI 1330 S02 18467 Africana Studies Junior Semina Keisha Blain

American Studies

AMST 1611S S01 16762 US Popular Culture Richard Baldoz

Anthropology

ANTH 0066J S01 17454 You Want to Change the World Daniel Smith

ANTH 0100 S01 17397 Intro to Cultural Anthropology Myles Lennon

ANTH 0800 S01 17420 Intro to Linguistic Anthro Joshua Babcock

ANTH 1623 S01 17383 Archaeology of Death Patricia E. Rubertone

Applied Mathematics

APMA 1910 S01 18119 Race & Gender in the Sciences Kristina Mallory

Brown Arts Institute

ARTS 1016 S01 18962 Curatorial Praxis Thea Quiray Tagle

Earth, Environmental, and Planetary Science

EEPS 1615 S01 17302 Climate, Human Rights & Policy Amanda Lynch

Economics

ECON 1390 S01 18373 Inequality of Income, Wealth, David N. Weil

ECON 1520 S01 18378 Culture, History and Comparati Stelios Michalopoulos

ECON 1530 S01 18379 Health, Hunger + the Household Andrew D. Foster

Education

EDUC 0530 S01 17101 Fieldwrk + Sem in Secondary Ed Tricia Kelly

EDUC 0810 S01 18371 "Education of a Bodybuilder" John Palella

EDUC 0815 S01 17109 The Craft of Teaching Indira Gil

EDUC 1015 S01 18526 Reimagining Power: Community-D Jacques Lesure

EDUC 1490 S01 17102 Historicizing School Punishmnt Mahasan Chaney

English

ENGL 0100V C04 20022 Inventing Asian Am Lit TBD

ENGL 0100V S01 10098 Inventing Asian Am Lit Daniel Kim

ENGL 0710B S01 17146 African Amer Lit and Slavery Rolland D. Murray

ENGL 0710X S01 17365 Black Poetics Kevin E Quashie

ENGL 1710J S01 17165 Modern African Literature Olakunle George

ENGL 1710K S01 17254 Literature and Poverty Rolland D. Murray

ENGL 1711L S01 10001 Contemporary Black Women's Lit Aliyyah Abdur-Rahman
ENGL 1760Y S01 17174 Toni Morrison Kevin E Quashie

Environmental Studies

ENVS 1232 S01 18511 Land Matters Mindi Schneider
ENVS 1615 S01 18515 Climate, Human Rights & Policy Amanda Lynch

Ethnic Studies

ETHN 1000 S01 16759 Introduction to Ethnic Studies Kevin A. Escudero
ETHN 1200K S01 18155 Intro Native American Studies Mack Scott
ETHN 1612E S01 17624 Black Archival Experiments Kiana Murphy
ETHN 1750X S01 18834 Native Language Revitalization Nitana Hicks Greendeer

Gender and Sexuality Studies

GNSS 1962C S01 19760 Art of Survival Sarah A Richter
GNSS 1962G S01 19215 Designing Public Memory Eliana Chavkin
GNSS 1962H S01 19692 Blackness and Memes Rahma Haji

Hispanic Studies

HISP 0550 S01 16788 Intermediate Spanish:Heritage Eva M. Gomez Garcia

History of Art and Architecture

HIAA 1015 S01 19487 Art from The Four Corners Annie Melia Maloney

History

HIST 0255A S01 17214 Mexican American History Mark A Ocegueda
HIST 0558C S01 17215 Latinx Social Movement History Mark A Ocegueda
HIST 0559C S01 17622 Archives and Activism Naoko Shibusawa
HIST 1081 S01 18869 Afr Env Hist to 1900 Nancy J. Jacobs
HIST 1202 S01 17223 Foundations Classical Heritage Kenneth S. Sacks
HIST 1272D S01 17218 The French Revolution Joel W. Revill
HIST 1381 S01 17222 Latin Amer History and Film Daniel A. Rodriguez
HIST 1512 S01 17359 First Nations to 1800 Linford D. Fisher
HIST 1553 S01 17625 Empires in America to 1890 Naoko Shibusawa
HIST 1620 S01 17230 Gandhi Making Modern South Asia Vazira F-Y Zamindar
HIST 1958D S01 18166 Comics Indigenous Storytelling Tarisa D Little
HIST 1974U S01 17221 Incarceration in the Americas Daniel A. Rodriguez

Humanities

HMAN 1300A S01 18780 Decolonizing Data Tarika Sankar
HMAN 1977O S01 19808 The Black Outdoors Cherod Booker Johnson
HMAN 1977P S01 19809 Wet Ethnographies Eda Tarak

Judaic Studies

JUDS 0050K S01 17040 Hope, Despair,Longing JewishTh Paul E. Nahme
JUDS 0980K S01 19963 Belonging in Modern Israel Erica Weiss
JUDS 1614 S01 17043 Polit.Theology+Jewish Question Paul E. Nahme

Linguistics

LING 0580 S01 18882 Language, Power, and Society Jaime Benheim

Music

MUSC 0642 S01 18422 World Music Ensemble Martin K. Obeng
MUSC 1240R S01 17931 Intro to Rap Songwriting Enongo A Lumumba-Kasongo
MUSC 1975 S01 18131 Jazz & The Explosion Of Genre Timo Vollbrecht

Native American and Indigenous Studies

NAIS 0105 S02 19455 This Land is (?) Land Mack Scott

Political Science

POLS 1455 S01 19008 Crime, Punishment, and Politic David B Skarbek
POLS 1825S S01 17086 Latino Politics in the United Marques Zarate

Public Health

PHP 1070 S01 17475 Global Burden of Disease Abigail D. Harrison
PHP 1680I S01 17478 Disability/Health and Community Sarah E. Skeels
PHP 1681 S01 18337 Reproductive Justice Liz Tobin-Tyler
PHP 1920 S01 18044 Social Determinants of Health Diana Grigsby

Religious Studies

RELS 0090B S01 18148 Indigenous Ecologies Mark Cladis

Russian

RUSS 1530 S01 18443 Russian Orientalism Maria Taroutina

Sociology

SOC 0315 S02 17897 International Migration Laura Lopez Sanders
SOC 1040 S01 17881 World Population Problems Zhenchao Qian
SOC 1116 S02 19716 Criminal Courts and the Law Nicole Gonzalez Van Cleve

Urban Studies

URBN 0215 S01 19645 Urban Life in the Global South Vivek Mishra
URBN 1870M S01 16772 Urban Regimes in Amer Republic Marion E. Orr

Spring 2026

Africana Studies

AFRI 0005 S01 27136 Resistance in Black PopCulture TBD
AFRI 0610 S01 26277 Black Student Protest Matthew Guterl
AFRI 0990 S01 27344 Black Lavender Stacey K Robinson
AFRI 1050E S01 26355 The REAL RPM Lisa L Biggs
AFRI 1360 S01 20145 Knowledge, Texts + Methodology Brian W E Meeks
AFRI 1441 S01 26593 Migration Patsy P. Lewis

American Studies

AMST 1200P S01 25737 Black Comics Kiana Murphy
AMST 1700S S01 27630 Native American Identity Nitana Hicks Greendeer

Anthropology

ANTH 0300 S01 25749 Culture and Health Katherine A. Mason
ANTH 0500 S01 25746 Anthropological Archaeology Jordi A Rivera Prince
ANTH 1225 S01 25773 Gendering Migration Nadje S Al-Ali
ANTH 1310 S01 26648 Anth Perspectv Global Health Katyayni Seth
ANTH 1940 S01 25757 Ethnographic Research Methods Rebecca Louise Carter

Classics

CLAS 1140 S01 26128 Classical Philosophy of India David Buchta

Comparative Literature

COLT 0510S S01 26628 Latinx Aesthetics Alexandra Algaze Gonzalez

East Asian Studies

EAST 0309 S01 26797 Gender Relations in China Beverly Bossler
EAST 0406 S01 26865 Foreign Bodies in Premod J Lit Jeffrey Niedermaier

Economics

ECON 1310 S01 26420 Labor Economics Kenneth Chay

Education

EDUC 0300 S01 25457 Introduction to Education Andrea Flores
EDUC 0515 S01 25559 Teaching LGBTQIA History John Palella
EDUC 0620 S01 25561 Cradle of Inequality David E Rangel

Engineering

ENGN 1820 S01 25844 Future of Work Banu Ozkazanc-Pan

English

ENGL 0101A S01 20097 Independence and Modern Lit Tamar Katz
ENGL 0710Q S01 26674 African American Literature in Rolland D. Murray
ENGL 1711E S01 26386 African American Literature Rolland D. Murray

Ethnic Studies

ETHN 1200C S01 26825 Intro to Asian American Stud Kevin A. Escudero
ETHN 1750S S01 25329 Extravagant Texts Daniel Kim

Gender and Sexuality Studies

GNSS 1550 S01 26744 Queer Asias Alex Wolff

Hispanic Studies

HISP 0750B S01 26383 Latin American Diaspora in US Iris Montero

History of Art and Architecture

HIAA 0077 S01 26148 Revolutions, Illusions, Impres Holly M Shaffer

HIAA 0087 S01 26149 Contemporary Art Lindsay A Caplan

History

HIST 0150J S01 25634 The Ocean in Global History Gabriel Rocha

HIST 0234 S01 25636 Modern Latin America Daniel A. Rodriguez

HIST 0256 S01 25624 Introduction to Latinx History Mark A Ocegueda

HIST 0654A S01 25640 Welfare States Robert O. Self

HIST 0690F S01 27204 Unnatural Disasters Phoebe Lynn Labat

HIST 0691 S01 25734 Indigenous Education Tarisa D Little

HIST 1272E S01 26802 ParisSacrd/Profane/Imagnd/Real Charles S Carroll

HIST 1340 S01 25622 History of the Andes Jeremy R. Mumford

HIST 1571 S01 25609 Intell Hist of Black Women Keisha Blain

HIST 1830M S01 25738 Medieval Bedlam-Prozac Nation Jennifer L. Lambe

HIST 1960H S01 27491 SouthernAfrica's First Peoples Nancy J. Jacobs

HIST 1969A S01 25607 Israel-Palestine: Lands/People Omer Bartov

HIST 1978F S01 27645 Climates of Inequality Leila Blackbird

Humanities

HMAN 1977D S01 27151 Settler Colonial Cities Patricia E. Rubertone

Italian Studies

ITAL 1262 S02 26467 WomenGenderFeminism Caroline Castiglione

Judaic Studies

JUDS 0651 S01 25501 Race, Sexuality, and the Jews Katharina M Galor

JUDS 0902 S01 25502 History of the Holocaust Adam J Teller

Korean

KREA 1090 S01 27632 Translating Korean Samuel E. Perry

Linguistics

LING 1500 S01 26298 Sociolinguistics Jaime Benheim

Music

MUSC 0642 S01 26519 World Music Ensemble Martin K. Obeng

MUSC 1936 S01 27376 Black Atlantic Musics in RI Ruby Anethe Erickson

Political Science

POLS 0820Y S01 20217 Race-Crimnl Justice Paul F Testa

POLS 1821V S01 20233 Democracy and Inequality in Am Richard O. Snyder

Public Health

PHP 0400 S01 27031 Intro to Health Disparities David G Zelaya

PHP 1100 S01 26162 Comparative Health Care Systms Irene N Papanicolas

PHP 1650 S01 27036 Race, Racism and Health Diana Grigsby

PHP 1725 S01 26960 Rural Public Health Erica D Walker

Religious Studies

RELS 0012 S01 26139 Rel. Lives of Everyday People Kera Street

RELS 0845 S01 26143 Religious Freedom in America Daniel Vaca

Science, Technology, and Society

STS 1100 S01 25482 Botanizing Worlds Xan Chacko

Sociology

SOC 0010 S01 26037 Introductory to Sociology Christopher M Rea

SOC 0300N S01 26051 Social Inequality Emily Rauscher

SOC 1130 S02 27055 Race, Mig, American Color Line Laura Lopez Sanders

Theatre Arts and Performance Studies

TAPS 0350 S01 27524 Black Performance Theory TBD

TAPS 0800Q S01 27305 On the Flesh: Queer and Trans Maria Cecilia Azar

TAPS 1281G S01 20026 Queer Dance J Dellecave

TAPS 1500P S01 25816 Asian American Theater Making Sophia Skiles

Urban Studies

URBN 0210 S01 26631 The City: Intro to Urban Study TBD

Sophomore Seminars

Fall 2025

Africana Studies

AFRI 0300 S01 18328 Performing Ethnography Lisa L Biggs

AFRI 0670 S01 18330 Global Black Radicalism Brian W E Meeks

American Studies

AMST 0170G S01 18815 Native American Boarding Schoo Jessica R Fremland

Biology

BIOL 0940A S01 10214 Viral Epidemics Walter J. Atwood

BIOL 0940D S01 10238 Rhode Island Flora:Local Plant Rebecca Y Kartzinel

Environmental Studies

ENVS 0120 S01 19272 Climate Change & Public Health Allan Carpenter Just

Political Science

POLS 0920N S01 17959 Music, Politics, and Power Richard O. Snyder

Spring 2026

Africana Studies

AFRI 0005 S01 27136 Resistance in Black PopCulture TBD

Anthropology

ANTH 0077A S01 27288 Visual Anthropology Rebecca Louise Carter

Education

EDUC 0620 S01 25561 Cradle of Inequality David E Rangel

History

HIST 0654A S01 25640 Welfare States Robert O. Self

HIST 0690F S01 27204 Unnatural Disasters Phoebe Lynn Labat

HIST 0691 S01 25734 Indigenous Education Tarisa D Little

Political Science

POLS 0920I S01 25546 The Politics, Ethics, and Art Rebecca B. Weitz-Shapiro

Writing-Designated Courses

Fall 2025

Africana Studies

AFRI 0090 S02 18314 An Intro to Africana Studies Francoise N. Hamlin

AFRI 1330 S02 18467 Africana Studies Junior Semina Keisha Blain

American Studies

AMST 0090A S01 18051 Sex, Work, and Migration Elena Shih

AMST 0090C S01 18827 Eco-Identity Lindsay Garcia

AMST 1907F S01 18685 Queer Indigenous Studies Jessica R Fremland

Anthropology

ANTH 0066J S01 17454 You Want to Change the World Daniel Smith

ANTH 0100 S01 17397 Intro to Cultural Anthropology Myles Lennon

ANTH 1327 S01 17609 Ethnography in Organizations Lisa DiCarlo

ANTH 1930 S01 17510 Anthropology Thesis Workshop Peter Van Dommelen

Applied Mathematics

APMA 1000 S01 19805 Intro to Mathematical Proofs Miriam A Gordin

Archaeology and Ancient World

ARCH 0255 S01 19841 Monsters & Fantastic Creatures Jada Ko

ARCH 1900 S01 18469 Archaeology of College Hill Candace Rice

Biology

BIOL 0940A S01 10214 Viral Epidemics Walter J. Atwood
 BIOL 1050 S01 10336 Biology of the Eukaryotic Cell Chuck Toth
 BIOL 1300 S01 10220 Biomolecular Interactions Nicolas Lux Fawzi
 BIOL 1575 S01 10202 Eval of Health Info Systems Hamish S Fraser
 BIOL 1800 S01 19599 Animal Locomotion Sharon M. Swartz

Chemistry

CHEM 0999 S01 17850 Chemistry and Art Li-Qiong Wang
 CHEM 1560N S01 17855 Organometallic Chemistry Jerome R Robinson

Chinese

CHIN 0700 S01 16824 Advanced Modern Chinese II Yang Wang
 CHIN 0700 S02 16825 Advanced Modern Chinese II Yang Wang

Classics

CLAS 0150 S01 17441 Ancient Greek Philosophy Mary-Louise G Gill
 CLAS 0310R S01 17442 Revolutionary Classics Johanna M. Hanink
 CLAS 1120B S01 17514 Epic Poetry: Homer to Lucan Pura Nieto Hernandez
 CLAS 1120G S01 17515 The Idea of Self Joseph Michael Pucci
 CLAS 1310 S01 17518 Roman Hst I: Rise/Fall Imp Repl Amy Russell

Cognitive & Psychological Sciences

CPSY 0800 S01 18275 Language and the Mind Roman Feiman
 CPSY 1180B S01 18278 Animal Languages Andrea Megela Simmons
 CPSY 1195 S01 18280 Life Under Water Ruth Melanie Colwill
 CPSY 1960 S01 18289 Senior Seminar in BDS Steven A. Sloman

Computer Science

CSCI 1360 S01 18323 Human Factors in Cybersecurity Ernesto Rafael Zaldivar
 CSCI 1360 S02 18324 Human Factors in Cybersecurity Ernesto Rafael Zaldivar
 CSCI 1952R S01 18992 Systems Transforming Systems Nikos Vasilakis

Contemplative Studies

COST 0520 S01 18257 Tai Chi, Qigong, and Tradition Larson Difiori
 COST 0525 S01 18232 History & Practice of Yoga Shaman Hatley

Data Science

DATA 1150 S01 18408 Data Science Fellows Linda Clark

Earth, Environmental, and Planetary Science

EEPS 0160I S01 19736 Diamonds James W Dotti
 EEPS 0160N S01 18249 Monsters of the Abyss Baylor Fox-Kemper
 EEPS 1615 S01 17302 Climate, Human Rights & Policy Amanda Lynch

East Asian Studies

EAST 1304 S01 19576 Crafting Early Modern China Kaijun Chen
 EAST 1505 S01 10357 Two Koreas Hieyoon Kim

Economics

ECON 1200 S01 18675 History of Economic Thought Emily C Skarbek
 ECON 1530 S01 18379 Health, Hunger + the Household Andrew D. Foster
 ECON 1690 S01 19457 Latin American Econ History Felipe Valencia

Education

EDUC 0510 S01 18743 Culture Wars in Am Schools Tracy L. Steffes
 EDUC 0530 S01 17101 Fieldwrk + Sem in Secondary Ed Tricia Kelly
 EDUC 0810 S01 18371 "Education of a Bodybuilder" John Palella
 EDUC 0825 S01 17104 Adolescence in Social Context Andrea Flores
 EDUC 1430 S01 18588 Soc Psych of Race, Class + Gen David E Rangel
 EDUC 1600 S01 17103 Education, Economy, School Refrm Matthew A. Kraft
 EDUC 1660 S01 17099 Soc Context of Learning/Devel Jin Li
 EDUC 1900 S01 16963 Senior Seminar Diane H Silva Pimentel

Engineering

ENGN 1010 S01 17341 The Entrepreneurial Process Daniel E. Warshay
 ENGN 1010 S02 18110 The Entrepreneurial Process Hamzah A. Ansari
 ENGN 1010 S03 18111 The Entrepreneurial Process Jon E. Cohen
 ENGN 1230 S01 10276 Instrumentation Design David A. Borton

ENGN 1931P S01 17031 Energy and the Environment Indrek Kulaots

English

ENGL 0310A S03 19456 Shakespeare Christopher Robert Yates
 ENGL 1191B S01 17178 Fugitive Letters Austin Jackson

Environmental Studies

ENVS 0070G S02 18499 Climate and Civilization Gavin Piccione
 ENVS 1574 S01 18513 Climate Policy Research J Roberts
 ENVS 1615 S01 18515 Climate, Human Rights & Policy Amanda Lynch
 ENVS 1825 S01 18516 Commodity Natures Mindi Schneider
 ENVS 1909 S01 19224 Critical Botanical Histories Aparajita Majumdar
 ENVS 1911 S01 18517 Narrating the Anthropocene Bathsheba R Demuth
 ENVS 1925 S01 18518 Energy Policy and Politics Dawn King
 ENVS 1930 S01 19280 Science Journalism Jennifer Adler

Ethnic Studies

ETHN 1200K S01 18155 Intro Native American Studies Mack Scott
 ETHN 1612E S01 17624 Black Archival Experiments Kiana Murphy
 ETHN 1890T S01 17351 Writing Latinx Lives Ralph E. Rodriguez

French Studies

FREN 0600 S01 17110 Writing and Speaking French II Stephanie A Ravillon
 FREN 0600 S02 17111 Writing and Speaking French II Stephanie A Ravillon
 FREN 0600 S03 17112 Writing and Speaking French II Stephanie A Ravillon
 FREN 0720I S01 17114 J'accuse! Thangam Ravindranathan
 FREN 1020A S01 17116 Histoire Langue Française Ourida Mostefai
 FREN 1040C S01 17117 Le Grand Siècle à l'écran Lewis C. Seifert
 FREN 1410T S01 17118 L'expérience des refuges Virginia A. Krause
 FREN 1410X S01 17119 Dés/Accords franco-américains Lewis C. Seifert
 FREN 1710O S01 18927 Décolonisation! Mohamed Amer Meziane

Gender and Sexuality Studies

GNSS 0120 S01 18163 Intro Gendr/Sexuality Studies Denise L. Davis
 GNSS 1551 S01 17834 Subjects of Sexuality Luke Forrester
 GNSS 1962G S01 19215 Designing Public Memory Eliana Chavkin
 GNSS 1962H S01 19692 Blackness and Memes Rahma Haji
 GNSS 1990 S01 17747 Senior Seminar Helis Sikk

German Studies

GRMN 0500F S01 17570 20th Century German Culture Kristina C. Mendicino
 GRMN 1000A S01 18891 German Critical Thought I Gerhard Richter

Hispanic Studies

HISP 0650 S01 17123 Advanced Spanish: Lit&Film Laura R. Bass
 HISP 0650 S02 17124 Advanced Spanish: Lit&Film Abel Castano Bravo
 HISP 1290J S01 18451 80 Years of Spanish Cinema Sarah L. Thomas

History of Art and Architecture

HIAA 0021 S01 18534 Arts of Asia Jeffrey Moser
 HIAA 0033 S01 19484 The Legacy of Roman Art Annie Melia Maloney
 HIAA 0062 S01 19646 Dutch and Flemish Art Jeffrey M. Muller
 HIAA 1015 S01 19487 Art from The Four Corners Annie Melia Maloney
 HIAA 1175 S01 18412 Dance and Architecture Dietrich Neumann

History

HIST 0510B S01 18039 History of Tokyo Kerry Smith
 HIST 0559C S01 17622 Archives and Activism Naoko Shibusawa
 HIST 1081 S01 18869 Afr Env Hist to 1900 Nancy J. Jacobs
 HIST 1202 S01 17223 Foundations Classical Heritage Kenneth S. Sacks
 HIST 1512 S01 17359 First Nations to 1800 Linford D. Fisher
 HIST 1553 S01 17625 Empires in America to 1890 Naoko Shibusawa
 HIST 1964B S01 17213 Enchanted World: Early Mod Eur Tara E. Nummedal
 HIST 1968A S01 18846 Approaches to the Middle East Alexander D Winder
 HIST 1972A S01 17358 American Legal Hist, 1760-1920 Michael Vorenberg
 HIST 1974U S01 17221 Incarceration in the Americas Daniel A. Rodriguez
 HIST 1992 S01 17684 History Honors Workshop Benjamin P Hein
 HIST 1994 S01 17686 History Honors Thesis Part II Benjamin P Hein

Humanities

HMAN 1977O S01 19808 The Black Outdoors Cherod Booker Johnson

International and Public Affairs

IAPA 1700V S01 18799 Media, Nation Building Africa Chernoh Alpha M Bah
 IAPA 1700W S01 18785 Neoliberalism, Global Righ Tomas Gold
 IAPA 1700X S01 18786 World Peace and its Discontent Justin K Haner
 IAPA 1701M S01 19611 Justice, Gender, and Markets Vibha Pingle
 IAPA 1701N S01 18801 Diplomacy, Isn't Lost John B Atwood
 IAPA 1701N S02 18802 Diplomacy, Isn't Lost John B Atwood
 IAPA 1701S S01 18789 Past and Future of War Aleksandra Simonova
 IAPA 1701T S01 18790 Technological Transformations Leyla Tiglay
 IAPA 1701V S01 18783 Democratization Dawn Brancati
 IAPA 1701X S01 17068 American Education Policy Anthony D. Levitas
 IAPA 1801W S01 18803 Ntl Security, Innov, Congress Arun A Seraphin
 IAPA 1801X S01 19925 Surveillance Han Zhang
 IAPA 1802D S01 19833 The Environmental Movement Jennifer L Hadden
 IAPA 1802S S01 19526 Human Security, Response Adam Levine
 IAPA 1803 S01 17072 Humanitarian Response David Polatty
 IAPA 1804D S01 19214 Legal Mthds for Public Policy Ari Gabinet
 IAPA 1804H S01 17071 Early History of the CIA Stephen A. Kinzer
 IAPA 1816A S01 17073 Senior Honors Seminar Nicole A Pangborn
 IAPA 1821P S01 17070 Political Psychology of IR Rose McDermott

Italian Studies

ITAL 0500 S01 18487 Advanced Italian I Cristina Abbona-Sneider
 ITAL 0950 S01 18491 Intro to Ital Cinema:Film/Hist Suzanne Stewart-Steinberg
 ITAL 1010 S01 18520 Dante in English Translation Ronald L. Martinez

Judaic Studies

JUDS 0050K S01 17040 Hope, Despair,Longing JewishTh Paul E. Nahme
 JUDS 0050P S01 17045 Synagogues, Churches, Mosques Katharina M Galor
 JUDS 0060 S01 17041 The Bible and Moral Debate Saul Olyan
 JUDS 0681 S01 17042 Great Jewish Books Michael L. Satlow
 JUDS 0682 S01 17044 Bible Became Holy Michael L. Satlow
 JUDS 1614 S01 17043 Polit.Theology+Jewish Question Paul E. Nahme

Korean

KREA 0500 S01 16895 Advanced Korean Hye-Sook Wang

Language Studies

LANG 0800 S01 16882 Intercultural Competence Katherine I Kang

Linguistics

LING 0580 S01 18882 Language, Power, and Society Jaime Benheim

Literary Arts

LITR 0210E S01 19522 Screenwriting II Maria Maggenti
 LITR 0310S S01 17802 The Earned First Person Francesca Mari
 LITR 0710 S01 17783 Writers on Writing Seminar Ama Codjoe
 LITR 1010A S01 17776 Advanced Fiction Karan Mahajan
 LITR 1010B S01 17781 Advanced Poetry Eleni A Sikelianos
 LITR 1010E S01 17787 Advanced Screenwriting Laura E. Colella
 LITR 1010H S01 17822 Advanced Digital & Cross-Disci John H. Cayley
 LITR 1152N S01 17946 Ecopoetics in Action Eleni A Sikelianos

Middle East Studies

MES 1051 S01 18728 Isr-Pal: Public Humanities Katharina M Galor

Modern Culture and Media

MCM 0150 S01 17540 Text/Media/Culture Rebecca Schneider
 MCM 0800Y S01 19297 DIY:Notes from the Underground Madison Moore
 MCM 0903I S01 19345 Take Me Apart:The Body As Myth J.M. Nimocks
 MCM 0903J S01 18921 The Dancer and The Muse Urvi Piyush Vora
 MCM 1205A S01 17550 What We Talk About: Horror Veronica Fitzpatrick
 MCM 1504R S01 17553 Iranian Cinema Joan K. Copjec
 MCM 1507U S01 19543 In the Cut Veronica Fitzpatrick

Music

MUSC 1677 S01 18137 Music & Culture 3rd Rep France Mark Seto

MUSC 1975 S01 18131 Jazz & The Explosion Of Genre Timo Vollbrecht

Native American and Indigenous Studies

NAIS 0105 S02 19455 This Land is (?) Land Mack Scott

Philosophy

PHIL 0550 S01 17784 Free Speech David Estlund
 PHIL 1705 S01 17772 Epistemology David P. Christensen
 PHIL 1775 S01 17794 Philosophy of Quantum Mechancs Elizabeth Miller

Political Science

POLS 1822W S01 10258 Congressional Investigations Jeffrey S Robbins
 POLS 1824D S01 10259 Power and Prosperity in Urban Margaret M. Weir
 POLS 1824J S01 17092 Culture, Identity and Developm Prerna Singh
 POLS 1824T S01 17296 US-China Relations Tyler Jost
 POLS 1910 S01 10262 Senior Honors Thesis Preparatn Alexander H. Gourevitch

Portuguese and Brazilian Studies

POBS 0105 S01 10174 Accelerated Portuguese Patricia I. Sobral
 POBS 0400 S01 10175 Writing + Speaking Portuguese Patricia I. Sobral

Public Health

PHP 0060 S01 16940 First-Yr Seminar Global Health Nisha Trivedi
 PHP 1070 S01 17475 Global Burden of Disease Abigail D. Harrison
 PHP 1910 S01 17471 Public Health Senior Sem Shira I. Dunsiger
 PHP 1910 S02 17474 Public Health Senior Sem Nisha Trivedi

Religious Studies

RELS 0021 S01 18144 Inequality in the AncientWorld Saul Olyan
 RELS 0090A S01 18147 Women and Gender in Anc. Rel. Susan Ashbrook Harvey
 RELS 0520 S01 18151 Tai Chi, Qigong, and Tradition Larson Difiori
 RELS 0525 S01 18152 The History and Practice of Yo Shaman Hatley
 RELS 1000 S01 18158 Methods in Religious Studies Stephen S. Bush
 RELS 1995 S01 19360 Senior Capstone Seminar Jae Hee Han

Russian

RUSS 0320C S01 18293 Demons and Angels Michal Oklot
 RUSS 1440 S01 18286 Imagining Moscow Fabrizio Fenghi
 RUSS 1530 S01 18443 Russian Orientalism Maria Taroutina
 RUSS 1820 S01 18291 Dostoevsky Vladimir Golstein
 RUSS 1848 S01 18294 Central European Literature Michal Oklot

Science, Technology, and Society

STS 1900 S01 16768 Sr Sem in Science and Society Xan Chacko

Sociology

SOC 0300F S01 17900 Unequal From Birth Margot Jackson
 SOC 0315 S02 17897 International Migration Laura Lopez Sanders
 SOC 1010 S01 17886 Classical Sociological Theory Jose Itzigsohn

Theatre Arts and Performance Studies

TAPS 0100 S01 10035 Playwriting I Julia Jarcho
 TAPS 0100 S02 10036 Playwriting I Savannah Lyons Anthony
 TAPS 0200 S01 10037 Playwriting II James La Bella
 TAPS 1330 S01 10049 Dance History:The 20th Century J Dellecave
 TAPS 1600 S02 18817 Dramaturgy Brian Mertes

University Courses

UNIV 1110 S01 18539 Problem Solving & Teaching Christina Smith

Urban Studies

URBN 1870D S01 16773 Downtown Development Robert E. Azar
 URBN 1870M S01 16772 Urban Regimes in Amer Republic Marion E. Orr

Visual Art

VISA 1800C S01 18722 Honors Seminar Leigh Tarentino
 VISA 1800G S01 18723 Junior Seminar in Visual Art Becci Davis

Spring 2026

Africana Studies

AFRI 0005 S01 27136 Resistance in Black PopCulture TBD
 AFRI 0990 S01 27344 Black Lavender Stacey K Robinson
 AFRI 1360 S01 20145 Knowledge, Texts + Methodology Brian W E Meeks
 AFRI 1441 S01 26593 Migration Patsy P. Lewis

American Studies

AMST 0150T S01 27724 Latina Popular Culture TBD
 AMST 0192T S01 26667 Trans*formative Ecologies Isabella Essex
 AMST 0192U S01 26595 Queer Media Now Karen Akilah Marks
 AMST 0192V S01 27208 Art & Politics of Psychedelia Liam James Dean-Johnson
 AMST 0601H S01 27207 Sounding Out America Kiri M. Miller
 AMST 1200P S01 25737 Black Comics Kiana Murphy
 AMST 1900P S01 25327 Essaying Culture Ralph E. Rodriguez
 AMST 1907K S01 27723 ENVH Queer/Trans Perspectives TBD
 AMST 1920A S01 27844 Contemp Narratives of Slavery Aliyyah Abdur-Rahman

Anthropology

ANTH 0300 S01 25749 Culture and Health Katherine A. Mason
 ANTH 1310 S01 26648 Anth Perspctv Global Health Katyaeni Seth
 ANTH 1930 S01 26073 Anthropology Thesis Workshop Peter Van Dommelen
 ANTH 1940 S01 25757 Ethnographic Research Methods Rebecca Louise Carter

Assyriology

ASYR 1100 S01 26324 Gods/Myths in Mesopotamia Matthew T. Rutz
 ASYR 1725 S01 26613 Science in Ancient Iraq John Steele

Biology

BIOL 0285 S01 20182 Inquiry in Biochemistry William M. Holmes
 BIOL 0285 S02 20183 Inquiry in Biochemistry William M. Holmes
 BIOL 1150 S01 20202 Stem Cell Engineering Eric M. Darling
 BIOL 1610 S01 20310 Experimental Neurobiology John J. Stein
 BIOL 1810 S01 20194 21st Century Applications in Michelle Rose Dawson

Chemistry

CHEM 0500 S01 25986 Inorganic Chemistry Eunsuk Kim
 CHEM 1450 S01 25992 Advanced Organic Chemistry Amit Basu

Classics

CLAS 0010 S01 26127 The Ancient Greeks Stephen E. Kidd
 CLAS 1140 S01 26128 Classical Philosophy of India David Buchta
 CLAS 1230 S01 26798 The Persian Empire Graham J. Oliver
 CLAS 1750H S01 26130 Heroes and Heroism Pura Nieto Hernandez

Cognitive & Psychological Sciences

CPSY 1860 S01 26272 Logic in Language and Thought Roman Feiman

Comparative Literature

COLT 0710N S01 26503 Comp Intro Lit of Americas Luiz Fernando Valente
 COLT 0710Z S01 26495 Comedy from Athens to Hollywoo Molly Ierulli
 COLT 0711L S01 26502 The Quran and its Readers Elias I. Muhanna

Computer Science

CSCI 1800 S01 26712 Cybersecurity Intl Relations Ernesto Rafael Zaldivar
 CSCI 1805 S01 26711 Computers, Freedom and Privacy Timothy H. Edgar

Contemplative Studies

COST 0100 S01 26221 Intro to Contemplative Studies Harold D. Roth
 COST 0725 S01 26227 Psychedelics Nicholas K Canby

Czech

CZCH 1000 S01 26262 Dimensions of Czech Animation Masako Ueda Fidler

Earth, Environmental, and Planetary Science

EEPS 0360 S01 25406 Solving the Climate & Carbon Kim Cobb

East Asian Studies

EAST 0309 S01 26797 Gender Relations in China Beverly Bossler

Economics

ECON 1430 S01 26427 The Economics of Social Policy Emily F. Oster

Egyptology

EGYT 1430 S01 26513 Ancient Egyptian History I Laurel D. Bestock

Engineering

ENGN 0120 S01 27338 Crossing the Chasm Richard D. Fleeter
 ENGN 0620 S01 25840 Design Brief Daniel Harris
 ENGN 1010 S01 25855 The Entrepreneurial Process Daniel E. Warshay
 ENGN 1010 S02 26940 The Entrepreneurial Process Michael Donohue
 ENGN 1520 S01 20249 Cardiovascular Engineering Karen L K Coulombe

English

ENGL 1190X S01 20002 Nonfiction Now Grace Talusan

Environmental Studies

ENVS 0715 S01 26438 Political Ecology Leslie D Acton
 ENVS 1823 S01 26444 Climate Discourse and Power Rachel Wetts

French Studies

FREN 0600 S01 25577 Writing and Speaking French II Maan Alsaoui
 FREN 0600 S02 25578 Writing and Speaking French II Maan Alsaoui
 FREN 0950A S02 26931 Traduction Stephanie A Ravillon
 FREN 1210F S01 26368 L'œuvre romanesque David Wills
 FREN 1710K S01 27637 Frantz Fanon: Critical Theory Mohamed Amer Meziane

Gender and Sexuality Studies

GNSS 1210 S01 27711 U.S. AIDS + HIV Activism Helis Sikk
 GNSS 1552 S01 27712 Human Nature Luke Forrester
 GNSS 1962J S01 27710 Trans Studies Misha Stekl

German Studies

GRMN 0400 S01 25766 Intermediate German II Jonathan B Fine
 GRMN 0400 S02 25767 Intermediate German II Jonathan B Fine
 GRMN 0600B S01 25768 Was ist Deutsch? Thomas W. Kniesche
 GRMN 1330C S01 27741 German Romanticism Zachary Sng

Hispanic Studies

HISP 0650 S01 26381 Advanced Spanish: Lit&Film Sarah L. Thomas
 HISP 0650 S02 26382 Advanced Spanish: Lit&Film TBD

History of Art and Architecture

HIAA 0077 S01 26148 Revolutions, Illusions, Impres Holly M Shaffer
 HIAA 0860 S01 27412 Contemporary Architecture Dietrich Neumann
 HIAA 1850H S01 26279 Berlin: Arch., Politics, Memor Dietrich Neumann
 HIAA 1880 S01 26620 Criticality and Modern Art Lindsay A Caplan

History

HIST 0654A S01 25640 Welfare States Robert O. Self
 HIST 0691 S01 25734 Indigenous Education Tarisa D Little
 HIST 1156 S01 25641 Postwar Japan Kerry Smith
 HIST 1272E S01 26802 ParisSacrd/Profane/Imagnd/Real Charles S Carroll
 HIST 1956A S01 25637 Thinking Historically Kenneth S. Sacks
 HIST 1960H S01 27491 SouthernAfrica's First Peoples Nancy J. Jacobs
 HIST 1967C S01 25725 Making Revolutionary Cuba Jennifer L. Lambe
 HIST 1969A S01 25607 Israel-Palestine: Lands/People Omer Bartov
 HIST 1978K S01 27636 Mediterranean Migration 15-18c Teresa Bernardi
 HIST 1978L S01 27631 Medicine and Health in Africa Ayodeji Wakil Adegbite
 HIST 1992 S01 25886 History Honors Workshop Benjamin P Hein
 HIST 1994 S01 25888 History Honors Thesis Part II Benjamin P Hein

Humanities

HMAN 1977S S01 27375 Bottom Ecologies Cherod Booker Johnson

International and Public Affairs

IAPA 1701D S01 27715 Turning Rights into Realities Susan L. Moffitt
 IAPA 1801Y S01 27327 The Politics of Regulation J. Nicholas Ziegler
 IAPA 1804A S01 27328 Iran and the Islamic Revolutio Stephen A. Kinzer
 IAPA 1804M S01 27329 Overcoming Threats David Polatty
 IAPA 1806 S01 27330 State and Nation Building Anthony D. Levitas
 IAPA 1807 S01 27309 Reproductive Justice Poulami Roychowdhury

Italian Studies

ITAL 0600 S01 26416 Advanced Italian II Cristina Abbona-Sneider
 ITAL 1262 S02 26467 WomenGenderFeminism Caroline Castiglione

Japanese

JAPAN 0401 S01 25434 Japanese Lang Through Culture Naofumi Tatsumi

Judaic Studies

JUDS 0609 S01 26215 American Jewish History Rachel Rojanski
 JUDS 0651 S01 25501 Race, Sexuality, and the Jews Katharina M Galor
 JUDS 0902 S01 25502 History of the Holocaust Adam J Teller
 JUDS 1711 S01 25503 History of Israel Rachel Rojanski

Korean

KREA 1090 S01 27632 Translating Korean Samuel E. Perry

Language Studies

LANG 0710 S01 25519 Protest and Dissidence in Iran Michelle Quay
 LANG 0800 S01 25514 Intercultural Competence Elsa Belmont Flores

Literary Arts

LITR 0710 S01 25951 Writers on Writing Seminar TBD
 LITR 1010A S01 25946 Advanced Fiction Tracey Rose
 LITR 1010A S02 27543 Advanced Fiction Karan Mahajan
 LITR 1010B S01 25949 Advanced Poetry Peter Gale Nelson
 LITR 1152C S01 26059 Writers-in-the-Community Train Eleni A Sikelianos
 LITR 1230Y S01 25968 Structuring/De-Structuring Nvi Karan Mahajan

Middle East Studies

MES 1172 S01 27170 Iranian Cinema Mehrdad Babadi

Modern Culture and Media

MCM 0240 S01 25775 Television Studies Lynne Joyrich
 MCM 0800W S01 25801 Transnational Cinema East Asia Jinying Li
 MCM 0903L S01 26807 Between Media and Ecology Futong Ren
 MCM 1505Z S01 25782 Kiarostami: What is an Image Joan K. Copjec

Modern Greek

MGRK 0400 S01 26189 Intermediate Modern Greek Elissavet Amanatidou

Neuroscience

NEUR 1540 S01 20070 Learning and Memory Monica Linden
 NEUR 1600 S01 20072 Experimental Neurobiology John J. Stein

Philosophy

PHIL 0210 S01 26656 Early Modern Philosophy Banafsheh Beizaei
 PHIL 1560 S01 26287 Philosophy of Law David Estlund
 PHIL 1580 S01 26283 Philosophy of Sex Richard Kimberly Heck
 PHIL 1593 S01 26644 Bioethics Through Fiction Felicia Nimue Ackerman

Physics

PHYS 0560 S01 20285 Experiments in Modern Physics Matt LeBlanc
 PHYS 1560 S01 20292 Modern Physics Laboratory Ulrich Heintz
 PHYS 1600 S01 20302 Computational Physics Aaron Hui

Political Science

POLS 0920I S01 25546 The Politics, Ethics, and Art Rebecca B. Weitz-Shapiro
 POLS 1821V S01 20233 Democracy and Inequality in Am Richard O. Snyder
 POLS 1823I S01 20236 Urban Politics and Policy Katherine Tate
 POLS 1824C S01 20247 Political Communication Richard A. Arenberg
 POLS 1824Z S01 20238 Ancients and Moderns: Quarrels Sharon R. Krause

POLS 1920 S01 20239 Senior Honors Thesis Preparatn Alexander H. Gourevitch

Portuguese and Brazilian Studies

POBS 0105 S01 20146 Accelerated Portuguese Patricia I. Sobral
 POBS 0400 S01 20147 Writing + Speaking Portuguese Patricia I. Sobral
 POBS 1080 S01 26934 Brazil: Lang/Theater/Culture Patricia I. Sobral

Religious Studies

RELS 0012 S01 26139 Rel. Lives of Everyday People Kera Street
 RELS 0014 S01 26140 Jesus Jae Hee Han
 RELS 0450 S01 27187 Both Divine and Deficient Tali Hershkovitz
 RELS 0725 S01 26142 Psychedelics in Religion Nicholas K Canby
 RELS 0845 S01 26143 Religious Freedom in America Daniel Vaca
 RELS 1325E S01 26144 Ecotheology in Anc. Christian Susan Ashbrook Harvey

Russian

RUSS 1290 S01 27188 Russian Lit in Translation I Vladimir Golstein
 RUSS 1340 S01 26301 The Russian Novel Michal Oklot

Science, Technology, and Society

STS 1000 S01 27067 Intro to STS Xan Chacko

Sociology

SOC 0300K S01 26919 Inequalities and Health Susan Short
 SOC 0300N S01 26051 Social Inequality Emily Rauscher
 SOC 1020 S01 26039 Methods of Social Research Carrie E. Spearin
 SOC 1315 S01 26049 Macro-Organizational Theory John B Diamond
 SOC 1950 S01 27062 Senior Seminar Nicole Gonzalez Van Cleve

Theatre Arts and Performance Studies

TAPS 0100 S01 20030 Playwriting I TBD
 TAPS 0200 S01 20031 Playwriting II TBD
 TAPS 0350 S01 27524 Black Performance Theory TBD
 TAPS 0800Q S01 27305 On the Flesh: Queer and Trans Maria Cecilia Azar
 TAPS 1240 S01 20015 Perform Histriogrph/Theatr Hst Leon J A Hilton
 TAPS 1250 S01 20038 Late Modern & Contemp Theatre Ivan Ramos
 TAPS 1380 S01 25795 Mise en Scene Ivan Ramos
 TAPS 1500H S01 20062 Advanced Playwriting Deborah Smith

University Courses

UNIV 0400 S01 20203 Literature of C.S. Lewis Timothy P. Flanigan
 UNIV 0400 S02 20204 Literature of C.S. Lewis Timothy P. Flanigan
 UNIV 0400 S03 20205 Literature of C.S. Lewis Timothy P. Flanigan
 UNIV 1003 S01 25504 Jerusalem,Jews,Christns,Muslims Katharina M Galor

Urban Studies

URBN 0210 S01 26631 The City: Intro to Urban Study TBD
 URBN 1870T S01 25335 Transportation: Planning Persp Robert E. Azar
 URBN 1871F S01 27132 Urban Ecologies: Forms, Flows TBD
 URBN 1943 S01 25336 Real Estate Dev Process Jon E. Cohen

Visual Art

VISA 1800P S01 27760 Art/Work:Professional Practice Heather Darcy Bhandari

The Graduate School

The Graduate School oversees doctoral and MFA education at Brown University, preparing students for distinguished careers in research, teaching, and as experts in the public and private sectors. Doctoral students perform research at the highest level, advancing knowledge in their fields and gaining meaningful experience. The rigors of research, analysis, debate, performance, and publication prepare our graduates to help solve real-world problems at the local, national, and international level.

Brown University offers nearly 50 graduate programs through the Graduate School. Brown's collaborative culture facilitates interdisciplinary exploration and with nearly 3,000 graduate students and more than 800 full-time faculty members, Brown offers exceptionally close mentoring in its doctoral and MFA programs.

The Graduate Program finder (<https://graduateprograms.brown.edu/>) pages serve as the primary source of information for graduate programs. The section includes distinct pages for each program, detailing application and completion requirements as well as an overview of the general application (<http://www.brown.edu/academics/gradschool/application-information/>) process and links to the online applications.

The Graduate School website also provides information on general rules and regulations (<https://www.brown.edu/academics/gradschool/academics/rules-regulations/>), including links to the Graduate Studies Handbook, dissertation guidelines, and master's thesis guidelines. Additional regulations regarding overall requirements and tuition regulations can also be found on the Office of the Registrar's (<http://www.brown.edu/about/administration/registrar/degree-guidelines-0/graduate-school/>) website.

The Division of Biology and Medicine

The Division of Biology and Medicine is home to five academic departments, fourteen clinical departments, and is affiliated with seven diverse teaching hospitals (<http://brown.edu/academics/medical/about/hospitals/>) in and around Providence. At the Division's core is the Warren Alpert Medical School and the five academic departments in Biology (which includes study at the undergraduate and graduate levels).

For more information on Brown's many research centers, institutes, programs, and other initiatives in the health and life sciences found within the Division of Biology and Medicine, please visit <http://biomed.brown.edu/research/cip> (<http://biomed.brown.edu/research/cip/>).

For further summary information on the academic units within the Division, please follow the below links:

- The Warren Alpert Medical School of Brown University (p. 30)
- Biology (Undergraduate) (p. 46)
- Biology (Graduate) (p. 70)
- Neuroscience (p. 79)

The Warren Alpert Medical School of Brown University

Admissions

Students interested in the study of medicine at the Warren Alpert Medical School of Brown University may apply through a variety of admission routes designed to create a highly qualified and diverse medical student body.

The majority of the 120 matriculants in the first-year class apply through the American College Application Service (AMCAS). Approximately (40%) of the first-year class enroll from Brown's eight-year combined Bachelor's-medical degree Program in Liberal Medical Education. These students are joined by students entering through special programs at institutions with which the medical school has formed linkages (postbaccalaureate and early identification). These admission routes are described below.

AMCAS Admission

Qualified students or graduates of accredited colleges or universities in the United States or Canada may apply to Alpert Medical School (AMS) through the AMCAS route. Individuals must first complete and submit the electronic AMCAS application, found on the website of the American Association of Medical Colleges (<https://www.aamc.org>), and indicate that they wish to apply to the Warren Alpert Medical School of Brown University. Applicants must also complete a web-based secondary application (forwarded by AMS Office of Admissions) and submit an application fee to be considered an eligible candidate for admission.

The AMCAS applicant pool for the most recent entering class (MD 2016) was competitive, with over 3300 applicants vying for 57 seats (of 120). The applicant pool was impressive in geographic scope and size, including residents of 49 states, the District of Columbia, the Commonwealth of Puerto Rico, and a number of foreign countries (predominantly Canada, China, and South Korea).

Additional information and related admission requirements may be found at <http://www.brown.edu/academics/medical/admission> (<http://www.brown.edu/academics/medical/admission/>). The Office of Admissions may be contacted by email (MedSchool_Admissions@brown.edu) or telephone (401) 863-2149. Letters and other correspondence should be mailed to the Office of Admissions, Box G-M, Brown University, Providence, RI 02912-9706.

Program in Liberal Medical Education (PLME)

The Program in Liberal Medical Education is an eight-year continuum of liberal arts and medical education leading to both the bachelor's and M.D. degrees. The PLME is open to high school graduates who have applied to and are simultaneously admitted to Brown for their undergraduate studies. The PLME seeks highly qualified and strongly motivated high school students who are committed to a career in medicine at an early age and who also wish to pursue another area of academic interest to an advanced level of scholarship within the framework of a broad liberal education.

From a large (approximately 2,000) and highly qualified applicant pool, roughly 50 students matriculate annually. For additional information regarding the PLME, access the website at <http://www.brown.edu/academics/medical/plme/> or contact the College Admission Office, Brown University, Box 1876, Providence, RI 02912-9706; (401) 863-2378.

Postbaccalaureate Linkage Programs

The Postbaccalaureate (PB) Linkages are cooperative ventures between Alpert Medical School and the Premedical PB Programs at Bryn Mawr College, Columbia University, Johns Hopkins University, and Goucher College. Postbaccalaureate students enrolled in these programs may be offered admission to the medical school during the spring semester of their first year of study, thus allowing them to enter the medical school in the next class.

Selection occurs by a nomination process in which the premedical advisor selects candidates meeting established eligibility criteria (e.g., age, postbac grade point average). The number of PB students in each medical school class depends upon the number of places available as well as the caliber of the applicant pool. PB students nominated for admission must apply to AMCAS and complete an AMS secondary application. The MCAT is not required for admission. Timelines for this process are distributed to PB Program Directors on a yearly basis. Completed applications are reviewed by a subcommittee of the Admissions Committee, which selects nominees for interviews. The interviews follow the same protocol as that for AMCAS applicants and the same evaluation form is used.

The Early Identification Program (EIP)

The Early Identification Program (EIP) provides selected students at cooperating institutions with a place at Alpert Medical School upon continued academic progress and college graduation. This route provides opportunities for a medical career to two groups:

- Rhode Island residents enrolled at Providence College, Rhode Island College, and the University of Rhode Island; and
- Students enrolled at Tougaloo College, a historically black, liberal arts institution in Mississippi.

Eligible students are identified by their premedical advisor in the sophomore year of college, participate in selected PLME activities, and enroll in medical school after receiving the bachelor's degree. Generally, up to two students may be admitted annually from each school. For more information and application procedures, please contact the premedical advisor at the participating institutions. For more information access the website at <http://www.brown.edu/academics/medical/admission/other-routes-of-admission> (<http://www.brown.edu/academics/medical/admission/other-routes-of-admission/>).

Definition of Rhode Island Residency for Medical School Admission

An individual is considered a Rhode Island resident if he or she graduated from a Rhode Island high school and if the individual's parent(s) have lived in Rhode Island for the previous two calendar years, as documented by federal tax returns. For dependent students, the custodial parent(s) must claim the student as a dependent on his or her federal tax returns for the prior two years. Individuals who are independent (i.e., not living with parents and filing individual federal tax returns for the previous two years) must have at least one parent residing in Rhode Island for the previous two years, as documented by federal tax returns.

Selection Factors

Students admitted to Alpert Medical School must attain competence in the sciences basic to medicine at a sufficient level to provide adequate preparation for medical school. Applicants are expected to demonstrate competence by successfully completing the following premedical course requirements at a college or university in the United States or Canada: one semester of organic chemistry; and two semesters of physics, inorganic chemistry, and social and behavioral sciences. The Medical College Admission Test (MCAT) is required for AMCAS route applicants.

All applicants are selected on the basis of academic achievement, faculty evaluations, evidence of maturity, motivation, leadership, integrity, and compassion. For the PLME, Brown seeks highly qualified and strongly motivated students who wish to pursue an area of academic interest to an advanced level of scholarship within the framework of a liberal premedical education.

In order to be eligible for consideration, candidates must present a minimum cumulative grade point average of 3.00 (on a 4.00 scale) in courses taken as a matriculated student at an undergraduate college. Applicants who have attended graduate school must achieve a cumulative grade point average of 3.00 (on a 4.00 scale) in courses taken in graduate school. Applicants must have completed requirements for the baccalaureate degree before matriculating into the medical school. All applicants must be capable of meeting the competency requirements expected of all graduates. Technological compensation can be made for some disabilities in certain competency requirements. Candidates accepted for admission who will need special accommodations cannot be admitted unless those supportive services are available, as determined by the Dean of Medicine and Biological Sciences. The processes for assessing whether applicants will be able to meet the competency requirements for the M.D. degree are described in *Technical Standards for Medicine*, listed below.

In keeping with the mission of Brown University, the office of admissions recognizes the importance of diversity to the success of the medical school. Dimensions of diversity include, but are not limited to: race, ethnicity, religious affiliation, gender identity, sexual orientation, veteran status, age, socioeconomic status and geographic background. Multicultural perspectives enrich educational understanding, improve outreach to the community, enhance trust and communication, and facilitate development of culturally appropriate clinical and research programs.

Technical Standards for Medicine

Policy and Process for Assessing Ability to Meet Technical Standards for Medicine:

1. No inquiry will be made on the application forms concerning disability. The Medical School has specific required Technical Standards for matriculation, continuation, and graduation. These Technical Standards are listed in the Student Handbook on the Medical School website. Brown's policies regarding technical abilities and skills necessary to meet the competency requirements are included with the letter of admission, and students are asked at that time to contact the Associate Dean for Medical Education if they have any concerns about their ability to meet these standards.
2. Applicants who are identified as having a disability through volunteered information, supporting credentials, or interviews will have an assessment of their ability to meet competency requirements only after a determination is made of their admissibility to the medical program.
3. Those applicants with disabilities deemed admissible to the Medical School will be requested to have submitted on their behalf appropriate documentation in regard to the disability from a qualified health professional. The health professional will be asked to provide an opinion on the candidate's ability to meet the competency requirements for the M.D. degree. The applicant may also be requested to respond to that question.
4. The responses will be submitted to a committee appointed by the Dean of Medicine and Biological Sciences. This committee may ask for a review of the supporting documentation by appropriate members

of the faculty in regard to the applicant's meeting the competency requirements. The committee will ascertain what accommodations, if any, the medical program would need to make in order that the applicant might be able to meet the competency requirements, and assess the feasibility of any needed accommodations.

5. The committee will review the information received to determine if the applicant will be able to meet the competency requirements, with reasonable accommodations on the part of the medical program, if necessary.
6. The committee will recommend to the Dean of Medicine and Biological Sciences acceptance of applicants who can meet the competency requirements or will recommend nonacceptance if they cannot.

Process for Assessing Student's Ability to Continue in the Medical School Should Disability Occur After Matriculation at Brown University:

1. A student who develops a disability after matriculation at Brown University may be identified to the Medical Student Affairs Office through a variety of sources, e.g., reporting of accident or illness by peers, family, friends, or faculty and subsequent follow-up with health professionals managing the care.
2. If the degree to which the student has become disabled raises questions related to meeting the competency requirements after a review by the Associate Dean for Medical Education, a meeting of an ad hoc committee will be set up to discuss the situation. The student will be asked to meet with the committee members, unless the disability is so severe that the student needs to be represented by another individual. In some cases, it might be more appropriate to have a health professional, not directly involved in the care, serve as a consultant to the committee on the issues surrounding the disability.
3. The ad hoc committee will develop a recommendation as to the student's ability to successfully pursue a medical education based on his or her ability to meet the competency requirements of the medical program. These educational accommodations will be discussed with the appropriate course directors to be certain that there is agreement on how the student will be managed. If facilities accommodations are recommended, the committee will discuss these with the appropriate individuals to be certain that the needs for the disabled student can be provided. The committee's recommendations will be discussed with the student or his or her representative in the event that the student cannot attend.
4. When the recommendation is that the disabled student can meet the medical program's competency requirements, the committee will develop a report on any educational program accommodations that, if made, will still meet the competency requirements.
5. Should the decision of the committee be to recommend to the dean that the student be dropped from enrollment in the medical program, the normal due process appeals mechanism will be in effect, and the Student Affairs Office will work with the individual as appropriate on potential alternative career options. For students in the Program in Liberal Medical Education continuum, being dropped from the program due to inability to meet competency requirements for medical education does not necessitate the withdrawal of the student from the undergraduate college if that phase of the student's education has not been completed.

Advanced Scholarship

Medical students who wish to earn an advanced degree (M.A., Sc.M., M.P.H., Ph.D.), must meet the requirements of the Graduate School. Numerous academic departments at Brown offer graduate programs. All graduate studies are carried out under the supervision of a faculty member of a graduate program at Brown University and are subject to the specific requirements of that program in addition to the general guidelines given below. Students should discuss their interests and goals with a director of a graduate program in planning any study that might lead to an advanced graduate degree.

Educational Programs

Program in Liberal Medical Education

The Program in Liberal Medical Education (PLME) offers a unique opportunity to combine undergraduate education and professional studies in medicine into an eight-year program.

The PLME is not an accelerated medical program. Rather, it encourages students to take advantage of the breadth of a liberal arts education, to take charge of their education, and to become active learners. At Brown, creative students need not sacrifice the benefits of a rich liberal arts education in order to gain admission to medical school.

The PLME provides great flexibility in curriculum planning. During the early years, students take courses related to their chosen concentration and to obtain a broad liberal education. In addition, students take courses designed to meet the competencies required for admission to Alpert Medical School. This begins with courses in the natural, social and behavioral sciences, and mathematics, which provide a foundation for later medical science and clinical courses.

Students may choose to work towards an A.B. or Sc.B. degree in the sciences, or to fulfill the requirements for an A.B. in the humanities, social sciences or behavioral sciences. Several interdisciplinary concentrations such as Public Policy and International Relations are also available. The expected duration of the program is eight years. The last four years of the program culminate in the M.D. degree.

Brown's entire faculty is available to PLME students. This access to faculty throughout the University fosters collaborative teaching and research among scholars and students from widely divergent disciplines. Although the program is characterized by the unique breadth of educational opportunities available to students, it has great strength in the conventional biomedical sciences accompanied by in depth research opportunities as well.

The Medical Curriculum

The Alpert Medical School curriculum has been designed and implemented with the intention of creating an integrated, contemporary, compassionate, and flexible program of learning for our students. Our approach to medical education is predicated on the vision that tomorrow's physician must be a lifelong learner who is scientifically and clinically enlightened, patient and service-centered, and who understands the economic underpinnings of the US health care system. Our goal is to train physicians who will provide informed and compassionate care while at the same time serving as leaders and change agents for the health care system. To achieve the latter goal, we aim to train physicians who will be leaders at all levels.

These educational goals are pursued through a curriculum with the following structure. During Years 1 and 2, students enroll in four sequential semesters of Integrated Medical Sciences (IMS-I through -IV) and Doctoring-I through -IV. The elective Scholarly Concentrations Program is introduced to students during Year 1. Year 3 allows students to explore core disciplines and related specialties through the completion of required clerkships in medicine, surgery, pediatrics, obstetrics & gynecology, psychiatry, and family medicine. The transition from the third year to the fourth year takes place in May, after which time students have the opportunity to develop a program of elective rotations aimed at finalizing a career choice, and obtaining and preparing for a residency in their chosen field.

Alpert Medical School continues to employ a competency-based curriculum that was officially launched in 1996 for the graduating MD Class of 2000. The rationale behind the competency-based curriculum stems from the need to define the outcomes of the educational process: what are the desirable qualities of a medical school graduate, and what constitutes the essential knowledge base that will enable a graduate to make a successful transition to his or her chosen medical field?

All students are expected to gain competency in the Nine Abilities (see below) and knowledge base by graduation. Each course within the core curriculum of the Medical School identifies which abilities and parts of the knowledge base it addresses. Students may also meet the competency

requirements through individualized study, group independent study projects (GISPs), or alternative courses that might be arranged as part of collaborative learning opportunities.

Nine Abilities:

1. Effective communication
2. Basic clinical skills
3. Using basic science in the practice of medicine
4. Diagnosis, prevention, and treatment
5. Lifelong learning
6. Professionalism
7. Community health promotion and advocacy
8. Moral reasoning and clinical ethics
9. Clinical decision making

MD/PhD Program

Students interested in careers in academic medicine may want to consider dual MD/PhD training. Applications are only accepted from current PLME and Alpert Medical School students. Other interested individuals must apply to the MD program (<http://brown.edu/academics/medical/admission/>). Consideration for PhD training will take place during years 1, 2 or 3 of medical school.

Our approach to dual MD/PhD training offers curriculum flexibility. Students may begin their graduate work after Year 2 or Year 3 of medical school. Components of the requirements for the MD may be incorporated into the graduate years, and graduate work can provide partial fulfillment of the Year 4 requirements for the MD.

PLME students in their undergraduate years and medical students in years 1, 2 or 3 must meet with the Associate Dean for Medical Education to discuss entry into the MD/PhD program. Selection is based on past research accomplishments, a clear commitment to a research career, and academic achievement at Brown. Students without substantial research experience will be advised to garner such experience before making an application to the program. Applications will be considered not only by the Associate Dean but also by representatives of the graduate program(s) of interest to the student.

Learn more about the MD/PhD Program (<https://www.brown.edu/academics/medical/education/other-programs/md-phd/>) at : <https://www.brown.edu/academics/medical/education/other-programs/md-phd/>

MD/MPH Program

Students interested in the MD/MPH program must apply separately to Alpert Medical School and to Brown University's Graduate School. Regardless of the route of admission to the medical school— PLME, Standard, EIP, Postbaccalaureate, Advanced Standing—all students are eligible to apply for the MPH during the first three years at the Alpert Medical School.

There is no formal path for non-Brown medical students to enroll in the 5-year MD/MPH Program. However, medical students from other schools are welcome to apply to the MPH Program through the standard route and they may request that up to 4 courses from their medical school curriculum count toward the MPH degree.

Learn more about the MD/MPH Program (<https://www.brown.edu/academics/public-health/mph/dual-degrees/>) at: <https://www.brown.edu/academics/public-health/mph/dual-degrees/>

Primary Care - Population Medicine Combined MD-ScM Program

The Primary Care-Population Medicine (PC-PM) program is an innovative, dual-degree curriculum that focuses on preparing students for a career in medicine while providing comprehensive, longitudinal training in population medicine.

The program will prepare medical students for leadership roles in health care on the local, state, or national level in areas ranging from primary care clinical service to research, education, and health policy.

This four-year program, **the first of its kind in the United States**, results in the awarding of both a Doctor of Medicine and a Master of Science in Population Medicine.

Learn more about the Primary Care - Population Medicine Combined MD-ScM Program (<https://www.brown.edu/academics/medical/education/other-programs/primary-care-population-medicine/>) at: <https://www.brown.edu/academics/medical/education/other-programs/primary-care-population-medicine/>

SCM in Medical Physics

Medical Physics is one of the select non-MD specialties recognized by the American Board of Medical Specialties. Medical Physicists contribute to maintaining and improving the quality, safety and cost-effectiveness of healthcare services through patient-oriented activities requiring expert action, and optimized clinical use of medical devices, such as CT and MRI scanners, linear accelerators, and treatment planning systems, including patient risk and protection.

Activities are based on current best evidence or the Medical physicists' own scientific research when the available evidence is not sufficient. The career path eventually leads to residency training and certification by the American Board of Radiology.

Students will write a publishable thesis and engage in practical experience, both of which are essential to securing a residency. This is also the key metric of success for students and ultimately the program, in addition to students' academic success beyond residency and board certification. In addition, the program will be distinctive in that students will have a full semester to undertake their research and work closely with faculty.

Learn more about the SCM in Medical Physics Program at: <https://www.brown.edu/med-physics-graduate-program/>

Brown Gateways to Medicine, Health Care, and Research - Master of Science in Medical Sciences

The Gateways Program at the Warren Alpert Medical School of Brown University provides academically promising, motivated students new pathways to careers in the health sciences.

In this one-year, full-time program, you will complete 8.5 required courses culminating in a Master of Science (ScM) in Medical Sciences from Brown University. Courses include all four of the basic science courses and two of the three organ system courses undertaken by first-year medical students at Alpert Medical School. You'll also complete a unique seminar course series about pressing issues in today's health care system, such as social determinants of disease, population health, interdisciplinary teamwork, quality improvement, and health care communication. Integrated into this course series will be a longitudinal service learning experience at a community healthcare site and an associated community-based capstone project.

Learn more about the ScM in Medical Sciences program (<https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences/>) at: <https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences/>

For additional information regarding Alpert Medical School please visit the website at: <http://brown.edu/academics/medical/>

Courses

Biology

BIOL 3001. Clerkship in Medicine.

Twelve weeks.

BIOL 3005. Clerkship in Medicine - LIC.

No description available.

BIOL 3010. Systemic Pathology.

First-semester systemic pathology course building on the general principles of disease introduced in general pathology IMS-1. Objectives include learning the classification of systemic disease according to basic pathological mechanisms, describing and explaining the functional and structural changes produced by the most common diseases, and enhancing the ability to diagnose and treat patients. Runs in parallel with pathophysiology BIOL 3500; covers four organ system segments: cardiovascular, renal, and pulmonary and supporting structures.

BIOL 3015. Individualized Clerkship in Medicine.

No description available.

BIOL 3020. Nephrology.

No description available.

BIOL 3025. Longitudinal in Renal Disease.

No description available.

BIOL 3030. Clinical Nephrology.

No description available.

BIOL 3035. Clinical Nephrology.

No description available.

BIOL 3040. Clinical Dermatology.

No description available.

BIOL 3045. Advanced Dermatology.

No description available.

BIOL 3050. Gastroenterology.

No description available.

BIOL 3060. Gastroenterology.

No description available.

BIOL 3065. Infectious Disease.

No description available.

BIOL 3070. Infectious Disease.

No description available.

BIOL 3073. Infectious Disease - Newport.

No description available.

BIOL 3075. Infectious Disease.

No description available.

BIOL 3080. HIV/AIDS.

No description available.

BIOL 3090. Allergy and Clinical Immunology Seminar.

The pathophysiology, diagnosis, and treatment of allergic and immunological diseases. Particularly addresses the following diseases: asthma, rhinitis, sinusitis, urticaria, anaphylaxis, primary immunodeficiencies, food allergy, allergic reactions to medications, atopic eczema and insect-sting allergy. Molecular, cellular, and genetic components of allergy and other immunologic inflammation guide consideration of the diagnosis, clinical management, and prevention of allergic and other immunological diseases.

BIOL 3100. Cardiology.

No description available.

BIOL 3110. Clinical Adult Cardiology.

No description available.

BIOL 3120. Coronary Care Unit.

No description available.

BIOL 3130. Community General Cardiology.

No description available.

BIOL 3140. Cardiology.

No description available.

BIOL 3165. Med/Peds Infectious Diseases.

No description available.

BIOL 3170. Urgent Care.

No description available.

BIOL 3180. Hospice and Palliative Medicine.
No description available.

BIOL 3190. Palliative Care - RIH.
No description available.

BIOL 3195. Surgical Palliative Care.
No description available.

BIOL 3200. Tropical Medicine in East Africa.
No description available.

BIOL 3205. International Critical Care at Tuebingen.
No description available.

BIOL 3207. International Exchange in Japan.
No description available.

BIOL 3210. Hospice and Palliative Medicine.
No description available.

BIOL 3215. Internal Medicine Night Float.
No description available.

BIOL 3220. Endocrinology.
No description available.

BIOL 3230. Hematology Oncology - MH.
No description available.

BIOL 3240. Clinical Hematology/Oncology.
No description available.

BIOL 3260. Hematology Oncology.
No description available.

BIOL 3270. Hematology.
No description available.

BIOL 3280. Allergy.
No description available.

BIOL 3290. Pulmonary Diseases.
No description available.

BIOL 3300. Pulmonary Diseases.
No description available.

BIOL 3310. Pulmonary Diseases.
No description available.

BIOL 3315. Pulmonary - Inpatient - MH.
No description available.

BIOL 3320. Critical Care Consult Service.
No description available.

BIOL 3325. Critical Care Elective.
No description available.

BIOL 3326. Concussion and Brain Injury Rehabilitation.
No description available.

BIOL 3330. Subinternship in Medicine.
No description available.

BIOL 3331. Subinternship in Medicine - MH.
No description available.

BIOL 3332. Subinternship in Medicine - MHRI.
No description available.

BIOL 3333. Subinternship in Medicine - RIH.
No description available.

BIOL 3334. Subinternship in Medicine - VAMC.
No description available.

BIOL 3336. Subinternship in Hematology/Oncology.
No description available.

BIOL 3337. Subinternship in Medicine -Newport.
No description available.

BIOL 3340. Subinternship in Medical Intensive Care (MICU).
No description available.

BIOL 3350. Subinternship in Critical Care Medicine.
No description available.

BIOL 3370. Subinternship in Intensive Care Medicine (ICU).
No description available.

BIOL 3390. Psychiatry in Medical Practice.
No description available.

BIOL 3400. Medical Consultation - OB/Gyn.
No description available.

BIOL 3405. Medical Consult in OB/Gyn and Periop Med.
No description available.

BIOL 3410. Internal Medicine in the Dominican Republic.
No description available.

BIOL 3415. Clinical Medicine in Nicaragua.
No description available.

BIOL 3420. Physical Medicine + Rehabilitation.
No description available.

BIOL 3425. Men's Health: Lifestyle Medicine in Practice.
No description available.

BIOL 3460. College Health Longitudinal.
No description available.

BIOL 3470. Issues Concerning Deaf Patients in Healthcare.
Students will gain understanding of the basics of communication with and among the Deaf, including ASL, lip-reading, current technologies, and the use of interpreters.

BIOL 3480. Nuclear, Biological, Chemical Weapons of Mass Destruction Domestic Preparedness Training Seminar.
No description available.

BIOL 3490. Cardiology.
No description available.

BIOL 3500. Cardiovascular Medicine - Outpatient and Inpatient Practice.
No description available.

BIOL 3505. Medical and Interventional Pain Management.
No description available.

BIOL 3510. Clinical Reasoning and Human Errors in Medicine.
No description available.

BIOL 3515. Rheumatology Elective.
No description available.

BIOL 3516. Introduction to POCUS.
No description available.

BIOL 3517. Interprofessional Practice: A Nursing Perspective.
No description available.

BIOL 3518. Social Medicine.
No description available.

BIOL 3519. Intro to Lifestyle Medicine.
No description available.

BIOL 3551. Advanced Clinical Mentorship in Renal.
No description available.

BIOL 3552. Advanced Clinical Mentorship in Dermatology.
No description available.

BIOL 3553. Advanced Clinical Mentorship in Cardiology.
No description available.

BIOL 3554. Advanced Clinical Mentorship in Endocrinology.
No description available.

BIOL 3555. Advanced Clinical Mentorship in Med/Peds Primary Care.
No description available.

BIOL 3556. Advanced Clinical Mentorship in Infectious Disease.
No description available.

BIOL 3557. Advanced Clinical Mentorship in Comprehensive HIV Care.

No description available.

BIOL 3558. Advanced Clinical Mentorship in Adult Oncology.

No description available.

BIOL 3559. Advanced Clinical Mentorship in Hematology/Oncology.

No description available.

BIOL 3560. Advanced Clinical Mentorship in Pulmonary Disease.

No description available.

BIOL 3561. Advanced Clinical Mentorship in Rheumatology.

No description available.

BIOL 3562. Advanced Clinical Mentorship in Internal Medicine.

No description available.

BIOL 3563. Advanced Clinical Mentorship in Gastroenterology.

No description available.

BIOL 3564. Advanced Clinical Mentorship in Functional Neurosurgery.

No description available.

BIOL 3565. Advanced Clinical Mentorship in Neurology.

No description available.

BIOL 3566. Advanced Clinical Mentorship in Orthopedic Surgery.

No description available.

BIOL 3567. Advanced Clinical Mentorship in Anesthesiology.

No description available.

BIOL 3568. Advanced Clinical Mentorship in Ophthalmology.

No description available.

BIOL 3569. Advanced Clinical Mentorship in Surgery.

No description available.

BIOL 3570. Advanced Clinical Mentorship in Pediatric Surgery.

No description available.

BIOL 3571. Advanced Clinical Mentorship in Urology.

No description available.

BIOL 3572. Advanced Clinical Mentorship in Hand Surgery.

No description available.

BIOL 3573. Advanced Clinical Mentorship in ENT.

No description available.

BIOL 3574. Advanced Clinical Mentorship in Pancreatic Surgery.

No description available.

BIOL 3575. Advanced Clinical Mentorship in Pediatric Neurology.

No description available.

BIOL 3576. Advanced Clinical Mentorship in Pediatrics.

No description available.

BIOL 3577. Advanced Clinical Mentorship in OB/Gyn.

No description available.

BIOL 3578. Advanced Clinical Mentorship in Outpatient Psychiatry.

No description available.

BIOL 3579. Advanced Clinical Mentorship in Child Psychiatry.

No description available.

BIOL 3580. Advanced Clinical Mentorship in Clinical Rehabilitation Medicine.

No description available.

BIOL 3581. Advanced Clinical Mentorship in Emergency Medicine.

No description available.

BIOL 3582. Advanced Clinical Mentorship in Pediatric Emergency Medicine.

No description available.

BIOL 3583. Advanced Clinical Mentorship in Family Medicine.

No description available.

BIOL 3584. Advanced Clinical Mentorship Vascular and Interventional Radiology.

No description available.

BIOL 3585. Advanced Clinical Mentorship in Radiation Oncology.

No description available.

BIOL 3586. Advanced Clinical Mentorship Independent Study.

No description available.

BIOL 3587. Advanced Clinical Mentorship in Primary Care/Behavioral Medicine.

No description available.

BIOL 3588. Advanced Clinical Mentorship in Plastic Surgery.

No description available.

BIOL 3589. Advanced Clinical Mentorship in Refugee Health.

No description available.

BIOL 3590. Advanced Clinical Mentorship in Radiology.

No description available.

BIOL 3591. Advanced Clinical Mentorship in Pediatric Endocrinology.

No description available.

BIOL 3592. ACM in Pathology.

No description available.

BIOL 3640. Doctoring 1.

No description available.

BIOL 3641. Integrated Medical Sciences I.

No description available.

BIOL 3642. IMS 1 - Scientific Foundations of Medicine.

No description available.

BIOL 3643. IMS-1 Histology.

No description available.

BIOL 3644. IMS-1 Human Anatomy I.

No description available.

BIOL 3645. IMS-1 General Pathology.

No description available.

BIOL 3646. Histopathologic Foundations of Disease.

No description available.

BIOL 3650. Doctoring 2.

No description available.

BIOL 3651. Integrated Medical Sciences II - Comprehensive.

No description available.

BIOL 3652. IMS-2 Brain Sciences.

No description available.

BIOL 3653. IMS-2 Microbiology/Infectious Diseases.

No description available.

BIOL 3654. IMS-2 Endocrine Sciences.

No description available.

BIOL 3655. Human Anatomy II.

No description available.

BIOL 3656. Health Systems Science.

No description available.

BIOL 3657. Health Systems and Policy II.

No description available.

BIOL 3660. Doctoring 3.

No description available.

BIOL 3661. Integrated Medical Sciences III - Comprehensive.

No description available.

BIOL 3662. IMS-3 Cardiovascular.

No description available.

BIOL 3663. IMS-3 Pulmonary.

No description available.

BIOL 3664. IMS-3 Renal.

No description available.

BIOL 3665. IMS-II Supporting Structures.

No description available.

BIOL 3666. Integrated Medical Sciences III - Systemic Pathology.

No description available.

BIOL 3667. Integrated Medical Sciences III - System-Based Pharmacology.

No description available.

BIOL 3670. Doctoring 4.

No description available.

BIOL 3671. Integrated Medical Sciences IV - Comprehensive.

No description available.

BIOL 3672. IMS-4 Hematology.

No description available.

BIOL 3673. IMS-4 Gastroenterology.

No description available.

BIOL 3674. IMS-3 Human Reproduction.

No description available.

BIOL 3675. Integrated Medical Sciences IV - Systemic Pathology.

No description available.

BIOL 3676. Integrated Medical Sciences IV - System-Based Pharmacology.

No description available.

BIOL 3691. System-Based Pharmacology.

No description available.

BIOL 3750. Neurology.

No description available.

BIOL 3760. Clinical Neurology.

No description available.

BIOL 3770. Clinical Neurology.

No description available.

BIOL 3775. Subinternship in Neurocritical Care.

No description available.

BIOL 3776. Elective in Neurocritical Care.

No description available.

BIOL 3780. Comprehensive Elective in Neurology.

No description available.

BIOL 3785. Subinternship in Neurology.

No description available.

BIOL 3790. Aging and Dementia.

No description available.

BIOL 3795. Neurophysiology.

No description available.

BIOL 3800. Neurosurgery.

No description available.

BIOL 3815. Subinternship in Neurosurgery.

No description available.

BIOL 3820. Neurointerventional Surgery.

No description available.

BIOL 3890. Culture, Patient, Advocacy and the Community.

This course focuses on the knowledge, skills, and attitudes required for effective patient advocacy with an emphasis on the role of culture in developing advocacy partnerships with patients, families, peers and community service providers. Specifically, it examines the relationships between race, ethnicity, social factors, economic factors and health status indicators. The course will provide opportunities to build self-awareness, to develop greater insight into the social and community contexts of health care and patient advocacy, and to refine physician-patient communication skills.

BIOL 3900. Core Clerkship in Surgery.

Six weeks.

BIOL 3905. Individual Clerkship in Surgery.

No description available.

BIOL 3910. Introduction to Surgical Oncology.

No description available.

BIOL 3915. Clerkship in Surgery - LIC.

No description available.

BIOL 3920. Surgery of the Alimentary Tract.

No description available.

BIOL 3930. Physical Medicine and Rehabilitation.

No description available.

BIOL 3940. Subinternship in Surgical Intensive Care (SICU).

No description available.

BIOL 3950. Outpatient Management of Musculoskeletal Problems.

No description available.

BIOL 3960. Subinternship in Orthopedic Surgery.

No description available.

BIOL 3965. Physical Medicine and Rehabilitation (PM&R): Outpatient.

No description available.

BIOL 3970. Orthopedic Surgery in the Community.

No description available.

BIOL 3975. Primary Care Orthopedics.

No description available.

BIOL 3980. Hand and Upper Extremity Surgery.

No description available.

BIOL 3985. Orthopedic Surgery and Sports Medicine.

No description available.

BIOL 3990. Pediatric Orthopedic Surgery.

No description available.

BIOL 3995. Orthopedic Surgery and Sports Medicine in a Community Setting.

No description available.

BIOL 4000. Outpatient Orthopedics.

No description available.

BIOL 4010. Anesthesiology.

No description available.

BIOL 4011. Anesthesiology - MH.

No description available.

BIOL 4012. Anesthesiology - RIH.

No description available.

BIOL 4013. Anesthesiology - WIH.

No description available.

BIOL 4020. Pediatric Anesthesiology.

No description available.

BIOL 4025. Subinternship in Anesthesiology.

No description available.

BIOL 4030. Ophthalmology.

No description available.

BIOL 4040. Ophthalmology in a Missionary Hospital.

No description available.

BIOL 4070. Ophthalmology.

No description available.

BIOL 4075. Pediatric Ophthalmology.

No description available.

BIOL 4100. Pediatric Surgery.

No description available.

BIOL 4110. Adult Cardiac Surgery.

No description available.

BIOL 4120. Cardiothoracic Surgery.

No description available.

BIOL 4130. Subinternship in Cardiovascular Surgery.

No description available.

BIOL 4140. Endocrine Surgery.

No description available.

BIOL 4150. Clinical Urology.

No description available.

BIOL 4155. Subinternship in Urology.

No description available.

BIOL 4160. Elective in Gynecological Surgery.

No description available.

BIOL 4170. Plastic Surgery.

No description available.

BIOL 4175. Subinternship in Plastic Surgery.

No description available.

BIOL 4180. Subinternship in Surgery.

No description available.

BIOL 4181. Hand Surgery for Primary Care.

No description available.

BIOL 4185. Subinternship in Surgical Oncology.

No description available.

BIOL 4190. Subinternship in Surgery.

No description available.

BIOL 4195. Subinternship in Colon and Rectal Surgery.

No description available.

BIOL 4197. Vascular Surgery.

No description available.

BIOL 4199. Subinternship in Acute Care Surgery.

No description available.

BIOL 4210. Otorhinolaryngology.

No description available.

BIOL 4215. Subinternship in Otolaryngology.

No description available.

BIOL 4220. Otolaryngology in the Community.

No description available.

BIOL 4230. Nutrition and Nutritional Support.

No description available.

BIOL 4240. Ambulatory Plastic Surgery.

No description available.

BIOL 4250. Trauma.

No description available.

BIOL 4270. Subinternship in Cardiac Surgery.

No description available.

BIOL 4280. Introduction to Thoracic Surgery.

No description available.

BIOL 4285. Surgery Internship Prep Course.

No description available.

BIOL 4290. Surgical Endoscopy in Managua Nicaragua.

No description available.

BIOL 4300. Orofacial Surgery.

No description available.

BIOL 4328. Internship Prep Course.

No description available.

BIOL 4330. Online Internship Prep Course.

No description available.

BIOL 4345. Internship Prep Course.

No description available.

BIOL 4500. Core Clerkship in Pediatrics.

Six weeks.

BIOL 4505. Individualized Clerkship in Pediatrics.

No description available.

BIOL 4510. Pediatric Hematology Oncology.

No description available.

BIOL 4515. Clerkship in Pediatrics - LIC.

No description available.

BIOL 4520. Pediatric Emergency Medicine.

No description available.

BIOL 4530. Pediatric Urology.

No description available.

BIOL 4540. Child Development and Developmental Disabilities.

No description available.

BIOL 4550. Adolescent Medicine.

No description available.

BIOL 4560. Pediatric Cardiology.

No description available.

BIOL 4570. Pediatric Infectious Diseases.

No description available.

BIOL 4580. Pediatric Endocrinology.

No description available.

BIOL 4590. Ambulatory Pediatrics.

No description available.

BIOL 4600. Pediatric Neurorehabilitation.

No description available.

BIOL 4620. Subinternship in Perinatal Medicine (NICU).

No description available.

BIOL 4630. Subinternship in Pediatrics.

No description available.

BIOL 4640. Subinternship in Pediatric Critical Care.

No description available.

BIOL 4650. Child Abuse Pediatrics.

No description available.

BIOL 4655. Gender Sexuality & Reproductive Justice.

No description available.

BIOL 4670. Pediatrics in a Developing Country: Cambodia.

No description available.

BIOL 4680. Subinternship in Pediatric Hematology-Oncology.

No description available.

BIOL 4690. Pediatric Gastroenterology.

No description available.

BIOL 4900. Core Clerkship in Obstetrics and Gynecology.

Six weeks.

BIOL 4905. Individualized Clerkship in Ob/Gyn.

No description available.

BIOL 4910. Subinternship in Maternal Fetal Medicine.

No description available.

BIOL 4915. Clerkship in OB/Gyn - LIC.

No description available.

BIOL 4920. Subinternship in Urogynecology + Reconstructive Pelvic Surgery.

No description available.

BIOL 4925. Outpatient General Obstetrics.

No description available.

BIOL 4940. Reproductive Endocrinology and Infertility.

No description available.

BIOL 4950. Subinternship in Gynecologic Oncology and Pelvic Surgery.

No description available.

BIOL 4955. Subinternship in Women's Ambulatory Ob-Gyn.

No description available.

BIOL 4960. Women's Reproductive Health Topics.

No description available.

BIOL 4970. Breast Disease.

No description available.

BIOL 4975. Gynecologic and Breast Pathology.

No description available.

BIOL 4980. Patients with Women's Cancers.

No description available.

BIOL 4985. Family Planning & Reproductive Health.

No description available.

BIOL 4990. Clinical Cancer Genetics.

No description available.

BIOL 5100. Core Clerkship in Psychiatry.

Six weeks.

BIOL 5105. Individualized Clerkship in Psychiatry.

No description available.

BIOL 5110. Subinternship in Psychiatry.

No description available.

BIOL 5125. Subinternship in Psychiatry NH.

No description available.

BIOL 5130. Addiction Psychiatry.

No description available.

BIOL 5140. Triple Board Elective in Pediatrics, Psychiatry and Child and Adolescent Psychiatry.

No description available.

BIOL 5150. Neuropsychiatry and Behavioral Neurology.

No description available.

BIOL 5160. Women's Mental Health Elective.

No description available.

BIOL 5170. Correctional Psychiatry.

No description available.

BIOL 5210. Child Psychiatry.

No description available.

BIOL 5220. Subinternship in Child Psychiatry.

No description available.

BIOL 5225. Gender & Sexuality.

No description available.

BIOL 5230. Emergency Psychiatry.

No description available.

BIOL 5240. Healthcare for Homeless Communities.

No description available.

BIOL 5270. Psychiatry of Late Life.

No description available.

BIOL 5275. Addiction Medicine.

No description available.

BIOL 5300. Clerkship in Psychiatry-Clinical Neuroscience.

Six weeks.

BIOL 5315. Clerkship in Psychiatry.

No description available.

BIOL 5320. Clerkship in Psychiatry - LIC.

No description available.

BIOL 5325. Clerkship in Neurology.

No description available.

BIOL 5330. Clerkship in Neurology - LIC.

No description available.

BIOL 5400. Core Clerkship in Community Health.

Six weeks.

BIOL 5460. Physical Medicine and Rehabilitation.

No description available.

BIOL 5480. Rural Community Medicine.

No description available.

BIOL 5490. Geriatrics and Rehabilitation.

No description available.

BIOL 5510. Introduction to the Basic Science Curriculum in the Medical School.

The preclinical elective is designed for PLME students who will enter the Alpert Medical School. The seminar series provides perspectives on teaching and learning in the Alpert Medical School—with a specific focus on understanding how the basic sciences are addressed in lectures and in the laboratory.

BIOL 5525. Medical French Elective.

No description available.

BIOL 5530. College Student Health.

No description available.

BIOL 5540. Controversies in Health Care Policy.

No description available.

BIOL 5560. Law and Medicine.

No description available.

BIOL 5570. Elective in San Lucas Toliman, Guatemala.

No description available.

BIOL 5580. Frontier Nursing Service, Mary Breckinridge Hospital.

No description available.

BIOL 5590. Mississippi Family Health Center.

No description available.

BIOL 5600. Rural Family Practice.

No description available.

BIOL 5620. Emergency Medicine.

No description available.

BIOL 5630. Emergency Medicine.

No description available.

BIOL 5640. Point of Care Ultrasound.

No description available.

BIOL 5650. Pediatric Emergency Medicine.

No description available.

BIOL 5655. Sex and Gender Based Acute Care Medicine.

No description available.

BIOL 5660. Wilderness and Environmental Medicine.

No description available.

BIOL 5665. Subinternship in Emergency Med.

No description available.

BIOL 5670. EMS Systems of Care.

No description available.

BIOL 5675. Emergency Medicine Residency Preparation.

No description available.

BIOL 5680. Introduction to Emergency Medicine in the US.

No description available.

BIOL 5690. Spirituality and Medicine.

No description available.

BIOL 5700. Bridging the Bench and Bedside.

No description available.

BIOL 5730. Introduction to Medical Portuguese.

No description available.

BIOL 5790. Family Medicine Elective for MD/PHD Candidate.
No description available.

BIOL 5795. Clerkship in Family Medicine - LIC.
No description available.

BIOL 5800. Core Clerkship in Family Medicine.
Six weeks.

BIOL 5801. Family Medicine Clerkship for MD/PhD students.
No description available.

BIOL 5805. Individualized Clerkship in Family Medicine.
No description available.

BIOL 5810. Maternal and Child Health.
No description available.

BIOL 5815. Subinternship in Maternal and Child Health.
No description available.

BIOL 5820. Elective in Family Medicine.
No description available.

BIOL 5830. Free Clinic Preceptorship.
No description available.

BIOL 5840. SMART Clinic.
No description available.

BIOL 5850. Primary Care Sports Medicine.
No description available.

BIOL 5870. Subinternship in Family Medicine.
No description available.

BIOL 5875. Subinternship in Family Medicine.
No description available.

BIOL 5880. Clinical Skills Clerkship Teaching Academy.
No description available.

BIOL 5885. Clinical Skills Clerkship.
No description available.

BIOL 5895. Medical Spanish.
No description available.

BIOL 5896. Fundamentals of Health Policy and Management.
No description available.

BIOL 5897. Self Study in EKG Interpretation.
No description available.

BIOL 5898. Personal Essay and Op-Ed Writing for Patient Advocacy.
No description available.

BIOL 5899. Point of Care Ultrasound.
No description available.

BIOL 5900. Art and Medicine Seminar.
No description available.

BIOL 5920. Public Health and Primary Care in Rural Honduras.
No description available.

BIOL 5990. Internship Preparation Elective.
No description available.

BIOL 6010. Human Anatomy.
No description available.

BIOL 6110. Applied Pathology.
No description available.

BIOL 6120. Research in Perinatal/Pediatric Pathology.
No description available.

BIOL 6140. Seminar in Clinical Pathological, Developmental and Pediatric Pathology.
No description available.

BIOL 6150. Neuropathology.
No description available.

BIOL 6155. Subinternship in Pathology.
No description available.

BIOL 6160. Pathology & Lab Medicine.
No description available.

BIOL 6260. Radiation Oncology in a Private Practice Setting.
No description available.

BIOL 6280. Diagnostic Radiology and Nuclear Medicine.
No description available.

BIOL 6290. Diagnostic Radiology.
No description available.

BIOL 6300. Nuclear Medicine Preceptorship.
No description available.

BIOL 6310. Subinternship in Interventional Radiology.
No description available.

BIOL 6320. Vascular and Interventional Radiology.
No description available.

BIOL 6330. Body Imaging and Intervention.
No description available.

BIOL 6335. Cardiothoracic Imaging and Intervention.
No description available.

BIOL 6340. Community Radiology - Newport.
No description available.

BIOL 6345. General Radiology Clinical Elective.
No description available.

BIOL 6350. Interventional Oncology.
No description available.

BIOL 6360. Neuroradiology.
No description available.

BIOL 6380. Pediatric Radiology.
No description available.

BIOL 6390. Intro to Women's Diagnostic Imaging.
No description available.

BIOL 6400. Radiation Oncology.
No description available.

BIOL 6410. Radiation Oncology Exploratory Elective.
No description available.

BIOL 6500. Cancer Action and Reflection (CARE).
No description available.

BIOL 6501. Medical Chinese Elective.
Students will attain a working knowledge of Chinese relevant to medical practice in order to better communicate with and serve Chinese-speaking patients. Open to students who are proficient in the Mandarin dialect of Chinese.

BIOL 6502. Intermediate Medical Spanish.
The course is designed for students to gain beginning-level competence in Medical Spanish that will enable them to communicate more effectively with Spanish-speaking patients and their families. Specifically, the students will develop critical Spanish lexicon and language skills for conducting the medical interview. Prerequisite: Background in Spanish. Grading: S/NC

BIOL 6503. Introductions to Physical Medicine and Rehabilitation.
No description available.

BIOL 6504. Health Care in America.
No description available.

BIOL 6505. Introduction to Multidisciplinary Fetal Medicine.
An 8-session elective seminar for 2nd year medical school students. Emphasis is placed on the multidisciplinary approach to medical problems. The course concentrates on those conditions for which fetal and/or neonatal intervention may be indicated, from gene therapy to fetal surgical intervention.

BIOL 6506. Medical Malpractice.
No description available.

BIOL 6507. Introduction to Forensic Pathology.

No description available.

BIOL 6508. Physical Diagnosis Rounds.

The goal of the course is to provide medical students with the knowledge needed to effectively and competently work with a growingly diverse patient (and colleague) population. Contemporary medical school curricula are lacking in the instruction and discussion of patients of all genders and sexualities. This elective will address this need. The course will consist of eight 2-hour sessions, with guest speakers lecturing for the first hour and small group discussion happening for the second hour. Students are required to keep a journal of their experiences as their final assignment for the class. The class will be graded S/NC.

The topics range from LGBTQ Teenagers to Institutionalized Homophobia to Hormone Therapy, led by experts in each field.

BIOL 6509. Introduction to Surgical Subspecialties.

No description available.

BIOL 6510. Advanced Human Anatomy: A Deep Dive into the Hand, Ear, and Spine.

No description available.

BIOL 6511. Introduction to Integrative and Lifestyle Medicine.

No description available.

BIOL 6512. Introduction to Neurology.

No description available.

BIOL 6513. Introduction to Oncology.

No description available.

BIOL 6514. Introduction to Pediatrics.

This elective seminar for 1st and 2nd year medical school and PLME students will introduce them to the world of complementary and alternative forms of healing (CAM) and place it into a framework of an Integrative medicine.

BIOL 6515. Psychedelic Medicine.

No description available.

BIOL 6516. Race, Health Disparities, and Biomedical Interpretations.

No description available.

BIOL 6517. Therapeutic School: Psychiatric Consultation and Treatment.

No description available.

BIOL 6518. Design and Health.

No description available.

BIOL 6519. Leadership in the Health Professions.

No description available.

BIOL 6520. Business of Medicine.

No description available.

BIOL 6521. Advanced Spanish.

No description available.

BIOL 6522. The Healer's Art.

No description available.

BIOL 6523. Creative Arts with Seniors.

No description available.

BIOL 6524. Introduction to Sports Medicine.

No description available.

BIOL 6525. Sex Ed by Brown Med.

No description available.

BIOL 6526. Getting Under Your Skin.

No description available.

BIOL 6527. Introduction to Vascular Surgery.

No description available.

BIOL 6528. Art and Healing.

No description available.

BIOL 6529. Addiction Medicine.

No description available.

BIOL 6530. Homelessness, Health Justice, and Street Outreach.

No description available.

BIOL 6533. Sex and Gender Based Medicine.

No description available.

BIOL 6534. Neurological Surgery.

No Description Available.

BIOL 6535. Biomedical Informatics.

No description available.

BIOL 6536. Clinical Practice of Chinese Medicine.

No description available.

BIOL 6537. Practical Skills in EMS and Disaster Response.

No description available.

BIOL 6539. Medical Journalism.

No description available.

BIOL 6540. Social Medicine, Justice and Evidence.

No description available.

BIOL 6542. Medical Portuguese.

No description available.

BIOL 6543. Introduction to Podcasting for Medical Education.

No description available.

BIOL 6544. Introduction to Medical Arabic.

No description available.

BIOL 6593. Medical Journalism.

No description available.

BIOL 6650. Medical Students Outreach to Mothers to Be (MOMS).

No description available.

BIOL 6651. The Bionic Human Elective.

No description available.

BIOL 6652. Wilderness Medicine Preclinical Elective.

The Wilderness Medicine elective is designed to instill the basic survival skills training necessary for environments outside the hospital, both urban and wild. It combines didactic lectures on such topics as toxicology and travel medicine with field skills sessions & workshops (e.g. suturing, splinting). These sessions also include mock medical scenarios, such as near drownings, for the students to handle. It includes off-campus consultation with experts to review their medical emergency procedures. A final project consisting of writing about a popular wilderness myth and its voracity is required.

BIOL 6653. Refugee Health and Advocacy.

No description available.

BIOL 6654. Adventures in Ophthalmology and Virtual Surgery.

No description available.

BIOL 6655. Health and Structures of Oppression.

No description available.

BIOL 6656. Physician Leadership: Essential Skills for Tomorrow's Health Care Leaders.

No description available.

BIOL 6657. Sexual Health.

No description available.

BIOL 6658. Medical Impact of Translational and Basic Science.

No description available.

BIOL 6659. Entrepreneurship in Medicine.

No description available.

BIOL 6660. Advanced Ophthalmology Surgery.

No description available.

BIOL 6662. Environmental Health.

No description available.

BIOL 6663. Qualified Professional Test Counselor Certification Course.

No description available.

BIOL 6664. Research Statistics.

No description available.

BIOL 6665. Classroom Connection: Understanding Allergy and Immunology.

No description available.

BIOL 6666. Food and Health.

No description available.

BIOL 6667. Quantitative Statistics.

No description available.

BIOL 6668. Intro to Patient Safety + Quality Improvement.

No description available.

BIOL 6669. The Virtuous Physician.

No description available.

BIOL 6670. Narrative Medicine.

No description available.

BIOL 6671. Essentials of Procedural Skills.

No description available.

BIOL 6672. Introduction to Trauma.

No description available.

BIOL 6674. Introduction to Diagnostic Imaging.

No description available.

BIOL 6675. The Business of Medicine.

No description available.

BIOL 6676. Intro to Dermatology.

No description available.

BIOL 6677. Digital Health.

No description available.

BIOL 6678. Incarceration and Health.

No description available.

BIOL 6679. San Miguel Project.

No description available.

BIOL 6680. AMS Medical Ethics.

No description available.

BIOL 6681. Integrative Medicine in Practice.

No description available.

BIOL 6682. Music and Medicine.

No description available.

BIOL 6683. Introduction to the Electronic Health Record.

No description available.

BIOL 6684. Advocacy in Action - Becoming a Citizen Physician.

No description available.

BIOL 6685. Medicine in Film & TV.

No description available.

BIOL 6686. BE REAL About Health.

No description available.

BIOL 6687. Trauma-Informed Patient Care.

No description available.

BIOL 6688. Intro to Orthopaedic Surgery.

No description available.

BIOL 6689. Pathways to Medicine.

No description available.

BIOL 6690. An Introduction to the History of Medicine.

No description available.

BIOL 6691. Introduction to Urology.

No description available.

BIOL 6692. Introduction to Interventional Radiology.

No description available.

BIOL 6693. Sexual Assault and Domestic Violence Training.

No description available.

BIOL 6695. Exploring the Biopsychosocial Model.

No description available.

BIOL 6696. Research in Medicine.

No description available.

BIOL 6697. Studio Art for Medical Practitioners.

No description available.

BIOL 6698. Vital Signs: Intro to Deaf Culture and American Sign Language.

No description available.

BIOL 6700. Spirituality in Healthcare.

No description available.

BIOL 6701. Last Mile Healthcare Delivery.

No description available.

BIOL 6702. Medical Documentary.

No description available.

BIOL 6703. Housing, Disability & Health Justice.

No description available.

BIOL 6704. Anesthesia: Much More Than Putting You to Sleep Anesthesia.

No description available.

BIOL 6705. Climate Change and Health.

No description available.

BIOL 6706. Managing Finances in Medicine.

No description available.

BIOL 6707. Medical Terminology.

No description available.

BIOL 6708. Medical Humanities Pre-Clerkship Elective.

No description available.

BIOL 6709. Covid-19 – Responding to Community Need in a Time of Crisis.

No description available.

BIOL 6710. Innovation and Entrepreneurship in Modern Medicine.

No description available.

BIOL 6711. Practical Skills in EMS and Disaster Response.

No description available.

BIOL 6712. Treating Pain: Intro to Interventional, Non-Interventional, and Alternative Therapies.

No description available.

BIOL 6713. Introduction to Ophthalmology.

No description available.

BIOL 6714. Intro to Surgical Anatomy.

No description available.

BIOL 6715. Planetary Health.

No description available.

BIOL 6716. Art Speaks.

No description available.

BIOL 6717. Health Insurance 101.

No description available.

BIOL 6718. Art in Medicine.

No description available.

BIOL 6719. Introduction to Cardiology.

No description available.

BIOL 6800. Elective in Biotechnology.

No description available.

BIOL 7000. Away Elective 1.

No description available.

BIOL 7010. Away Elective 2.

No description available.

BIOL 7020. Away Elective 3.

No description available.

BIOL 7030. Away Elective 4.

No description available.

BIOL 7040. Away Elective 5.

No description available.

BIOL 7050. Away Elective.

No description available.

BIOL 7100. Independent Study Clinical.

No description available.

BIOL 7110. Independent Study Clinical 2.

No description available.

BIOL 7120. Independent Study Clinical 3.

No description available.

BIOL 7130. Independent Study Clinical 4.

No description available.

BIOL 7140. Independent Study Research.

No description available.

BIOL 7150. Independent Study Research 2.

No description available.

BIOL 7160. Independent Study Scholarly Concentration.

No description available.

BIOL 7165. Independent Study Scholarly Concentration 2.

No description available.

BIOL 7170. Academic Scholar Program.

No description available.

BIOL 7171. Academic Scholar Program.

No description available.

BIOL 7180. Advanced Independent Study.

No description available.

BIOL 7190. Independent Study International.

No description available.

BIOL 7192. Independent Study for MD/PHD Candidates.

No description available.

BIOL 7195. Independent Study in Infectious Disease - Ghana Exchange.

No description available.

BIOL 7196. Independent Study - Haiti Exchange.

No description available.

BIOL 7197. Independent Study- Kenya Exchange.

No description available.

BIOL 7200. International Elective: University of Bologna (Italy).

No description available.

BIOL 7205. International Elective: Kwame Nkrumah University (Ghana).

No description available.

BIOL 7210. International Elective: Moi University (Kenya).

No description available.

BIOL 7215. International Elective: National Cheng Kung University (Taiwan).

No description available.

BIOL 7220. International Elective: University of Philippines.

No description available.

BIOL 7225. International Elective: University of Rostock (Germany).

No description available.

BIOL 7230. International Elective: Technion-Israel Institute of Technology.

No description available.

BIOL 7235. International Elective: Tokyo Women's Medical College.

No description available.

BIOL 7240. International Elective: University of Tuebingen (Germany).

No description available.

BIOL 7245. International Elective: Zhejiang University (China).

No description available.

BIOL 7246. International Elective University of Nicaragua.

No description available.

BIOL 7247. International Elective University of Ghana.

No description available.

BIOL 7248. International Elective University of Sao Paulo (Brazil).

No description available.

BIOL 7249. International Elective Kyoto University (Japan).

No description available.

BIOL 7250. International Elective University of Notre Dame Haiti.

No description available.

BIOL 7255. International Elective EWha Womans University (Korea).

No description available.

BIOL 7260. International Elective Kurume University School of Medicine.

No description available.

BIOL 7265. International Elective, Hospital Cabral Y Baez (Dominican Republic).

No description available.

BIOL 7270. International Elective, Institucion Universitaria Vision de las Americas (Columbia).

No description available.

BIOL 7275. International Elective, Medical University of Innsbruck (Austria).

No description available.

BIOL 7280. International Elective, Aga Khan University (Pakistan).

No description available.

BIOL 7301. Seminar on Race + Health Disparities.

No description available.

BIOL 7600. Away Subinternship 1.

No description available.

BIOL 7605. Away Subinternship 2.

No description available.

BIOL 7610. Away Subinternship 3.

No description available.

BIOL 7615. Away Subinternship 4.

No description available.

Medical Education

MED 2010. Health Systems Science I.

This course will explore how multiple social determinants influence individual and population health; the laws and policies that shape the social environments in which patients live; and the role of physicians in advocating for systems and policy changes that will reduce health disparities and improve population health outcomes.

MED 2030. Research Methods in Population Medicine.

The thesis requirement for the Master of Science degree in Population Medicine is an integral component of the Primary Care-Population Medicine program at Brown University. This course will have students develop and demonstrate the necessary research skills to formulate a population medicine research question and then design, conduct and write a manuscript presenting a research study that will satisfy the thesis requirements. The course itself has three parts:

An introductory primary on biostatistics A research methodology seminar series A journal club in which the biostatistics and research methodology will be integrated in the analysis and critique of studies related to population medicine

MED 2040. Health Systems Science II.

This course will offer an overview of the critical issues in U.S. healthcare and public health policy. It will also provide future leaders in population medicine with a foundation for analyzing healthcare reform and public health efforts and for identifying the role of physicians in driving and shaping future policy reforms to improve the healthcare system and population health.

MED 2045. Quantitative Methods.

In this course, students will be introduced to fundamental concepts in clinical epidemiology and basic statistics, as they relate to population and clinical research. This course is intended to teach students both the basic knowledge required to develop and interpret clinical studies as well as the skills in order to conduct basic statistical analyses.

MED 2046. Leadership in Health Care.

This course emphasizes practical application of teamwork and leadership skills across multiple settings. Leadership in Health Care is a master's level course for second year medical students enrolled in the Primary Care-Population Medicine (PC-PM) program. Through interactive classroom sessions, field work in health care advocacy, and a team-based "leadership action project", students will develop foundational leadership skills. The first formal leadership course at Alpert Medical School, Leadership in Health Care will contribute to the PC-PM program's ultimate goal of preparing physician leaders who will improve the quality of health care and wellness of the population.

MED 2050. HSS III: Pop & Clinical Med I.

This is the first semester of Population and Clinical Medicine, a two-semester course focused on the integration of population medicine and clinical practice. In this course, students will focus on topics integral to clinical medicine, but expand beyond the patient into the population and beyond. Given the importance of population health interventions for impacting the health of vulnerable and underserved patients, the course will focus on issues affecting these populations.

MED 2060. HSS III: Pop & Clinical Med II.

This is the second semester of Population and Clinical Medicine, a two-semester course focused on the integration of population medicine and clinical practice. In this course, students will focus on topics integral to clinical medicine, but expand beyond the patient into the population and beyond. Given the importance of population health interventions for impacting the health of vulnerable and underserved patients, the course will focus on issues affecting these populations.

MED 2070. Health Systems Science IV.

This course is designed to further explore the themes of the Primary Care-Population Medicine Program and prepare students for the next steps in their professional careers. The course is designed to be a capstone and employs integrated, developmental, evolutionary educational spirals - providing the knowledge, attitudes and skills at the right time in the right format, and building on the first three years of the program. Course threads include Health Systems Science Advanced Content, Skill Building, Preparation for Next Career Stages, and Master's Thesis Workshopping.

MED 2110. Introduction to Medical Sciences and Patient Care.

This 2-week intensive course introduces students to the wide variety of topics explored in the Master's of Medical Sciences program, with a focus on patient care aspects. The course combines seminar classroom instruction with field work/immersion at community healthcare sites. Topics covered include: biopsychosocial model of healthcare; intersection between science, social science and humanities in healthcare; introduction to community health centers; professionalism in healthcare; basic healthcare communication skills; quality improvement skills; and strategies for mastery of basic science knowledge. Students will be assessed using multiple methods including: seminar participation, reflective essays/field notes, attendance at field-work sites, & assessment from community mentors.

MED 2120. Patient Care in Complex Systems I.

This is the second of a three course series for Master of Medical Sciences students. This course introduces students to the variety of complex factors affecting health, imparting both theoretical knowledge and practical skills. Teaching methods: interactive seminars and experiential learning at community healthcare sites with members of multidisciplinary teams. Topics covered: healthcare systems, social determinants of health, roles of interdisciplinary healthcare team members, quality improvement, and epidemiology. Students will begin developing a project at their clinical sites which will be implemented in spring semester. Student assessment includes: seminar participation, reflective essays, attendance at field-work sites, and assessment from community mentors. Pre Requisites: MED 2110

MED 2130. Patient Care in Complex Systems II.

This is the third of a 3 course sequence for Master of Medical Science students. Students will continue their study of both theoretical and practical aspects of healthcare through an interactive seminar series, continued service learning at their longitudinal community healthcare site, and completion of their community project. Seminar topics: care of vulnerable populations, environmental health, population health, new models of healthcare delivery, ethical issues in healthcare, whole-person health, cultural humility, complementary and alternative medicine, and patient advocacy. Students assessment includes: seminar participation, reflective essays, attendance at field work sites, assessment from community mentors, and quality of project and presentation. Pre Requisites: MED 2110 and MED 2120.

MED 2140. Human Histology.

Human Histology provides an in-depth examination of the basic architecture of the body. Fundamental to this understanding is the cell and how during early development cells in the aggregate undergo specialization as tissues, which are the building blocks of the body. This course focuses first on the biology of the four basic tissues (epithelium, connective tissue, muscle and nerve) and second, how they contribute to the functional anatomy of all organs and systems. We will emphasize characteristic developmental, structure-function and regulatory relationships within normal cells and tissues, which in turn are the foundation for the understanding of pathological alteration.

MED 2145. Medical Histopathology.

Medical Histopathology (MED 2145) is equivalent to a first-year, fall semester medical school course that examines the microarchitecture of the body (the organization of cells to form organs), and the causes (etiology), mechanisms (pathogenesis), and consequences (sequelae) of disease. Understanding the normal microanatomy of the body is essential for understanding disease processes, as well as the clinical presentations and treatments of disease. The course material builds sequentially upon prior knowledge and integrates other concurrent coursework in the ScM in Medical Sciences program (including the Human Anatomy I and Scientific Foundations of Medicine courses). Exams are integrated and cover material in all 4 concurrent courses, and the course schedule exactly mirrors the medical school's first-year basic medical sciences curriculum. Therefore, Medical Histopathology (MED 2145) will be open only to ScM Medical Sciences students.

MED 2150. General Pathology.

Pathology is the study of the causes, mechanisms, and consequences of disease. In General Pathology students study in detail the cell and tissue alterations that lead to the production of human diseases. To uncover such alterations, morphological observations are correlated with studies involving molecular biology, biochemistry, and genetics. In studying the pathogenesis of human disease we pay close attention to epidemiological parameters, population health, aging, and to environmental and occupational health problems. General Pathology been integrated, whenever possible, with other courses in the Fall Semester of the Gateways Program, in order to maximize learning opportunities.

MED 2160. Human Anatomy 1.

This course explores the anatomical organization of the human body, viewing anatomical structures as a product of development and functional demand. Human Anatomy provides an opportunity for students of diverse backgrounds, interests, and goals to emerge with an understanding of the human body as a cornerstone of medical science. The course uses a combination of lectures, on-line modules, and mandatory laboratory sessions examining human cadaver dissections, to impart broad conceptual and in-depth knowledge of this subject.

MED 2170. Scientific Foundations of Medicine.

Scientific Foundations of Medicine is an integrated cross-disciplinary course that introduces the fundamental basic science principles relevant to the study of health, disease mechanisms and clinical medicine. As such the course consists of six blocks of core topics that incorporate foundational principles of molecular biology, cellular and metabolic biochemistry, nutritional science, cell physiology, inheritance patterns, mechanisms of genetic disorders, and immunology. Grounding in these scientific principles gives students insight into the biological complexity and genetic diversity that underlies disease processes.

MED 2171. Scientific Foundations of Medicine-1: Cell Physiology & Immunology.

SFM-1 is an integrated cross-disciplinary course that introduces the fundamental basic science principles relevant to the study of disease mechanisms and clinical medicine. The goal is for students to develop the broad-based foundational knowledge in biomedical science that will enable them to explain and integrate the pathophysiology, pathology, and the diagnostic and clinical management of disease. The course consists of foundational principles of cell and molecular biology, cellular biochemistry and physiology, and immunology. These challenging core areas give students insight into the biological complexity that underlies disease processes. SFM-1 builds sequentially upon prior knowledge and is closely integrated with the other required courses in the ScM in Medical Sciences program (including Human Anatomy I & Medical Histopathology). Exams are integrated and the course schedule exactly mirrors AMS's complex schedule. Therefore, this course is only open to ScM Medical Science students.

MED 2175. Scientific Foundations of Medicine-2: Medical Biochemistry & Genetics.

SFM-2 is an integrated cross-disciplinary course that covers fundamental basic science principles relevant to the study of health, disease mechanisms and clinical medicine. The goal is for students to develop the broad-based foundational knowledge in biomedical science that will enable them to explain and integrate the pathophysiology, pathology, and the diagnostic and clinical management of disease. The course consists of three core topics: nutrition science, biochemistry and genetics. Grounding in the scientific principles of these core areas gives students insight into the biological complexity that underlies disease processes. SFM-2 builds sequentially upon prior knowledge and is closely integrated with the other first-semester courses (including Human Anatomy I and Medical Histopathology). Exams are integrated covering material in all concurrent courses, and the course schedule mirrors the medical school's curriculum. Therefore, this course is only open to ScM in Medical Science students.

MED 2180. Brain Sciences and Neurological Disease.

Brain Sciences is composed of several interrelated components - Head Anatomy, Neurobiology, Neuropathophysiology, Neuropathology and Neuropharmacology. The intent of the course is to encourage the integration of underlying neuroanatomy and basic science principles with an understanding of the presentation and management of neurological diseases. Course leaders from each of these disciplines have worked closely together in order to present the material in a cohesive and logical framework that promotes the sequential acquisition of new information based upon a substantive understanding of the previous material.

MED 2181. Brain Sciences with Head and Neck Anatomy.

This is a core course for the ScM in Medical Sciences degree, part of the Gateways program at Alpert Medical School. This course builds on 4 required prerequisite courses offered in the Fall Semester. In this course, students learn the integration of neuroanatomy, gross anatomy and basic science principles, and the application of these principles to clinical neurologic dysfunction. In the anatomy portion of this course, students learn about the functional and developmental anatomy of the head and neck. This study is aided by review of dissections of the head, neck and brain, and builds on anatomical structure and function learned in the fall semester. The neurobiology section is designed to acquaint students with the major structures and functions of the nervous system, building on cell physiology and introductory materials from the fall semester, and the application to clinical dysfunction.

MED 2190. Microbiology and Infectious Disease.

Microbiology and Infectious Disease is an integrated course that introduces the basic biological principles, pathogenesis and host response, disease presentation, epidemiology, control and treatment of parasites, viruses, fungi and bacteria that cause human disease. Emphasis is placed on the most clinically significant and best characterized pathogens in each group. The Microbiology component of the course explores the characteristics of disease-causing microorganisms, mechanisms of transmission, immunity, and how specific microbial pathogens cause disease. Microbial disease states in multiple organ systems are addressed in the Infectious Disease component of the course with a focus on common infectious diseases and their clinical presentation.

MED 2200. Anatomy and Physiology.

This course will cover major organ systems and disease sites. Organ functions will be presented in addition to standard anatomy and cross-sectional imaging based on different modalities (x-ray Mammography, CT, MRI, PET, US). Organs at risk and dose tolerance to normal structures will be discussed. Image Registration and Fusion will also be covered, as will motion management.

MED 2210. Radiological Physics and Dosimetry.

This course will cover the fundamental physics behind radiation production and interaction, including a review of pertinent mathematics, classical mechanics, and nuclear physics. Topics to be covered within basic radiation physics: radioactive decay, radiation producing devices, characteristics of the different types of radiation (photons, charged and uncharged particles), mechanisms of their interactions with materials, and essentials of the determination of absorbed doses, by measurement and calculation, from ionizing radiation sources used in medical physics (clinical) situations.

MED 2220. Radiation Protection & Instrumentation.

This course examines principles of radiation protection with application to the hospital setting in radiation oncology, diagnostic imaging, and nuclear medicine. Designs of facilities and quality management programs are examined. Radiation safety practices are reviewed for involved hospital staff, patients, and the general public. This includes various radiation sources: electronically-generated photons and electrons, sources of sealed radioactivity, and unsealed sources of radioactivity. Additionally, the practice of radiation measurements as performed by the medical physicist is taught. This aspect includes associated dosimetry protocols, instrumentation, and clinical contexts. A practicum permits hands-on opportunities to assimilate the theoretical basis and rationale for radiation measurements.

MED 2230. Computational Medical Physics.

The aim of the Computational Medical Physics course is to familiarize students with mathematical, statistical and computational techniques in Medical Physics and how they integrate at a systems level. Students will learn about the emerging field of Computational Medical Physics through the application of mathematical modeling, computer simulations and quantitative and data-intensive analyses to medical data towards enhancing the accuracy, safety and efficiency of patient care and providing an understanding of cancer research. Basic programming skills are expected.

MED 2250. Radiation Therapy Physics.

This course will provide a comprehensive survey of basic radiotherapy physics, fundamental radiation therapy, and contemporary radiation therapy. The basic principles of radiotherapy treatment modalities, radiation detection, dose calibration methods, and image-based treatment planning will be reviewed. Topics to be covered include external beam radiation therapy (photons, protons, and electrons), brachytherapy, and special procedures. Image guidance methods will be discussed as well as patient and machine quality assurance.

MED 2260. Physics of Medical Imaging.

The course provides the necessary physics background that underpins day-to-day medical imaging physics activities. It is aimed primarily at new entrants to the profession, but should be of benefit to postgraduate students, postdoctoral research workers, physicist-managers, representatives of allied commercial organizations and anyone wishing to deepen or re-establish their understanding of the physics of medical imaging. Overviews of specialized or research related topics, such as positron emission tomography and magnetic resonance spectroscopy are given.

MED 2270A. Research and Clinical Practicum for Medical Physics.

Customized for each project Note : 2.5 Credits

MED 2280. Nuclear Medicine Physics.

Nuclear Medical Physics - PET

MED 2290. Advanced Radiation Therapy.

Advanced Therapy is meant to serve as a guided self-study of advanced / applied topics in radiation therapy with emphasis on current clinical usage. Optional topics include, but are not limited to, dose calculation algorithms, optimization techniques, deformable registration techniques, modeling within treatment planning systems, and treatment planning.

MED 2300. MR Imaging Technology, Ultrasound, and Interventional.

This course will provide an introduction to magnetic resonance imaging scanner hardware, image acquisition methods used in the clinical setting for various contrast weightings, imaging of physiologic function, and image reconstruction methods. Causes and corrective measures for image artifacts will be discussed. Image-guided interventions for therapeutic purposes are becoming increasingly common as minimally-invasive treatments increase in popularity. The course will discuss some common methods used in interventional techniques with attention to the hardware and real-time image acquisition methods used for such therapies. An introduction to ultrasound imaging will be given which will include the physical principles of image formation, application of real-time techniques, Doppler methods for assessing blood flow, and ultrasound use in interventional procedures.

MED 2310. Radiation Biology.

This program provides a comprehensive overview of radiation biology with a particular emphasis on aspects of direct relevance to the practice of radiation oncology. It addresses the molecular and cellular responses to radiation-induced damage that influence cell death in both tumors and normal tissues. Quantification of radiation effects and the underlying biological basis for fractionation of radiotherapy and dose-response relationships in the clinic are covered in depth. The biological basis for current approaches to improve radiotherapy will be described including novel fractionation schemes, retreatment issues, targeting hypoxia, and biological modifiers.

MED 2980. Independent Study in Population Medicine.

For students enrolled in the Primary Care-Population Medicine program at Alpert Medical School, this course is structured to allow students to conduct research focused on population health with a mentor at Brown University.

Program in Liberal Medical Education**PLME 0200. Primetime Bioethics.**

Is it ethical to design a perfect baby? Who should get these organs? Is it ever okay to be dishonest with patients for their own good? These questions and more will be tackled in this discussion-based course that uses episodes of popular medical television shows to highlight topics in medical ethics. Students will watch 1-2 episodes of TV shows and read related articles and chapters on biomedical ethics and ethics theory. The goal is to give students the background with which to approach the ethical topics. This course may be most beneficial to students pursuing a career in medicine.

PLME 0250. Planetary Health: Preparing Clinicians for a Changing Planet.

This course provides an introduction to planetary health, an emerging field that involves interdisciplinary exploration of the relationships between human health and the environment. Planetary health examines how environmental changes – including climate change, deforestation, biodiversity loss, and pollution – impact public health across the globe. Students will explore the various components of planetary health with a focus on clinical medicine and health systems. Students will also investigate the disproportionate effects of a changing planet on the health of vulnerable populations, such as children and the elderly.

PLME 0300. Health and Healing through the Lens of Culture.

Through the lenses of culture, we examine health and healing in the US public health and health care systems and in select countries around the world. Course work includes reading and discussing essays in the book, *Healing by Heart: Clinical and Ethical Case Studies of Hmong Families and Western Providers*; journal articles, watching videos; interviewing physicians working in cross-cultural settings; and writing brief reflective essays on class material and discussions. Two papers (5 page and 10 page) will be required for the class. Students will learn how to use the library's resources, how to properly reference papers, and basic presentation skills. This course will preferentially enroll PLME students.

PLME 0400. Introduction to Medical Illustration.

This semester course explores the field of medical illustration and its many facets. Depiction of diseases, anatomy, medical practices and surgical procedures has been around since antiquity. Not only has medical illustration evolved over the centuries, it has played the role of historian, documenting the beliefs and knowledge of its time. Today, medical illustration is as present as ever despite the advent of other methods of medical documentation, including photography and videography.

PLME 0550. Italian and American Health Care: a Cultural, Historical and Practical View.

This program has been developed for Brown PLME students and first year Italian medical students to familiarize the future physicians with the much-debated theme of health care delivery and policies. Students will focus on medicine beyond science through the critical study of how socioeconomic and cultural factors impact this field. Students will compare the Italian and American systems, focusing on historical structures and current issues in health care regulation. Enrollment limited to 10.

PLME 0700. Communication in Health Care.

Communication is central to medical, nursing, public health and therapist practice and interpersonal relationships between patients and physicians/clinicians can be powerful curative agents. This course reviews theory and research on physician-patient communication. On-line videos, readings, discussions and exercises are enhanced by conducting and analyzing patient interviews. Appropriate for students interested in communication sciences, health psychology, health education, pre-med and other clinical training, and medical anthropology.

PLME 0800. Wilderness, Disasters, and Global Health.

"Wilderness, Disasters, and Global Health" is an interdisciplinary and integrative science course that explores the provision of medical care when challenges exist with regard to transportation, communication, equipment, facility infrastructure, medication supply lines, and the affordability and availability of skilled healthcare providers. This course, with a maximum enrollment of 15, is designed for any Brown senior who is interested in the outdoors, healthcare, or a science-based field. Instructor is an emergency physician, and anyone planning to pursue a medical career will learn skills to prepare for, and respond to, emergencies in a variety of limited resource environments.

PLME 1000. PLME2MD: A Bridge to Medical School.

PLME2MD is a bridge course designed for senior PLME students (and eligible juniors) to support the transition from undergraduate study to medical school. Through a mix of lecture and seminar formats, students will engage with foundational topics in clinical medicine, population health, and biomedical ethics. Students will practice clinical communication with standardized patients, analyze contemporary medical literature, reflect on professional identity, and develop skills necessary for early success in medical training. Enrollment is limited to PLME students only. Mandatory S/NC.

Biology (Undergraduate)

The Undergraduate Program in Biology offers courses at all levels of biological organization: molecular, cellular, organismal and population, and concentration programs with varying degrees of multidisciplinary or specialty foci.

There is a vast range of collaborative opportunities for independent study and research under the mentorship of the faculty. Faculty maintain research programs at the cutting edge of their fields including biochemistry, biophysics, cell biology, developmental biology, ecology, evolution, genetics, immunology, molecular biology, neurobiology, physiology, anatomy, artificial organs, microbiology, virology, experimental pathology, and pharmacology. The close administrative relationship with the Alpert Medical School offers additional opportunities for blending fundamental biology and clinical sciences in research projects at the Brown-affiliated hospitals.

The Office of Biology Undergraduate Education is a full service academic resource center, serving a key role for students of the life sciences here. The Office provides individualized advising for students at all levels; oversees student-faculty research collaborations, holds special events and maintains a variety of programs that support and enrich student life.

For further information, please visit: <http://www.brown.edu/academics/biology/undergraduate-education/>

Biology Concentration Requirements

The Biology concentration invites students to study, in depth and in breadth, the science of life and living matter. Whether pursuing the Bachelor of Arts (A.B.) or Science (Sc.B.) in biology, students can expect to learn broadly in the discipline through a selection of courses in three areas: cell and molecular biology, structure and function, and organismal biology. In addition, students pursuing the Sc.B. complete a thematic track through which they gain an in-depth understanding of a particular subfield such as, Immunopathology, Ecology and Evolutionary Biology, Physiology/Biotechnology, Cell and Molecular Biology, Physical Sciences. The concentration also emphasizes practical skills and experimental design. Concentrators are required to take at least 3 courses with a laboratory or fieldwork component. Within all of these requirements, students have a high degree of flexibility and choice. Broad research opportunities are also available across several departments within the basic sciences as well.

Standard program for the A.B. Biology

The concentration program for the A.B. in Biology consists of four prerequisite courses in math, chemistry, and a statistics course as well as ten courses in biological sciences, including at least one course in each of the following three areas: Area 1: Cell/Molecular Biology, Area 2: Structure/Function, and Area 3: Organismal Biology.

The Biology A.B. Concentration Worksheet (<https://bue.brown.edu/concentrations/biology-ab/>) may be a useful tool for course planning.

Prerequisites: ¹

CHEM 0330	Equilibrium, Rate, and Structure
CHEM 0350	Organic Chemistry I
MATH 0090	Single Variable Calculus, Part I (or placement. MATH 0050/MATH 0060 may be substituted for MATH 0090.)

One of the following:

MATH 0100	Single Variable Calculus, Part II (or placement)
MATH 0170	Single Variable Calculus, Part II (Accelerated) (or equivalent placement)
Or a statistics course, to be approved by the concentration advisor.	

Ten Core Courses: ^{2,3,4}

BIOL 0200	The Foundation of Living Systems (Required course; AP credit or similar IB or A-levels accepted, placement test available.)	1

Area 1 (Cell/Molecular Biology) **1**

BIOL 0280	Biochemistry
BIOL 0470	Genetics
BIOL 0500	Cell and Molecular Biology
BIOL 0510	Introductory Microbiology
BIOL 0530	Principles of Immunology
BIOL 1050	Biology of the Eukaryotic Cell
BIOL 1310	Developmental Biology
BIOL 1515	Conservation in the Genomics Age
BIOL 1810	21st Century Applications in Cell and Molecular Biology
BIOL 1865	Toxicology
NEUR 1020	Principles of Neurobiology

Area 2 (Structure/Function) **1**

BIOL 0410	Invertebrate Zoology
BIOL 0440	Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses
BIOL 0800	Principles of Physiology
BIOL 1120	Biomaterials
BIOL 1155	Hormones and Behavior
BIOL 1310	Developmental Biology
BIOL 1330	Biology of Reproduction
BIOL 1505	Environmental Physiology
BIOL 1800	Animal Locomotion
BIOL 1865	Toxicology
NEUR 0010	The Brain: An Introduction to Neuroscience

Area 3 (Organismal Biology) **1**

BIOL 0210	Diversity of Life
BIOL 0380	The Ecology and Evolution of Infectious Disease
BIOL 0410	Invertebrate Zoology
BIOL 0420	Principles of Ecology
BIOL 0430	The Evolution of Plant Diversity
BIOL 0450	Evolutionary Behavioral Ecology
BIOL 0480	Evolutionary Biology
BIOL 1480	Terrestrial Biogeochemistry and the Functioning of Ecosystems
BIOL 1515	Conservation in the Genomics Age
BIOL 1800	Animal Locomotion

ENVS 0490	Environmental Science in a Changing World	6
Six additional courses chosen from BIOL and/or NEUR offerings for concentrators. The Core may include up to two related sciences, with advisor approval. The Core must also include a Senior Capstone.		
SENIOR CAPSTONE: *Only applies to students who have declared in Fall 2019 or later.* To be fulfilled via ONE of the following:		
1. One of the following approved courses: BIOL 1100, 1140, 1150, 1250, 1330, 1515, 1525, 1535, 1555, 1575, 1600, 1820, 1970A.		
2. One semester of independent research/independent study (BIOL 1950 or BIOL 1960).		
Please visit the BUE webpage for more information.		

Total Credits **10**

- ¹ AP scores of 4 or 5 may substitute Math courses.
- ² Biology courses for concentration credit include those numbered between 0100 - 2999.
- ³ At least two biology and/or neuroscience courses must be at the advanced level (between 1000-2999). Senior Capstone can be used towards one advanced requirement or one lab requirement. At least three of the Biology and/or Neuroscience courses must include laboratory or fieldwork. BIOL 1950/BIOL 1960, (Directed Research) may be included, but is not required. If a lab project, a semester can count for one of the three lab course requirements.
- ⁴ No substitutions per above Area list. If a course is listed in more than one area, it may be used to fulfill one area only; the other area must be fulfilled by a different course.

Honors: Honors in biology requires a thesis and presentation based on a research project (conducted via BIOL 1950/BIOL 1960), and quality grades in the concentration. Guidelines and information on faculty research are available in the Office of Biology Undergraduate Education or found at <http://www.brown.edu/academics/biology/undergraduate-education/>.

Standard Program for the Sc.B. Biology

The concentration program for the Sc.B. in Biology consists of seven prerequisite courses in math, chemistry, and physics as well as fourteen courses in biological sciences, including courses in each of the following three areas: Area 1: Cell/Molecular Biology, Area 2: Structure/Function, and Area 3: Organismal Biology, and the three-course Track. The biological sciences requirement also requires research (BIOL 1950/BIOL 1960), which should reflect the advanced cluster.

Students pursuing a ScB in Biology have the option to substitute a course for CHEM 0360 (Organic Chemistry) in their background core. For students pursuing all tracks, BIOL 0280 (Introductory Biochemistry) may serve as the replacement course. Please note that approval from the concentration advisor is required for these background course substitutions. If the student has already declared, then a revised concentration plan must be submitted and approved via the ASK system. If BIOL 0280 is used as a substitute for CHEM 0360, it cannot be counted as a core course or as an Area 1 course. Students planning to apply to medical or graduate school should seek additional advising (such as from the Health Careers Office) in crafting their course plan.

The Biology Sc.B. Concentration Worksheet (<https://bue.brown.edu/concentrations/biology-scb/>) may be a useful tool for course planning.

Prerequisites: ¹

MATH 0090	Single Variable Calculus, Part I (or placement. MATH 0050/MATH 0060 may be substituted for MATH 0090)
One of the following:	
MATH 0100	Single Variable Calculus, Part II (or placement)
or MATH 0170	Single Variable Calculus, Part II (Accelerated)

or a statistics course to be approved by the concentration advisor

Each of the following:

CHEM 0330	Equilibrium, Rate, and Structure (or IB credit)
CHEM 0350	Organic Chemistry I
CHEM 0360	Organic Chemistry II
or BIOL 0280	Biochemistry
PHYS 0030	Basic Physics A (or equivalent. PHYS 0050 PHYS 0070, or ENGN 0040 may be substituted for PHYS 0030.)
PHYS 0040	Basic Physics B (or equivalent. PHYS 0060 or ENGN 0510 may be substituted for PHYS 0040.)

Core Courses: ^{2,3,4}

BIOL 0200	The Foundation of Living Systems (or placement)	1

Area 1 (Cell/Molecular Biology) **1**

BIOL 0280	Biochemistry
BIOL 0470	Genetics
BIOL 0500	Cell and Molecular Biology
BIOL 0510	Introductory Microbiology
BIOL 0530	Principles of Immunology
BIOL 1050	Biology of the Eukaryotic Cell
BIOL 1310	Developmental Biology
BIOL 1515	Conservation in the Genomics Age
BIOL 1810	21st Century Applications in Cell and Molecular Biology
BIOL 1865	Toxicology
NEUR 1020	Principles of Neurobiology

Area 2 (Structure/Function) **1**

BIOL 0410	Invertebrate Zoology
BIOL 0440	Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses
BIOL 0800	Principles of Physiology
BIOL 1120	Biomaterials
BIOL 1155	Hormones and Behavior
BIOL 1310	Developmental Biology
BIOL 1330	Biology of Reproduction
BIOL 1505	Environmental Physiology
BIOL 1800	Animal Locomotion
BIOL 1865	Toxicology
NEUR 0010	The Brain: An Introduction to Neuroscience

Area 3 (Organismal Biology) **1**

BIOL 0210	Diversity of Life
BIOL 0380	The Ecology and Evolution of Infectious Disease
BIOL 0410	Invertebrate Zoology
BIOL 0420	Principles of Ecology
BIOL 0430	The Evolution of Plant Diversity
BIOL 0450	Evolutionary Behavioral Ecology
BIOL 0480	Evolutionary Biology
BIOL 1480	Terrestrial Biogeochemistry and the Functioning of Ecosystems
BIOL 1515	Conservation in the Genomics Age
BIOL 1800	Animal Locomotion
ENVS 0490	Environmental Science in a Changing World

Six additional courses chosen from BIOL and/or NEUR offerings for concentrators. The Core may include up to two related sciences, with advisor approval. The Core must also include research.⁴

RESEARCH:

The two semester research requirement may be satisfied by any two of the opportunities listed below. Students may find the following resources useful in planning for research: the annual BUE-PLME Finding, Securing and Succeeding in Research workshop, the BUE Research webpage, and the Sheridan Center's Undergraduate Research & Experiential Opportunities webpage. Following conversation and agreement with the advisor, students articulate the research plan in the ASK declaration (in the designated text box) which is submitted for review and approval by the advisor.

Choose two:

BIOL 1950	Directed Research/Independent Study
BIOL 1960	Directed Research/Independent Study
NEUR 1970	Independent Study

Independent study course in a related discipline (i.e. STEM disciplines, ENVS, PHP, etc.) if the project is relevant to the student's learning goals and interests in the concentration.

A summer research experience equivalent in scope and scale to work the student would pursue in a Biology independent study course. Examples include UTRAs, LINK awards, approved research programs at other institutions, etc. These experiences do not count as a course in the 10 course core requirement, but they can be used to satisfy the one semester of the research requirement. Advisors will work with students to review these experiences - drawing on a range of potential materials including a written summary of the experience, formal work plans, materials produced (i.e. presentations/papers), and in some cases a letter from the supporting advisor.

Other equivalent opportunities not listed - with approval from the concentration advisor and Dean Achilli.

Students are encouraged to pursue research related to their track

TRACK:

The advanced thematic track consists of three additional biological sciences courses (not including BIOL 1950/1960 research) that form a Track. Tracks include: Immuno/Pathobiology; Ecology, Evolution and Organismal Biology; Physiology and Biotechnology; Neurobiology; Physical Sciences; Cell and Molecular Biology; Biomedical Informatics. At least two track courses, and preferably all three, must be above 1000-level. Track courses should form a cohesive grouping approved by the concentration advisor.

Total Credits

6

13

¹ AP scores of 4 or 5 may substitute Math courses.

² Biology courses for concentration credit include those numbered between 0100-2999.

³ At least two biology and/or neuroscience courses must be at the advanced level (between 1000-2999). At least three of the biology and/or neuroscience courses must include laboratory or fieldwork. BIOL 1950/ BIOL 1960 can count for one of the three lab course requirements and one advanced course.

⁴ No substitutions per above Area list. If a course is listed in more than one area, it may be used to fulfill one area only; the other area must be fulfilled by a different course.

Tracks

Biomedical Informatics - BIOL 1535 is required for this track along with 2 additional courses from the following (Additional advanced courses will be considered w/ advisor approval):

BIOL 1555	Methods in Informatics and Data Science for Health
BIOL 1575	Evaluation of Health Information Systems
BIOL 1595	Artificial Intelligence in Health Care

Cell and Molecular Biology

Three courses, for example:

BIOL 1050	Biology of the Eukaryotic Cell
BIOL 1222A	Current Topics in Functional Genomics
BIOL 1270	Advanced Biochemistry
BIOL 1300	Biomolecular Interactions: Health, Disease and Drug Design
BIOL 1310	Developmental Biology
BIOL 1330	Biology of Reproduction
BIOL 1540	Molecular Genetics
BIOL 1545	Human Genetics and Genomics
BIOL 1580	Metabolism Across Biological Scales: Integrative Physiology and Pathobiology
BIOL 1810	21st Century Applications in Cell and Molecular Biology
BIOL 1820	Environmental Health and Disease
BIOL 1865	Toxicology
BIOL 1970A	Stem Cell Biology

Ecology, Evolution and Organismal Biology

Three courses, for example:

BIOL 1430	Foundations of Population Genetics
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data
BIOL 1440	Marine Biology
BIOL 1465	Human Population Genomics
BIOL 1470	Conservation Biology
BIOL 1480	Terrestrial Biogeochemistry and the Functioning of Ecosystems
BIOL 1505	Environmental Physiology
BIOL 1515	Conservation in the Genomics Age
BIOL 1545	Human Genetics and Genomics
BIOL 1800	Animal Locomotion
ENVS 1775	Biogeography

Immunobiology

Three courses, for example:

BIOL 1250	Host-microbiome Interactions in Health and Disease
BIOL 1290	Cancer Biology
BIOL 1295	Fundamentals of Cancer Immunotherapy
BIOL 1520	Innate Immunity
BIOL 1525	Pathogenomics: Analysis, interpretation and applications of microbial genomes
BIOL 1550	Parasitism: Biology and Disease
BIOL 1560	Virology
BIOL 1600	Development of Vaccines to Infectious Diseases

Neurobiology

Three courses, for example:

BIOL 1100	Cell Physiology and Biophysics
BIOL 1110	Topics in Signal Transduction

BIOL 1260	Physiological Pharmacology
BIOL 1650	Structure of the Nervous System
BIOL 1610	Experimental Neurobiology
NEUR listings 1000-level or above	

Physiology and Biotechnology

Three courses, for example:

BIOL 1070	Biotechnology and Global Health
BIOL 1090	Polymer Science for Biomaterials
BIOL 1100	Cell Physiology and Biophysics
BIOL 1110	Topics in Signal Transduction
BIOL 1120	Biomaterials
BIOL 1140	Tissue Engineering
BIOL 1150	Stem Cell Engineering
BIOL 1160	Principles of Exercise Physiology
BIOL 1260	Physiological Pharmacology
BIOL 1300	Biomolecular Interactions: Health, Disease and Drug Design
BIOL 1505	Environmental Physiology
BIOL 1580	Metabolism Across Biological Scales: Integrative Physiology and Pathobiology
BIOL 1810	21st Century Applications in Cell and Molecular Biology
BIOL 1820	Environmental Health and Disease
BIOL 1865	Toxicology

Physical Sciences

Must be a coherent set of three courses drawn from the Physical Sciences; courses must be above the introductory level and approved by advisor

Honors: Honors in biology requires a thesis and presentation based on a research project (usually conducted via BIOL 1950/BIOL 1960), and quality grades in the concentration. Guidelines and information on faculty research are available in the Office of Biology Undergraduate Education or at <http://www.brown.edu/academics/biology/undergraduate-education/>.

Stipulations for Biology Programs:

1. For double concentrations, no more than two courses may overlap (i.e., be used to meet requirements of both concentrations) with a few specific exceptions (<https://college.brown.edu/sites/g/files/dprerj916/files/2022-04/2-Course-Overlap-Exceptions-list-and-rule-for-web.docx>).
2. No more than two semesters of directed research may be used as concentration credits. Each does count as an individual core course towards the program, but only carry one lab credit or one 1000-level credit towards the three required.
3. A limited number of transfer or study abroad courses may be used within the program, subject to approval of advisor, and Associate Dean of Biology, Toni-Marie Achilli.

Health & Human Biology Concentration Requirements

Health and Human Biology is an interdisciplinary concentration that provides a rigorous foundation in the biological sciences with substantive course work in humanities and social sciences within a subfield of Human Health and Disease. The program includes: background courses, biology core courses, a set of theme courses, and a Senior Capstone activity. Background courses provide the essential foundations in chemistry, mathematics, methods, and basic biology. These support the Biology core, which is comprised of a flexible menu of intermediate and advanced courses. A required portion of the Biology core is Genetics, a cornerstone of human biology and its interface with other fields. The Biology core underscores the related coursework within the Health and Disease Theme.

The Theme courses are social science and humanities courses that form a cohesive, thoughtful grouping. Theme groupings must be approved by

the advisor. A required senior capstone course or activity builds on the program's focus.

Program Requirements

REQUIRED BACKGROUND:

Four (4) courses including:

MATH 0090	Single Variable Calculus, Part I (or equivalent placement)	1
OR		
MATH 0050 & MATH 0060	Analytic Geometry and Calculus and Analytic Geometry and Calculus	
OR		
MATH 0100 or MATH 0170	Single Variable Calculus, Part II or Single Variable Calculus, Part II (Accelerated)	
CHEM 0330	Equilibrium, Rate, and Structure	1
BIOL 0200	The Foundation of Living Systems	1
Statistics or methods course chosen with advisor's help.		1

CORE PROGRAM:

In addition to the stated background in Chemistry, Math, Biology and Statistics, five (5) Biology plus four (4) coherently-grouped Theme courses, plus a Senior-Year Capstone course or project. (See description of Capstone at link below this table).

BIOLOGY:

Five (5) courses, including: 5

Genetics, which can be fulfilled in the following ways:

BIOL 0470	Genetics
-OR-	
BIOL 0480 & BIOL 0500	Evolutionary Biology and Cell and Molecular Biology
-OR-	
BIOL 0480 & BIOL 0510	Evolutionary Biology and Introductory Microbiology
-OR-	
BIOL 0480 & BIOL 0280	Evolutionary Biology and Biochemistry

Select one course in structure/function/development such as:

BIOL 0400	Biological Design: Structural Architecture of Organisms
BIOL 0800	Principles of Physiology
BIOL 1310	Developmental Biology
BIOL 1800	Animal Locomotion
NEUR 0010	The Brain: An Introduction to Neuroscience

One course in organismal/population biology such as:

BIOL 0380	The Ecology and Evolution of Infectious Disease
BIOL 0410	Invertebrate Zoology
BIOL 0420	Principles of Ecology
BIOL 0480	Evolutionary Biology
BIOL 1470	Conservation Biology
BIOL 1555	Methods in Informatics and Data Science for Health
ENVS 0490	Environmental Science in a Changing World

Or a course from the NEUR 1940 series

Two Biology or Neuroscience courses. At least one must be at the advanced level.

THEME: With the advisor's assistance, a theme is chosen and a cohesive set of courses are selected from outside of Biology and Neuroscience. 4

No more than TWO courses from a given department may be included in the theme portion

Students will then select from FOUR theme options: 1) Mind, Brain, Behavior, 2) Planetary Health, 3) Global Health, 4) Social Determinants of Health

SENIOR CAPSTONE ACTIVITY: Must be conducted during the senior year, fulfilled by one of the following, and related to the students learning goals in the concentration: 1

- 1) Advisor approved senior seminar or advanced course related to the theme
- 2) One semester of independent research/independent study (BIOL 1950 or BIOL 1960); in the case of a senior honors thesis, either BIOL 1950 or BIOL 1960 can be used as the capstone.
- 3) An appropriate internship with a scholarly context can be used if coupled with independent study mentored by a Brown faculty member the following semester.

Total Credits 14

CAPSTONE: See <https://www.brown.edu/academics/biology/undergraduate-education/undergraduate/health-and-human-biology> (<https://www.brown.edu/academics/biology/undergraduate-education/undergraduate-education/undergraduate/health-and-human-biology/>) for more information on the Capstone Activity.

HONORS: See more information about Honors at <https://www.brown.edu/academics/biology/undergraduate-education/honors-biological-sciences> (<https://www.brown.edu/academics/biology/undergraduate-education/honors-biological-sciences/>).

Applied Mathematics-Biology Concentration Requirements

Biology, the science of all life and living matter, is an incredibly diverse discipline offering students the opportunity to learn about topics ranging from the fundamental chemical reactions that fuel all living organisms to the population dynamics of entire ecosystems all the way to the question of how our brains give rise to the complexities of human cognition and experience. Applied mathematics is an increasingly important component of modern biological investigation. Modern technologies have enabled the creation of vast new biological data sets that often require sophisticated mathematical and statistical models for interpretation and analysis. Advances in computing have similarly enabled the simulation of biological phenomena at increasingly fine levels of detail. Entire subfields, such as bioinformatics and computational neuroscience, have developed around these new paradigms of biological investigation. The foundations of these new fields are inherently mathematical, with a focus on probability, statistical inference, and systems dynamics.

The Applied Mathematics – Biology concentration allows students to develop complementary expertise in biology and applied mathematics. Students will focus their advanced biological coursework in an area of particular interest to them. The applied math requirements emphasize those areas of mathematics that have found widespread use throughout all of the biological sciences. The program culminates in a senior capstone experience that enables students to participate in creative research collaborations with faculty.

Standard program for the Sc.B. degree

Prerequisites – the equivalent of two semesters of single-variable calculus

Single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, single-variable calculus consists of MATH 0090 followed by one of MATH 0100, MATH 0170, or MATH 0190.

Requirements – 16 courses ¹

Mathematical Requirements – 7 courses

MATH 0180	Multivariable Calculus ²	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra ²	1

or MATH 0540	Linear Algebra With Theory	
APMA 0355	Applied Ordinary Differential Equations with Theory ³	1
APMA 0365	Applied Partial Differential Equations I with Theory ⁴	1
APMA 1655	Introduction to Probability and Statistics with Theory ⁵	1
APMA 1070	Quantitative Models of Biological Systems	1
APMA 1080	Inference in Genomics and Molecular Biology	1
or NEUR 2110	Statistical Neuroscience	

Scientific Requirements – 7 courses

One approved course (or course grouping) covering Newtonian mechanics. ⁶	1
CHEM 0330 Equilibrium, Rate, and Structure	1
BIOL 0200 The Foundation of Living Systems ⁷	1
Two BIOL or NEUR courses. ⁸	2
Two 1000-level or higher BIOL or NEUR courses from the same Biology track. ^{8,9}	2

Additional Requirements – 2 courses

One approved course in the mathematical, biological, or computational sciences. ¹⁰	1
One approved capstone, senior seminar, or research-related course in the mathematical or biological sciences. ¹¹	1

Total Credits 16

- ¹ A required course may be replaced by a more advanced course with concentration advisor approval. No course may be used to satisfy multiple concentration requirements. Transfer credits and courses receiving placement credit notation can satisfy concentration credit as long as they appear on the Brown internal transcript. Pursuing honors will require 17 courses – these 16 along with two semesters of independent study courses for the honors research project, one of which can be used to satisfy the capstone concentration requirement. For students with multiple concentrations: calculus, linear algebra, one intro CSCI course, and at most two additional courses can be used for concentration credit in the other concentration(s).
- ² APMA 0260 can substitute for the multivariable calculus and/or the linear algebra requirements. If it is used as a substitute for both requirements, then students must take one additional approved 1000-level APMA or MATH course not used elsewhere for concentration credit that adheres to the restrictions in footnote 10 and these additional restrictions: APMA 1910, APMA 1920, MATH 1090, MATH 1910 and research/independent study courses cannot be used.
- ³ MATH 1110 may be used in place of APMA 0355. If MATH 1110 is used, then the concentration must include at least three 1000-level APMA courses that adhere to the restrictions in footnote 10. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0330 or APMA 0350 as a substitute for APMA 0355. Students matriculating in Fall 2025 or later who wish to use APMA 0330 or APMA 0350 must also complete the APMA 0355 online bridgework course and pass the in-person bridgework exam that is offered once per semester.
- ⁴ MATH 1120 may be used in place of APMA 0365. If MATH 1120 is used, then the concentration must include at least three 1000-level APMA courses that adhere to the restrictions in footnote 10. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0340 or APMA 0360 as a substitute for APMA 0365. Students matriculating in Fall 2025 or later who wish to use APMA 0340 or APMA 0360 must also complete the APMA 0365 online bridgework course and pass the in-person bridgework exam that is offered once per semester.
- ⁵ Students matriculating prior to Fall 2025 can use APMA 1650 as a substitute for APMA 1655. Students matriculating in Fall 2025 or later who wish to use APMA 1650 must also complete the APMA 1655 online bridgework course and pass the in-person bridgework exam that is offered once per semester.

- ⁶ PHYS 0050 or PHYS 0070 are recommended. The following course(s) are automatically approved: PHYS 0030, PHYS 0050, PHYS 0070, ENGN 0040 + (one of PHYS 0040, PHYS 0060, a score of 3 or higher on any AP Physics, a score of 4 or higher on IB-HL Physics). When considering alternative course(s) a key criterion is whether both statics and dynamics are covered.
- ⁷ A BIOL placement test score of 30 or higher may be used in place of BIOL 0200. The placement test score can be found in ASK, in the advising detail view, under the test scores section. This will reduce by 1 credit the number of credits needed to complete the concentration.
- ⁸ Mixing BIOL and NEUR courses is fine. Students are encouraged to take at least one laboratory or fieldwork course.
- ⁹ The tracks (tracks, not areas) are listed at this link to the Biology Bulletin page (<https://bulletin.brown.edu/the-college/concentrations/biol/>) at the end of the Biology ScB requirements. The physical sciences track is not allowed. If the biomedical informatics track is used, then one of the courses must be BIOL 1565. Substitutions or the use of 2000-level courses requires approval of the Director of Undergraduate Studies in Biology.
- ¹⁰ 1000-level courses in APMA, BIOL, CSCI, MATH, NEUR are automatically approved, including APMA 1910, APMA 1920. Research/independent study courses cannot be used. At most one of APMA 1910, MATH 1090, MATH 1910, at most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001, and at most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit. Concentrators are strongly encouraged to use this requirement to develop their computer programming skills and to do so before the end of sophomore semester. Many upper-level APMA courses, including APMA 1080, require exposure to programming as a prerequisite. The following courses are automatically approved for this purpose: APMA 0160, APMA 0200, CSCI 0111, CSCI 0150, CSCI 0170, CSCI 0190, CSCI 0200, CPSY 0950, EEPS 0250.
- ¹¹ The following options can be used to satisfy this requirement
- (a) A pre-approved course that satisfies the APMA Sc.B. capstone requirement: currently APMA 1360, APMA 193*/194* (where * is any combination of numbers and letters; these are the APMA senior seminars).
 - (b) A pre-approved course that satisfies the Biology A.B. capstone requirement: currently BIOL 1100, BIOL 1140, BIOL 1150, BIOL 1250, BIOL 1330, BIOL 1515, BIOL 1525, BIOL 1555, BIOL 1565, BIOL 1575, BIOL 1600, BIOL 1820, BIOL 1970. Courses over the 2000 level may be used with approval of the Director of Undergraduate Studies in Biology.
 - (c) A directed research/independent study course from the APMA 1970/APMA 1971, BIOL 1950/BIOL 1960, or NEUR 1970 series that is used for undergraduate research. For students pursuing honors in APMA-Bio, one of the two required semesters of independent study courses can be used.
 - (d) A directed research/independent study course in a related discipline (i.e. STEM disciplines, ENVS, PHP, etc.) that is used for undergraduate research if the project is relevant to the student's learning goals in the concentration and with approval from the concentration advisor.
 - (e) An upper-level course related to the concentration (usually a 1000-level or higher APMA or BIOL course) in addition to a research experience equivalent in scope and scale to work the student would pursue in an Applied Math or Biology research-related independent study course. Examples include UTRAs, LINK awards, REUs, research programs at other institutions, the APMA Directed Reading Program, etc. This requires approval from the concentration advisor and appropriate documentation that should be uploaded to ASK.
 - (f) Other equivalent opportunities not listed, with approval from the concentration advisor. Documentation should be uploaded to ASK.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Concentrators that demonstrate excellence in grades and in undergraduate research can be awarded departmental honors. Honors students with primary advisors in Applied Math should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Applied Math concentrators (<https://bulletin.brown.edu/the-college/concentrations/apma/>) and as published on the APMA departmental website (<https://appliedmath.brown.edu/academics/undergraduate-program/honors/>). Honors students with primary advisors in Biomed should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Biology concentrators (<https://bulletin.brown.edu/the-college/concentrations/biol/>) and as published on the Biology departmental website (<https://bue.brown.edu/academics/honors/>). Students wishing to do honors research with a non-APMA or Biomed advisor should contact the Directors of Undergraduate Studies in APMA and Biology to discuss options.

Biochemistry & Molecular Biology Concentration Requirements

How does life work at the molecular level? This question is at the core of the concentration program Biochemistry and Molecular Biology. In earlier years of this discipline, the focus was on structure and function of proteins, nucleic acids, lipids, carbohydrates and small molecules such as vitamins. Today the logical approach and tools of biochemical science are being expanded to new areas in neuroscience, developmental biology, immunology, pharmacology and synthetic biology (the design of analogs of biological systems). Training in biochemistry begins with a foundation in mathematics, physics, chemistry and biology. Some courses offered in other departments, including engineering, geology and computer science, are also useful. A key component of this program is the year of hands-on research carried out in collaboration with a faculty member here at Brown. Faculty sponsors are drawn from both the Chemistry Department and the Division of Biology and Medicine, and include basic science and clinical faculty.

Standard program for the Sc.B. degree

Students must take twenty courses in biology, chemistry, mathematics, and physics, including the following core requirements, some of these may be fulfilled with AP credits.

Three courses in mathematics including two courses in MATH 0090/0100 or MATH 0170/0180 with a third class in statistics, math, or computer science	3
Options for statistics courses include: ¹	
APMA 0650 Introduction to Probability and Statistics	
APMA 1650 Introduction to Probability and Statistics with Calculus	
APMA 1655 Introduction to Probability and Statistics with Theory ³	
BIOL 0495 Statistical Analysis of Biological Data	
CPSY 0900 Statistical Methods	
PHP 1501 Essentials of Data Analysis	
PHP 1510 Principles of Biostatistics and Data Analysis	
Two courses in physics, typically: ¹	2
PHYS 0030 Basic Physics A	
or PHYS 0050 Foundations of Mechanics	
or ENGN 0040 Engineering Statics and Dynamics	
PHYS 0040 Basic Physics B	
or PHYS 0060 Foundations of Electromagnetism and Modern Physics	
Three courses in physical and organic chemistry:	3
CHEM 0330 Equilibrium, Rate, and Structure	
CHEM 0350 Organic Chemistry I	
CHEM 0360 Organic Chemistry II	

One course in biophysical chemistry:	1
CHEM 0400 Biophysical and Bioinorganic Chemistry	
Four courses in biochemistry:	4
BIOL 0280 Biochemistry	
BIOL 0285 Inquiry in Biochemistry: From Gene to Protein Function	
Plus two of three upper level biochemistry courses:	
BIOL 1270 Advanced Biochemistry	
or CHEM 1230 Chemical Biology	
or CHEM 1240 Biochemistry	
The two semester research requirement may be satisfied by any two of the following. Students should discuss alternative arrangements or special situations directly with their concentration advisor to obtain prior approval.	2
Students should aim to complete this requirement in their junior year at the latest to maximize their ability to find a lab able to host them. Finding a lab involves reaching out to professors directly to inquire about research possibilities in their lab prior to receiving an override code for registration for BIOL1950/1960 or Chem 0980/0980S/0981.	
BIOL 1950 Directed Research/Independent Study	
BIOL 1960 Directed Research/Independent Study	
CHEM 0980 Undergraduate Research	
CHEM 0980S Undergraduate Research - Writing Designated and Mandatory S/NC	
CHEM 0981 Undergraduate Research - Writing Designated	
A summer research experience with faculty in Biology or Chemistry at Brown equivalent or greater in scope and scale to work the student would pursue in a Biology or Chemistry independent study course to satisfy one semester of the research requirement.	
Suggested Elective Courses:	
Students are required to take five courses from the chart below or, with approval from a concentration advisor, from any science or mathematics course relevant to biochemistry, cell and molecular biology.	5
Applied Mathematics Electives:	
APMA 0330 Methods of Applied Mathematics I	
APMA 0410 Mathematical Methods in the Brain Sciences	
APMA 0650 Introduction to Probability and Statistics	
Biology Electives:	
BIOL 0030 Principles of Nutrition	
BIOL 0150D Techniques in Regenerative Medicine: Cells, Scaffolds and Staining	
BIOL 0170 Biotechnology in Medicine	
BIOL 0190R Phage Hunters	
BIOL 0200 The Foundation of Living Systems	
BIOL 0380 The Ecology and Evolution of Infectious Disease	
BIOL 0415 Microbes in the Environment	
BIOL 0440 Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses	
BIOL 0470 Genetics	
BIOL 0500 Cell and Molecular Biology	
BIOL 0510 Introductory Microbiology	
BIOL 0530 Principles of Immunology	
BIOL 0800 Principles of Physiology	
BIOL 1050 Biology of the Eukaryotic Cell	
BIOL 1090 Polymer Science for Biomaterials	
BIOL 1100 Cell Physiology and Biophysics	

BIOL 1110 Topics in Signal Transduction	
BIOL 1120 Biomaterials	
BIOL 1150 Stem Cell Engineering	
BIOL 1200 Protein Biophysics and Structure	
BIOL 1210 Synthetic Biological Systems	
BIOL 1222A Current Topics in Functional Genomics	
BIOL 1260 Physiological Pharmacology	
BIOL 1290 Cancer Biology	
BIOL 1300 Biomolecular Interactions: Health, Disease and Drug Design	
BIOL 1310 Developmental Biology	
BIOL 1330 Biology of Reproduction	
BIOL 1520 Innate Immunity	
BIOL 1540 Molecular Genetics	
BIOL 1560 Virology	
BIOL 1600 Development of Vaccines to Infectious Diseases	
BIOL 2110 Drug and Gene Delivery	
BIOL 2350 The Biology of Aging	
Chemistry Electives:	
CHEM 0500 Inorganic Chemistry	
CHEM 1140 Physical Chemistry: Quantum Chemistry	
CHEM 1150 Physical Chemistry: Thermodynamics and Statistical Mechanics	
CHEM 1220 Computational Tools in Biochemistry and Chemical Biology	
CHEM 1230 Chemical Biology	
CHEM 1240 Biochemistry	
CHEM 1450 Advanced Organic Chemistry	
CHEM 1560H Chemical Glycobiology	
CHEM 1560N Organometallic Chemistry	
CHEM 2410 Organic Mechanisms	
CHEM 2420 Organic Reactions	
Computer Science Electives:	
CSCI 0080 A First Byte of Computer Science	
CSCI 0111 Computing Foundations: Data	
CSCI 0150 Introduction to Object-Oriented Programming and Computer Science	
CSCI 0160 Introduction to Algorithms and Data Structures	
CSCI 0170 Computer Science: An Integrated Introduction	
CSCI 0180 Computer Science: An Integrated Introduction	
CSCI 0190 Accelerated Introduction to Computer Science	
CSCI 1810 Computational Molecular Biology	
Engineering Electives:	
ENGN 0410 Materials Science	
Neuroscience Electives: ²	
NEUR 0010 The Brain: An Introduction to Neuroscience	
NEUR 1020 Principles of Neurobiology	
NEUR 1030 Neural Systems	
NEUR 1040 Introduction to Neurogenetics	
NEUR 1670 Neuropharmacology and Synaptic Transmission	
NEUR 1740 The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders	
Physics Electives:	

PHYS 0160 Introduction to Relativity, Waves and Quantum Physics

Public Health Electives:

PHP 1501 Essentials of Data Analysis

Total Credits 20

- ¹ Note that the mathematics and physics requirements may be satisfied by Advanced Placement credit.
² or any NEUR course in Cell, Genetics, Molecular Biology, or Development.
³ Students may opt to enroll in APMA 1655 for more in depth coverage of APMA 1650.

Honors Requirements for Biochemistry

All ScB Biochemistry concentrators are candidates for Honors; no separate application is necessary.

The requirements for Honors in Biochemistry are:

* Students must have a majority of either As or S with distinction grades in concentration courses.

* Two semesters of Independent Study (CHEM 0980, CHEM 0980S, CHEM 0981, BIOL 1950, or BIOL 1960). Guidelines and requirements associated with Independent Study are in the Undergraduate Concentration Handbook which can be found at the department website (<http://www.brown.edu/academics/chemistry/undergraduate/>).

* A Thesis in a form approved by the research advisor, and recommended by the research advisor. Additional information about thesis guidelines will be provided by the Concentration Advisor in the first half of the fall semester.

* An oral presentation of the thesis in a fifteen-minute senior talk followed by a five-minute question and answer period.

Biomedical Engineering Concentration Requirements

Biomedical Engineering (<https://engineering.brown.edu/undergraduate/> (<https://engineering.brown.edu/undergraduate/concentrations/biomedical-engineering/>) (<https://engineering.brown.edu/undergraduate/concentrations/biomedical-engineering/>)) is a dynamic and growing field based upon the application of the tools of engineering to the subject matter of biology and medicine. The undergraduate program in biomedical engineering is an interdisciplinary concentration structured as a joint program between the Division of Biology and Medicine and the School of Engineering. Students can take courses from and do research with faculty from engineering, the various departments of biology, and the Brown-affiliated hospitals in Rhode Island. The Biomedical Engineering (BME) concentration shares much of the core with the other engineering programs, but the program's primary emphasis is on the fundamentals of biomedical engineering, while also allowing students to personalize their curriculum. Biomedical engineers design new drugs, genetically engineer organisms, and devise new medical devices and instruments. They also use their understanding of biology to advance synthetic and naturally-derived materials and products. BME students learn to apply the principles of engineering and science, along with problem solving skills and critical thinking to a broad spectrum of engineering problems. Further, BME is a sound foundation for lifelong education with its emphasis on the use of teamwork, effective communication skills, and an understanding of broad social, ethical, economic and environmental consequences. The biomedical engineering curriculum at Brown prepares students for careers in biomedical engineering and biotechnology, as well as careers in diverse areas such as medicine, law, business, and health care delivery.

The Sc.B. program in Biomedical Engineering is accredited by the Engineering Accreditation Commission of ABET <http://www.abet.org/>. It is jointly offered by the School of Engineering and the Division of Biology and Medicine as an interdisciplinary concentration designed for students interested in applying the methods and tools of engineering to the life

sciences and medicine. Alumni of the Biomedical Engineering (BME) program will achieve one or more of these program educational objectives (PEOs) within five (5) years of graduation: (1) Serve society through work or advanced study in a broad range of fields including, but not limited to, medicine, healthcare, industry, government, and academia; (2) Apply their deeply creative and versatile biomedical engineering education to solve a broad spectrum of engineering and societal challenges; and (3) Contribute as role models, mentors, or leaders in their fields. The student outcomes of this program are the ABET (1) - (7) Student Outcomes as defined by the ABET Criteria for Accrediting Engineering Programs, available online at <http://www.abet.org/accreditation-criteria-policies-documents/>. The Biomedical Engineering concentration shares much of the core with the other engineering programs and is structured to include more science courses and electives that introduce cutting edge areas in the field of BME.

The requirements regarding Mathematics, Advanced Placement, Transfer Credit, Substitutions for Required Courses, and Humanities and Social Science Courses are identical to those of the Sc.B. degree programs in Engineering. Please refer to the Engineering section of the University Bulletin (<https://bulletin.brown.edu/engineering/>) for explicit guidelines.

Standard program for the Sc.B. degree

1. Core Courses

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0510	Electricity and Magnetism	1
or ENGN 0520	Electrical Circuits and Signals	
ENGN 0720	Thermodynamics	1
ENGN 0810	Fluid Mechanics	1
CHEM 0330	Equilibrium, Rate, and Structure	1
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
CHEM 0350	Organic Chemistry I	1
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
APMA 0350	Applied Ordinary Differential Equations ¹	1
APMA 1650	Introduction to Probability and Statistics with Calculus	1
or BIOL 0495	Statistical Analysis of Biological Data	
or PHP 1510	Principles of Biostatistics and Data Analysis	
or APMA 1655	Introduction to Probability and Statistics with Theory	

2. Upper Level Biomedical Engineering Curriculum

ENGN 1110	Transport and Biotransport Processes	1
ENGN 1210	Biomechanics	1
ENGN 1230	Instrumentation Design	1
ENGN 1490	Biomaterials	1
BIOL 0800	Principles of Physiology	1

3. Additional Biomedical Engineering Electives: Complete at least 3 courses from the following groups; other upper-level courses are subject to Concentration Advisor approval.

Select one or two of the following:		
CSCI 1810	Computational Molecular Biology	
or CSCI 1820	Algorithmic Foundations of Computational Biology	
ENGN 0500	Digital Computing Systems	
ENGN 1220	Neuroengineering	
ENGN 1510	Nanoengineering and Nanomedicine	
ENGN 1520	Cardiovascular Engineering	

ENGN 1550	Recent Advances in Biomedical Engineering	
ENGN 1740	Computer Aided Visualization and Design	
ENGN 1930B	Biomedical Optics	
ENGN 1945	Immunoengineering	
ENGN 2625	Optical Microscopy: Fundamentals and Applications	
ENGN 2910S	Cancer Nanotechnology	
ENGN 2911R	Analytical Modeling for Biomechanical and Biomedical Systems	
ENGN 2912R	Implantable Devices	
BIOL 1140	Tissue Engineering	
BIOL 1150	Stem Cell Engineering	
BIOL 2110	Drug and Gene Delivery	
At least one or two more courses from:		
BIOL 0280	Biochemistry	
BIOL 0470	Genetics	
BIOL 0500	Cell and Molecular Biology	
BIOL 0510	Introductory Microbiology	
BIOL 0530	Principles of Immunology	
BIOL 1090	Polymer Science for Biomaterials	
BIOL 1100	Cell Physiology and Biophysics	
BIOL 1555	Methods in Informatics and Data Science for Health	
APMA 1070	Quantitative Models of Biological Systems	
CHEM 0360	Organic Chemistry II	
ENGN 2910G	Topics in Translational Research and Technologies	
NEUR 1020	Principles of Neurobiology	
NEUR 1440	Mechanisms and Meaning of Neural Dynamics	
PHYS 1610	Biological Physics	
BIOL 1810	21st Century Applications in Cell and Molecular Biology	
4. Capstone Design ²		
ENGN 1240	Biomedical Engineering Design and Innovation	1
ENGN 1250	Biomedical Engineering Design and Innovation II	1
5. General Education Requirement: At least four approved courses must be taken in the humanities and social sciences.		
Total Credits		21

¹ Students who completed APMA 0330 and/or APMA 0340 prior to academic year 2021-22 may count these as satisfying the APMA 0350 and/or APMA 0360 requirements.

² In some **rare cases**, Independent Study may be substituted, subject to Concentration Advisor approval.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Biophysics Concentration Requirements

Biophysics is a quantitative science at the intersection of the life and physical sciences. It requires a significant level of competence in physics, chemistry, biology and math as reflected in the concentration requirements. Students should work with their concentration advisor to develop a focused academic plan that complements the required research

component of the concentration and allows students to develop analytical and quantitative skills.

Student Goals:

Students in this concentration will:

- Explore the relationship between biological and physical principles by successfully completing foundational courses in biology, physics, math and chemistry
- Gain an in-depth knowledge of the interdisciplinary nature of life and physical sciences by selecting and successfully completing advanced courses in biology, physics, math, chemistry or related fields
- Develop skills to identify and analyze critical questions central to biophysics
- Apply quantitative methods to problems at the interface of life and physical sciences
- Complete a research project with a faculty advisor that focuses on a particular theme or problem in the field of biophysics where students apply knowledge gained throughout the curriculum.

Additional detailed information about the field of Biophysics may be found at: <https://www.brown.edu/academics/biology/undergraduate-education/undergraduate/biophysics> (<https://www.brown.edu/academics/biology/undergraduate-education/undergraduate/biophysics/>)

Standard program for the Sc.B. degree

Physics

One of the following series: 2

PHYS 0030 & PHYS 0040 Basic Physics A and Basic Physics B ¹

PHYS 0050 & PHYS 0060 Foundations of Mechanics and Foundations of Electromagnetism and Modern Physics

PHYS 0070 & PHYS 0160 Analytical Mechanics and Introduction to Relativity, Waves and Quantum Physics

PHYS 0470 Electricity and Magnetism 1

Chemistry

CHEM 0330 Equilibrium, Rate, and Structure 1

CHEM 0350 Organic Chemistry I 1

Select one other advanced Chemistry Course 1

Math

MATH 0090 Single Variable Calculus, Part I (or equivalent) 1

MATH 0100 Single Variable Calculus, Part II (or equivalent) 1

MATH 0180 Multivariable Calculus (or equivalent) 1

Biology

BIOL 0200 The Foundation of Living Systems (or equivalent) 1

Select four additional biology or neuroscience courses chosen with approval of the advisor. 4

Directed Research: Students must take two semesters of research which may be satisfied by any of the opportunities listed below: 2

Directed Research in Biology (BIOL 1950/BIOL 1960), Chemistry (CHEM 0970/CHEM 0980), or Physics (PHYS 1980)

A summer research experience in equivalent scope and scale to an independent study, but this would not count as course credit toward the concentration

Electives: Four electives in biology, physics, math/applied math, chemistry, neuroscience, engineering or computer science; at least 2 courses must be above the introductory level ² 4

Total Credits 20

¹ The PHYS 0050/0060 or 0070/0160 sequences are preferred to PHYS 0030/0040.

² Sample electives can be found on the Biology Undergraduate Education page (<https://www.brown.edu/academics/biology/undergraduate-education/undergraduate/biophysics/>).

Computational Biology Concentration Requirements

Computational biology involves the analysis and discovery of biological phenomena using computational tools, and the algorithmic design and analysis of such tools. The field is widely defined and includes foundations in computer science, applied mathematics, statistics, biochemistry, molecular biology, genetics, ecology, evolution, anatomy, neuroscience, and visualization.

Students may pursue a Bachelor of Arts or a Bachelor of Science. Students pursuing the ScB have the option of electing a concentration in Computational Biology with one of three focus areas: Computer Sciences, Biological Sciences, or Applied Mathematics & Statistics. Both programs require a senior capstone experience that pairs students and faculty in creative research collaborations.

Standard program for the A.B. degree

Please see the bottom of the page for more information regarding the University Writing Requirement, the Capstone Experience, and the Computational Biology Honors Program.

Standard program for the A.B. degree

Please review the footnotes for clarifying details and see the bottom of the page for more information regarding the Capstone Experience and the Computational Biology Honors Program.

Prerequisites (0-3 courses)

Students must complete or place out of these prerequisites.

MATH 0100 Single Variable Calculus, Part II
or MATH 0170 Single Variable Calculus, Part II (Accelerated)

APMA 0260 Linear Algebra and Multivariable Calculus for Applied Mathematicians¹
or MATH 0180 Multivariable Calculus
or MATH 0200 Multivariable Calculus (Physics/Engineering)
or MATH 0350 Multivariable Calculus With Theory

BIOL 0200 The Foundation of Living Systems

General Core Requirements: Biology 2

BIOL 0470 Genetics
BIOL 0280 Biochemistry
or BIOL 0500 Cell and Molecular Biology

General Core Requirements: Chemistry 1

CHEM 0330 Equilibrium, Rate, and Structure
or CHEM 0350 Organic Chemistry I

General Core Requirements: Computer Science 2

Choose one of the following groupings of introductory courses:

Group A

CSCI 0111 & CSCI 0200 Computing Foundations: Data and Program Design with Data Structures and Algorithms

Group B

CSCI 0150 & CSCI 0200 Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms

Group C

CSCI 0170 & CSCI 0200 Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms

Group D

CSCI 0190 & CSCI 0200 Accelerated Introduction to Computer Science and Program Design with Data Structures and Algorithms (or any full-credit computer science course above CSCI 0190)²

General Core Requirements: Probability & Statistics² 1

APMA 1650 Introduction to Probability and Statistics with Calculus
or APMA 1655 Introduction to Probability and Statistics with Theory
or CSCI 1450 Advanced Introduction to Probability for Computing and Data Science
or MATH 1210 Probability

Comp Bio Core Course Requirements 4

CSCI 1810 Computational Molecular Biology
APMA 1080 Inference in Genomics and Molecular Biology²

AND two of the following:

APMA 1070 Quantitative Models of Biological Systems
APMA 1660 Statistical Inference II
APMA 1690 Computational Probability and Statistics
BIOL 1222A Current Topics in Functional Genomics
BIOL 1430 Foundations of Population Genetics
BIOL 1435 Computational Methods for Studying Demographic History with Molecular Data
BIOL 1525 Pathogenomics: Analysis, interpretation and applications of microbial genomes
BIOL 1545 Human Genetics and Genomics
BIOL 1555 Methods in Informatics and Data Science for Health

BIOL 1575 Evaluation of Health Information Systems

CSCI 1420 Machine Learning

CSCI 1470 Deep Learning

CSCI 1820 Algorithmic Foundations of Computational Biology

PHP 1510 Principles of Biostatistics and Data Analysis

PHP 1560 Using R for Data Analysis

Additional 1000+ level course with concentration advisor approval

Capstone Experience 1

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision (i.e: BIOL 1950/1960, CSCI 1970, APMA 1970). The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor resulting in an advanced research project or a 2000-level Computational Biology course that covers an advanced topic within the Computational Biology field and includes an advanced research component.³

Total Credits 11

¹ These courses are prerequisites for APMA 1655. Students who matriculate in or after Fall 2025 will be required to take APMA 1655 as a prerequisite for APMA 1080 and will therefore need to complete or place out of one of these courses.

² APMA 1655 will be a prerequisite for APMA 1080 starting in Fall 2025. Current concentrators (as of Spring 2025) may still take APMA 1080 with APMA 1650 as their prerequisite but APMA 1655 is encouraged. Students matriculating in Fall 2025 or later will need to take APMA 1655 before taking APMA 1080.

³ Some 2000-level courses are not available to undergraduate students due to department restrictions but have 1000-level equivalents (such as BIOL 1545/2545) that can count for capstone credit with approval from the instructor and the student's faculty advisor. Please reach out to the CCMB Academic Programs Coordinator for more information.

Capstone Experience:

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision. The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor, or a 2000-level Computational Biology course.

Honors:

In order to be considered a candidate for honors, students will be expected to maintain an outstanding record. Students must have a majority of either As or S with distinction grades in concentration courses. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters semesters, of reading and research with a CCMB faculty member or approved advisor. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters of reading and research with a CCMB faculty member or approved advisor.

Students seeking honors are advised to choose a Thesis Advisor prior to the end of their Junior year. Students must complete the Comp Bio Honors Registration form (<https://docs.google.com/forms/d/e/1FAIpQLSe5jZSIwNdZqCFOWTPVQN7PQUM1aMmrZOOdLxox9DVuCjkDZ...viewform/>) and submit their honors proposal to ccmb@brown.edu by the first Friday in October of their senior year. Students must submit a honors thesis in April of their senior year and present a public defense of their theses to the CCMB community. More information about the honors guidelines and deadlines can be found here: <https://ccmb.brown.edu/academics/undergraduate-program/honors-designation>. Any deviation from these rules must be approved by the director of undergraduate studies, in consultation with the student's advisor.

Standard program for the Sc.B. degree

Please see the bottom of the page for more information regarding the University Writing Requirement, the Capstone Experience, and the Computational Biology Honors Program.

Standard program for the Sc.B. degree

Please review the footnotes for clarifying details and see the bottom of the page for more information regarding the Capstone Experience and the Computational Biology Honors Program.

Prerequisites (0-3 courses)

Students must complete or place out of these prerequisites.

MATH 0100	Single Variable Calculus, Part II (or equivalent)
or MATH 0170	Single Variable Calculus, Part II (Accelerated)
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians ¹
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory
BIOL 0200	The Foundation of Living Systems (or equivalent)

General Core Course Requirements: Biology 2

BIOL 0470	Genetics (prerequisite BIOL 0200 or equivalent)

BIOL 0280	Biochemistry
or BIOL 0500	Cell and Molecular Biology
General Core Requirements: Chemistry 1	
CHEM 0330	Equilibrium, Rate, and Structure
or CHEM 0350	Organic Chemistry I
General Core Requirements: Computer Science 3	
CSCI 0220	Introduction to Discrete Structures and Probability

AND complete one of the following groupings of introductory courses:

Group A	
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms
Group B	
CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms
Group C	
CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms
Group D	
CSCI 0190 & CSCI 0200	Accelerated Introduction to Computer Science and Program Design with Data Structures and Algorithms (or any full-credit computer science course above CSCI 0190)

General Core Requirements: Probability & Statistics² 1

APMA 1650	Introduction to Probability and Statistics with Calculus
or APMA 1655	Introduction to Probability and Statistics with Theory
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science
or MATH 1210	Probability

General Core Requirements: Computational Biology 2

APMA 1080	Inference in Genomics and Molecular Biology ²
CSCI 1810	Computational Molecular Biology

Six Courses in One Track 6

Choose one of 3 tracks: Computer Science, Biological Sciences, or Applied Mathematics and Statistics. See track requirements below.

Capstone Experience 1

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision (i.e: BIOL 1950/1960, CSCI 1970, APMA 1970). The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor resulting in an advanced research project or a 2000-level Computational Biology course that covers an advanced topic within the Computational Biology field and includes an advanced research component.³

Total Credits 16

¹ These courses are prerequisites for APMA 1655. Students who matriculate in or after Fall 2025 will be required to take APMA 1655 as a prerequisite for APMA 1080 and will therefore need to complete or place out of one of these courses.

² APMA 1655 will be a prerequisite for APMA 1080 starting in Fall 2025. Current concentrators (as of Spring 2025) may still take APMA 1080 with APMA 1650 as their prerequisite but APMA 1655 is encouraged. Students matriculating in Fall 2025 or later will need to take APMA 1655 before taking APMA 1080.

³ Some 2000-level courses are not available to undergraduate students due to department restrictions but have 1000-level equivalents (such as BIOL 1545/2545) that can count for capstone credit with approval from the instructor and the student's faculty advisor. Please reach out to the CCMB Academic Programs Coordinator for more information.

Tracks

Please review the prerequisites required for the courses below in CAB. Students should also be aware of the requirements for enrolling in a given CSCI course, which can be found on the Computer Science website.

Computer Science Track:

Three of the following: 3

CSCI 1230	Introduction to Computer Graphics
CSCI 1270	Database Management Systems
CSCI 1411	Foundations of AI
CSCI 1420	Machine Learning
CSCI 1430	Computer Vision
CSCI 1470	Deep Learning
CSCI 1820	Algorithmic Foundations of Computational Biology
CSCI 2952G	Deep Learning in Genomics
or other 1000+ level Computer Science course approved by the concentration advisor.	

Three of the following: 3

APMA 1070	Quantitative Models of Biological Systems
APMA 1660	Statistical Inference II
APMA 1690	Computational Probability and Statistics
BIOL 1430	Foundations of Population Genetics
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data
BIOL 1555	Methods in Informatics and Data Science for Health
CPSY 1492	Computational Cognitive Neuroscience
CSCI 0320 & CSCI 0330	Introduction to Software Engineering and Introduction to Computer Systems ¹
CSCI 1550	Probabilistic Methods in Computer Science
CSCI 1570	Design and Analysis of Algorithms
PHP 1510	Principles of Biostatistics and Data Analysis
PHP 1560	Using R for Data Analysis
or another 1000+ level computational course approved by the concentration advisor.	

Total Credits 6

¹ Both CSCI 0320 and CSCI 0330 need to be taken to fulfill one of the six course requirements in this track.

Biological Sciences track

At least four 1000+ level courses comprising a coherent theme related to Computational Biology. Examples of themes include: Biochemistry, Ecology, Evolution, Genomics, Immunology, or Neurobiology. Other themes can be approved by your concentration advisor.

AND two courses from the following: 2

APMA 1660	Statistical Inference II
APMA 1690	Computational Probability and Statistics

BIOL 1222A	Current Topics in Functional Genomics
BIOL 1250	Host-microbiome Interactions in Health and Disease
BIOL 1430	Foundations of Population Genetics
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data
BIOL 1525	Pathogenomics: Analysis, interpretation and applications of microbial genomes
CSCI 1420	Machine Learning
CSCI 1470	Deep Learning
CSCI 1820	Algorithmic Foundations of Computational Biology
PHP 1560	Using R for Data Analysis
or other 1000+ level Computational Biology course approved by concentration advisor.	

Total Credits 6

Applied Mathematics & Statistics Track:

At least three courses from the following: 3

APMA 0350 & APMA 0360	Applied Ordinary Differential Equations and Applied Partial Differential Equations ¹
APMA 1070	Quantitative Models of Biological Systems
APMA 1660	Statistical Inference II
APMA 1690	Computational Probability and Statistics
APMA 1740	Recent Applications of Probability and Statistics
PHP 1510	Principles of Biostatistics and Data Analysis
PHP 1560	Using R for Data Analysis

At least three of the following: 3

BIOL 1222A	Current Topics in Functional Genomics
BIOL 1430	Foundations of Population Genetics
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data
BIOL 1555	Methods in Informatics and Data Science for Health
CSCI 1411	Foundations of AI
CSCI 1420	Machine Learning
CSCI 1470	Deep Learning
CSCI 1820	Algorithmic Foundations of Computational Biology
PHP 1855	Infectious Disease Modeling
or other 1000+ level Computational Biology course approved by concentration advisor.	

Total Credits 6

¹ Students must take both courses in this set (APMA 0350 & APMA 0360) to fulfill one of the six course requirements.

Capstone Experience:

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision. The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor, or a 2000-level Computational Biology course.

Honors:

Honors:

In order to be considered a candidate for honors, students will be expected to maintain an outstanding record. Students must have a majority of

either As or S with distinction grades in concentration courses. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters semesters, of reading and research with a CCMB faculty member or approved advisor. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters of reading and research with a CCMB faculty member or approved advisor.

Students seeking honors are advised to choose a Thesis Advisor prior to the end of their Junior year. Students must complete the Comp Bio Honors Registration form and submit their honors proposal to ccmb@brown.edu by the first Friday in October of their senior year. Students must submit a honors thesis in April of their senior year and present a public defense of their theses to the CCMB community. More information about the honors guidelines and deadlines can be found here: <https://ccmb.brown.edu/academics/undergraduate-program/honors-designation>. Any deviation from these rules must be approved by the director of undergraduate studies, in consultation with the student's advisor.

Courses

BIOL 0030. Principles of Nutrition.

Introduces the basic principles of human nutrition, and the application of these principles to the specific needs of humans, and the role of nutrition in chronic diseases. Provides an overview of the nutrients and their use by the human body. Also examines the role of nutrients in specific functions and disease states of the body. Not for biology concentration credit. Enrollment limited to 100.

BIOL 0040. Nutrition for Fitness and Physical Activity.

Reviews the role of nutrition in physical activity and health. It is designed to provide the student with the information and skills needed to translate nutrition and physical activity recommendations into guidelines for both the athlete for maximal performance and the non-athlete to improve both health and body weight. Students will learn the use of the energy yielding nutrition in physical activity and how food choices can influence both athletic performance and long-term health through the effect on risk factors for chronic diseases. **Prerequisite:** BIOL 0030. Enrollment limited to 20. Instructor permission required.

BIOL 0060. Introduction to Human Physiology.

An introduction to human physiology aimed primarily at undergraduates who have minimal to no Biology background or who are not concentrating in biology. Acquire a basic understanding of the physiological mechanisms that allow for the running of each major organ systems. Topics include basic cardiovascular, respiratory, urinary, digestive, endocrine, and neuromuscular function, as well as aspects of reproduction and exercise physiology. Not for biology concentration credit. Lab.

BIOL 0080. Biotechnology Management.

An examination of the pharmaceutical, biotechnology, and medical product industries: what they are, how they function, whence they originate, and various perspectives on why some succeed and others fail. Pathways from lab-bench to marketplace are described as are the pervasive influences of the FDA, patent office, and courts. Extensive reading; emphasis on oral presentation. Primarily intended for students planning a career in biomedical industry. Not for biology concentration credit. Enrollment limited to 20.

BIOL 0100. Living Biology at Brown and Beyond.

BIOL0100 is a first year seminar designed for aspiring biology program students. The course introduces students to the people and opportunities in Brown's Biology Program and fosters academic and soft skill development. Students will practice a range of laboratory methods used in molecular biology while examining the ways in which those methods are used in research and in the development of medical treatments. Students will hone their writing skills, learn to effectively read primary STEM literature, and consider how various disciplines in Biology come together to tackle critical global problems such as global environmental change and emerging infectious disease. BIOL 0100 is best suited for students with minimal experience in the biological sciences.

BIOL 0110. Fake Math: Analyzing the Misuse of Quantitative Concepts.

From the Scarecrow in the Wizard of Oz to the White House, quantitative errors are made and put forth. This course will present, discuss, and challenge students to analyze misused quantitative concepts. These errors will be taken from misapplied logic; inappropriate use of numbers; graphical inaccuracies and manipulations; cognitive illusions; self-fulfilling prophecies; the wrong-but-often-relied-upon Law of Small Numbers; conditional probability; correlation, confounding, and causality; hazards of data mining; circular reasoning; and basic misuses of statistics. Introductory concepts of classical logic, probability, and statistics will be presented and reviewed, and examples of their misuse will be discussed and evaluated.

BIOL 0140B. Communicating Science: Biological Illustration.

This Sophomore Seminar is an immersion practicum that conjoins art and science. Employing a series of techniques, students will learn the protocols of scientific rendering in an intensive hands-on approach. Field trips will include the RISD Nature Lab, the Brown Greenhouse, and John Hay collection of biomedical and botanical folios. Media will include graphite/ carbon dust; pen and ink (stipple, line); coquille board; scratch-board, colored pencil, watercolor and polymer clay. Course will be driven by project presentations focused on communicating science through illustration. Not for concentration credit in Biological Sciences programs. Instructor permission required; enrollment 10 students. 1/2 credit.

BIOL 0140K. Conservation Medicine.

How have fruit bats contributed to the emergence of Nipah virus in Malaysia? Is an infectious cancer going to drive the Tasmanian Devil to extinction? Will a warmer world be a sicker world? We will consider these and additional topics at the intersection of global change biology and infectious disease emergence in this course. The course should be of interest to pre-med, general biology and environmental studies concentrators seeking interdisciplinary learning classroom experience. This will satisfy "Area 3" organismal biology concentration requirement for Biology/Health-Human Biology. Expected background: BIOL 0200 or equivalent placement. Enrollment limited to 12 sophomores. Instructor permission required.

BIOL 0140T. Communicating Science Through Visual Media.

This class, offered jointly by professors at RISD and Brown, will explore the pedagogy and practice of using visual media to convey scientific concepts. The goal of this course will be to assess examples of existing material and create new animations/video that fill an educational need and make science engaging and accessible. Class time will be comprised of lectures, labs, screenings, discussions, critiques and exercises. After an introduction to teaching pedagogy and the basics of animation and visual design, small student teams will be paired with science faculty mentors to create videos and animations that explain scientific concepts.

BIOL 0150A. Techniques and Analyses using DNA-Based Biotechnology.

Students will study and practice a range of methods used in molecular biology while examining the ways in which those tools are used in research and in the development of medical treatments. This experience, combined with the reading and discussion of selected papers from the primary literature, fosters development of a skill set critically important for the modern day biology student. Expected background: high school Biology course. Enrollment limited to 10 first year students. Instructor permission required. Half-credit course. S/NC.

BIOL 0150B. Statistical Computing for Biology.

Modern biological research is a data rich endeavor, necessitating strong quantitative and computational skills to interpret the results of experimental and observational studies. In this course we will explore the application of statistics and modeling in biological research and environmental science. Topics covered will include basic probability, experimental design, sampling, hypothesis testing and mathematical models for prediction. No prior statistics knowledge is assumed. Enrollment limited to 10 first year and sophomore students. Instructor permission, based on a portfolio review. This is a half-credit course. S/NC

BIOL 0150C. Introduction to Ethnopharmacology.

Plant secondary metabolites are currently the subject of much research interest when investigating new target compounds for potential medicine from natural products. New leads for drugs and phytomedicines from plants and plant parts have been increasing at a rapid rate especially by the pharmaceutical industry. Many plants have been selected and collected for their specific secondary compounds and healing powers by ethnobotanists in the field. Students will gain hands on experience identifying medicinal plants, laboratory equipment, sampling procedures, field tests and extraction techniques of secondary metabolites by high throughput screening methods. Enrollment limited to 10 FYS. Instructor permission required.

BIOL 0150D. Techniques in Regenerative Medicine: Cells, Scaffolds and Staining.

Regenerative Medicine, also known as Tissue Engineering, is the process of creating living, functional tissues to repair or replace native tissue or organ functions that have been lost due to disease or congenital defects. As such, it is a prominent scientific discipline that can either "stand alone" or complement material-based research efforts in the areas of device design, drug delivery, diagnostics and pharmaceuticals. Students will develop proficiencies in basic cell culture techniques, early stage tissue regeneration strategies and histochemical characterization of mammalian cell constructs. Enrollment limited to 10 first year students. Instructor permission required. Half-credit course. S/NC.

BIOL 0160. Plants, Food, and People.

Examines the selection, breeding, cultivation and uses of food plants. Discusses the effects on agriculture of pathogens, climate change, and loss of biodiversity. Considers whether enough food can be produced for a world population of potentially 10 billion, while sustaining biodiversity and environmental quality. Enrollment limited to 50.

BIOL 0170. Biotechnology in Medicine.

Introduces undergraduates to the main technological advances currently dominating the practice of medicine. Provides an overview of the objectives, techniques, and problems related to the application of biomedical technology to the diagnosis and treatment of disease and the contemporary health care industry. Topics include: pharmaceutical development and formulation; organ replacement by prosthesis and transplantation; medical imaging; tissue engineering, therapeutic cloning, regenerative medicine; stem cells; societal, economic, and ethical issues. This course does carry Biology concentration credit.

BIOL 0180. The Biology of AIDS.

AIDS represents an example of the vulnerability of humans to new infectious agents. We will review some human infectious diseases including small pox yellow fever and influenza, and then explore AIDS/HIV. First characterized in 1981, AIDS became the leading cause of death in U.S. males aged 25-44 within a decade. We will examine what factors make HIV such a potent pathogen. The course is intended for students beginning in biology. Expected: BIOL 0200, or equivalent placement. This course *does* carry Biology concentration credit.

BIOL 0190. Phage Hunters.

Phage Hunters is a one-semester FYS class geared towards providing first-year students with hands on laboratory experience and a general background in molecular biology. Student applications are submitted in the summer and admitted students will receive overrides to register before the end of shopping period. You will isolate, cultivate, and purify a bacteriophage from the local environment. Lab work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and PCR to characterize the phage. There will be a series of lectures that introduce concepts in bacteriology, virology, genetics, and molecular biology. One bacteriophage will be selected among the purified isolates and its genome will be sequenced. If time allows, you will annotate the sequenced genome, which entails identifying all the protein-coding sequences found within the bacteriophage using computational approaches. Instructor permission required. Admittance based on applications

BIOL 0190E. Botanical Roots of Modern Medicine.

This course will explore a variety of medicinal plants found throughout the world, the diverse cultures that use them in their daily lives and the scientific underpinnings of their medicinal uses. In conjunction with readings, students will gain a hands-on approach in lab, observing, identifying and growing these plants. Enrollment limited to 19. Students MUST register for the lecture section and the lab.

BIOL 0190F. Darwinian Medicine.

Explores evolutionary explanations of why we get sick, and how this can shape, or misshape, our interpretations of medicine. Draws on evolutionary genetics, population biology, molecular biology and physiology. This course will build on evolutionary biology and then focus on disease processes such as infection, aging, cancer, allergy, diabetes, and obesity. Enrollment limited to 19 first year students.

BIOL 0190P. Pride and Prejudice in the Development of Scientific Theories.

We will examine how the pace and shape of scientific progress is affected by the social/cultural context and the "personality" of the individual. We will look into how the interplay between society and the individual affects how scientific theories arise, are presented, are debated and are accepted. The course will initially focus on Charles Darwin and his theory of Natural Selection using the biography of Adrian Desmond and James Moore, "Darwin: The Life of a Tormented Evolutionist." Enrollment limited to 19 first year students.

BIOL 0190Q. Climate Change and Species Extinction.

In this course students will go beyond the headlines and delve into the science to explore the impact of climate change on species extinction. Students will explore the integration of science and technology through traditional textbooks, primary literature, open source databases, simulations, and discussions. Students will investigate the impact of climate change on species distribution, ecology, and behavior through interactive, inquiry-based, collaborative classroom investigations. Students will learn to integrate information from a variety of sources and disciplines and share their ideas through classroom discussion, written assignments, and oral presentations. Enrollment limited to 19 first year students.

BIOL 0190R. Phage Hunters, Part I.

A research-based lab class for freshmen; both semesters are required in the sequence. Students will isolate and characterize a bacteriophage viruses found in the soil. Lab work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and PCR to characterize the phage. Several phage will be selected for genome sequencing, and will be annotated during the second semester. Instructor permission required. Admittance based on applications submitted online. Limited to 19 freshmen.

BIOL 0190S. Phage Hunters, Part II.

A research-based laboratory/class for freshmen; both semesters are required. Students will isolate and characterize a bacteriophage viruses found in the soil. Lab work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several phages will be selected for genome sequencing over Winter Recess, and annotated in the spring. One hour of lecture/discussion, and 3 hours lab per week. Expected: AP Biology or equivalent, HS chemistry, and permission of the instructor. Students are expected to take fall and spring courses in the sequence. Enrollment limited to 19 first-year students. Instructor permission.

BIOL 0190T. Bioinformatics: A Practical Introduction.

The amount of biological sequence data has grown at an exponential pace and spurred the development of computational tools that allow biologists to use this information. Students will become familiar with useful bioinformatics tools used by researchers. The course will introduce concepts of information transfer in biological molecules, storage in public databases, and how to use tools to access this information and organize it meaningfully. We will explore tools for studying whole genomes, including high-throughput sequencing data to assemble genomes and mapping subsets. Students will gain hands-on experience using these tools. Expected: AP credit or equivalent placement for BIOL 0200.

BIOL 0190U. The Lives of Plants.

This course examines the lives of plants through their development, structure, function, reproduction, and responses to environmental conditions. Enrollment limited to 19 first year students.

BIOL 0200. The Foundation of Living Systems.

A broad overview of biological systems, emphasizing patterns and processes that form the basis of life. Explores essentials of biochemistry, molecular, and cellular biology and their relationship to the larger issues of ecology, evolution, and development. Examines current research trends in biology and their influence on culture. Appropriate for all students interested in biology. Serves as a gateway course to much of the intermediate and advanced curriculum. Placement tests are offered (contact Jody_Hall@brown.edu); AP scores of 4 or 5 are equivalent to BIOL 0200, and place a student out of this course. Students will be assigned to a lab time during the second week of class.

BIOL 0210. Diversity of Life.

This course will explore biological diversity – the number of taxa, and the functions, and processes that support life – from the perspectives of ecology and evolutionary biology. It will draw on examples and case studies from the geological record, functional morphology, the evolution of organ systems in vertebrates, genomics, behavior and sexual selection in birds and invertebrates. Overarching themes will emphasize that taxonomic diversity is an emergent property of complex life on Earth, and the importance of diversity of biological functions and processes in generating and maintaining taxonomic diversity. The course is open to all students.

BIOL 0220. Discovering Novel Protein Folding Phenotypes of Wild Yeast.

Yeast species have been used by humans for over millennia in food and drink preparation. However, they are also a powerful model system to tease out the genetic and molecular details of protein folding. Research labs utilize yeast as a model system to study several cellular mechanisms, but this entire body of work comes from just two different yeast strains. And yet, wild yeast grow everywhere in our everyday environments outside of the research lab; nature has provided rich genetic diversity among these yeast species that go unstudied in a research setting. In this COEX course, you will investigate novel protein-folding phenotypes in these unidentified wild yeast strains.

BIOL 0280. Biochemistry.

Lectures and recitation sections explore the mechanisms involved in the principles of macromolecular structure and function, the organization and regulation of pathways for intermediary metabolism, and the transfer of information from genes to proteins. Expected background: Cell and Molecular Biology (BIOL 0500) or another intermediate level course providing background in molecular level thinking, e.g. BIOL 0470, BIOL 0530 or NEUR 1020.

BIOL 0285. Inquiry in Biochemistry: From Gene to Protein Function.

In this inquiry-based research course, students work in teams to formulate and test a hypothesis about how a change in genetic sequence affects enzyme function. Students will cultivate skills in scientific visualization, experimental design, data analysis, and laboratory techniques in molecular biology and biochemistry. In discussion, students will learn scientific writing through peer editing and iterative revisions to write a full scientific paper. This course is WRIT designated and will prepare students for writing an honors thesis. Expected: Students have previously taken or be concurrently enrolled in BIOL 0280. Enrollment in one lab section and one discussion section is required.

BIOL 0300. Endocrinology.

A basic examination of endocrinology with emphasis on hormone biosynthesis, mechanism of action, physiological roles, and endocrine pathology. Topics include: mechanism of action of steroid, amine, and peptide hormones; neuroendocrinology; reproductive endocrinology; and endocrinology of metabolism and calcium homeostasis. It is expected that students have taken BIOL 0200 (or equivalent) and CHEM 0350.

BIOL 0320. Vertebrate Embryology.

Introduction to the developmental anatomy of vertebrate embryos, including humans, in an evolutionary context, through lecture, discussion and microscope slide study. Gametogenesis through germ layers and their organ system derivatives. Expected: BIOL 0200, or equivalent placement, or AP Biology score of 4 or 5. Limited to 18 freshmen and 18 sophomores. Students MUST register for the lecture section and the lab.

BIOL 0350. The Fossil Record: Life through Time on Earth.

Course is designed for students with prior background in geology or evolutionary biology and who want to learn more about the fossil record, the origins of modern biodiversity and ecosystem structure, and interaction between organisms, and the geological and chemical cycles on the Earth. Lectures will cover major time periods during which animals and plants lived, as well as focusing on major transitions in the evolution of life on Earth. This course will fulfill requirements in both the geology/biology and evolutionary biology concentrations. Expected: BIOL 0210, GEOL 0240 or equivalent. Instructor permission, enrollment limited to 20 sophomores/juniors; register for course/lab.

BIOL 0380. The Ecology and Evolution of Infectious Disease.

Infectious diseases remain among the leading causes of death worldwide, and this burden is disproportionately borne by children living in low- and middle-income countries. Thus management of infectious disease remains a critical intellectual challenge in the 21st century. This course will develop and apply ecological and evolutionary theory to infectious microbes (and their hosts) via the detailed examination of a number of case studies. This will be accomplished by a combination of lectures, discussions, and readings drawn mainly from the primary literature. Assessment will be based on biweekly problem sets, two midterms and one final exam. Expected: BIOL 0200, BIOL 0210 or equivalent.

BIOL 0390. Vertebrate Evolution and Diversity.

An overview of vertebrate evolution that not only covers historical events, but also introduces various scientific concepts and modes of thought. Topics include past and present biodiversity, convergent evolution, biogeography, competition, continental drift, climatic change over time, the notion of evolution as progress, and a whole-animal approach to understanding evolutionary events. Enrollment limited to 50.

BIOL 0400. Biological Design: Structural Architecture of Organisms.

Many questions about the workings of living creatures can be answered by joining math, physics, and biology. We will identify basic physical science concepts that help biologists understand the structure and function of animals, plants, and microorganisms, and use these to study how the physical world constrains and facilitates the evolution of the extraordinary design and diversity of organisms. For first and second year students; others by permission. Recommended background: BIOL 0200, or equivalent. Enrollment limited to 40. Instructor permission required.

BIOL 0410. Invertebrate Zoology.

A survey of invertebrate animals emphasizing evolutionary patterns and ecological relationships. Functional morphology, physiology, reproduction, development, and behavior of invertebrates will be examined. Laboratory exercises and two separate day-long field trips provide firsthand experience with the animals. Expected: BIOL 0200 or equivalent. Enrollment limited to 44. Students MUST register for the lecture section and a lab.

BIOL 0415. Microbes in the Environment.

Examines the diversity of microbial life in the environment. Surveys key services that microbes perform on land and sea, including biodegradation of contaminants in the environment and ecosystem processes related to climate change. Examines biological interactions of symbioses, quorum sensing, and antibiotic production in a ecological context. Explores the genomic mechanisms explaining phylogeny and life history strategies in microbes. Demonstrate knowledge of the diversity of microbes in the environment and benefits in an ecological/evolutionary context. Lecture based, two fieldtrips to expand appreciation for microbial ecology. BIOL 0200 or equivalent placement; CHEM 0330. Enrollment limited to 20 sophomores, juniors and seniors.

BIOL 0420. Principles of Ecology.

The principles, concepts, and controversies involved in the study of the distribution and abundance of plant and animal populations and their integration into natural communities. Emphasizes interactions among organisms and the hierarchical nature of ecological processes affecting individuals, populations, and communities. Expected: BIOL 0200 (or equivalent) and MATH 0090. Lectures and weekly discussion.

BIOL 0430. The Evolution of Plant Diversity.

Examines the evolutionary history of plants from a phylogenetic perspective. Introduces the principles of phylogenetics and the use of phylogenies to understand organismal evolution. Highlights major trends in plant evolution over the past 400 million years. Lectures survey major plant lineages, with special focus on flowering plants. Weekly labs and assignments stress basic plant anatomy and morphology, identification, and learning to recognize and appreciate the abundance, diversity, and uses of plants in daily life. Expected: BIOL 0200 (or equivalent placement).

BIOL 0440. Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses.

This course focuses on what plants do and how they do it. Introduces the biology of plants, their growth and development, structural features, and their cellular and organismal responses to key stimuli. Examines physiological, reproductive and developmental strategies throughout the plant life cycle and in relation to environmental challenges. During laboratory section meetings, students pursue inquiry-based group research projects addressing novel questions about mechanisms that control plant growth and development. Laboratory section is required. Prerequisites: One Brown course with laboratory section in either Biology or Chemistry. Enrollment limited to 24 students.

BIOL 0450. Evolutionary Behavioral Ecology.

An exploration of the ecological and evolutionary principles that define animal behavior in the natural world. We will focus mostly on the field of behavioral ecology, including important phenomena like avoiding predators, obtaining food, finding mates, producing offspring, living in groups, and solving problems. In doing so, we will combine ideas and principles from the disciplines of ecology, systematics, physiology, and economics.

BIOL 0455. Coastal Ecology and Conservation.

Will enable to students to master fundamental ecological concepts and understand how this knowledge can be used to inform coastal conservation and management. Case studies from New England and elsewhere, field trips to rocky shores, salt marshes and coastal ecosystems enable students to develop scientific skills and experience the challenges of coastal conservation science. The course is aimed at freshmen and sophomores. Expected background: BIOL 0200 or equivalent placement. Enrollment limited to 10 students, and written permission required. Email (Mark_Bertness@brown.edu) to receive course application (due May 1). Admitted students register for the course in September.

BIOL 0460. Insect Biology.

Focuses on characteristics that make insects unique and why more insect species have been described than all other organisms combined; the opportunity to investigate diversity and adaptation; their abundance, small size, and short lifespans; their importance as agents of biocontrol pollination, agricultural pests, and disease vectors. Expected: BIOL 0200 or equivalent. Enrollment limited to 20. Students MUST register for lecture AND lab. Primarily for freshmen and sophomores.

BIOL 0470. Genetics.

We'll learn about genetic phenomena at the molecular, cellular, organismal, and population levels. Topics include: transmission of genes and chromosomes, mutation, structure and regulation of the expression of genes, genomics, genetic engineering, and evolutionary genetics. One laboratory session (mandatory) and several problem set solving sessions (optional) per week. Expected: BIOL 0200 (or equivalent placement). (Students should not plan to take BIOL 0470 after 1540.)

BIOL 0480. Evolutionary Biology.

A broad introduction to the patterns and processes of evolution at diverse levels of biological organization. Topics covered include natural selection, adaptation, speciation, systematics, macroevolution, mass extinction events, and human evolution. Students will be given the opportunity to do their 23andMe ancestry analyses as a means of integrating the topics that span genomics to human variation. Weekly discussion sections involve active learning simulations and discussions of papers from the primary literature. Occasional problem sets involve computer exercises with population genetics and phylogeny reconstruction. Expected: BIOL 0200 (or equivalent placement).

BIOL 0495. Statistical Analysis of Biological Data.

A first course in probability distributions and the use of statistical methods for biological data. Topics covered will include describing data, statistical inference (hypothesis tests and confidence intervals), analyzing associations, and methods for categorical data (contingency tables and odds ratios). Methods will be applied to data drawn from areas of biological inquiry. For statistics or related science credit in Biology programs. Expected background: BIOL 0200 or equivalent, math equivalent to MATH 0100. This course is for related science credit only in Biological Sciences concentration programs.

BIOL 0500. Cell and Molecular Biology.

This course examines the structure and function of the basic unit of an organism, the cell. An experimental approach is used to examine cellular functions, ranging from gene transcription, cell division and protein secretion, to cell motility, and signal transduction. Relevance to health and disease will be considered. Expected: BIOL 0200 (or equivalent advanced placement biology 4/5).

BIOL 0510. Introductory Microbiology.

Introduces role of microbes in our understanding of biology at the cellular and molecular level. Focuses on microbial significance for infectious disease, public health, genetics, biotechnology, and biogeochemical cycles. Laboratory involves basic microbiological techniques and selection and manipulation of microbes. Expected: BIOL 0200 (or equivalent placement). Students MUST register for the lecture section and the lab. Enrollment limited to 108.

BIOL 0530. Principles of Immunology.

Introduction to experimental and theoretical foundations of immunology. Focuses on concepts, landmark experiments and recent advances. Topics include innate and adaptive immunity; structure/function of antibody molecules and T cell receptors; regulation of immune responses through cellular interactions. Applications of concepts to medically significant issues (vaccines, transplantation, inflammation, autoimmunity, cancer, HIV/AIDS) are discussed. Interpretative analysis of experimental data is emphasized. Expected background: BIOL 0200 or equivalent placement credit.

BIOL 0600. Genetic Screening in Model Organisms.

Using gene silencing (RNAi) in the nematode *C. elegans*, students will identify genetic modifiers of proteins with roles in aging by reverse genetics. Analyzing the effect of knocking down genes on the level of aging-related proteins tagged with fluorophores (GFP, RFP, etc.). Students will use function-specific RNAi libraries (transcription factors, kinases, etc) established in our lab. Students will evaluate the effect of genetic modifiers on proteostasis and lifespan, also familiarize *C. elegans* work and appreciating the use of model organisms, the students will master microscopy, genetic crosses, gene silencing, and molecular and biochemical readout assays such as qPCR and immunoblotting. Expected: BIOL 0200 or equivalent.

BIOL 0610. Modeling Human Disease Using Stem Cells.

In this COEX and CBLR course, students will have the opportunity to develop their own hypothesis-driven research question with a focus on pluripotent stem cell biology and Alzheimer's Disease (AD). Understanding how to manipulate pluripotent stem cells is vital in studying normal developmental processes and what goes awry in a disease. Students in this course will propose and carry out their own research project utilizing human iPSCs to further understand pathological cellular states associated with AD using patient lines. The research project will be developed at the beginning of the semester with in-lab work carrying out the proposed set of experiments, analyzing the data and presenting the results in a scientific poster session. Students will also be able to translate the biology of the disease to clinical experiences, community outreach, and patient interactions in the surrounding community. For advanced undergraduates.

BIOL 0620. Fermentation to Publication: Experimental Food Microbiology.

To understand the art and science of fermentation, we need to explore the complex interplay of polymicrobial communities, where multiple microbial species interact, collaborate, and compete to produce the final product. This requires both experimental microbiology and computational analysis. In this CURE class, we carry out a novel, scientifically important experiment related to polymicrobial fermentation. We analyze the data using traditional microbiological techniques alongside sequencing and computational methods. Together, we write and submit a manuscript for publication based on our findings. In 2025, for example, the class focused on kimchi and published here: <https://www.mdpi.com/2304-8158/14/11/1948>. In addition to the research project, students give presentations on other fermented foods and, for the final project, propose a new experiment to be conducted in the following year's class. In effect, we go from fermentation all the way to publication in one exciting semester.

BIOL 0800. Principles of Physiology.

Introduction to the function of organ systems with an emphasis on human physiology, includes basic concepts in cell and organ system physiology as well as fundamentals of modern trends in physiological science, emphasizes the application of physical and chemical principles to organ function at both the cellular and systemic levels. Expected: BIOL 0200 or equivalent.

BIOL 0860. Diet and Chronic Disease.

This course addresses the relationship of food to the development and treatment of chronic diseases. Chronic diseases discussed are obesity, dyslipidemia/heart disease, diabetes mellitus, cancers and osteoporosis. Dietary recommendations for these diseases are critically assessed. Geared toward students interested in nutrition, medicine, and public health. Prerequisites: BIOL 0030, plus permission of the instructor. Enrollment limited to 20.

BIOL 0920A. Controversies in Medicine.

Why and how do controversies in medicine emerge at specific moments in time? Why do scientists come to different conclusions based on the same data? Does it matter how we interpret controversies? This sophomore-level seminar critically analyzes contemporary controversies in medicine and public health. Using a case study approach, we will examine the social and political assumptions that inform important controversies. Questions related to the relationship between science, media, activism, and health inequality will be woven into the case studies. Enrollment limited to 20 sophomores. (For theme, not biology, credit in Health and Human Health and Biology only.)

BIOL 0940A. Viral Epidemics.

This sophomore seminar will examine epidemics (outbreaks) of viral infections from a historical perspective. We will also cover current literature and up to the minute news accounts of infectious disease related outbreaks occurring around the globe. The major focus will be on virus related diseases but any microbial outbreak in the news will be explored. The seminar will cover basic aspects of microbial pathogenesis so students can gain an appreciation of microbial host interactions. Essential writing skills will also be developed. Enrollment limited to 20 sophomore students.

BIOL 0940B. Sophomore Seminars in Biology: Life in a Shell.

This Sophomore seminar is an examination of broad themes in whole animal physiology with an emphasis on environmental adaptations. The foundation of the course will be the instructor's recent book "Life in a Shell: A Physiologist's View of Turtle." A consideration of this iconic animal's novel biological traits will lead into comparisons with our own biology and that of other animals. Topics: respiration, circulation, metabolic rate, buoyancy control, overwintering, migration, reproduction, and bone structure and function. Relevant original research papers will be used. Mandatory S/NC; enrollment of 20 students; override required. Expected: BIOL 0200 or equivalent placement credit.

BIOL 0940C. Sophomore Seminar: Insect Biology.

Focuses on characteristics that make insects unique and why more insect species have been described than all other organisms combined; the opportunity to investigate diversity and adaptation; their abundance, small size, and short lifespans; their importance as agents of biocontrol pollination, agricultural pests, and disease vectors. Expected: BIOL 0200 or equivalent. Enrollment limited to 12 sophomores only. Students MUST register for lecture AND lab.

BIOL 0940D. Rhode Island Flora: Understanding and Documenting Local Plant Diversity.

This Sophomore Seminar focuses on species level identification of plants in Rhode Island and will cover the dominant plant species in each of the state's main habitats including coastal wetlands and uplands, freshwater wetlands, peatlands, upland forests, and disturbed areas. Students will learn to identify plants using online interactive keys as well as more technical dichotomous keys and will also cover basic ecological processes in each habitat including the interaction of soils, geology, and hydrology. Materials related to plant morphology, plant taxonomy, plant evolution, understanding phylogenetic trees, and botanical illustration. Instructor permission required.

BIOL 0940E. Precision Medicine or Privileged Medicine? Addressing Disparities in Biomedical Research.

This course examines the biomedical research behind precision medicine, disparities in the inclusiveness of this research, and implications of these disparities for the relevance of precision medicine innovations for people and places in Rhode Island. We will focus on these four questions: What new knowledge is making precision medicine possible? Who has been the focus of the biomedical research generating this knowledge, and why? How might inclusiveness of this research impact healthcare disparities in Rhode Island? What is needed to improve the design and outcomes of precision medicine research so that it provides benefits and mitigates harms for all?

BIOL 0940G. Antibiotic Drug Discovery: Identifying Novel Soil Microbes to Combat Antibiotic Resistance.

This is a Course-based Undergraduate Research Experience (CURE) class that will provide students with the chance to propose, design and conduct their own research projects. Antibiotic resistance is a major global health threat. Pharmaceutical companies are less likely to fund research and development of new antibiotics due to their relative low profitability. As bacteria become more resistant to antibiotics, it is critical that we have a robust pipeline ready to combat these pathogens. The main focus of the course will be for students to discover new antibiotics in soil bacteria that can be used to treat infectious disease. Please NOTE: This course carries Biology concentration credit for the laboratory component.

BIOL 0945. Toolbox for Scientific Research.

Why is scientific research important? What is the scientific method? What are hypotheses and theories? How do scientists identify research questions, design experiments, fund research, and communicate results? This sophomore seminar is designed for students who want to understand and engage in scientific research in biology. Through active learning seminars, group discussions, and meetings with scientists, students will gain a deeper understanding and an appreciation for the principles, practice, and culture of scientific research. The course will also help develop practical and transferable skills to succeed in research and give students an opportunity to connect with research groups at Brown.

BIOL 0946. Research Design + Quantitative Methods for the Health Sciences.

This is a course offered for students in one of Brown University's Biology concentrations that provides the skills necessary to identify a clinical research question from a case scenario, design a research design to answer a research question, identify the appropriate quantitative methods for the design, and interpret the results. These skills translate to almost any research experience, including honors theses and future endeavors. Students will also learn how to publish in oral and written formats across the health sciences disciplines.

BIOL 0960. Independent Study in Science Writing.

BIOL 0960 (fall/spring) is a half credit Independent Study in Science Writing course incorporating a nontechnical science journalism component into the Biology curriculum. Assignments may include investigative or analytical reviews, or feature articles on ethical or social impacts of new discoveries in the biological sciences. BIOL 0960 requires the submission of a formal project proposal completed collaboratively by the student and faculty mentor (see the Biology Undergraduate Education research page for details). BIOL 0960 is not for concentration credit in the biological sciences programs.

BIOL 0985. Greenhouse Crops & Interiorscapes.

This is an applied-knowledge course designed to prepare students to be introduced to the management of greenhouse operations and basic interiorscaping design & practices. This course covers principles of greenhouse structures, plant health and growth, growing media, greenhouse crop selection and propagation, and management techniques. Upon completion of this course, proficient students will be equipped with the technical knowledge and skills needed to prepare in furthering their education. This course will focus on introducing students to the greenhouse space and teach them how the facility aids in producing plants for research and for enjoyment. The course will also explain general propagation techniques and the world of interiorscaping, and how to grow the plants used for this purpose, as well as exploring basic interiorscape design. The course does not carry Biology concentration credit.

BIOL 1000. Quality Improvement Science and Application: From personal improvement to strengthening healthcare.

Have you ever set a goal, tried to accomplish it, failed, adjusted your routine, and tried again? If so, you have already engaged in quality improvement (QI)! QI is focused on how change is implemented in healthcare and in other settings (such as aerospace) with the goal of standardizing processes and reducing variation. QI is achieved through setting specific, measurable goals and making small, iterative changes; all while implementing and evaluating change. If you want to learn how to implement a change, sustain that change over time, and measure success, this course is for you. The project provides an opportunity to engage in QI in your life to implement and evaluate progress on a goal that is important to you (e.g., drinking more water, practicing better time management skills).

BIOL 1040. Bioimaging.

This course examines microscopy and image analysis in the life sciences. Theoretical and practical aspects of microscopy will be discussed. Students will obtain hands-on experience with electron microscopy, light microscopy, fluorescence microscopy, and confocal microscopy. Students will learn to display images in 3D. Advanced undergraduates. Instructor permission required.

BIOL 1050. Biology of the Eukaryotic Cell.

This course examines subcellular processes and structure/function roles of macromolecular complexes regulating major cellular activities in eukaryotic cells. Course content will cover cellular and molecular techniques in cell biology, functions of cellular compartments, and the organization and expression of genetic information in eukaryotes, comparing normal and pathological states. Lectures and readings will emphasize the experimental basis for knowledge in modern cell biology using original literature and current research in cell/molecular biology. You will learn to read and analyze published research as well as master current concepts and understanding of cellular structure and function. You will then apply this mastery to propose an original research project that would advance those understandings. For advanced undergraduates and beginning graduate students. Complementary to BIOL 1270 and 1540. Prerequisites: BIOL 0280 or 0470 or 0500, or instructor permission. Graduate students register for BIOL 2050.

BIOL 1070. Biotechnology and Global Health.

This course examines contemporary biotechnologies used to combat the predominant, worldwide problems in human health. Global health will be addressed from the scientific and engineering perspectives while integrating public health policy, health systems and economics, medical and research ethics, and technology regulation and management. This course is intended for graduate and advanced undergraduate students in biology, engineering, or related fields who have an interest in global health initiatives. Expected background: BIOL 0200 and BIOL 0800, or equivalents. Preference will be granted to graduate students in the Biotechnology and Biomedical Engineering programs. Only for related course credit in Biology. Enrollment limited to 20. Instructor permission required.

BIOL 1090. Polymer Science for Biomaterials.

Basic principles of polymer science and its application in medicine. Topics include basic polymerization chemistry, kinetics of polymerization and depolymerization with emphasis on bioerodible polymers, characterization of polymers by physical methods, bulk and surface properties, behavior of polymers in solutions, crystallization, gelation, and liquid crystals. Hands-on experience with polymer characterization. Expected: CHEM 0350. Enrollment limited to 25.

BIOL 1100. Cell Physiology and Biophysics.

Current topics in cell physiology, with an emphasis on membrane-mediated interactions between cells and their environment. Topics may include: ion channel structure, function and regulation; intracellular regulatory molecules; mechanisms of sensory transduction; membrane receptors and second messenger systems; vesicle secretion; and cytoskeletal regulation of cell function. Lectures, discussion, and student presentations of the current literature. Expected: BIOL 0800 or NEUR 0010. Instructor permission required. **Enrollment limited to 30, and admission is based on seniority -- graduate students, seniors, then juniors. (Not for first and second-year undergraduates.) Students must request an override code through C@B.**

BIOL 1110. Topics in Signal Transduction.

Signal transduction is one of the most rapidly developing fields in biomedical sciences. Defects in signaling pathways can be responsible for diseases such as cancer, diabetes, cardiovascular disorders and psychoses. This course offers students an overview of the molecular pathways that allow cells to receive and process signals from their external environment, with an emphasis on the emerging state-of-the-art techniques used in their study. Expected background: BIOL 0200, 0280, 0470, or 0500.

BIOL 1120. Biomaterials.

A biomaterial is defined as a material suitable for use in medical implants that come in direct contact with patients' tissues. These include polymers, metals, and ceramics, and materials obtained from biological sources or through recombinant biotechnology. Goal: to provide comprehensive coverage of biomaterial science and technology. Emphasizes the transition from replacement to repair strategies. For advanced undergraduates and graduate students. Prerequisite: BIOL 0800 or instructor permission.

BIOL 1140. Tissue Engineering.

Tissue engineering is an interdisciplinary field that incorporates progress in cellular and molecular biology, materials science, and engineering, to advance the goal of replacing or regenerating compromised tissue function. Using an integrative approach, we will examine tissue design and development, manipulation of the tissue microenvironment, and current strategies for functional reconstruction of injured tissues. Expected: CHEM 0330, plus BIOL 0500 or 0800. Enrollment limited to 20. Instructor permission required.

BIOL 1150. Stem Cell Engineering.

Stem cell engineering focuses on using adult, embryonic, and induced pluripotent stem cells to repair damaged or diseased tissues. This course will examine the role of stem cells in development, tissue homeostasis, and wound healing, as well as how they can be used for tissue engineering and cell-based regenerative therapies. We will also discuss the ethical, legal, and regulatory issues that accompany current and emerging stem cell engineering endeavors. The course will use an inverted lecture and classroom discussion format to effectively deliver relevant information. Emphasis is placed on oral and written communication skills applied to assignments, tests, and individual projects. As an additional part of this course, students will receive hands-on training in how to culture cells and assess samples for stemness characteristics in a group laboratory setting.

BIOL 1155. Hormones and Behavior.

This class will explore the hormonal basis of animal behavior. We will assess this relationship at the molecular, cellular, physiological, and evolutionary levels, focusing on a wide range of species beyond humans. Our goal is to understand the diverse mechanisms by which hormones act throughout the animal body to mediate what individuals do in their natural environment. We will explore how selective forces shape these mechanisms to not only arrive at common behavior traits, but also unique and unusual traits that allow species to thrive in harsh or extreme environments.

BIOL 1160. Principles of Exercise Physiology.

Application of the basic principles of physiology to the study of the response mechanisms of the human body during exercise. Topics include muscle and neural control, energy metabolism, cardiovascular and respiratory effects, endocrinology, principles of training, and special topics (e.g., diving, high altitude, and microgravity). Student presentations based on scientific articles are included.

BIOL 1180. Comparative Animal Physiology.

Comparative approach to the function and regulation of animal systems with an emphasis on vertebrates. Topics include circulation, gas exchange, neuromuscular function, excretion, acid-base and ion regulation, and temperature regulation. Considers the unity and diversity of physiological processes in animals differing both in phylogeny and environmental adaptation. Original papers are discussed. Expected: BIOL 0800 or equivalent.

BIOL 1190. Synaptic Transmission and Plasticity.

Synapses are the means by which the nervous system communicates. In this seminar-style course, we will explore the molecular and physiological underpinnings of synaptic transmission. We will then examine ways in which synapses can modulate their strength during development, learning, after addictive drugs, and other adaptive processes. Readings are ONLY from primary literature. Course recommended for juniors and seniors. Required: NEUR 1020. Enrollment limited to 20. Instructor's permission required, attendance at class on the first day is mandatory.

BIOL 1200. Protein Biophysics and Structure.

Structural Biology is the science to determine 3-dimensional structures of biomacromolecules (i.e. proteins, RNA, and DNA). These structures enable biologists to understand and explore their function. Since proteins, RNA, and DNA are the primary molecules of life, structural biology enables us to understand and influence these molecular machineries which form the basis of all biological processes. Throughout the class, the students will see examples of biologically important proteins and protein complexes that will allow them to correlate structure and biological function. Prerequisite: BIOL 0280.

BIOL 1210. Synthetic Biological Systems.

A multidisciplinary course that combines science and engineering providing a solid foundation in a cutting edge field of biological engineering. Synthetic biology is a mixture of biology, chemistry, engineering, genetic engineering and biophysics. It builds on recent work in systems biology which involves the modeling of biological systems, but goes further in that it involves the construction and standardization of biological parts, that fit together to form more complex systems. Expected: at least four courses beyond BIOL 0200, CHEM 0330, PHYS 0300, ENGN 0300, MATH 0900, or CSCI 0040.

BIOL 1220. Synthetic Biological Systems in Theory and Practice.

A multidisciplinary laboratory, lecture, and discussion based course that combines several areas of science and engineering providing a foundation in the cutting edge field of synthetic biological engineering. The field of synthetic biology is centered around trying to make biology easier to engineer. It builds on recent work in systems biology which involves the modeling of biological systems, but goes further in that it involves the construction and standardization of biological parts that fit together making complex systems. This course will combine classes, guest lectures and discussion lab visits to give students the best possible tools for understanding and applying research in synthetic biology. Expected: at least two courses in any of the key disciplines (biology, chemistry, physics, math, engineering, computer science) beyond the introductory level, and permission of the instructor.

BIOL 1222A. Current Topics in Functional Genomics.

A technological revolution in genomics has exponentially increased our ability to gather biological data. A host of new methods and types of analysis has arisen to accommodate this dramatic shift in data collection. The broad scope of inquiry has ushered in an era of "system-wide" approaches and brute-force strategies where rare signals can be detected and studied. In this seminar we will cover papers that embody this new approach. Students typically have taken an advanced undergraduate-level course in biology.

BIOL 1250. Host-microbiome Interactions in Health and Disease.

Will focus on current understanding of how various microbiomes communicate and interact with the host and the factors that influence these interactions. We will discuss how the new technologies such as metagenomics and metabolomics have enhanced our understanding of host-microbiome interactions in health and disease. Students will have the opportunity to participate in discussions on how to apply recent discoveries to disease processes, health restoration and maintenance. The course will help students develop skills in critical thinking and in reading and evaluating original scientific literature. Expected: students with a background in basic microbiology (BIOL 0530 or its equivalent). 20 enrollment.

BIOL 1255. Climate Change & Health: Infections and Inequalities.

This course examines the connections between people, animals, plants and their shared environment to highlight the influence of climate change on infectious disease and its disproportionate effect on impoverished communities. During the course, we will spotlight a several infectious diseases (HIV, Rabies, Ebola, Chagas), exploring their history, pathophysiology and geographic spread. We will discuss how climate change has influenced ecosystems, causing shifts in transmission and creating new challenges for treatment. We will use a biosocial approach to understanding how and why these changes disproportionately affect impoverished communities. You will learn using podcast episodes, news articles, research studies and documentaries. Several guest speakers will supplement course materials and guide activities. This course offers the opportunity to learn about climate change & health using a One Health and biosocial approach.

BIOL 1260. Physiological Pharmacology.

Covers the physiology of human disease (e.g., Heart failure and arrhythmia; cancer signaling pathways with a focus on breast cancer; neurological disorders such as schizophrenia and Parkinson's disease) and discusses the pharmacology of the drugs used to treat disease. A group of the most commonly prescribed drugs is discussed in terms of their fundamental modes of action and clinical importance. Expected: BIOL 0800.

BIOL 1270. Advanced Biochemistry.

An advanced course in biochemistry, biochemical methods, and reading of the primary literature, featuring systematic coverage of the biochemistry of the central dogma, including DNA (replication, repair, recombination), RNA (regulation and mechanism of transcription, processing, turnover), and proteins structure, synthesis, modification, degradation, mechanisms of action, function). Expected: BIOL 0280, CHEM 0350, 0360. Graduate students register for BIOL 2270.

BIOL 1290. Cancer Biology.

Provides a conceptual understanding of molecular events underlying development of human cancer. Focused on genetic changes leading to malignant transformation of cells. Covers cell cycle control, DNA damage, mutagenesis, cancer predisposition syndromes, oncogenic viruses, tumor immunology, metastasis, cancer chemotherapy and drug resistance. Lecture plus discussion of primary literature. Prerequisites: BIOL 0280 OR BIOL 0470 OR BIOL 0500.

BIOL 1295. Fundamentals of Cancer Immunotherapy.

Fundamentals of Cancer Immunotherapy focus on how are understanding of the relationship of cancer with the host immune system has allowed the development of a new generation of therapies. The course will be delivered by lecture/seminar and group discussions. The course covers contemporary knowledge of tumor-immune cell interactions, and the principles of immunotherapeutic approaches currently being applied in the clinic and in development. The course is designed so that students will view cancer immunotherapy through a range of different lenses; from intricate molecular details to cellular ecosystems and organismal effects. Lecture materials will provide detailed descriptions of the basic concepts involved and original research articles will be used to help develop critical thinking in the cancer immunotherapy field.

Recommended Prerequisites: At least two of the following or their equivalents: BIOL 0280, BIOL 0500, BIOL 0470, BIOL 0530, BIOL 1290

BIOL 1300. Biomolecular Interactions: Health, Disease and Drug Design.

Interactions between the molecules of life—proteins, RNA, DNA, membrane components—underlie all functions necessary for life. This course focuses on how nature controls these interactions, how these interactions can go awry in disease, and how we can learn the rules of these interactions to design drugs to treat disease. Students will review the physical basis of molecular interactions, learn classic and state-of-the-art high-resolution and high-throughput tools used to measure interaction, and survey the experimental and computational strategies to harness these interactions using a case study in rational drug design. Prerequisite: Introductory Biochemistry (BIOL 0280). Enrollment limited to 20; instructor permission.

BIOL 1310. Developmental Biology.

Covers the molecular and cellular events of development from fertilized egg to adult. Genetic basis of body form, cell fate specification and differentiation, processes controlling morphogenesis, growth, stem cells and regeneration will be examined. Differential gene regulation, intercellular signaling and their evolutionary conservation will be central to discussion of mechanisms governing developmental processes. Additional topics: developmental plasticity, impact of epigenetic and environmental factors, and basis of disease gleaned from developmental biology research. Live embryos will complement and reinforce concepts covered in class. Enrollment limited to 36. Expected: BIOL 0200 (or equivalent), and one course in genetics, cell biology or embryology.

BIOL 1330. Biology of Reproduction.

This course is an advanced, seminar-based course. Primary literature is emphasized to complement the format of extensive student seminar presentations. It is essential that students have a strong background in biology in order to gain the most from this course. The emphasis of the course is student seminar presentation and extensive discussion on the material. This is often the first opportunity for students to present/discuss science in a seminar format. Expected background: a course in Cell Biology (e.g. BIOL 0500 or 1050), and two additional Biology courses above the introductory (BIOL 0200) level. Enrollment limited to 20.

BIOL 1410. Evolutionary Genetics.

This course will focus on selected topics in molecular population genetics, molecular evolution, and comparative genomics. Classic and current primary literature at the interface of evolution and genetics will be discussed in a seminar format. The laboratory involves wet-lab exercises (allozymes, PCR-RFLP, sequencing), plus computer labs using DNA analysis packages. Students will prepare a final grant proposal on specific research interests. Expected: BIOL 0470 or 0480. Students MUST register for the lecture section and the lab. Enrollment limited to 20.

BIOL 1420. Experimental Design in Ecology.

An overview and discussion of the basic principles used to design lab and field experiments in ecology and environmental science. Topics include: replication and statistical power, appropriate use of factorial designs, nonparametric methods, post hoc tests, natural versus manipulative experiments, experimental artifacts and impact study design. Discussions based on primary literature and a new text. Expected: BIOL 0420.

BIOL 1425. Phylogenetic Biology.

This course is the study of the evolutionary relationships between organisms, and the use of evolutionary relationships to understand other aspects of organism biology. This course will provide a detailed picture of the statistical, mathematical, and computational tools for building phylogenies and using them to study evolution. Enrollment is by instructor permission. Students will present scientific papers in class and complete a final project consisting of their own phylogenetic analysis. Expected Background: Evolutionary Biology and quantitative methods (such as statistics, computation, or math). Open to juniors, seniors, and graduate students. Enrollment limited to 16.

BIOL 1430. Foundations of Population Genetics.

Population genetics considers the genetic basis of evolution: temporal changes in the genetic composition of populations in response to processes such as mutation, natural selection and random sampling effects. Starting from first principles, this course will develop a theoretical understanding of these dynamics. We will also explore the application of these tools to genomic-scale data in order to quantify the influence of various evolutionary processes at work in natural populations. Assessments will be based on class participation, one midterm exam and final project. Prerequisites: MATH 0100 and one of BIOL 0470 or 0480, or permission.

BIOL 1435. Computational Methods for Studying Demographic History with Molecular Data.

This course broadly covers the field of population genetics and genomics, and focuses on how inferences about demographic history can be made from genetic variation observed across populations today. The main question we will endeavor to answer in class is "How can we infer demographic history in a population using next-generation sequencing data?" Students will also learn how to apply computational tools/methods to infer demographic history using both simulated and real DNA sequencing data.

BIOL 1440. Coral Reef Ecology.

An examination of current topics in the biology of corals and the ecology and conservation of coral reefs in the Anthropocene. The seminar course sessions include an introductory lecture on the topic at hand coupled with discussion of assigned papers in the recent scientific literature. The course follows ecological principles to examine key species interactions, biodiversity patterns and consequences, trophic dynamics, pathways of resilience and regime shifts on coral reefs. This foundation builds the knowledge needed for advanced discussions of the effect of global climate change on coral reefs during the latter part of the course. Students select a contemporary topic to investigate and prepare a critical evaluation of research on that topic as a final term paper.

BIOL 1445. Medicine in Austere Settings.

This course examines the practice of medicine in austere settings and will include content related to tropical medicine/neglected tropical diseases, humanitarian relief, disaster management and wilderness medicine. Students will explore the history of these fields and the challenges that medical professionals face in these environments. It will focus on the multitude of ethical dilemmas when providing care in austere settings. Students should expect to think critically about challenging questions and learn various skills useful to the practice of medicine in austere settings, including basic epidemiology, public health coordination, disaster management and wilderness medicine techniques. Each week will feature a different scenario to tackle. Students will learn using podcast episodes, news articles, research studies, and documentaries. This course is well-suited for students who are interested in public health, international health policy or aim to pursue a career as a medical professional.

BIOL 1450. Community Ecology.

This course will explore foundational concepts in community ecology, and will draw on examples and case studies from marine and terrestrial ecosystems, including species-rich tropical rain forests and coral reefs, the marine intertidal and benthic environments, and species-poor forests and grasslands of the temperate zone. Overarching themes will emphasize theoretical frameworks to understand the evolutionary origins and maintenance of this biological diversity. This will be accomplished using traditional lectures, weekly student-led discussions, readings of the primary literature, and class activities. Expected background: BIOL 200 or equivalent placement; and BIOL 0420; OR instructor permission.

BIOL 1455. Planetary Health: Global Environmental Change and Emerging Infectious Disease.

Will a warmer world be a sicker world? What is it about the New England landscape that supports the proliferation of Lyme Disease? How are local wildlife trade and global species invasions contributors to emerging diseases like the 2003 outbreak of monkeypox virus in the USA? We will explore these and related questions in Planetary Health. Planetary health is a timely new field focused on understanding the human health implications of human-caused disruptions to Earth's natural systems. The facet of 'health' that we focus on in this course is infectious disease. Students will learn how, when, where and why infectious diseases emerge in association with anthropogenic environmental impacts, specifically climate change, land-use change, and increased human interaction with animals. This course satisfies the Health and Human Biology senior capstone requirement for students studying in the planetary health theme.

BIOL 1465. Human Population Genomics.

An introduction to human genomics and the evolutionary forces that shape observed genetic variation across humans today. Topics will include the relationship among humans and other primates, human population genetics and genomics, and examples of the concomitant evolution of both cultural traits and domesticated organisms. Assignments include a class presentation and reviewing papers on a selected topic. Expected background: BIOL 0470 or 0480, and BIOL 0495, PHP 2500, or equivalent. Enrollment limited to 25. Instructor permission required.

BIOL 1470. Conservation Biology.

Conservation Biology is the scientific study of the phenomena that affect the maintenance, loss, and restoration of biological diversity. Topics covered include: 1) the impacts of global warming, species invasions, and habitat destruction on biodiversity, 2) strategies developed to combat these threats, and 3) a consideration of key economic and ethical tradeoffs. Special attention will be paid to current debate and controversy within this rapidly emerging field of study.

BIOL 1480. Terrestrial Biogeochemistry and the Functioning of Ecosystems.

Three fundamental multidisciplinary questions will be addressed: How do ecosystems work? What limits the growth of life on Earth? How are humans altering the framework in which all life exists? Earth is basically a closed chemical system, and the reactions that support life are fueled by sunlight. But added to this chemistry and physics is the tremendous influence of life. Life created an oxygen atmosphere; the evolution of biological nitrogen fixation exponentially increased how many organisms could exist, and the soils that support human food production developed only by biologically-mediated processes. Throughout Earth's 4.5 billion-year history changes in Earth's basic biogeochemical processes have been fairly slow. Under our inattentive stewardship, we have almost instantaneously altered all of the major element cycles. We will focus heavily on what these changes mean for life on Earth. Instructor permission required.

BIOL 1485. Climate Change Health and Ecology.

Explore the linkages between climate change and health. Students will come to appreciate the topic through the foundations of the primary disciplines relevant to the field including global health, environmental change, disease ecology, and others. Climate-health linkages will be learned through weekly case studies addressed collectively through student-centered lectures, discussion of the primary literature, groups activities and guest lectures from campus faculty on topics ranging from climate migration to infectious disease range shifts. Expected background: BIOL 0475, or BIOL 1470, or PHP 1070, or PHP 1920, or equivalent experience with instructor's permission. Enrollment limited to 12 juniors and seniors.

BIOL 1495. 500 Million Years of Land Plants.

Explores the evolution of terrestrial plants and the ecosystems they structure. Introduces the fossil record of plants and basic patterns of plant diversification on land. Highlights major trends in the evolution of plant morphology, anatomy, and ecology. Lectures survey the diversity and community structure of different geological time periods. Weekly discussion sections, field trips, and assignments examine major evolutionary trends, particularly with regard to climatic changes over time. Expected: BIOL 0400, BIOL 0430, (or equivalent placement). Enrollment limited to 15 students; instructor permission; register for section and conference.

BIOL 1500. Plant Physiological Ecology.

An in-depth look at plant ecological strategy, focusing on the anatomical and physiological adaptations of plants to particular environments. Additional topics include plant-animal interactions, historical biogeography, and community assembly processes. A comparative, phylogenetic approach is emphasized. Lectures present a broad overview of topics, and discussions focus on current outstanding problems. Lab exercises provide hands-on experience in designing experiments, measuring plant performance, and scientific writing. Required laboratory hours to be arranged by the instructor. Expected: BIOL 0430 or BIOL 0440. Enrollment limited to 15.

BIOL 1505. Environmental Physiology.

This course seeks to explore the physiological mechanism by which animals are adapted to live in our planet's diverse habitats. We study this topic by considering the physical and chemical properties of the environment, and how these properties shape the organismal functioning and performance. No animal is off limits to our exploration, as we will look at both vertebrates and invertebrates alike. Overarching themes will emphasize the power of natural selection as an evolutionary force that writes the "rules" of life, particularly in terms of survival.

BIOL 1515. Conservation in the Genomics Age.

The course will introduce students to the rapidly developing field of molecular ecology, emphasizing its importance for conservation biology. Students will explore key principles in evolutionary ecology based on readings, lectures, and discussions. Participants will also gain practical experience with ecological, genomic, and computational methods in the lab. This course is intended for advanced undergraduate and graduate students. Suggested prerequisites include Principles of Ecology (0420); Evolutionary Biology (0480) or Genetics (0470); the Lab Techniques Workshop for Biology Students provided by MDL; or similar with permission. Students will obtain permission from the professor to enroll.

BIOL 1520. Innate Immunity.

Innate immunity is the initial response to microbes that prevents infection of the host. It acts within minutes to hours, allowing the development of the adaptive response in vertebrates. It is the sole mechanism of defense in invertebrates such as insects. The components and mechanisms dictating this response are explored. Prerequisite: BIOL 0530. Enrollment limited to 30. Graduate students must obtain instructor permission.

BIOL 1525. Pathogenomics: Analysis, interpretation and applications of microbial genomes.

Pathogen genomes offer a wealth of information—from the discovery of new gene functions to helping to pinpoint the source of a food borne disease outbreak—and have become an increasingly widespread tool in microbiology in recent years. This course will introduce the fundamentals of genome sequencing and analysis for the study of microbial pathogens, and discuss current applications of these techniques in diverse microbial taxa (viruses, bacteria, fungi and parasites). In addition to lectures, the course will include hands-on computational analysis of pathogen genomic data in which students will learn how to analyze genomic data and apply these skills to an independent project investigating a novel question using a publicly available genomic dataset. Students should have taken introductory courses in genetics or microbiology (either BIOL0470 or BIOL0510) and computing in a unix environment prior to enrolling in this class.

BIOL 1530. Emergency Medical Systems: An Anatomy of Critical Performance.

Students taking BIOL 1530 will explore Emergency Medicine and the many subjects that make up the practice of providing care to patients at the most critical and dire moments of their lives. We will read, discuss, and write about Trauma, Medical Malpractice, Death and Dying, Refugee and Disaster Medicine, Interpersonal Violence, and Crisis focused Medical Ethics, among others, all viewed through the lens of Emergency Medicine. You will shadow in the Emergency Department of a Trauma Center and debrief with your TA's in weekly meetings, where the class topics will be discussed in open forums. This class, formerly PHP1520, has created a transformative experience for more than 30 years and will continue to foster new perspectives and ideas for every student who participates.

BIOL 1535. Survey of Health Informatics.

This survey course provides an overview of the field of biomedical informatics covering relevant topics in computer science, healthcare, biology, and social science. This is not a programming course and there are no computer coding components in this course. Emphasis is given to understanding the organization of biomedical information, the effective management of information using computer technology, and the impact of such technology on biomedical research, education, and patient care. The final capstone project of this course requires the in-depth examination, critique, and presentation of a specific topic in biomedical informatics, within the context of student (clinical or computational) interests. Students taking the course for graduate credit must produce a manuscript suitable for peer-review that synthesizes existing research and presents insights or applications in biomedical informatics.

BIOL 1540. Molecular Genetics.

Even in this era when whole genome DNA sequencing has become routine, there are still thousands of eukaryotic genes with unknown functions. Genetic screens for mutations that alter pathways of interest remain the premier approach to understanding gene function in the context of the organism. In Molecular Genetics students will learn the key concepts involved in designing and interpreting genetic screens using the powerful tools available in model animal, plant, and fungal organisms. Students will also learn how to understand and analyze results presented in the primary scientific literature. Furthermore, students will gain an appreciation of how the field of genetics has changed through discoveries and technological advances made over the past 50 years. Graduate students should register for BIOL 2540.

BIOL 1545. Human Genetics and Genomics.

This course will exemplify the power of genetically informed approaches to understanding human biology. It is intended for advanced undergraduate students and graduate students; prerequisites include BIOL0470 or equivalent. The course is based in lectures, reading material (textbook and primary literature), and in-class discussions. Course topics include: medical genetics and genomics; methods to study human genotypes and related phenotypes; industry-related topics; and ethical and societal implications of genome science. It will benefit students with career interests in basic science, medicine, biotechnology, or science policy. Enrollment is limited to 20 students; selection will be based on seniority, prerequisites, and registration order.

BIOL 1550. Parasitism: Biology and Disease.

Protozoan parasites influence the health of human populations in less developed countries, leading to severe human suffering and loss of economic development. Understanding the fundamental biology of these pathogens and how they are transmitted is essential for developing treatments and mitigation strategies to improve human health. Focuses on biochemical, genetic, cellular, and immunological aspects of parasite and host responses. Expected: BIOL 0470 or BIOL 0530.

This course was formerly "Biology of Emerging Microbial Diseases"

BIOL 1555. Methods in Informatics and Data Science for Health.

The goal of this course is for students to develop a solution that uses data science and informatics approaches to address a biomedical or health challenge. This course will teach informatics and data science skills needed for public health and biomedicine research. Emphasis will be given to algorithms used within the context of biomedical research and health care, including those used in biomolecular sequence analysis, electronic health records, clinical decision support, and public health surveillance. This course has been developed as a Course-based Undergraduate Research Experience (CURE), where students will gain experience with the scientific method, its application, and presentation.

BIOL 1560. Virology.

Emphasizes the understanding of molecular mechanisms of viral pathogenesis. Begins with a general introduction to the field of virology and then focuses on the molecular biology of specific viruses that are associated with human disease. Lectures based on current literature. Prerequisite: BIOL 0280, 0470, or 0530, or instructor permission.

BIOL 1565. Survey of Biomedical Informatics.

Survey course provides overview of field of biomedical informatics. Topics include computer science, healthcare, biology, social science. This course is designed to be complementary to BIOL 1555. Emphasis given to understanding the organization of biomedical information, effective management of information using computer technology, impact of such technology on biomedical research, education, patient care. Major aim explores the process of developing and applying computational and information science techniques for assessing current information practices, determining information needs of health care providers and patients, developing interventions or supporting clinical practice using informatics, and evaluating the impact of informatics solutions from a biomedical perspective.

BIOL 1575. Evaluation of Health Information Systems.

This course covers the field of evaluation of health information systems (HIS) in a range of roles and environments, in the US and worldwide. It includes topics in health information system (HIS) design and deployment, healthcare workflow, quantitative and qualitative evaluation methods and socio-technical environment for HIS. Emphasis is given to understanding the range of evaluation questions that can be asked, identifying the key stakeholders, understanding available evaluation techniques, and designing rigorous but achievable studies. Examples will include Open Source systems, medical Apps, and economic evaluation, the role of evaluation frameworks and theories, and notable HIS successes and failures. Recommended: past or concurrent enrollment BIOL 1565 or a public health course covering clinical research.

BIOL 1580. Metabolism Across Biological Scales: Integrative Physiology and Pathobiology.

Metabolism is a fundamental biological process encompassing all chemical reactions in the human body. The genetic diversity of trillions of microorganisms that live in and on the host further enhances the chemical diversity in mammals. Metabolic perturbation underlies almost all human diseases. Recent advances in analytical tools such as high-resolution mass spectrometry and imaging mass spectrometry, the use of stable isotope tracing and metabolic flux analysis, as well as the development of genetically encoded sensors and mathematical modeling have provided critical insights into mammalian biology in health and diseases. This course provides historical perspectives and explores recent advances in various metabolism-related topics. It is designed to be interactive and includes guest lectures from renowned scientists and learning modules to develop skills in creative writing, critical thinking, science communication, and artistic expression.

BIOL 1595. Artificial Intelligence in Health Care.

This course will teach the fundamental theory and methods of artificial intelligence (AI) alongside their application to the biomedical domain. It will give a representative overview of traditional methods as well as modern developments in the areas of (deep) machine learning, natural language processing and information retrieval. The course is designed to be accessible to non-computer science audiences and will not require extensive prior programming experience. The course will be accompanied by practical assignments applying the discussed techniques in a biomedical context. Understanding of formal theoretical knowledge will be assessed in a final exam. The course is designed for students concentrating in domains such as Computational Biology and Applied Mathematics-Biology; or Neuroscience concentrators who have completed a course in introductory statistics (e.g., BIOL 0495).

BIOL 1600. Development of Vaccines to Infectious Diseases.

Provides background steps involved in vaccine development, from conceptualization to production to deployment. Considers infectious diseases and associated vaccines in context of community health. Appropriate for students wanting to gain an understanding of vaccine science. Provides a foundation for advanced courses in immunology and infectious disease, biomedical research, or medical/graduate studies. Activities include a weekly section meeting for discussion of relevant primary literature, and a final project of the student's choice in the form of an in-class presentation, a research paper or an approved alternative format. Expected: BIOL 0200 or equivalent placement; BIOL 0530, and at least one additional biology course.

BIOL 1610. Experimental Neurobiology.

Please see NEUR1600 for registration instructions. Intensive laboratory experience in neuroscience appropriate for students with basic background in Neurobiology. Learn and employ the classical neurophysiological techniques of extracellular recording, intracellular recording and receptive field mapping using a variety of animal species. Experiments will include recording of sensory signals in the cockroach leg; frog sciatic nerve and sciatic nerve/muscle preparation; intracellular recording of neurons in Aplysia; receptive field mapping in frog skin; and visual field mapping in the frog tectum. Instruction on and practice of effective science writing is another component to this course. Labs are supplemented by informal lectures. Enrollment limited to 18.

BIOL 1630. Big Data Neuroscience Lab.

Recent technological developments have transformed neuroscience research, enabling us to generate comprehensive 'big data' sets that are often shared freely amongst the neuroscience community. This lab course will explore strategies to effectively use such open-sourced neuroscience data sets. Students will identify fundamental open questions in brain science and develop strategies to mine open-source sequencing, imaging and connectivity data to address their research questions. Please see NEUR1630 for registration instructions.

BIOL 1650. Structure of the Nervous System.

Combined lecture and laboratory course on the anatomy of the central nervous system. Lectures survey the circuitry of the major neural systems for sensation, movement, cognition, and emotion. Laboratory exercises (Mon. 10:30-12:30) include brain dissections, microscopy of neural tissue, and discussion of clinical cases. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030. Please see NEUR1650 for registration instructions.

BIOL 1800. Animal Locomotion.

How and why do animals run, jump, swim and fly? Physiology, anatomy, ecology, and evolutionary history all influence, and are influenced by, the way animals move around. We will integrate analyses from many levels of biological organization - from molecular motors, through bone-muscle systems, to biogeography - with methods and approaches from mechanics, fluid dynamics, and robotics. Expected: BIOL 0800 and PHYS 0030. Instructor permission required.

BIOL 1810. 21st Century Applications in Cell and Molecular Biology.

Twenty-first century applications in cell and molecular biology focuses on the structure and function of macromolecules and cells and how they are altered in disease and therapy. This course will explore physical principles underlying cell function, along with biophysical approaches for solving problems of cell and molecular biology. Cutting-edge molecular and cellular-based therapeutics will be discussed throughout this course; this includes viral gene delivery constructs, novel platforms for tissue engineering, CRISPR genome editing, and immune checkpoint therapy. This course is particularly suitable for undergraduate students interested in basic medical research, graduate school, or research-based careers in biotechnology or pharmaceutical industry.

BIOL 1820. Environmental Health and Disease.

Humans live, work, and play in complex chemical environments. BIOL1820 examines how environmental exposures impact health and contribute to disease. We will discuss contamination in the context of colonialism and capitalism as well as critically assess the ways society shapes science as a discipline. The course covers basic concepts in toxicology, physiology, and molecular biology and is divided into 6 units. The first unit, Science, Society, and Scientific Funding, will introduce you to the main themes of the course. The remainder of the course will be divided into the following units: radiation, lead, per- and polyfluoroalkyl substances (PFAS), endocrine disruptors, and emerging environmental concerns. For each unit, students will learn how contamination affects different communities and examine the biological systems impacted by contaminant exposure. BIOL1820 is designed for third and fourth year undergraduates, and is open to others with permission.

BIOL 1840. Epigenetics in Health and Disease.

In this course, students will explore an alternative perspective on genetic regulation beyond basic Mendelian genetics. If we share the same genetic content, why are our cells different, and why do they perform distinct functions? Why do some diseases profoundly affect gene regulation without a genetic mutation to explain them? The epigenome, a dynamic layer of information associated with genetic material (beyond DNA), plays a crucial role in creating genetic diversity. This course will examine epigenetic mechanisms, their regulation, and their impact on various biological layers, from cellular processes to diseases, brain circuits, psychological disorders, and social behavior. While the primary focus will be on human health and disease, students will also explore non-human case studies, investigating a range of organisms, including plants and animals, to demonstrate the diversity and complexity of epigenetic mechanisms.

BIOL 1850. Environmental and Genetic Toxicology.

Human disease is produced by complex interactions between inherited genetic predisposition and environmental exposures. These interactions will be explored at the molecular, cellular, and systemic levels. Prototype diseases will include hereditary disorders of hemoglobin, hypercholesterolemia, birth defects, and cancer. Expected: Cell Biology.

BIOL 1855. Tropical Medicine & Neglected Tropical Diseases.

This asynchronous/online course uses a biosocial approach to examine tropical medicine and neglected tropical diseases (NTDs). Students will learn about the troubled origins of tropical medicine and current efforts to decolonize global health. In addition, students will explore the effects of climate change on tropical medicine and neglected tropical diseases. The course will include a focus on global public health and the various interventions used to reduce the impact of neglected tropical diseases. Students will be challenged with a multitude of ethical dilemmas faced by global health practitioners and should expect to think critically about challenging questions. As part of the course, students will also learn about the epidemiology and pathophysiology of several tropical diseases, including malaria, dengue fever, Chagas disease, and more. Students will learn using assigned readings, podcast episodes, news articles, research studies, and documentaries.

BIOL 1865. Toxicology.

Toxicology is the science that describes the adverse biological effects of exogenous chemical and physical stressors, including environmental, industrial, and agricultural chemicals and pharmaceuticals. This course will introduce the principal biological processes that determine an organism's response to a toxicant, including absorption, distribution through a biological system, metabolism, elimination, and effects at the site(s) of action. We will discuss modern challenges in toxicology, such as assessing toxicity of mixtures and testing some of the thousands of untested chemicals in commerce. The material will be presented in lecture and student-led discussions, with readings from the toxicology literature.

BIOL 1870. Techniques and Clinical Applications in Pathobiology.

A methodology course featuring laboratory and lecture instruction in established and leading-edge technologies. Examples: flow cytometry (multi-parameter analysis, cell sorting); molecular biology (PCR, real time PCR, in situ hybridization, microarrays, DNA sequencing, bioinformatics); digital imaging (image acquisition, processing and analysis); confocal microscopy; histology and immunohistochemistry (confocal, immunohistochemistry).

BIOL 1880. Comparative Biology of the Vertebrates.

The biology, structure, and evolutionary history of the vertebrates considered phylogenetically, emphasizing evolution of the major body systems. Stresses an evolutionary approach to the correlation of structure and function with environment and mode of life. Labs include dissection of several different vertebrates and comparative osteological material. Emphasis of course is on critical thinking rather than memorization of material. Recommended: BIOL 0320 or 0800. First year students must obtain instructor permission to register. Enrollment limited to 32. Students MUST register for the lecture section and the lab.

BIOL 1885. Human Anatomy and Biomechanics.

Human Anatomy and Biomechanics examines the structure of the human body from the perspectives of biomechanics, evolution, and development, focusing on the musculoskeletal system, sensory systems, and the complex, multifunctional organ of the human skin. The course considers biological form and function at multiple levels of organization and in diverse contexts, and offers students opportunities to synthesize, question, and write about ideas presented in class. The course includes a weekly, 2-hr laboratory section in which students will use kinesthetic learning to develop deep knowledge of anatomico-medical terminology, study osteology and develop powers of observation working with human and non-human animal bones, dissect a preserved rabbit specimen to learn the soft-tissue anatomy of a mammal and visit the human anatomy dissection lab at the Alpert Medical School.

BIOL 1890. Human Histology.

This course will provide an in-depth treatment of the "stuff we are made of" and the wonderful logic of its organization. This course focuses first on the biology of the four basic tissues (epithelium, connective tissue, muscle and nerve) and second, how they contribute to the functional anatomy of all organs and systems. For Pfizer students only.

BIOL 1920C. Social Contexts of Disease.

What shapes our understandings of disease, and what makes a disease real? How might we explain the demise of formerly prevalent diseases and the arrival of others? How do politics, technologies, and institutions affect conceptions of disease and structure their treatment? Will examine the impact of social context on patients' experiences of disease, including clinical, scientific, and public health approaches. Will consider disease in relation to social relationships, power of the state to regulate disease, and cultural care of the body. Enrollment limited to 20 students; instructor permission required; serves as Capstone in Health and Human Biology. Not for concentration credit.

BIOL 1941A. Plants in a Changing Planet.

Plants are the foundation of Earth's ecosystems and essential to human survival and civilization. This seminar will examine the physiological, ecological, and evolutionary responses of plants to rapid environmental change, and the consequences for agriculture and the structure and function of natural systems. Expected background: at least one of the following courses - BIOL 0420, 0430, 0440, 0480, or ENVS 0490.

BIOL 1945. Outbreaks and Infections: Harnessing History and Preventing Future Epidemics.

This senior capstone course will investigate epidemic diseases that have plagued mankind in the past and explore the factors that contribute to the continued spread of diseases today. This course will emphasize the biology of both infectious and noninfectious diseases by exploring mechanisms of spread, pathogenesis, and prevention. Attention will also be given to environmental, economic, geographical, and social contributors to disease. Interactive class discussions, student presentations, analysis of primary literature, and multimedia homework will develop student skills culminating in an independent research project that dissects the life history of a disease and provides a forward-thinking strategy to combat it. The enrollment for this course is 15 students and limited to seniors who are HHB concentrators. Other students should request an override and priority will be given to senior Biology AB students.

BIOL 1950. Directed Research/Independent Study.

Directed research/independent study in biological sciences: basic science, social studies of biomedical science, and clinically-oriented projects, mentored by individual faculty members in the Division of Biology and Medicine. Sites include campus and hospital based facilities. Projects can serve as the basis for Honors theses, or to fulfill research requirements in a Bio-Med concentration program. Students planning to use 1950/1960 to fulfill a concentration requirement must receive approval from the concentration advisor. No more than two (2) semesters of BIOL 1950/1960 may be used toward a concentration program in the biological sciences. Faculty from outside the Division may supervise projects for bio-med program concentrators, but should do so using their Department's own Independent Study course number. Registration for BIOL 1950 requires the submission of a formal Project Proposal Form: https://brown.co1.qualtrics.com/jfe/form/SV_6KYM101CeOasFXE. For detailed information, please visit: <https://bue.brown.edu/research/independent-study>.

BIOL 1960. Directed Research/Independent Study.

Directed research/independent study in biological sciences: basic science, social studies of biomedical science, and clinically-oriented projects, mentored by individual faculty members in the Division of Biology and Medicine. Sites include campus and hospital based facilities. Projects can serve as the basis for Honors theses, or to fulfill research requirements in a Bio-Med concentration program. Students planning to use 1950/1960 to fulfill a concentration requirement must receive approval from the concentration advisor. No more than two (2) semesters of BIOL 1950/1960 may be used toward a concentration program in the biological sciences. Faculty from outside the Division may supervise projects for bio-med program concentrators, but should do so using their Department's own Independent Study course number. Registration for BIOL 1960 requires the submission of a formal Project Proposal Form: https://brown.co1.qualtrics.com/jfe/form/SV_6KYM101CeOasFXE. For detailed information, please visit: <https://bue.brown.edu/research/independent-study>.

BIOL 1970A. Stem Cell Biology.

Senior seminar course will provide an interactive forum by which up to twenty seniors (and qualified juniors with permission) will explore the biology of stem cells from their humble beginnings in the embryo to their potential use in regenerative medicine. The potency and regulation of embryonic and adult stem cell populations derived from diverse organisms will be contrasted with laboratory-derived human stem-like cells for biomedical applications. Critical reading of classical and modern literature in the field of stem cell biology will form the basis of student-led presentations, papers and ethical forums. Expected: biochemistry, genetics and/or cell biology. Instructor permission.

BIOL 1980. HIV/AIDS in Diverse Settings: Focus on Israel.

Participants in this winter session course will explore HIV/AIDS within the context of Israel's diverse society, unique demographics and universal healthcare. While in Israel, students will visit clinics, hospitals, and universities, engage with health care providers, experts in the field and populations with HIV. By the end of the course students will gain research skills and an understanding of this pandemic, its management and challenges in Israel, and how this important disease is modulated through risk factors, healthcare systems, medical innovations, and socio-economic factors. There is no need for prior experience in any associated discipline or any knowledge of Hebrew.

Course schedule: January 2-6, 2023 - daily seminars at Brown (including student and guest lectures); January 7-16 - tour in Israel; January 17 - rest day; January 18-24 - daily seminars at Brown.

BIOL XLIST. Courses of Interest to Biology Concentrators.**Fall 2025**

The following courses may be taken for concentration credit. Please see the sponsoring department for the time and location of each course.

Cognitive and Psychological Sciences

CPSY 1195: Life Under Water in the Anthropocene

Biology (Graduate)

Graduate Biological Sciences Education

The Division of Biology and Medicine offers multiple programs of advanced graduate study leading to the degrees of A.M., Sc.M., and Ph.D. These programs are thematically based: Biotechnology; Computational Biology; Ecology, Evolution, & Organismal Biology; Molecular Biology, Cell Biology, and Biochemistry; Neuroscience; Pathobiology; Therapeutic Sciences; and Biomedical Engineering.

The research network at Brown features advanced facilities situated on campus and at partner institutions which encourages discovery and innovation with state-of-the-art equipment and resources including: Genomics Core (<http://www.brown.edu/Research/CGP/core/equipment/>) and Proteomics Facility (http://biomed.brown.edu/epscor_proteomics/), Bioimaging facility (http://www.brown.edu/Facilities/Leduc_Bioimaging_Facility/), Transgenic and Gene Targeting Facility (http://www.brown.edu/Departments/Molecular_Biology/transgenic/), Center for Animal Resources and Education (<http://biomed.brown.edu/ancare/>), Plant Environmental Center (<https://www.brown.edu/academics/ecology-and-evolutionary-biology/about-us/facilities/plant-environmental-center/>), Water Flume (<http://www.brown.edu/Departments/EEB/research/morphology.htm>), RI BioBank (<http://biomed.brown.edu/rhode-island-biobank/>), Molecular Pathology Core (<https://www.brown.edu/research/projects/superfund/cores/core-d/>), Center for Computational Molecular Biology (<https://www.brown.edu/academics/computational-molecular-biology/home/>). More information about the Division's Research Facilities can be found here: <https://www.brown.edu/academics/biomed/research/core-facilities> (<https://biomedcorefacilities.brown.edu/>)

Students entering graduate programs generally have appropriate preparatory course work as well as significant research experience. Courses are chosen with the advice of program counselors, and may include, in addition to divisional offerings, courses offered by other university departments. As a part of the doctoral training most students will be required to participate in the teaching of one or more courses related to the program.

Biotechnology Graduate Program

The Biotechnology masters program offers Master of Arts (A.M.) and Master of Science (Sc.M) degrees and is designed for students interested in a range of topics related to the field of biotechnology and therapeutics including drug discovery, drug & gene delivery, cell therapy, and biotechnology business.

The educational objectives of the program are to promote an understanding of: 1.) the designs and materials used in novel cell and drug delivery systems; 2.) the molecular, cellular and animal sciences of drug discovery & drug development; and 3.) the development and testing of cell-based therapies for the treatment of diseases. We also offer courses on the business and management of biotechnology. Active areas of research include: cancer therapeutics, bioadhesive drug delivery systems, mesenchymal stem cells, alternatives to animal testing, nerve guidance channels, cartilage regeneration, cardiac arrhythmias, micro-vesicles, anti-microbials, insulin regulation, neuroactive & neuroprotective agents and cell delivery & encapsulation strategies.

Requirements for the ScM Degree

- A minimum of 8 tuition units are required.
 - At least five of the required eight courses must be structured, advanced level courses in biology or the sciences.
 - Must receive a grade of B or better, courses must be taken for a grade rather than credit/no credit.
 - No more than three of the required eight courses are to be used for thesis research (Graduate Independent Study).
- Program Director endorses the student's proposed curriculum.
- Must identify Brown faculty member willing to host student in lab.
- Students do research for the duration of the time in the Program.
- Student and faculty mentor select Thesis Committee.
- Submit final thesis, present work as a seminar and pass final oral examination by Thesis Committee.

Requirements for the AM Degree

- A minimum of 8 tuition units are required.
- Must receive a grade of B or better, courses must be taken for a grade rather than credit/no credit.
- Program Director endorses the student's proposed curriculum.
- Must complete an approved program of study consisting of at least eight structured, advanced-level courses in biology or the sciences.
- Students who elect to fulfill the requirements of a non-thesis degree receive the A.M. degree.

For further information on admission and program requirements, please visit: <https://www.brown.edu/academics/biotechnology-graduate-program/masters-degree-programs> (<https://www.brown.edu/academics/biotechnology-graduate-program/masters-degree-programs/>) and for additional information: <https://graduateprograms.brown.edu/graduate-program/biomed-biotechnology-am-scm> (<https://graduateprograms.brown.edu/graduate-program/biomed-biotechnology-am-scm/>)

Ecology, Evolution, and Organismal Biology Graduate Program

The graduate program in Ecology, Evolution and Organismal Biology (EEOB) is intended for highly qualified students who plan to pursue a career that includes research and/or teaching in areas of ecology, evolution, and organismal biology. We tailor our training programs to meet each student's needs and interests, providing a customized curriculum that supports their own intellectual growth and goals. All students are expected to attain proficiency in ecological and evolutionary theory, quantitative research methods, statistical analysis, writing, and oral presentation. Depending on the student's interests, they may also be expected to demonstrate proficiency in other areas such as functional morphology or genetics and genomics. This proficiency may be attained through coursework, seminars, independent reading, and laboratory and field programs.

The Ecology, Evolution, and Organismal Biology program offers a Doctor of Philosophy (Ph.D.) degree as well as a 5th year Master of Science (Sc.M.) degree for students who would like to continue the research they started as an undergraduate at Brown. The Master of Science degree is also available for participants in Brown's Open Graduate Education Program.

For further information on admission and program requirements, please visit: (<https://www.brown.edu/graduateprograms/biomed-ecology-evolution-and-organismal-biology-phd/>) (<http://www.brown.edu/academics/gradschool/programs/biomed-ecology-and-evolutionary-biology/>) (<http://www.brown.edu/academics/gradschool/programs/biomed-ecology-and-evolutionary-biology/>)

Health Informatics and Artificial Intelligence Graduate Program

The Master of Science (ScM) merges the fields of data science, technology and healthcare. The program equips you with the knowledge and skills to harness cutting-edge analytics to improve diagnosis accuracy, create personalized treatment plans and seamlessly coordinate patient care across healthcare teams and the entire healthcare ecosystem.

The goal of the program is to train students to be experts in the major competencies of: 1) Health and Healthcare, 2) Data Science, 3) Social and Behavioral Science, 4) Health Information Technology and Digital Health, 5) Professionalism, 6) Leadership and 7) Team Science. The program aims to provide foundational and applied training for learners with diverse backgrounds, interests, and career paths. These career paths include: health informaticians, data analysts, data scientists, healthcare IT specialists and consultants contributing to advancements in healthcare quality, efficiency and patient outcome.

For further information on admission and program requirements, please visit:

<https://bcbi.brown.edu/education/health-informatics-scm/> (<https://bcbi.brown.edu/education/health-informatics-scm/>)

For additional information:

<https://graduateprograms.brown.edu/graduate-program/health-informatics-scm/> (<https://graduateprograms.brown.edu/graduate-program/health-informatics-scm/>)

Course List

BIOL2535	Survey of Health Informatics	
BIOL 2575	Evaluation of Health Information Systems	1
BIOL2610	Trends in Health Informatics	
BIOL2520	Acculturation to Health and Health Care	
BIOL2555	Methods in Informatics and Data Science for Health	
BIOL 2025	Foundations in Statistics for Biology and Medicine	1
BIOL2660	Practicum in Health Informatics	
BIOL 2595	Artificial Intelligence in Health Care	1

Pathobiology Graduate Program

The Pathobiology Graduate Program is an interdisciplinary and interdepartmental program broadly devoted to understanding mechanisms of human disease. The program offers a Doctor of Philosophy (Ph.D.) degree as well as a 5th year Master of Science (Sc.M.) or Master of Arts (A.M.) degree. The four major research and teaching thematic areas are: I) Immunology & Infectious Disease, II) Environmental Pathology, III) Cancer Biology, and IV) Aging. Training may be obtained in diverse areas of immunology, infection biology, cancer biology, toxicology, pulmonology, hepatology, and aging.

For further information on admission and program requirements, please visit: (<http://www.brown.edu/academics/gradschool/programs/biomed-pathobiology/>) (<http://www.brown.edu/academics/gradschool/programs/biomed-pathobiology/>)

Molecular Biology, Cell Biology, and Biochemistry Graduate Program

The graduate program in Molecular Biology, Cell Biology, and Biochemistry (MCB) is intended for highly qualified students who plan to pursue a career that includes research in biology or medical sciences. The MCB Program offers a Doctor of Philosophy (Ph.D.) degree as well as 5th Year Master of Arts (A.M.) and Master of Science (Sc.M.) degrees. The program is interdisciplinary and interdepartmental.

For further information on research areas in MCBGP as well as admission and program requirements, please visit: (<http://www.brown.edu/academics/gradschool/programs/biomed-molecular-biology-cell-biology-and-biochemistry/>) (<http://www.brown.edu/academics/gradschool/programs/biomed-molecular-biology-cell-biology-and-biochemistry/>)

Molecular Pharmacology and Physiology Graduate Program

The graduate program in Molecular Pharmacology and Physiology offers advanced training appropriate for academic and research careers in the fields of biology and medical sciences that include:

1) neuropharmacology, neurophysiology and neural circuit function; 2) receptor and ion channel pharmacology, physiology and signal transduction; 3) structures and interactions of biological molecules and their roles in disease; 4) translational and clinical applications of pharmacology & physiology; 5) chemical biology, biophysics and their applications; and 6) cancer biology and therapeutics. Programs of study and research are developed individually in consultation with the student's advisor and advisory committee and are designed to ensure expertise in the student's principal field. The Molecular Pharmacology & Physiology Program offers a Doctor of Philosophy (Ph.D.) degree.

The Molecular Pharmacology & Physiology Program will no longer accept applications effective 2022. For those interested in the Ph.D. degree, we ask you to consider the Therapeutic Sciences Graduate Program.

For more information on the program in Therapeutic Sciences, please visit: (<https://www.brown.edu/graduateprograms/biomed-therapeutic-sciences-phd/>) (<https://www.brown.edu/graduateprograms/biomed-therapeutic-sciences-phd/>) (<https://www.brown.edu/graduateprograms/biomed-therapeutic-sciences-phd/>) and (<https://www.brown.edu/academics/tsgp/>)

Biomedical Engineering - Master of Science Graduate Program

The Biomedical Engineering (BME) graduate program provides cutting-edge, interdisciplinary, graduate-level education at the interface of engineering, biology, and medicine. The program features an interdisciplinary approach in multiple complementary research areas: diagnostics, biomaterials, mechanobiology, regenerative engineering, and neuroengineering. Research in these areas is advancing fundamental biological, medical, and engineering knowledge while innovating to improve the human condition. The program is distinguished by its

quantitative rigor and strong collaborative connections among academic science, clinical medicine, and industry. The BME graduate program is designed for students with backgrounds in engineering, physics, or applied mathematics that seek additional education and training in the field of biomedical engineering

For more information on admission and program requirements, please visit: <http://www.brown.edu/academics/gradschool/programs/biomedical-engineering> (<http://www.brown.edu/academics/gradschool/programs/biomedical-engineering/>) and <https://www.brown.edu/academics/biomedical-engineering/academics/graduate-program> (<https://www.brown.edu/academics/biomedical-engineering/academics/graduate-program/>)

Biomedical Engineering - Master of Engineering Graduate Program

Requirements for Master of Engineering (Effective Fall 2025)

- Must complete a minimum of 8 tuition units.
 - no independent research credits
 - all 8 should be structured (non-independent study) advanced-level (1000 or 2000 level) courses
 - at least 3 courses in biological topics
 - at least 3 courses in engineering topics
- Must receive a grade of B or better, courses must be taken for a grade rather than credit/no credit.
- Time to completion can be less than two academic years depending on the preference of the student.

Therapeutic Sciences Graduate Program

The Therapeutic Sciences Graduate Program (TSGP) houses two degree programs: a PhD in Therapeutic Sciences, described here; and a Master's degree in Biotechnology described at a separate website (Biotechnology Master's Program (<https://www.brown.edu/academics/biotechnology-graduate-program/home/>)). TSGP also includes MD/PhD students who must apply through the MD/PhD Program at Brown. Shared activities and courses promote a sense of community within all of TSGP.

The Therapeutic Sciences PhD program covers pharmacology, physiology, and biotechnology, as well as other fields that are part of the broader area of therapeutic sciences related to the discovery and development of novel therapeutics to treat and prevent disease. TSGP offers advanced training appropriate for academic and research careers in the fields of biology and medical sciences with a focus on determining disease mechanisms and drug actions, and developing novel therapies. The PhD program has been funded for many years in part by an NIH training grant (T32) through the NIGMS Program in Interdisciplinary Training in Pharmacological Sciences.

For more information about admissions and program requirements, please visit: <https://graduateprograms.brown.edu/graduate-program/biomed-therapeutic-sciences-phd> (<https://graduateprograms.brown.edu/graduate-program/biomed-therapeutic-sciences-phd/>) and <https://tsgp.brown.edu/>

Medical Physics Graduate Program

Medical Physics is one of the select non-MD specialties recognized by the American Board of Medical Specialties. Medical Physicists contribute to maintaining and improving the quality, safety and cost-effectiveness of healthcare services through patient-oriented activities requiring expert action, and optimized clinical use of medical devices, such as CT and MRI scanners, linear accelerators, and treatment planning systems, including patient risk and protection.

Activities are based on current best evidence or the Medical physicists' own scientific research when the available evidence is not sufficient. The career path eventually leads to residency training and certification by the American Board of Radiology.

Students will write a publishable thesis and engage in practical experience, both of which are essential to securing a residency. This is also the key metric of success for students and ultimately the program,

in addition to students' academic success beyond residency and board certification. In addition, the program will be distinctive in that students will have a full semester to undertake their research and work closely with faculty.

Learn more about the SCM in Medical Physics Program at: <https://www.brown.edu/med-physics-graduate-program/>

Coursework

- Students must complete the Responsibility Conduct or Research module
- Students must complete the RSNA Ethics in Graduate and Resident Education module
- Students must complete all courses in the curriculum (<https://www.brown.edu/med-physics-graduate-program/curriculum/courses/>)
- Students must earn grades of B or better in all courses
 - All courses must be taken for a grade
 - Credit will only be given for graduate-level courses taken at Brown

Research

- Students must become a student member of the AAPM (\$50 per year; the program will pay the fee for students who need financial assistance)
- Students must choose a thesis advisor before the start of second semester. In turn the thesis advisor must declare their commitment.
- Students must submit final thesis, present work as a seminar, and pass final oral examination by Thesis Committee

Required Courses

Year 1- Fall		
MED 2200	Anatomy and Physiology	.75
MED 2210	Radiological Physics and Dosimetry	1
MED 2220	Radiation Protection & Instrumentation	.75
MED 2310	Radiation Biology (Project or E)	.5
Year 2- Fall		
MED 2270A	Research and Clinical Practicum for Medical Physics	2.5
Summer		
Project or Elective Course		
Year 1- Spring		
BIOL 1555	Methods in Informatics and Data Science for Health	1
MED 2250	Radiation Therapy Physics	1
MED 2260	Physics of Medical Imaging	1
Year 2- Spring		
MED 2280	Nuclear Medicine Physics	.5
MED 2290	Advanced Radiation Therapy	.5
MED 2300	MR Imaging Technology, Ultrasound, and Interventional	0.5
MED 2230	Computational Medical Physics	.5

Medical Science Graduate Program

The Gateways Program at the Warren Alpert Medical School of Brown University provides academically promising, motivated students new pathways to careers in the health sciences.

In this one-year, full-time program, you will complete 8.5 required courses culminating in a Master of Science (ScM) in Medical Sciences from Brown University. Courses include all four of the basic science courses and two of the three organ system courses undertaken by first-year medical students at Alpert Medical School. You'll also complete a unique seminar course series about pressing issues in today's health care system, such as social determinants of disease, population health, interdisciplinary teamwork, quality improvement, and health care communication. Integrated into this course series will be a longitudinal service learning experience at a community healthcare site and an associated community-based capstone project.

Learn more about the ScM in Medical Sciences program (<https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences/>) at: <https://www.brown.edu/academics/medical/education/other-programs/gateways/master-science-medical-sciences/>

Required Courses

MED 2110	Introduction to Medical Sciences and Patient Care	.5
MED 2140	Human Histology	1
MED 2160	Human Anatomy 1	1
MED 2150	General Pathology	1
MED 2170	Scientific Foundations of Medicine	1
MED 2120	Patient Care in Complex Systems I	1
MED 2181	Brain Sciences with Head and Neck Anatomy	1
MED 2190	Microbiology and Infectious Disease	1
MED 2130	Patient Care in Complex Systems II	1

Courses

BIOL 2000A. Current Topics in MCDB - RNA Regulation: Beyond the Central Dogma.

The central dogma of molecular biology has long held that the primary role of RNA is to serve as an intermediary to convert the information stored in DNA into functioning proteins. However, it is now clear that RNA does not merely play a passive role in the information transfer process from DNA to protein. This course will focus on the many roles played by RNA molecules in both normal cellular processes and disease states. Papers from the primary literature will be chosen to explore this topic, primarily through student-led discussions. Course is limited to graduate students or advanced undergraduates with permission of the instructors.

BIOL 2000B. Topics in MCDB: How Protein Structure Informs Biological Function.

This course covers various aspects of structural and functional biology from primary to quaternary structure and deals with the 3D structure of proteins and nucleic acids and 3D structure determination. Course will be a mixture of lecture and class discussion/presentations. Students typically have taken an advanced undergraduate-level course in biology or biochemistry. Advanced undergraduates with permission. Enrollment limited to 20 students.

BIOL 2000C. Molecular Recognition and Signaling in Self and Non-self Interactions.

This course will cover cell signaling mechanisms that allow discrimination between self and non-self interactions in various biological contexts. Self/non-self signaling pathways from several model systems will be examined and their relevance to development and defense will be considered. Topics will include signaling in intra- and inter-species reproductive interactions, signaling in the establishment of symbioses, signaling upon predator attack, signaling in pathogen interactions, and co-evolution of pathogenic and resistance effectors. After one introductory lecture/discussion session led by the instructors, the remaining meetings will be student led and will focus on current primary literature. Open to advanced undergraduates with appropriate coursework.

BIOL 2000E. Topics in MCDB: The Genomics Revolution and its Impact on Genetics, Medicine and Society.

A technological revolution in genomics has exponentially increased our ability to gather biological data. A host of new methods and types of analysis has arisen to accommodate this dramatic shift in data collection. The broad scope of inquiry has ushered in an era of "system-wide" approaches and brute-force strategies where rare signals can be detected and studied. In this seminar we will cover papers that embody this new approach. Enrollment limited to 20 graduate students. Advanced undergraduates with appropriate course preparation and permission from instructor.

BIOL 2004. Next-Gen Therapeutics: Advanced Tools & Technologies in Drug Development.

The emergence of cell and gene therapies is closely linked to rapid developments in the biotechnology research environment. Following FDA approval of adeno-associated virus (AAV) for therapeutic gene delivery, efforts to apply it in CRISPR-based gene editing have quickly moved to clinical trials. The demand for expertise for these and related technologies has never been higher. This course uses case studies to explore how experimental theory and quantitative modeling drive the development of next-generation medicines. Participants will gain practical experience in the application of quantitative principles for massively scaling experimental models. Topics include discovery and engineering of viral vectors (AAV), high throughput experimental design of gene editing platforms (CRISPR), advanced molecular assays, and quantitative analysis of barcoded DNA libraries by next-generation sequencing.

BIOL 2010A. Introduction to Molecular Research in the Life Sciences.

In this practical skill-building course, entering PhD students in the Molecular Biology, Cell Biology, and Biochemistry Graduate Program (MCBGP) will participate in an immersive laboratory experience. Students will practice foundational molecular methods for analysis of nucleic acids and proteins. Students will also develop key professional skills including workflow and time management, record keeping, experimental rigor and reproducibility, working in a team, and communication of experimental results. In addition, students will learn about experimental technologies and model organisms used in the molecular life sciences through interactive modules led by MCBGP trainer laboratories. Enrollment is restricted to first-year MCBGP PhD students.

BIOL 2010B. Introduction to Data Science in Molecular Biology.

In this course, second year PhD students in the Molecular Biology, Cell Biology, and Biochemistry Graduate Program (MCBGP) will learn about the basic methodologies to analyze and interpret omics datasets. This course combines lectures with hands-on workshops on data science applied to molecular research for the analysis of nucleic acids and proteins. Student will acquire knowledge of the data generated by modern molecular biology, and of the computational methods used to analyze and interpret these datasets. The hands-on workshop will teach students how to utilize the state-of-the-art computational workflows to create reproducible pipelines for data analysis. Students will also learn the best practices in data management, organization and sharing, with a focus on the big data generated by modern sequencing techniques in the life sciences. Enrollment is restricted to second year MCBGP PhD students. This is a half credit course.

BIOL 2015. Conservation in the Genomics Age.

The course will introduce students to the rapidly developing field of molecular ecology, emphasizing its importance for conservation biology. Students will explore key principles in evolutionary ecology based on readings, lectures, and discussions. Participants will also gain practical experience with ecological, genomic, and computational methods in the lab. This course is intended for advanced undergraduate and graduate students. Suggested prerequisites include Principles of Ecology (0420); Evolutionary Biology (0480) or Genetics (0470); the Lab Techniques Workshop for Biology Students provided by MDL; or similar with permission. Students will obtain permission from the professor to enroll.

BIOL 2018. Management Strategies in Biotechnology.

This course, taken the second semester, goes in depth into the numerous strategies in biotechnology. Significant differences in the strategies of small companies versus large companies, and device companies versus drug companies will be discussed with ample use of biotechnology case studies. At the end of this course, the successful student will: Understand the process of managerial decision making in the pharma/biotech industry Understand the basic principles of Decision Science, the application of quantitative analysis (modeling) to inform managerial decision making Gain exposure to basic frameworks and tools used by management consultants to define strategic options Preference is given to students in the Biotech Master's Program and The Therapeutic Science PhD Program.

BIOL 2020. Biotechnology Science and Industry.

This course provides a comprehensive overview of the primary functional roles and steps involved in developing and commercializing a novel technology/scientific breakthrough within the biotechnology industry. This course is particularly suitable for students interested in pursuing a career within a biotechnology company, or for those interested in developing an in-depth knowledge of how the science of biotechnology becomes real world products. Recommended prerequisites include Foundations of Living Systems (BIOL0020), Principles of Physiology (BIOL0080). Preference is given to students in the Biotech Master's Program and The Therapeutic Science PhD Program.

BIOL 2024. Gene and RNA Therapeutic Development.

The field of gene and RNA-based therapeutic development has had a profound impact on our ability to treat many unmet medical needs. By targeting the genetic basis of a given disease, it has become possible to regulate, limit, or modify the expression of the associated transcript, and in some cases, completely replace the impacted gene. This course provides a comprehensive exploration into the field of gene-modifying therapeutics, focusing on gene therapy and oligonucleotide therapy. Students will delve into the mechanisms of action, innovative delivery methods, evolving development pipelines, and the strengths and limitations of each therapeutic modality. Students will gain a comprehensive understanding of genetic therapeutics, preparing them to contribute to the advancement of this field and the translation of innovative therapies from bench to bedside. Preference is given to students in the Biotech Master's and Therapeutic Science PhD programs.

BIOL 2025. Foundations in Statistics for Biology and Medicine.

This course provides essential statistical knowledge and skills for conducting graduate research in biology and medicine. Using statistical analysis software, students will engage in hands-on analysis of biological and medical data, covering a range of topics including data cleaning and shaping, descriptive statistics, probability distributions, parametric and non-parametric tests, correlation, mean differences, analysis of variance, regression (linear and logistic), and graphical presentation of data as well as an overview of more advanced methods. By the end of the course, students will demonstrate their learning into a final project that demonstrates the application of statistical methods to a real-world research problem.

BIOL 2030. Foundations for Advanced Study in the Life Sciences.

BIOL2030 is a graduate-level course focused on multidisciplinary approaches to biological questions. The mechanisms and regulation of basic cellular processes involving nucleic acids (synthesis, structure, maintenance and transmission) and proteins (synthesis, maturation, function) and integration of those processes into more complex circuits (signaling, cell cycle control, development) will be presented through examples from the primary scientific literature. There are no prerequisites for this course. Enrollment is limited to graduate students. BIOL2030 is required for Ph.D. students in the MCB Graduate Program. All other students must obtain instructor permission.

BIOL 2040. Bioimaging.

This course examines microscopy and image analysis in the life sciences. Theoretical and practical aspects of microscopy will be discussed. Students will obtain hands-on experience with electron microscopy, light microscopy, fluorescence microscopy, and confocal microscopy. Students will learn to display images in 3D. For graduate students and advanced undergraduates. Instructor permission required.

BIOL 2050. Biology of the Eukaryotic Cell.

This course examines subcellular processes and structure/function roles of macromolecular complexes regulating major cellular activities in eukaryotic cells. Course content will cover cellular and molecular techniques in cell biology, functions of cellular compartments, and the organization and expression of genetic information in eukaryotes, comparing normal and pathological states. Lectures and readings will emphasize the experimental basis for knowledge in modern cell biology using original literature and current research in cell/molecular biology. You will learn to read and analyze published research as well as master current concepts and understanding of cellular structure and function. You will then apply this mastery to propose an original research project that would advance those understandings. For advanced undergraduates and beginning graduate students. Complementary to BIOL 1270 and 1540. Prerequisites: BIOL 0280 or 0470 or 0500, or instructor permission. Undergraduate students register for BIOL 1050.

BIOL 2075. Evaluation of Health Information Systems.

This course covers the field of evaluation of health information systems (HIS) in a range of roles and environments, in the US and worldwide. It includes topics in health information system (HIS) design and deployment, healthcare workflow, quantitative and qualitative evaluation methods and socio-technical environment for HIS. Emphasis is given to understanding the range of evaluation questions that can be asked, identifying the key stakeholders, understanding available evaluation techniques, and designing rigorous but achievable studies. Examples will include Open Source systems, medical Apps, and economic evaluation, the role of evaluation frameworks and theories, and notable HIS successes and failures.

BIOL 2078. Regulatory Affairs in Pharma, Med Device and Digital Health.

In a global regulatory environment, learning the process of moving a medical device, drug or biologic from conception to market can be daunting. This course will provide the framework for regulatory affairs strategic knowledge with a focus on the process from development to commercialization, and post commercialization in a global environment. This course is particularly suitable for students interested in pursuing a career within a biotechnology company, or for those interested in developing a foundational understanding of how regulatory and health authorities regulate products in order to safely and effectively bring products to patients. Preference given to Biotechnology Masters Therapeutic Science PhD.

BIOL 2089. The Importance of Intellectual Property in Biotechnology.

This course delves into the various roles of intellectual property in biotechnology. In addition to providing a solid foundation in the fundamentals of intellectual property, the course will use case studies in biotechnology to explore in depth the interplay between specific scientific breakthroughs and intellectual property. An understanding of the science of biotechnology is critical for advanced understanding of the value and possibilities of biotechnology intellectual property. Preference is given to students in the Biotech Master's Program and The Therapeutic Science PhD Program.

BIOL 2091. Responsible Conduct of Research.

Responsible Conduct of Research is a course to develop, foster and maintain a culture of integrity in science and to empower researchers to hold themselves and others accountable to high ethical standards. Participants will be given the opportunity to review and discuss the most current and pressing matters related to research integrity with experts in the field. This course is restricted to first year PhD students within BioMed and overrides will be given to certain students outside of the BioMedical Division

BIOL 2110. Drug and Gene Delivery.

Topics in drug delivery systems including history of the field, advantages of controlled release technology, stabilization and release of proteins, fabrication methods, regulatory considerations, economic aspects, patents and intellectual property rights, and more. Prepares students for research in industry and academia, and offers information for consultants in the field. Expected: BIOL 1090, 1120; CHEM 0350, 0360.

BIOL 2117. Human Physiology.

For Brown-Pfizer Master of arts Program students. Provides an introduction to basic human physiological concepts along with more advanced coverage of selected systems. We'll start with topics of diffusion, cell physiology and the basis of cell membrane potential and then cover the nervous, endocrine, musculoskeletal, cardiovascular, respiratory, renal and gastrointestinal systems. We'll focus on normal human physiology and at times incorporate discussions of exercise physiology, pathophysiology, and specific physiologic scenarios to build toward the goal of understanding complex integration of function between cells, tissues and organ systems. Readings will consist of textbook chapters along with primary literature covering selected topics.

BIOL 2121. The Biochemistry of Signaling and Regulation from Prokaryotes to Eukaryotes.

Proteins are the engines of life. Determining how they function from a biophysical and biochemical perspective enables us to understand how they work and how we can direct and alter their activities. Proteins participate in cellular signaling pathways that are important regulators of cellular function and are often misregulated in disease. This course introduces various aspects of biochemistry involved in the analysis of cellular signaling pathways that regulate disease. Open to 12 graduate students and advanced undergraduates. Prerequisite: Students must have taken several advanced undergraduate-level courses in biology.

BIOL 2125. Bioinformatics for Evidence to Improve the Discovery, Development and Use of Medicines.

This course explores evidence used in decisions for discovery, development and use of medicines. Goals are i) learn issues and decision criteria for stakeholders in biomedical innovation, ii) understand challenges and emerging opportunities to improve the evidence used to make decisions over the life of a therapeutic, iii) apply this learning to develop a novel call for proposals for multi-stakeholder projects that integrate molecular and clinical knowledge for improving discovery, development and/or use of medicines for Parkinson's disease or pancreatic cancer. Preference is given to graduate students in MPPB, Biotechnology and BME. Other qualified students may enroll with instructor's permission.

BIOL 2130. Techniques in Molecular and Cell Science.

This course provides hands-on laboratory training in state-of-the-art techniques in molecular and cellular sciences, and reinforces this training with didactic lectures that stress key principles, the quantitative approach and the most exciting applications of these technologies in the context of current research. Areas covered include cell culture, tissue engineering, DNA cloning, gene therapy, quantitative assays, microscopy and image analysis.

Enrollment is limited to 12; written permission required. Permission will be granted after the first class. Students MUST register for the lecture section and a lab.

BIOL 2135. Pharmacokinetics and Drug Design.

Consists of the absorption, distribution, metabolism, and elimination of drugs. These factors, including dosage, determine the concentration of drugs at its sites of action, and intensity of effects. Will examine models describing the relationship between plasma drug concentrations and therapeutic drug effect. Will acquire biologic sampling techniques, analytic methods for measurement of drugs and metabolites, and procedures facilitating data used in designing drugs and dosage regimens. Prerequisite: BIOL 0800 or equivalent. Enrollment limited to 20. Preference is given to students in the Biotech Master's and Therapeutic Science PhD programs. Graduate students (PhD and ScM) from other programs enroll if permission of instructor is granted.

BIOL 2140. Principles in Experimental Surgery.

An introduction to the principles and practice of surgery, sterile technique, anesthesia, and laboratory animal care. Intended to provide highly supervised, hands-on experience in techniques for humane handling and surgical management of experimental animal subjects. Emphasizes surgical technique, anesthesia technique, and laboratory animal medicine. Prerequisite: BIOL 0800. Limited to five (5) Graduate students only. Instructor permission required. Students MUST register for the lecture section and the lab.

BIOL 2145. Molecular Targets of Drug Discovery.

This course emphasizes the role of cell physiology in the identification of drug targets and the development of novel drugs. Specific protein drug targets such as G-protein coupled receptors will be examined in detail from identifying a target to development of drugs for that target and the physiological consequences. Prerequisite: BIOL 0800. Enrollment limited to 20. Preference is given to graduate students in Biotechnology and BME, especially Masters students. Graduate students from other programs may enroll if permission of the instructor is granted. Students must request an override code through C@B.

BIOL 2150. Scientific Communication.

Focused on the effective dissemination of scientific information in biological and biomedical research disciplines. Students will develop the skills necessary to effectively communicate scientific ideas, experiments, and results relating to their PhD dissertation projects through activities common to the profession including writing a grant proposal and presenting research work orally. Each of the activities will be dissected into key components and developed through interactive discussions and peer review. Required for most second-year PhD students in the MCB and Computational Biology Graduate Program. Other qualified PhD students may enroll with instructor's permission.

BIOL 2160. Analytical Methods in Biotechnology.

This course will cover principles and practical applications of important analytical tools used in the field of Biotechnology. Topics covered include spectroscopy, chromatography, and physical and chemical methods of characterization of a variety of molecules used for therapeutic applications. The molecules will range in size from traditional drugs with molecular weights of less than 1000, peptides and proteins as well as siRNA and industrial polymers. This course is suitable for students intending on pursuing a career in biomedical research in academia or industry. Prerequisites: BIOL 0280, BIOL 1120, CHEM 0350/0360, or equivalent course. Enrollment limited to 20 Masters students in Biotechnology and BME.

BIOL 2167. In Vitro Models for Disease.

This course will use case studies to examine high burden diseases, their pathophysiology, treatment, and the models used to study the disease. Literature will be used to discuss the current models for the disease and the associated limitations of each of these models. The course will also cover the use of animals in research and how new in vitro models could be used to decrease their use. This course is intended for graduate students in biology, engineering, or related fields. Prerequisites: BIOL 0200 and 0800, or equivalent. Enrollment limited to 20 graduate students.

BIOL 2170. Molecular Pharmacology and Physiology.

Fundamental concepts in pharmacology and physiology from the cellular/molecular level to organ systems. Required of first-year graduate students in Therapeutic Sciences. Students must request an override code through C@B.

BIOL 2180. Experiential Learning Industry, ELI.

Experiential Learning in Industry is restricted to biomedical engineering (BME) Sc.M. and biotechnology (Biotech) Sc.M. students, who have secured a 6-month co-op. The course is an extended in-depth learning experience in an industry environment related to the discipline of BME and Biotech. Industry environments include; medical device, pharmaceutical or biotechnology and industries that provide BME and Biotech relevant services to the aforementioned companies including patent law, licensing, regulatory and consulting. Students will pursue Experiential Learning in Industry during one summer plus one semester or during two semesters for which they will receive credit towards their degree. This course is restricted to BME and Biotech Masters students only. Students must have successfully completed the first year of the BME Masters Program. Permission is granted to students with co-op job offers.

BIOL 2190. MPP Professional Development Seminar.

Professional development seminar required of all first year graduate students in the Molecular Pharmacology and Physiology Graduate Program, and open to graduate students in other programs. Topics include grants and funding, effective oral presentation skills, alternative careers in science, and others. All students will be required to present a research seminar during the scheduled class time.

Instructor permission required for graduate students outside the Molecular Pharmacology and Physiology Graduate Program. Not intended for undergraduate students.

BIOL 2200B. Post-Transcriptional Regulations of Gene Expression.

This course will explore concepts in RNA science, with special emphasis on how various RNA processing events influence the life and function of RNAs in cells, in turn modulating gene expression beyond transcription. The course will include discussion of coding and non-coding RNAs, RNA modifications, RNA transport, and the role of RNA in phase separation. Course material will be based on primary research literature. Prerequisites are a background in advanced molecular and cellular biology and knowledge of basic biochemistry. In case of exceeding number of enrolment requests, priority will be given to graduate students.

BIOL 2200D. Current Topics in Biochemistry: Biochemical Genomics.

A critical evaluation of current research in biochemistry and molecular biology focusing on the mechanism and regulation of transcription. Intensive reading, critical analysis, and discussion of the relevant literature in the context of student presentations in seminars. Advanced undergraduates with permission of the instructor. Enrollment limited 20 students. Instructor permission required.

BIOL 2210C. Current Topics in Molecular Biology: Cellular Quality Control Mechanisms.

Protein synthesis is a fundamental cellular process that is dependent upon the rapid and accurate synthesis of ten to twenty thousand ribosomes per generation to carry out the equally rapid and accurate synthesis of protein. Progress in understanding Ribosome structure and function, Ribosome evolution, Ribosome biogenesis and coordination of cell growth with cell division will be explored using the current literature with weekly student seminars and a final research proposal.

BIOL 2220. Topics in Signal Transduction.

Signal transduction is one of the most rapidly developing fields in biomedical sciences. Defects in signaling pathways can be responsible for diseases such as cancer, diabetes, cardiovascular disorders and psychoses. This course offers students an overview of the molecular pathways that allow cells to receive and process signals from their external environment, with an emphasis on the emerging state-of-the-art techniques used to study signal transduction events. The course will cover the basic molecular steps of receptor-mediated pathways used in signal transduction and a series of applications that will allow students to understand the complexity of this rapidly developing field of research. We will discuss new ideas, mechanisms of disease, and unsolved problems in signal transduction primarily through reading and critical analysis of recent primary literature. Expected background: BIOL 0200, 0280, 0470, or 0500 or other classes that cover similar content.

BIOL 2222B. Current Topics in Functional Genomics.

A technological revolution in genomics has exponentially increased our ability to gather biological data. A host of new methods and types of analysis has arisen to accommodate this dramatic shift in data collection. The broad scope of inquiry has ushered in an era of "system-wide" approaches and brute-force strategies where rare signals can be detected and studied. In this seminar we will cover papers that embody this new approach. Students typically have taken an advanced undergraduate-level course in biology.

BIOL 2230. Biomedical Engineering and Biotechnology Seminar.

Biomedical engineering and biotechnology are interdisciplinary fields that incorporate progress in biomedical sciences, the physical sciences, and engineering. To achieve success in these fields requires facility with interdisciplinary oral communication – this is the specific and practical focus of this course. Each week, doctoral students in the Biomedical Engineering Graduate Program will give research presentations and receive feedback from the audience to help improve their public speaking skills.

BIOL 2240. Biomedical Engineering and Biotechnology Seminar.

See Biomedical Engineering and Biotechnology Seminar (BIOL 2230) for course description.

BIOL 2245. Blood Substitutes: Principles and Therapeutics Development.

Blood serves many critical functions including respiratory gas transport, hemostasis and host defense. Plasma and cellular components of blood, their functional mechanisms, pathophysiologic consequences when deficient and current treatments will be reviewed. Finally, development of blood component substitutive therapeutics (blood substitutes) based on protein and cellular engineering technologies (biotherapeutics) will be discussed. Open to Graduates students and Juniors and Seniors who meet the pre-requisites BIOL 0800 and BIOL 0280 or with instructor's permission.

BIOL 2250. Survey of Modern Therapeutics.

Survey of Modern Therapeutics examines the process of drug discovery, development, and approval from target selection to commercialization. The course will provide students with a broad overview of central background concepts in drug development including cellular physiology, target-drug interactions, and pharmacokinetics/pharmacodynamics. The course will examine the preclinical stages of the traditional small molecule drug discovery process, from initial target identification and validation, through assay development, high throughput screening, hit identification, lead optimization and the selection of a candidate drug. The course will also go through the process of bringing a therapeutic into clinical trials, through FDA approval, and to the market. Students will study some of the modern approaches in therapeutics including small molecules, biologics, vaccines, anti-infectives, and cell therapies and their applications. There are no prerequisites, but a background in biology, chemistry, or a related field is strongly encouraged. Students must request an override code through C@B.

BIOL 2260. Physiological Pharmacology.

The objective of this course is to present drugs in the context of the diseases they are used to treat. A list of the Common medically prescribed drugs will be discussed in terms of their fundamental modes of action and clinical importance. Pertinent background biochemistry, physiology, and pathology is provided, e.g., the electrophysiology of the heart is discussed as a background to anti-arrhythmic drugs. Course is relevant for students interested in medicine journalism, law, government, precollege teaching, biomedical research, and pharmacy. Expected: background in physiology. For graduate students ONLY register for BIOL 2260; all others BIOL 1260.

BIOL 2270. Advanced Biochemistry.

(Undergraduate students should register for BIOL 1270.)

BIOL 2290B. Mechanisms of Protein Synthesis and Impact on Human Disease.

This course will examine mechanisms central to the regulation of protein synthesis in both prokaryotes and eukaryotes. Targeting protein synthesis through ribosomes is a proven drug target commonly used to treat many infectious diseases. The regulation of protein synthesis in eukaryotes is critical for myriad human conditions including aging and cancer, including the recently discovered role of microRNAs. This course will explore the common and unique mechanisms of regulation of protein synthesis between prokaryotes and eukaryotes and the importance of understanding these mechanisms for human health. For graduate students and advanced undergraduates with permission.

BIOL 2290E. Signal Transduction.

This seminar course will provide a broad introduction to basic mechanisms of cell signaling from the extracellular environment to the nucleus of a cell, and to the mechanisms that regulate signal transmission. Topics of discussion will include: processing and modification of signaling molecules; signal recognition/ligand binding; co-receptors and receptor trafficking; intracellular relays; transduction to the nucleus; regulation of signal intensity and duration; feedback controls. Signal transduction pathways from several model systems will be examined and their relevance to development and disease will be considered. Senior undergraduates with permission of the instructors. Enrollment limited to 20.

BIOL 2300. Biomolecular Interactions: Health, Disease, and Drug Design.

Interactions between the molecules of life—proteins, RNA, DNA, membrane components—underlie all functions necessary for life. This course focuses on how nature controls these interactions, how these interactions can go awry in disease, and how we can learn the rules of these interactions to design drugs to treat disease. Students will review the physical basis of molecular interactions, learn classic and state-of-the-art high-resolution and high-throughput tools used to measure interaction, and survey the experimental and computational strategies to harness these interactions using a case study in rational drug design. Prerequisite: Introductory Biochemistry. Enrollment limited to 20; instructor permission.

BIOL 2310. Developmental Biology.

Covers the molecular and cellular events of development from fertilized egg to adult. Genetic basis of body form, cell fate specification and differentiation, processes controlling morphogenesis, growth, stem cells and regeneration are examined. Differential gene regulation, intercellular signaling and evolutionary conservation are central to discussion of mechanisms governing developmental processes. Additional topics: developmental plasticity, impact of epigenetic and environmental factors, and basis of disease gleaned from developmental biology research. Live embryos complement and reinforce concepts covered in class. Expected: BIOL0200 (or equivalent), and one course in genetics, embryology, cell biology or molecular biology. Enrollment limited to 36. (Undergraduate students register for BIOL 1310.)

BIOL 2320E. Genetic Control of Cell Fate Decisions.

A cell's fate is acquired in a process whereby largely uncommitted progenitor cells are instructed down a commitment path that ultimately results in a specific cell type with distinct molecular and physiological properties. This process is critical for the establishment of all cell types and tissues and is poised to be a critical topic in cell-based therapeutic strategies. We will investigate the intrinsic and extrinsic mechanisms that manifest at the genetic level to impart cell fate decisions on progenitors. Advanced undergraduates with permission of the instructor.

BIOL 2340. Neurogenetics and Disease.

Genetic mutations provides a powerful approach to dissect complex biologic problems. We will focus on fascinating discoveries from "forward genetic" studies – moving from nervous system phenotype to genetic mutation discovery. There will be an emphasis of neurologic disease phenotypes and the use of novel genomic methods to elucidate the central molecular and cellular causes for these conditions. The course will emphasize the use of "reverse genetics" – engineered mutations in model systems – to dissect nervous system function and disease mechanisms. Disorders to be covered include autism, intellectual disability, schizophrenia, epilepsy. Enrollment limited to 20. Instructor permission required.

BIOL 2350. The Biology of Aging.

Aging is a fundamental biological process. It is the major risk factor for age-related diseases such as cancer, cardiovascular disease, stroke, osteoporosis, arthritis and Alzheimer's, just to name a few. As life expectancy has increased in the 20th century, these diseases have become the leading causes of death. Recent research has identified universal mechanisms that regulate organismal aging and impact all organ systems. Several gene networks that can regulate the rate of aging and multiple age-related diseases have already been discovered. These mechanisms are conserved throughout evolution and many key insights have been garnered from simple model organisms. Manipulation of these networks has been achieved by diet, genetic engineering, and most recently, with drugs. The goal of modern medicine is to increase healthy survival, as opposed to simply longevity. It is now generally acknowledged that increasing health span – the fraction of our life spans free of frailty and debilitating chronic disease – has become a realistic goal. This course will examine the new concept of "geroscience" – the molecular, cellular, and genetic foundations of the biology of aging, and how this knowledge can be applied to therapies for age-associated diseases. Course material will be based on the primary research literature. Prerequisites are a background in cell biology, molecular biology and genetics - such as BIOL0470, BIOL0280, BIOL0200, and BIOL0800.

BIOL 2370. Applied AI/ML in Biotechnology.

Applied AI/ML in Biotechnology explores how data-driven tools are reshaping decision-making across the drug development lifecycle. Rather than focusing on coding or theory alone, this course trains students to become translational thinkers, able to frame meaningful questions, interpret machine learning models, and apply insights to real-world challenges in R&D, clinical trials, commercialization, and manufacturing. This course follows the end-to-end biotech value chain through five modules, where each focus on a critical decision point: How can we responsibly apply machine learning to biological problems? Which targets should we pursue? Hit Discovery & Lead Optimization: Which candidates show the most promise? Which patients should we enroll, and how should we design early trials? How can we forecast demand and ensure scalable, efficient production? Students will build hands-on skills in R, work with real-world datasets, and complete practical labs aligned to each stage.

BIOL 2400. Integrative Behavioral Biology.

In this seminar course, students will discuss core topics in the field of animal behavior. Our conversations will focus not only on new and exciting papers in the field, but also on classic studies that have come to define how we conceptualize behavior as a discipline within the life sciences. Graduate students from other programs must request special permission from instructors to provide an override code to enroll in this course.

BIOL 2430. Topics in Ecology, Evolution and Organismal Biology.

Current literature in ecology, behavior, and evolutionary biology is discussed in seminar format. Topics and instructors change each semester. Representative topics have included: structuring of communities, biomechanics, coevolution, quantitative genetics, life history strategies, and units of selection. Expected: courses in advanced ecology and genetics.

BIOL 2440. Topics in Ecology, Evolution and Organismal Biology.

See Topics In Ecology And Evolutionary Biology (BIOL 2430) for course description.

BIOL 2450. Exchange Scholar Program.**BIOL 2455. Planetary Health: Global Environmental Change and Emerging Infectious Disease.**

Will a warmer world be a sicker world? What is it about the New England landscape that supports the proliferation of Lyme Disease? How are local wildlife trade and global species invasions contributors to emerging diseases like the 2003 outbreak of monkeypox virus in the USA? We will explore these and related questions in Planetary Health: global environmental change and emerging infectious disease. Planetary health is a timely new field focused on understanding the human health implications of human-caused disruptions to Earth's natural systems. The facet of 'health' that we focus on in this course is infectious disease. Students will learn how, when, where and why infectious diseases emerge in association with anthropogenic environmental impacts, specifically climate change, land-use change, and increased human interaction with animals.

BIOL 2460. Foundations in Ecology and Evolution: TA Training for the Life Sciences.

This course will help students hone their skills as effective teachers in the life sciences, particularly in disciplines related to ecology, evolution, and organismal biology.

BIOL 2520. Acculturation to Health and Health Care.

This course introduces the practice and culture of health and health care. Students will learn about medical language and terminology, basic anatomy and physiology, clinical decision-making and quality improvement, workflows, and health IT and digital health. The course will include lectures, interactive discussions, and first-hand accounts from clinicians and other health professionals demonstrating how data and technology are used in practice.

BIOL 2525. Pathogenomics: Analysis, Interpretation and Applications of Microbial Genomes.

Pathogen genomes offer a wealth of information—from the discovery of new gene functions to helping to pinpoint the source of a food borne disease outbreak—and have become an increasingly widespread tool in microbiology in recent years. This course will introduce the fundamentals of genome sequencing and analysis for the study of microbial pathogens, and discuss current applications of these techniques in diverse microbial taxa (viruses, bacteria, fungi and parasites). In addition to lectures, the course will include hands-on computational analysis of pathogen genomic data in which students will learn how to analyze genomic data and apply these skills to an independent project investigating a novel question using a publicly available genomic dataset.

BIOL 2528. Innovation and Commercialization in Medical Devices, Diagnostics, and Wearables.

This course provides a comprehensive overview of concepts and steps involved in developing and commercializing novel technology/scientific breakthroughs for medical devices, diagnostics and wearables. This course is particularly suitable for students interested in pursuing a career within a medical device segment, or creating innovation-based companies, as well as for those interested in developing an in-depth knowledge of evolution of medical devices from research concepts to products in the market.

BIOL 2530. Immunology.

In this course, we will explore the biology of the mammalian immune system to gain an understanding and appreciation of its importance and complexity. Together, we will learn the experimental and theoretical foundations of immunology. Topics include innate and adaptive immunity; anatomy of immune organs and tissues, structure/function of antibody molecules and T cell receptors; cytokine response, development and maturation of immune cells, and regulation of immune responses through cellular interactions. We will investigate the cells and chemicals that make up each branch of the immune system and learn how cells communicate with each other. Clinically significant issues such as vaccinations, transplantation, inflammation, autoimmunity, cancer, and immunodeficiency like HIV/AIDS infection will be discussed. This course will introduce students to primary literature where interpretative analysis of experimental data will be emphasized.

BIOL 2535. Survey of Health Informatics.

This survey course provides an overview of the field of biomedical informatics covering relevant topics in computer science, healthcare, biology, and social science. This is not a programming course and there are no computer coding components in this course. Emphasis is given to understanding the organization of biomedical information, the effective management of information using computer technology, and the impact of such technology on biomedical research, education, and patient care. The final capstone project of this course requires the in-depth examination, critique, and presentation of a specific topic in biomedical informatics, within the context of student (clinical or computational) interests. Students taking the course for graduate credit must produce a manuscript suitable for peer-review that synthesizes existing research and presents insights or applications in biomedical informatics.

BIOL 2540. Molecular Genetics.

Even in this era when whole genome DNA sequencing has become routine, there are still thousands of eukaryotic genes with unknown functions. Genetic screens for mutations that alter pathways of interest remain the premier approach to understanding gene function in the context of the organism. In Molecular Genetics students will learn the key concepts involved in designing and interpreting genetic screens using the powerful tools available in model animal, plant, and fungal organisms. Students will also learn how to understand and analyze results presented in the primary scientific literature. Furthermore, students will gain an appreciation of how the field of genetics has changed through discoveries and technological advances made over the past 50 years. Undergraduate students should register for BIOL 1540.

BIOL 2545. Human Genetics and Genomics.

This course will exemplify the power of genetically informed approaches to understanding human biology. It is intended for advanced undergraduate students and graduate students; prerequisites include BIOL0470 or equivalent. The course is based in lectures, reading material (textbook and primary literature), and in-class discussions. Course topics include: medical genetics and genomics; methods to study human genotypes and related phenotypes; industry-related topics; and ethical and societal implications of genome science. It will benefit students with career interests in basic science, medicine, biotechnology, or science policy. Enrollment is limited to 20 students; selection will be based on seniority, prerequisites, and registration order.

BIOL 2555. Methods in Informatics and Data Science for Health.

The goal of this course is for students to develop a solution that uses data science and informatics approaches to address a biomedical or health challenge. This course will teach informatics and data science skills needed for public health and biomedicine research. Emphasis will be given to algorithms used within the context of biomedical research and health care, including those used in biomolecular sequence analysis, electronic health records, clinical decision support, and public health surveillance. This course has been developed as a Course-based Undergraduate Research Experience (CURE), where students will gain experience with the scientific method, its application, and presentation.

BIOL 2560. Advanced Virology.

The emphasis of this course will be on understanding the molecular mechanisms of viral pathogenesis. It will begin with a general introduction to the field of virology, a basic review of the immune response to viruses, and then focus primarily on the molecular biology of specific viruses that are associated with clinical human disease. Lectures will be based on the current literature and provide historical context. Students will become familiar with primary literature and produce their own original research proposal by the end of the semester.

BIOL 2565. Advanced Virology for Biotechnology.

The emphasis of this course will be on understanding the molecular mechanisms of viral pathogenesis. It will begin with a general introduction to the field of virology, a basic review of the immune response to viruses, and then focus primarily on the molecular biology of specific viruses that are associated with clinical human disease. The format will be 100% online and consist of both lectures and in-class work in small groups. Lectures will be based on the current literature and provide historical context. Students will become familiar with primary literature and produce their own original final project by the end of the semester.

BIOL 2575. Evaluation of Health Information Systems.

This course covers the field of evaluation of health information systems (HIS) in a range of roles and environments, in the US and worldwide. It includes topics in health information system (HIS) design and deployment, healthcare workflow, quantitative and qualitative evaluation methods and socio-technical environment for HIS. Emphasis is given to understanding the range of evaluation questions that can be asked, identifying the key stakeholders, understanding available evaluation techniques, and designing rigorous but achievable studies. Examples will include Open Source systems, medical Apps, and economic evaluation, the role of evaluation frameworks and theories, and notable HIS successes and failures. This course is designed primarily for biological science, public health, public policy and international health concentrators. Concurrent enrollment in or completion of BIOL 1535/2535 "Survey of Health Informatics", or a public health course covering clinical research is beneficial. Instructor permission required.

BIOL 2595. Artificial Intelligence in Health Care.

This course examines the application of artificial intelligence (AI) in health care, focusing on contemporary methods and their historical context. Students will explore AI's impact on clinical decision-making, translational bioinformatics, and precision medicine. Students will critically assess AI technologies' strengths and limitations in medical practice through lectures, discussions, and hands-on projects.

BIOL 2610. Trends in Health Informatics.

This course equips students with the skills and strategies to stay current with the rapidly evolving field of health informatics. Through lectures, hands-on workshops, and critical assessment of recent literature in health informatics, students will learn to identify emerging trends, critically evaluate innovations, and develop a framework for tracking advancements in health informatics beyond the course. The course emphasizes practical approaches to continuous learning, fostering the ability to integrate new developments into professional practice. The course will culminate in students developing and drafting a trend evaluation report on a health informatics topic of their choice.

BIOL 2640A. Viral Immunology.

Viral Immunology is an advanced topics course in Microbiology and Immunology which will be focused on viral immunology. Weekly meetings will cover different issues concerning defense against viral infections and pathology related to viral infection, with focus on viral-host interactions. Topics will be selected to present either important basic concepts in the context of immune responses and/or major challenges in controlling viral infections. Recent advances in understanding virus-host interactions, host responses to viruses, cytokine regulation of immune responses or cytokine-mediated pathology during viral infections will be emphasized. The 2020 organizational meeting is set for Wednesday, Jan. 22 at 3:00PM (BMC 6th Floor Conference Room - Room 603). There is also a requirement for a previous immunology course.

BIOL 2640B. Microbial Pathogenesis.

Examines microbial pathogens and the underlying mechanisms by which infectious organisms cause diseases. Bacterial, fungal, protozoal and viral pathogens will be studied using tools of modern biology. Also examined are the host's immune responses to infection and disease. Areas covered include mechanisms of pathogen internalization and survival, immune responses, signal transduction and pathophysiology. Expected: BIOL 0510, 0530, or 1550.

BIOL 2640C. The Immune System.

Introduction to the experimental and theoretical foundations of immunology and the function of the mammalian immune system. Focuses on concepts, landmark experiments and recent advances. Topics include innate and adaptive immunity; structure/function of antibody molecules and T cell receptors; and regulation of immune responses through cellular interactions. Application of concepts to medically significant issues (vaccines, transplantation, hypersensitivity, autoimmunity, cancer, immunodeficiency) is discussed. Interpretative analysis of experimental data is emphasized. Activities include written assignments that analyze a hypothetical immune system and a final paper addressing an immunological topic of the student's choosing. For Pfizer students only.

BIOL 2660. Practicum in Health Informatics.

The goal of this hands-on experience is to gain practical expertise with informatics in healthcare environments. Students will be expected to demonstrate proficiency in applying fundamental health informatics concepts to address real-world challenges in healthcare operations and delivery. Throughout the experience, students will receive guidance in every phase of the project lifecycle, including development, design, and management.

BIOL 2850. Introduction to Research in Pathobiology.

Introduces incoming pathobiology graduate students with research opportunities in the laboratories of program faculty. Consists of seminars with individual faculty members in the graduate program in pathobiology. Required background reading of recent papers lead to a discussion of current research in the faculty member's laboratory. Additional discussions include safety and ethical issues in research. Open only to first-year graduate students in the program in pathobiology.

BIOL 2860. Molecular Mechanisms of Disease.

Dr. Bartnikas' goal for this class is to teach first-year graduate students what he wishes he would have been taught and what he wished he would have known as a first-year graduate student. This will be accomplished by studying specific human diseases and designing experiments to better understand their mechanistic and molecular basis. The class will consist of didactic lectures, discussions, small group work, and group presentations. Active participation and attendance by all students are required at all lectures. Students should have a solid background in the life sciences with an understanding of the fundamental principles of molecular biology, genetics, biochemistry, and cell biology. Readings will be assigned from primary literature and reviews. Upper-level undergraduates require permission to take the course and will be admitted if space allows.

BIOL 2865. Toxicology.

Toxicology is the science that describes the adverse biological effects of exogenous chemical and physical stressors, including environmental, industrial, and agricultural chemicals and pharmaceuticals. This course will introduce the principal biological processes that determine an organism's response to a toxicant, including absorption, distribution through a biological system, metabolism, elimination, and effects at the site(s) of action. We will discuss modern challenges in toxicology, such as assessing toxicity of mixtures and testing some of the thousands of untested chemicals in commerce. The material will be presented in lecture and student-led discussions, with readings from the toxicology literature.

BIOL 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

BIOL 2980. Graduate Independent Study.

Independent study projects at the graduate level. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

BIOL 2985. Graduate Seminar.

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

BIOL 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

BIOL 2995. Thesis.

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

Neuroscience

Neuroscience is the scientific study of the nervous system, including its development, functions, and pathologies. It is an interdisciplinary field that encompasses neurobiology (anatomy, physiology, biochemistry, molecular biology, genetics), elements of psychology and cognitive science, and mathematical and physical principles involved in modeling neural systems.

The Department of Neuroscience offers an undergraduate concentration leading to the Sc.B. degree and a graduate program leading to the Ph.D.

degree. These programs include courses offered by the department and by several allied departments. The Department of Neuroscience has modern facilities for conducting research in a broad range of areas from molecular mechanisms to behavior and undergraduate students are encouraged to pursue research projects.

For additional information, please visit: <http://neuroscience.brown.edu/>

Computational Neuroscience Concentration Requirements

This multidisciplinary concentration spans many fields, including computer science, neuroscience, cognitive science, applied math, and data science. Students studying Computational Neuroscience will learn to use computational models of the brain and nervous system to study complex biological processes and overcome the limitations of human experimentation. They will also learn to use the brain and nervous system as a model to improve the power and efficiency of artificial systems. Concentrators will think critically about the impact of their work on society and understand how biases can negatively influence computational models.

Standard program for the Sc.B. Degree

Background Courses (must take one of each):

Calculus		
MATH 0100	Single Variable Calculus, Part II	
Differential Equations		
APMA 0350	Applied Ordinary Differential Equations	
Linear Algebra		
MATH 0520	Linear Algebra	
or MATH 0540	Linear Algebra With Theory	
Statistics		
APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	
or CPSY 0900	Statistical Methods	
or BIOL 0495	Statistical Analysis of Biological Data	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	

Core Concentration Courses:

NEUR 0010	The Brain: An Introduction to Neuroscience	1
NEUR 1020	Principles of Neurobiology	1
or NEUR 1030	Neural Systems	
CSCI 0111	Computing Foundations: Data	1
or CSCI 0112	Computing Foundations: Program Organization	
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
CSCI 0200	Program Design with Data Structures and Algorithms	1
or CSCI 0190	Accelerated Introduction to Computer Science	
NEUR 0680	Introduction to Computational Neuroscience	1

Two Computational Neuroscience Electives From The Below List:

CPSY 1492	Computational Cognitive Neuroscience	
NEUR 1440	Mechanisms and Meaning of Neural Dynamics	
NEUR 1660	Neural Computation in Learning and Decision-Making	
CPSY 1291	Computational Methods for Mind, Brain and Behavior	

CSCI 1810	Computational Molecular Biology	
NEUR 1940B	Deep Learning in Neuroethology	
NEUR 1630	Big Data Neuroscience Ideas Lab	
CPSY 1950	Deep Learning in Brains, Minds and Machines	
CPSY 1850	Language Processing in Humans and Machines	
HIST 1956S	History of Artificial Intelligence	
NEUR 2110	Statistical Neuroscience	

One Course in Artificial Intelligence: 1

CSCI 1410	Artificial Intelligence	
CSCI 1420	Machine Learning	
CSCI 1430	Computer Vision	
CSCI 1460	Computational Linguistics	
CSCI 1470	Deep Learning	
DATA 2060	Machine Learning: from Theory to Algorithms	

Two Upper-Level Neuroscience Electives 2

Two courses that will enhance your understanding of the field of neuroscience. While electives need not be from the neuroscience department, the following list are common courses taught by Neuroscience and other departments that are often used as electives. We encourage students to explore the broader course catalog and consult with their concentration advisor to explore the full range of electives, rather than limiting themselves to this list. These electives must be of 1000-level or above.

CPSY 1400	The Neural Bases of Cognition	
ENGL 1900Z	Neuroaesthetics and Reading	
ENGN 1220	Neuroengineering	
NEUR 1540	Neurobiology of Learning and Memory	
NEUR 1650	Structure of the Nervous System	
NEUR 1740	The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders	

One Elective in Ethics: 1

CSCI 1805	Computers, Freedom and Privacy	
CSCI 1951Z	Fairness in Automated Decision Making	
DATA 0080	Data, Ethics and Society	
ENGN 1800	Social Impact of Emerging Technologies: The Role of Scientists and Engineers	
PHIL 0401	Ethics of Digital Technology	
PHIL 0403	Ethics and Politics of Data	
APMA 1910	Race and Gender in the Scientific Community	
STS 1700T	Race, Gender, and Technology in Everyday Life	

Two Additional Electives: 2

Two courses that will enhance your understanding of the field of computational neuroscience. These electives are not limited to a specific department, and are able to be any of the courses already listed for this concentration (though, you cannot cross-count an elective with a named requirement). The following list are courses that we recommend be used as electives, however, we encourage students to explore the broader course catalog and consult with their concentration advisor to explore the full range of electives, rather than limiting themselves to this list. Students can substitute TWO semesters of independent study (NEUR1970 or equivalent course from another department) for one elective course

APMA 0160	Introduction to Scientific Computing	
APMA 0200	Introduction to Modeling	
APMA 0360	Applied Partial Differential Equations I	
APMA 1070	Quantitative Models of Biological Systems	

APMA 1170	Introduction to Computational Linear Algebra	
APMA 1360	Applied Dynamical Systems	
APMA 1660	Statistical Inference II	
APMA 1690	Computational Probability and Statistics	
APMA 1710	Information Theory	
APMA 1740	Recent Applications of Probability and Statistics	
APMA 1860	Graphs and Networks	
APMA 1941D	Pattern Theory	
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data	
BIOL 1555	Methods in Informatics and Data Science for Health	
CPSY 0450	Brain Damage and the Mind	
CPSY 0800	Language and the Mind	
CSCI 0535	Linear Algebra for Machine Learning	
CSCI 1010	Theory of Computation	
CSCI 1570	Design and Analysis of Algorithms	
CSCI 1951A	Data Science	
ENGN 2912P	Topics in Optimization	
MATH 1210	Probability	
PHYS 1610	Biological Physics	
NEUR 1900	Capstone	1

Total Credits**14**

Neuroscience Concentration Requirements

Neuroscience is an interdisciplinary field that seeks to understand the functions and diseases of the nervous system. It draws on knowledge from neurobiology as well as elements of psychology and cognitive science, and mathematical and physical principles involved in modeling neural systems. Through the Neuroscience concentration, students develop foundational knowledge through courses in biology, chemistry, and mathematics as well as three core courses in neuroscience. They are also required to develop facility with research methodologies (through courses in statistics and laboratory methods) before moving into specific topics in the field (e.g., visual physiology, neurochemistry and behavior, and synaptic transmission and plasticity). Members of the Neuroscience faculty are affiliated with the Carney Institute for Brain Science, a multidisciplinary program that promotes collaborative research about the brain. Prospective concentrators should contact neuroundergrad@brown.edu in order to have a faculty advisor assigned to them.

The concentration combines a general science background with a number of specific courses devoted to the cellular, molecular, and integrative functions of the nervous system. The concentration allows considerable flexibility for students to tailor a program to their individual interests. Elective courses focus on a variety of areas including molecular mechanisms, cellular function, sensory and motor systems, neuropharmacology, learning and memory, animal behavior, cognitive function, bioengineering, theoretical neuroscience and computer modeling.

You may find this following form useful for mapping out your courses, be sure to use it before meeting with your concentration advisor for the first time: [link to course plan worksheet PDF (https://neuroscience.brown.edu/sites/default/files/NeuroCoursePlanWorksheet_Fillable.pdf)]

Standard program for the Sc.B. degree

The concentration in neuroscience leads to an Sc.B. degree. The following courses, or their equivalent, are required for the degree. Keep in mind that there are multiple ways to fulfil the various requirements and your concentration advisor can help you go through your options and optimize your course of study:

Background Courses:

MATH 0090	Single Variable Calculus, Part I ((only needed as a prerequisite for MATH 10))	1
MATH 0100	Single Variable Calculus, Part II ((or equivalent))	1
PHYS 0030	Basic Physics A (Mechanics *see NOTE)	1
PHYS 0040	Basic Physics B (Electromagnetism)	1
BIOL 0200	The Foundation of Living Systems ((or placement test))	1
CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1

Note: ENGN 0030 may be used instead of PHYS 0030, but ENGN 0040 is NOT equivalent to PHYS 0040.

Core Concentration Courses:

NEUR 0010	The Brain: An Introduction to Neuroscience	1
NEUR 1020	Principles of Neurobiology	1
NEUR 1030	Neural Systems	1

One critical reading course

NEUR 1440	Mechanisms and Meaning of Neural Dynamics	1
NEUR 1510	Neurotechnology: Molecular Tools and Methods for Neurobiology	
NEUR 1530	Communication In the Brain: What We Know and How We Know It	
NEUR 1560	Developmental Neurobiology	
NEUR 1660	Neural Computation in Learning and Decision-Making	
NEUR 1970	Independent Study (*Two Semesters)	
BIOL 1100	Cell Physiology and Biophysics	
BIOL 1180	Comparative Animal Physiology	
BIOL 1190	Synaptic Transmission and Plasticity	
CPSY 1400	The Neural Bases of Cognition	
CPSY 1760	The Moral Brain	
PHP 1890	The Craving Mind	

1930/40 Topics in Neuroscience

NOTE: Critical reading courses are small discussion based courses, with around 20 students, with a focus on primary literature around a neuroscience related topic. Other courses not listed here could also fulfil this requirement, please check with your concentration advisor.

One statistics course

PHP 1501	Essentials of Data Analysis	1
PHP 1510	Principles of Biostatistics and Data Analysis	
PHP 2510	Principles of Biostatistics and Data Analysis	
APMA 0650	Introduction to Probability and Statistics	
APMA 1650	Introduction to Probability and Statistics with Calculus	
CPSY 0900	Statistical Methods	
SOC 1100	Introductory Statistics for Social Research	
BIOL 0495	Statistical Analysis of Biological Data	
EDUC 1230	Applied Statistics for Ed Research and Policy Analysis	

One lab methods course

NEUR 0680	Introduction to Computational Neuroscience	1
NEUR 1440	Mechanisms and Meaning of Neural Dynamics	
NEUR 1600	Experimental Neurobiology	
NEUR 1630	Big Data Neuroscience Ideas Lab	

NEUR 1640	Behavioral Neurogenetics Laboratory
NEUR 1650	Structure of the Nervous System
NEUR 1660	Neural Computation in Learning and Decision-Making
NEUR 1670	Neuropharmacology and Synaptic Transmission
NEUR 1680	Computational Neuroscience
NEUR 1970	Independent Study
*Two Semesters of NEUR1970 can be used to fulfill one critical reading, lab, or elective requirement	
CPSY 1190	Techniques in Physiological Psychology
CPSY 1194	Sleep and Chronobiology Research
CPSY 1490	Functional Magnetic Resonance Imaging: Theory and Practice
CPSY 1491	Neural Modeling Laboratory
CPSY 1492	Computational Cognitive Neuroscience
BIOL 0800	Principles of Physiology
BIOL 1880	Comparative Biology of the Vertebrates

Four electives related to neuroscience¹ 4

Four courses that will enhance your understanding of the field of neuroscience. While electives need not be from the neuroscience department, the following list are common courses taught by Neuroscience and other departments that are often used as electives. We encourage students to explore the broader course catalog and consult with their concentration advisor to explore the full range of electives, rather than limiting themselves to this list:

NEUR 0680	Introduction to Computational Neuroscience
NEUR 1040	Introduction to Neurogenetics
NEUR 1065	Biology of Hearing
NEUR 1440	Mechanisms and Meaning of Neural Dynamics
NEUR 1510	Neurotechnology: Molecular Tools and Methods for Neurobiology
NEUR 1530	Communication In the Brain: What We Know and How We Know It
NEUR 1540	Neurobiology of Learning and Memory
NEUR 1560	Developmental Neurobiology
NEUR 1600	Experimental Neurobiology
NEUR 1630	Big Data Neuroscience Ideas Lab
NEUR 1650	Structure of the Nervous System
NEUR 1660	Neural Computation in Learning and Decision-Making
NEUR 1670	Neuropharmacology and Synaptic Transmission
NEUR 1740	The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders
NEUR 1970	Independent Study

*Two Semesters of NEUR1970 can be used to fulfill one critical reading, lab, or elective requirement

NEUR 2110	Statistical Neuroscience
All NEUR 1930/1940 Seminar Course	
CPSY 0120	Introduction to Sleep
CPSY 0400	Cognitive Neuroscience
CPSY 1150	Memory and the Brain
CPSY 1180B	Animal Languages
CPSY 1193	Laboratory in Genes and Behavior
CPSY 1291	Computational Methods for Mind, Brain and Behavior
CPSY 1400	The Neural Bases of Cognition
CPSY 1420	Cognitive Neuropsychology

CPSY 1478	Translational Models of Neuropsychiatric Disorder
CPSY 1480C	Cognitive Control Functions of the Prefrontal Cortex
CPSY 1480H	Disorders of Memory
CPSY 1490	Functional Magnetic Resonance Imaging: Theory and Practice
CPSY 1492	Computational Cognitive Neuroscience
CPSY 1495	Affective Neuroscience
CPSY 1560	Visually-Guided Action and Cognitive Processes
CPSY 1561	The Nature of Attention
CPSY 1570	Perceptual Learning
CPSY 1580E	Perception, Attention, and Consciousness
CPSY 1620	Developmental Cognitive Neuroscience
CPSY 1760	The Moral Brain
CPSY 1820	Language and the Brain
CPSY 1950	Deep Learning in Brains, Minds and Machines
BIOL 1100	Cell Physiology and Biophysics
BIOL 1110	Topics in Signal Transduction
BIOL 1155	Hormones and Behavior
BIOL 1260	Physiological Pharmacology
BIOL 1545	Human Genetics and Genomics
ENGN 1220	Neuroengineering
PHP 1890	The Craving Mind
COST 1020	Cognitive Neuroscience of Meditation

List 2: Selected common non-neuro courses (no more than 2) - student must be able to justify why it enhances their understanding of Neuro

BIOL 0470	Genetics
BIOL 0800	Principles of Physiology
BIOL 1050	Biology of the Eukaryotic Cell
BIOL 1540	Molecular Genetics
BIOL 1810	21st Century Applications in Cell and Molecular Biology
CPSY 0950	Introduction to programming
CPSY 1195	Life Under Water in the Anthropocene
CPSY 1500	Perception and Action
CSCI 0111	Computing Foundations: Data
ENGL 1900Z	Neuroaesthetics and Reading
PHIL 1770	Philosophy of Mind
PHP 1540	Alcohol Use and Misuse
STS 1700P	Neuroethics
TAPS 1281Z	Arts and Health: Practice

Completing the Concentration Research Requirement As with other ScB concentrations, neuroscience concentrators are required (beginning with the class of 2023) to do the equivalent of one semester of independent study, research or design. This is a chance for the student to explore and apply the concepts that they have learned in their concentration courses. The following are ways in which this research requirement can be met. After consulting with your concentration advisor, be sure to include how you will fulfill your research requirement in the appropriate box within ASK: 1. Enrolling in independent study courses (NEUR 1970, CLPS 1970/80 or BIO 1950/60) for work in a lab. Keep in mind to count this towards your concentration two semesters or one semester and a summer are required. 2. Enrolling in independent study (NEUR 1970) to work with a faculty member to explore an integrative topic related to neuroscience. See our section on independent study for more information. 3. Enrolling in a course-based research experience, also known as a CURE course. Current related CURE courses are NEUR 1630, CLPS 1195, CLPS 1591, but there might be new ones coming down the pipeline. 4. Participating in a structured summer research program (eg. an UTRA or an REU) that is equivalent in scope and scale as would be pursued during a semester of independent research. 5. Participating in a research-focused Fall or Spring UTRA. 6. Pursue a design or independent research project related to neuroscience that could be associated with a different course. 7. Anyone writing an honors thesis automatically fulfills the research requirement, in order to document your research requirement, please describe your plan in your Course Plan Worksheet and in ASK, be sure to discuss it with your concentration advisor to make sure it is appropriate. Honors: Honors in Neuroscience requires a thesis and presentation based on a research project, and quality grades in the concentration. Guidelines and information on faculty research as well as details about declaring Honors are available in the Undergraduate Neuroscience Page [<https://www.brown.edu/academics/neuroscience/undergraduate-concentration>].

Total Credits

17

¹ Independent study and honors research projects are encouraged.

Neuroscience Graduate Program

The program in Neuroscience offers graduate study leading to the Doctor of Philosophy (Ph.D) degree. The program is designed to educate and train scientists who will become leaders in the field and contribute to society through research, teaching and professional service. The core of the training involves close interaction with faculty to develop expertise in biological, behavioral, and theoretical aspects of neuroscience. Graduate research and training are carried out in the laboratories of the program's faculty. These faculty trainers lead outstanding well-funded research programs that use cutting edge technology to explore the nervous system.

For more information on admission and program requirements, please visit: <http://www.brown.edu/academics/gradschool/programs/biomed-neuroscience> (<http://www.brown.edu/academics/gradschool/programs/biomed-neuroscience/>)

Courses

NEUR 0010. The Brain: An Introduction to Neuroscience.

Introduction to the mammalian nervous system with emphasis on the structure and function of the human brain. Topics include the function of nerve cells, sensory systems, control of movement and speech, learning and memory, emotion, and diseases of the brain. No prerequisites, but knowledge of biology and chemistry at the high school level is assumed. Please register for any one of the evening recitation sections irrespective of the meeting time listed. Time conflicts will be resolved after classes start.

NEUR 0680. Introduction to Computational Neuroscience.

This course will introduce students to the broad field of computational neuroscience through a combination of lectures, readings, and hands-on assignments. Historical perspectives will be explored and compared with modern approaches, with the aim of providing a broad understanding of this multidisciplinary approach to understanding the brain and nervous system. A key theme will be a focus on the central role that models play in framing scientific questions about neural systems and circuits. There are no prerequisites, but students should be prepared to learn basic programming and computational skills.

NEUR 0700. Psychoactive Drugs and Society.

Will examine psychoactive drugs from two perspectives: (1) biological mechanisms of drug action and (2) the impact of psychoactive drug use on society and society attitudes towards psychoactive drug usage. Drugs to be discussed will include alcohol, opiates, cocaine, marijuana, LSD, nicotine and caffeine, as well as drugs used therapeutically to treat psychiatric disorders. This course will benefit students who are interested in exploring both the biological and social aspects of psychoactive drug use. Prerequisite: NEUR 0010 or equivalent.

NEUR 1020. Principles of Neurobiology.

A lecture course covering fundamental concepts of cellular and molecular neurobiology. Topics include structure of ion channels, synaptic transmission, synaptic development, molecular mechanisms of synaptic plasticity, learning and memory and neurological diseases. Prerequisite: NEUR 0010. Strongly recommended: BIOL 0200 or equivalent.

NEUR 1030. Neural Systems.

This lecture course examines key principles that underlie the function of neural systems ranging in complexity from peripheral receptors to central mechanisms of behavioral control. Prerequisite: NEUR 0010 or the equivalent. First year and Graduate students require instructor approval.

NEUR 1040. Introduction to Neurogenetics.

Recent advances in molecular genetics have allowed researchers to test specific hypotheses concerning the genetic control of behavior and neurological disease. This course will familiarize you with the relatively new and exciting field of neurogenetics. We will cover basic topics, new ideas, and unsolved problems in neurogenetics primarily through lectures, scientific seminars, assigned readings, class activities, and class discussion. Neurogenetics is essentially a frontier area in neuroscience, and the best way to approach this topic is by scientific literature, which you will become familiar with through your term project and writing assignments. Information derived from various animal model systems, including worms, flies, zebrafish, and mice, will be covered with a focus on techniques that use information from the fields of classical genetics, molecular genetics, genomics, and behavioral neurobiology. DO NOT REQUEST AN OVERRIDE. See registration instructions in Class Notes section.

NEUR 1065. Biology of Hearing.

Examines the sensory and perceptual system for hearing: the external, middle, and inner ears; the active processes of the cochlea; sound transduction and neural coding; neural information processing by the auditory system; and the nature of auditory perception and its biological substrate. Prerequisite: an introductory course in Neuroscience, Cognitive Science, Physics, Engineering or Psychology.

NEUR 1230. Teaching Neuroscience.

Teaching Neuroscience is a 0.5 credit course designed to help teaching assistants for neuroscience courses learn best practices in teaching, supporting student learning, and creating inclusive and equitable learning spaces. Topics will include: evidenced-based pedagogies, high-impact practices, and inclusive pedagogies; active learning; assessments and assessment feedback; communication skills; teaching in the age of AI; and the use of reflective practices for both instructors and students. The course is primarily discussion-based. Course assignments include, but are not limited to, reflective journaling, developing a teaching philosophy statement, and completing a final project. The course is only offered with an S/NC grading designation.

NEUR 1440. Mechanisms and Meaning of Neural Dynamics.

We humans can shift our attention, perceive new objects, make complex motions, and adjust each of these behaviors within fractions of a second. Neurons and systems of neurons vary in their activity patterns on millisecond to second time scales, commonly referred to as "neural dynamics." This course addresses mechanisms underlying this flexibility and its potential meaning for information processing in the brain. The course integrates biophysical, computational, single neuron and human studies. In addition to lectures and readings, students will learn how to build computational models to simulate neural dynamics at various scales from single neurons to networks, using Matlab and the Human Neocortical Neurosolver. Computational modeling will be taught hands-on in an interactive lab session each week. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section on how to gain enrollment into this course.

NEUR 1500. From Neurons to Consciousness.

NEUR 1500 is an introductory neuroscience course designed for students in the joint Brown-Pfizer Master of Arts Program. It begins with the study of nerve cells: their structure, the propagation of nerve impulses, and synapses. This is followed by lectures on brain anatomy to show how the brain is functionally organized. We then move to the sensory systems such as hearing, vision and touch and discuss how physical energy is converted by each system into neural signals, where these signals travel in the brain, and how they are processed. Next we study the control of voluntary movement. In the last portion of the course we discuss brain mechanisms involved in coordinated brain functions and behavior, including functions of the autonomic functions, motivated behaviors (e.g. eating, drinking), learning and memory, attention and consciousness, and mental illness.

NEUR 1510. Neurotechnology: Molecular Tools and Methods for Neurobiology.

New tools are transforming Neurobiology, both in the way experiments are being done and the questions they are addressing. New methods of observation and analysis are enhancing our understanding of the complex workings of the brain. This course is unique in helping students become critical thinkers about choosing the right toolset for different neuroscience questions at both the systems and molecular levels. We will also examine how new molecular tools are developed and evolve to address fundamental questions about how our brain. In many ways, neurotechnology, new methods, and molecular tools open the way for new discoveries in neuroscience. Course is geared towards neuroscience, biomedical engineering, biology and others. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section on how to gain enrollment into this course.

NEUR 1520. Exploring Neural Data.

While a large part of being a neuroscientist involves performing experiments to collect data, the reality of studying the brain is that you can often collect way more data than you know what to do with! In this course, we will discuss data analytic challenges in neuroscience. We will provide real data sets for hands-on student activities. By the end of the course, students will have the basic tools and techniques to begin to work with neuroscience data themselves. Topics will include spike train, EEG and behavioral analyses. The course will emphasize basic computer programming skills in Python.

NEUR 1530. Communication In the Brain: What We Know and How We Know It.

Neurons communicate through the thousands of synapses they form. In this seminar-style course, we will explore the cellular and molecular underpinnings of synaptic transmission. We will then examine how synapse number and function can be modulated to shape circuit function during development, learning & memory formation, and in response to perturbations. We will develop scientific thinking skills and an understanding of experimental approaches in modern neuroscience by focusing on how the field investigates synaptic transmission and plasticity. All readings are from primary literature. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section on how to gain enrollment into this course.

NEUR 1540. Neurobiology of Learning and Memory.

Exploration of learning and memory from the molecular to the behavioral level. Topics will include declarative and procedural memory formation and storage, associative and non-associative learning, cellular and molecular mechanisms for learning, and disorders affecting learning and memory. Examples will be drawn from numerous brain areas and a variety of model systems, including humans. Students will gain experience interpreting experiments from primary literature. Prerequisite: NEUR 1020.

NEUR 1560. Developmental Neurobiology.

The course will explore core concepts of developmental biology in the context of the developing nervous system. Topics will include: neuronal specification, cell migration, axon guidance, synapse formation, and neural plasticity. Students will gain experience with the primary literature and learn about cellular and molecular mechanisms of brain development and the tools and model organisms used to study them. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section on how to gain enrollment into this course.

NEUR 1570. The Non-Neuronal Brain.

This undergraduate course is designed to provide students with a comprehensive understanding of the role and function of glial cells, the non-neuronal cells that comprise half of our nervous system. Glia, once considered merely supportive cells, are now recognized as critical players in brain development, homeostasis, and neurological disorders. This course will explore the various types of glial cells, focusing on central nervous system glia, their structure and distribution, molecular characteristics, and their interactions with neurons and each other. Additionally, the course will cover recent advances in glial cell research and their implications for brain function and disease. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section for information about how to gain enrollment into this course.

NEUR 1600. Experimental Neurobiology.

Intensive laboratory experience in neuroscience appropriate for students with basic background in Neurobiology. Learn and employ the classical neurophysiological techniques of extracellular recording, intracellular recording and receptive field mapping using a variety of animal species. Experiments will include recording of sensory signals in the cockroach leg; frog sciatic nerve and sciatic nerve/muscle preparation and intracellular recording of neurons in Aplysia. Instruction on and practice of effective science writing is another component to this course. Labs are supplemented by informal lectures. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section for information about how to gain enrollment into this course.

NEUR 1630. Big Data Neuroscience Ideas Lab.

Recent technological developments have transformed neuroscience research, enabling us to generate comprehensive 'big data' sets that are often shared freely amongst the neuroscience community. This lab course will explore strategies to effectively use such open-sourced neuroscience data sets. Students will identify fundamental open questions in brain science and develop strategies to mine open-source sequencing, imaging and connectivity data to address their research questions. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section on how to gain enrollment into this course.

NEUR 1640. Behavioral Neurogenetics Laboratory.

Recent advances in molecular biology and molecular genetics have allowed researchers to test specific hypotheses concerning the genetic control of behavior and neurological disease. This course will familiarize you with the relatively new and exciting field of neurogenetics, and provide hands-on experience in developing and conducting behavioral neurogenetic experiments using the fruit fly, *Drosophila melanogaster*. This course will be a laboratory course focused on reading and understanding the primary literature, gaining expertise in the design and implementation of basic fly genetics, behavioral testing and analysis of tracking data, and the preparation of research reports associated with laboratory work. Throughout the course we will discuss the appropriateness, use, and limitations of animal models and human models for studying pathology, run real experiments with live animals, and collect, analyze, interpret, and write up results associated with those experiments.

NEUR 1650. Structure of the Nervous System.

Combined lecture and laboratory course on the anatomy of the central nervous system. Lectures survey the circuitry of the major neural systems for sensation, movement, cognition, and emotion. Laboratory exercises (Mon. 10:30-12:30) include brain dissections, microscopy of neural tissue, and discussion of clinical cases. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section for information on how to gain enrollment into this course.

NEUR 1660. Neural Computation in Learning and Decision-Making.

Your brain is constantly making decisions, receiving feedback about those decisions, and learning from that feedback. In this course we will examine the neuroscience underlying these processes from a computational perspective. The course will involve reading scientific papers from cognitive neuroscience, building and testing the computational models that have been developed to synthesize this literature, and, as a final project, extending an existing model of learning or decision making and characterizing its behavior. A primary goal for the course is to develop the tools and motivation to translate verbal theories of behavior into formal and testable computational models. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section on how to gain enrollment into this course.

NEUR 1670. Neuropharmacology and Synaptic Transmission.

Synaptic transmission will be studied from a biochemical and pharmacological point of view. We will explore the factors regulating neurotransmitter synthesis, storage, release, receptor interaction, and termination of action. Proposed mechanisms of psychoactive drugs and biochemical theories of psychiatric disorders will be examined. Prerequisites: NEUR 0010 and BIOL 0200 or the equivalent.

NEUR 1680. Computational Neuroscience.

A lecture and computing lab course focused on computational models of neurons and neural systems, and emphasizing Matlab-based computer simulation. The course is open to all undergraduate and graduate students in any of the Brain-Sciences-related departments. It includes two parallel tracks: an intro track for students with little background in math and computation, and an advanced track for students with substantial background in probability, differential equations, and computing. The intro track is the equivalent of NEUR 0680, last taught in 2018. Prerequisites: NEUR 0010, or NEUR 1020, or NEUR 1030. MA 0100 or equivalent. Maximum enrollment: 16.

NEUR 1740. The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders.

The goals of this course are to illustrate what basic science can teach us about neurological disorders and how these pathologies illuminate the functioning of the normal nervous system. Consideration will be given to monoallelic diseases (e.g. Fragile X Syndrome, Duchenne Muscular Dystrophy and Tuberous Sclerosis) as well as genetically complex disorders, such as Autism, Schizophrenia and Alzheimer's Disease. Emphasis will be on the cellular and molecular basis of these disorders and how insights at these levels might lead to the development of therapies. Prerequisites: NEUR 1020. BIOL 0470 suggested.

NEUR 1750. Brain Rhythms in Cognition, Mental Health and Epilepsy.

"Everything in the universe has a rhythm, everything dances." – Maya Angelou.

The brain, too, dances. Its rhythms are the result of millions of neurons coordinating each other's activity. This course will explore how these rhythms are generated, how they relate to our perception and cognition, and how they can be used to better understand and diagnose psychiatric and neurological disorders. Our readings in this seminar will range from historical reviews of brain rhythms to modern primary literature employing cutting-edge experimental neuroscience techniques. Prerequisite: NEUR 0010 or the equivalent.

NEUR 1930A. Cognitive Neuroscience: Motor Learning.

This critical reading course will investigate the behavioral and neural mechanisms of motor learning. Readings will focus on work done with neuroimaging, neural recording and neuropsychological approaches that have addressed how the brain organizes and controls different forms of motor learning including simple conditional, practice-related changes and sensory-motor associations. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030, or equivalent.

NEUR 1930B. From Neurophysiology to Perception.

This seminar will use readings from the research literature to explore the neural basis of perception. There will be an emphasis on vision, though other sensory modalities may be discussed. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030, or equivalent.

NEUR 1930C. Development of the Nervous System.

The course will explore core concepts of developmental biology in the context of the developing nervous system. Topics will include: neuronal specification, cell migration, axon guidance, synapse formation, and neural plasticity. Students will gain experience with the primary literature and learn about cellular and molecular mechanisms of brain development and the tools and model organisms used to study them. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1930D. Cells and Circuits of the Nervous System.

Selected topics on the biology of neurons and neuronal networks emphasizing original research literature about the membrane physiology, transmitter function, synaptic plasticity, and neural interactions of different vertebrate central nervous systems. Appropriate for graduates and undergraduates with strong neuroscience background. Offered alternate years. Previously offered as NEUR 2150.

NEUR 1930E. Great Controversies in Neurobiology.

This upper-level course examines some of the great controversies in the history of neurobiology. Reading material is drawn primarily from the primary scientific literature, so students are expected to already be familiar with reading scientific papers. Each theme will focus on a particular controversy, examining experimental evidence supporting both sides of the issue. Prerequisites: NEUR 0010 and NEUR 1020. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Instructor permission required.

NEUR 1930F. Brain Interfaces for Humans.

Seminar course will cover developing and existing neurotechnology to restore lost human neurological functions. It will cover stimulation technologies to restore hearing, vision and touch, recording technologies to return function for persons with paralysis. The course will also cover devices to modulate brain function (e.g. deep brain stimulators). We will discuss early brain technologies, the present state neural sensors and decoders and future technology developments (e.g. brain-machine hybrids, human augmentation), as well as ethical implications. A final paper will be required. Instructor permission required. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030; 1 year of physics, calculus. Enrollment restricted to 20 Neuroscience Concentrators and Graduate Students. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1930G. Disease, Mechanism, Therapy: Harnessing Basic Biology for Therapeutic Development.

The recent surge in understanding the cellular and molecular basis of neurological disease has opened the way for highly targeted drug discovery and development. In this course we will use several case studies to illuminate how mechanistic insights are being translated into novel therapeutic approaches. Please request an override through C@B. Please keep in mind that decisions on overrides may not be made until the first meeting of the course.

NEUR 1930H. Neurological Disorders: Neural Dynamics + Neurotechnology.

A seminar course on neural dynamics and therapeutic approaches based on open-/closed-loop Brain-Computer Interfaces (BCIs) and neuromodulation for neurological and neuropsychiatric disorders. Topics include: (1) Disorders of consciousness: loss-of-consciousness in generalized epileptic and psychogenic seizures; closed-loop seizure control; Coma, medically induced coma and general anesthesia; Neuromonitoring of consciousness; (2) BCIs for auditory/visual/somatosensory disorders; (3) Movement disorders: BCIs for restoring movement/communication; adaptive-DBS for Parkinson's disease and essential tremor. (4) Neuropsychiatric disorders: DBS for major depression and obsessive compulsive disorder. To sign up, add this course to your cart. Enrollment is based on a variety of factors such as: seniority, concentration requirement.

NEUR 1930I. Neural Correlates of Consciousness.

This course will consider the neuroscience of consciousness from a variety of perspectives, using examples from behavior, neurophysiology, neuroimaging and neurology. The course content will focus on primary literature, using review articles for background. Students will lead discussions. Strongly Recommended: NEUR 1030. Enrollment limited to 15. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section for information about how to gain enrollment into this course.

NEUR 1930J. C2S Neurotech: From Concept to Startup- Translating Neurotechnology.

To provide an understanding of the process of translating neurotechnology concepts into applications that can benefit people with nervous system disorders. Emphasizing principles useful to (1) recognize viable neuroscience concepts that can be applied to human nervous system disorders and (2) implement the essential engineering and clinical steps to translate concepts into real world, useful solutions. This is for students interested in translational neuroscience research in academia or in entrepreneurship and commercialization of neurotech innovations. Please request override via Courses@Brown.

NEUR 1930K. Smart: The Neocortex and Human Intelligence.

This course will explore features of the human cerebral neocortex that may account for our species uniquely types of intelligence ('smart'). The course will begin with a discussion of smart human behavior, followed by a review of functional and structural features including cortical cells, circuits, areas, and networks, as well as evolutionary differences. We will focus on finding candidate features that may distinguish human cortex from other species. Through student-led critical evaluation of key research papers, class discussions, and a final written paper, students will assess the evidence supporting these features and propose future experiments to address gaps in knowledge. The course includes an objective exam on core material, a student-led presentation on a chosen topic, and a final paper. **DO NOT REQUEST AN OVERRIDE.** See registration instructions in Class Notes section.

NEUR 1930L. Neurobiology of Love.

The goal of this course is to explore the underlying neurobiological principles of love and attachment. Topics include the relevant brain areas, the role of sensation and perception in love and attachment; how love and attachment influence action and behavior; plasticity and learning in these systems; and relevant neurodiversity related to love and attachment. You will gain a deeper understanding of concepts and principles that apply throughout the brain. You will gain experience with primary literature and learn about the relevant experimental techniques. There will be an emphasis on how the neurobiology of love is portrayed in the popular press. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section for information about how to gain enrollment into this course.

NEUR 1930N. Region of Interest: Amygdala.

An in-depth exploration of the amygdala. Topics will include: cell types and properties; synaptic properties; plasticity; connections to other brain areas; sub-divisions within the area; the region's role in sensation and perception; the region's role in action and behavior; the region's role in learning and memory; and diseases and disorders. Students will gain a deeper understanding of concepts and principles that apply throughout the brain. Students will gain experience with primary literature and learn about techniques for studying the area.

NEUR 1930Z. Cells and Circuits of the Nervous System.

Selected topics on the biology of neurons and neuronal networks emphasizing primary research literature about neuronal excitability, synaptic mechanisms and plasticity, and diverse sensory, motor, and cognitive functions of neural circuits in vertebrate brains. Offered alternate years. Limit 15. To sign up, add this course to your primary cart. Enrollment decision will be made based on seniority, concentration requirement, etc.

NEUR 1940B. Deep Learning in Neuroethology.

Critical readings class will examine neural mechanisms for natural behavior (neuroethology) through reading classic studies and following current research. The course will emphasize the application of deep learning methods to movement patterns, spatial orientation, and social communication. DeepLabCut is one of several new programs that empower students and researchers to take advantage of deep learning methods for behavioral neuroscience. The course will teach how to replace single-parameter data analysis with deep learning methods to identify underlying patterns. Prerequisites are Introductory Neuroscience (NEUR0010) and prior training in Matlab or computer programming languages. **DO NOT REQUEST AN OVERRIDE FOR THIS COURSE.** Please see the Class Notes section for information about how to gain enrollment into this course.

NEUR 1940C. Topics in Visual Physiology.

Selected topics in visual physiology are examined through a close and critical reading of original research articles. Emphasizes the anatomical and physiological bases of visual function. Appropriate for graduate students and undergraduates with a strong neuroscience background. Offered in alternate years. (Previously offered as NEUR 2120.)

NEUR 1940D. Higher Cortical Function.

This reading course examines a series of high-level neurocognitive deficits from the perspectives of popular science and basic neuroscience. Prerequisite: NEUR 1030. Instructor permission required. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1940E. Molecular Neurobiology: Genes, Circuits and Behavior.

In this seminar course, we will discuss primary research articles, both recent and classical, covering topics ranging from the generation of neuronal diversity to the control of behavior by specific neural circuits. Instructor permission required; enrollment limited to 15. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1940G. Drugs and the Brain.

This is a seminar course devoted to the reading and analyzing of original research articles dealing with the interaction between drugs and the brain. This will include drugs used to analyze normal brain function, as well as drugs of abuse and drugs used for therapeutic purposes. This course is intended for undergraduate and graduate students with a strong background in neuropharmacology. To express interest, please add this course to your primary cart. The decision will be made based on a variety of factors including, but not limited to seniority, concentration requirement. Limited to 15.

NEUR 1940I. Neural Correlates of Consciousness.

This course will consider the neuroscience of consciousness from a variety of perspectives, using examples from behavior, neurophysiology, neuroimaging and neurology. The course content will focus on primary literature, using review articles for background. Students will lead discussions. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Prerequisite: NEUR 0010, 1020, and 1030. Enrollment limited to 15. Instructor permission required.

NEUR 1970. Independent Study.

Laboratory-oriented research in neuroscience, supervised by staff members. A student, under the guidance of a neuroscience faculty member, proposes a topic for research, develops the procedures for its investigation, and writes a report of the results of his or her study. Independent study may replace only one required course in the neuroscience concentration. Prerequisites include NEUR 0010, 1020 and 1030. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Permission must be obtained from the Neuroscience Department.

NEUR 2010. Graduate Proseminar in Neuroscience.

A study of selected topics in experimental and theoretical neuroscience. Presented by neuroscience faculty, students, and outside speakers. A required course for all students in the neuroscience graduate program.

NEUR 2020. Graduate Proseminar in Neuroscience.

See Graduate Pro-Seminar In Neuroscience (NEUR 2010) for course description.

NEUR 2030. Advanced Molecular and Cellular Neurobiology I.

Focuses on molecular and cellular approaches used to study the CNS at the level of single molecules, individual cells and single synapses by concentrating on fundamental mechanisms of CNS information transfer, integration, and storage. Topics include biophysics of single channels, neural transmission and synaptic function. Enrollment limited to graduate students.

NEUR 2040. Advanced Molecular and Cellular Neurobiology II.

This course continues the investigation of molecular and cellular approaches used to study the CNS from the level of individual genes to the control of behavior. Topics include patterning of the nervous system, generation of neuronal diversity, axonal guidance, synapse formation, the control of behavior by specific neural circuits and neurodegenerative diseases. Enrollment is limited to graduate students.

NEUR 2050. Advanced Systems Neuroscience.

Focuses on systems approaches to study nervous system function. Lectures and discussions focus on neurophysiology, neuroimaging and lesion analysis in mammals, including humans. Cognitive neuroscience approaches will become integrated into the material. Topics include the major sensory, regulatory, and motor systems. Enrollment limited to graduate students.

NEUR 2060. Advanced Systems Neuroscience.

Focuses on cognitive approaches to study nervous system function. Lectures and discussions focus on neurophysiology, neuroimaging and lesion analysis in mammals, including humans. Computational approaches will become integrated into the material. Topics include the major cognitive systems, including perception, decisions, learning and memory, emotion and reward, language, and higher cortical function. Instructor permission required.

NEUR 2100. NeuroPracticum.

Intensive laboratory experience appropriate for graduate students with basic background in cellular and molecular neuroscience. This short course includes electrophysiology, and other fundamental techniques. Laboratory exercises run in January and are supplemented by informal lectures. Enrollment requires instructor permission and is limited to 24 graduate students. Prerequisite: NEUR2030. S/NC course

NEUR 2110. Statistical Neuroscience.

An introduction to the statistical modeling of multiscale neural dynamics in networks of neurons and large-scale brain networks with a focus on stochastic processes and random dynamical systems. Analysis of dynamical and statistical network properties: stationarity, directed transfer functions, stability and bifurcations, phase transitions. Related applications to prediction, control, low-dimensional representation, probabilistic neural population encoding and decoding are introduced as well. This is a course for senior undergraduate and graduate students with a background in systems/computational neuroscience and/or applied math/biomedical engineering. Lectures are accompanied by hands-on Python/Matlab-based applications to real and simulated neural data. Topics include: (1) Time and spectral domain models of network dynamics based on multivariate neural time series and point process observations with exogenous inputs; vector autoregressive processes, nonlinear Hawkes processes; stability, transfer functions; (2) Identification of directed interactions in networks of neurons and brain inter-areal communication (Granger causality, transfer entropy, ODE networks); (3) Collective dynamics and low-dimensional representations of network dynamics; (4) Prediction, neural population encoding and decoding for brain-computer interfaces: Bayesian probabilistic approaches based on linear/nonlinear state-space models, machine learning; (5) Data assimilation methods for modeling neural network dynamics. Example datasets include neuronal spike trains, local field potentials, ECoG/SEEG. PREREQUISITES: Introduction to statistics and probability, calculus and linear algebra; Python/Matlab programming language; familiarity with stochastic processes, difference/differential equations and related math background is helpful. Instructor permission required.

NEUR 2120. Topics in Visual Physiology.

Selected topics in visual physiology are examined through a close and critical reading of original research articles. Emphasizes the anatomical and physiological bases of visual function. Primarily for graduate students with a strong background in neuroscience and a working knowledge of the anatomy and physiology of the mammalian visual system. Offered in alternate years. Instructor permission required.

NEUR 2160. Neurochemistry and Behavior.

Examines behavior from a neurochemical perspective via readings and discussions based on original research articles. Intended primarily for graduate students with a strong background in neurochemistry and neuropharmacology and advanced undergraduates with an appropriate background. Offered alternate years. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 2450. Exchange Scholar Program.**NEUR 2920. Behavior: A Genetic and Molecular Perspective.**

Many of the cellular and molecular mechanisms that underlie behavior are conserved across species. This seminar course draws on work in invertebrate and vertebrate species to examine the genes and molecules that have been implicated in diverse behaviors. Topics to be discussed include circadian rhythms, pair bonding, migration, and aggression. Each week, students will read two to three papers from the primary literature and actively participate in class discussion. Prerequisites: NEUR 0010 and NEUR 1020 (undergraduate students) or NEUR 2030 (graduate students). Enrollment limited to 13. Instructor permission required.

NEUR 2930C. Historical Foundations of the Neurosciences.

Two year sequence starting Fall 2010; students register for one year at a time. The first year (2010-2011) will examine the history of basic neuroscientific concepts from the late Greeks (Galen) to the later 19th century, up to Cajal (neuron doctrine) and Sherrington (reflexes and integration). Since the seminar meets only monthly, it must be taken in the Fall and Spring semesters to receive a semester's credit. For credit, a substantial paper (approximately 15 pages) is required at the end of the Spring semester. Primarily for graduate students in neuroscience, cognitive science, and psychology. Others may be admitted after discussion with the instructor. Auditors are welcome if they share in the rotating duty of presenting seminars. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 2930E. Bench to Bedside: Unraveling Diseases of the Nervous System.

Enrollment restricted to graduate students.

NEUR 2930F. Disease, Mechanism, Therapy: Harnessing Basic Biology for Therapeutic Development.

The recent surge in understanding the cellular and molecular basis of neurological disease has opened the way for highly targeted drug discovery and development. In this course we will use several case studies to illuminate how mechanistic insights are being translated into novel therapeutic approaches. Instructor permission required. Enrollment limited to 15 Graduate students. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 2940A. Advanced Molecular Neurobiology.

No description available.

NEUR 2940G. Historical Foundations of the Neurosciences II.

Continuation of a two year sequence focusing on the conceptual foundations in the history of neuroscience, from the late nineteenth century to the present. Primarily for graduate students in neuroscience, cognitive science, and psychology, but senior undergraduates may be admitted with written permission from the instructor. Seminar meets monthly, and must be taken for the full year to receive one semester credit.

NEUR 2940H. Ethics and Skills Workshop.

The ethics and skills workshops will be lead by faculty trainers in the Neuroscience Graduate Program. We will cover the following or similar topics over a two year period: Plagiarism, scientific accuracy, data ownership, expectations of advisory committees and mentors, authorship disagreements, and conflicts among lab members. Enrollment restricted to graduate students.

NEUR 2940I. Neural Correlates of Consciousness.

Will consider the neuroscience of consciousness from a variety of perspectives, using examples from behavior, neurophysiology, neuroimaging and neurology. The course content will focus on primary literature, using review articles for background. Students will lead the discussions. Primarily for graduate students. Senior undergraduates neuroscience concentrators and others may be admitted after discussion with the instructor. Instructor permission required. S/NC

NEUR 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

NEUR 2980. Graduate Independent Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. S/NC

NEUR 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

NEUR XLIST. Courses of Interest to Neuroscience Concentrators.

The School of Engineering

The mission of Brown University's School of Engineering is to educate future leaders in the fundamentals of engineering in an environment of world-class research. We stress an interdisciplinary approach and a broad understanding of underlying global issues. Collaborations across the campus and beyond strengthen our development of technological advances that address challenges of vital importance to us all.

Along with our associations with the other scholarly disciplines – biology, medicine, physics, chemistry, computer science, the humanities and the social sciences – our collaborations bring unique solutions to challenging problems. The School focuses on unique and innovative clustering of faculty. In terms of research groups, engineers of all types team together with non-engineers to tackle some of the biggest problems facing engineering, science, and society today. Our talents and expertise lie in the interdisciplinary domain where the seemingly diverse disciplines converge.

The School of Engineering offers courses and programs leading to the Bachelor of Science (Sc.B.), the Bachelor of Arts (A.B.), the Master of Science (Sc.M.), the Master of Arts (A.M.), and the Doctor of Philosophy (Ph.D.).

In addition, the School of Engineering, in collaboration with the Division of Biology and Medicine, offers an interdisciplinary graduate program leading to the Master of Science and Doctor of Philosophy in Biomedical Engineering.

For more information on admission and program requirements for the Sc.M. or Ph.D. degrees in Engineering, please visit the following websites:

Five-Year Sc.B./Sc.M.: <https://engineering.brown.edu/graduate/programs-guide/five-year-scbscm-requirements> (<https://engineering.brown.edu/graduate/programs-guide/five-year-scbscm-requirements/>)

Sc.M. in Biomedical Engineering: <https://www.brown.edu/academics/ibeam/academics/graduate-program/master-science-scm-programs/scm-program-overviews>

Sc.M. in Chemical Engineering: <https://engineering.brown.edu/graduate/programs-guide/scm-requirements> (<https://engineering.brown.edu/graduate/programs-guide/scm-requirements/>)

Sc.M. in Environmental Engineering: <https://engineering.brown.edu/graduate/programs-guide/scm-requirements> (<https://engineering.brown.edu/graduate/programs-guide/scm-requirements/>)

Sc.M. in Electrical and Computer Engineering: <https://engineering.brown.edu/graduate/programs-guide/scm-requirements> (<https://engineering.brown.edu/graduate/programs-guide/scm-requirements/>)

Sc.M. in Materials Science and Engineering: <https://engineering.brown.edu/graduate/programs-guide/scm-requirements> (<https://engineering.brown.edu/graduate/programs-guide/scm-requirements/>)

Sc.M. in Applied Mechanics and Mechanical Engineering: <https://engineering.brown.edu/graduate/programs-guide/scm-requirements> (<https://engineering.brown.edu/graduate/programs-guide/scm-requirements/>)

Sc.M. in Program in Innovation Management and Entrepreneurship (PRIME): <https://prime.brown.edu/>

Brown-RISD Master of Arts in Design Engineering (MADE): <https://design.engineering.brown.edu/>

Ph.D. in Biomedical Engineering: <https://www.brown.edu/academics/ibeam/academics/graduate-program/phd-program/phd-program-overview> (<https://www.brown.edu/academics/ibeam/academics/graduate-program/phd-program/phd-program-overview/>)

Ph.D. in Engineering: <https://www.brown.edu/graduateprograms/engineering-phd> (<https://www.brown.edu/graduateprograms/engineering-phd/>)

For additional information, please visit the School's website at: <https://engineering.brown.edu/>

Engineering Concentration Requirements

Engineers make decisions, by collecting and analyzing data; using scientific principles to formulate analytical models of a process; and predicting the outcome of candidate solutions to a problem. They use their creativity to identify innovative solutions to challenging problems. These skills are valuable not only in technical careers, but also in fields such as public service, environmental policy, architecture, teaching, technology management, finance, entrepreneurship or patent law. A foundation in engineering will help prepare you for the future, regardless of your aspirations. The School of Engineering offers the Engineering A.B. degree to enable students to combine a rigorous and interdisciplinary foundation in engineering with the diverse opportunities provided by Brown's liberal arts curriculum. With only 11 required courses, it has the greatest flexibility of all of the School's undergraduate degree programs.

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies after assuring compliance with all relevant program and accreditation requirements.

Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0200, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200 (or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra), or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1260 (Complex Analysis), MATH 1610 (Probability), or MATH 1620 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA

concentration credits. Details regarding the mathematics requirement for each concentration are listed in the corresponding programs.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the “Study Elsewhere” section of the University Bulletin for procedures.) In addition to the general rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be “unassigned credit” given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor. In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad/>)). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their

Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

Standard Program for the A.B. Degree

Please note that the A.B. degree program is not accredited by ABET. Candidates for the Bachelor of Arts (A.B.) degree with a concentration in Engineering must complete at least eight approved Engineering courses. The eight courses must include at least two 1000-level Engineering courses. Of these two 1000-level courses, one must be a design course (ideally capstone or any design course in accredited Sc.B. programs) or be an independent study course that incorporates elements of student project design (must meet Brown course hour requirements), and the other course would be any 1000-level advanced (with pre-requisites) engineering in-classroom experience course. The set of Engineering courses must be chosen with careful attention to the prerequisites of the 1000-level courses.

Not all engineering courses may be used to satisfy the Engineering course requirement for the A.B. degree. For example, the following courses, in the table below, cannot be used to satisfy the Engineering course requirement for the A.B. Therefore, the program of study must be developed through consultation with the Concentration Advisor.

ENGN 0020	Transforming Society-Technology and Choices for the Future
ENGN 0090	Management of Industrial and Nonprofit Organizations
ENGN 0130	The Engineer's Burden: Why Changing the World is Difficult
ENGN 0260	Mechanical Technology
ENGN 0350	Art Fluid Engineering
ENGN 0610	Systems Thinking
ENGN 0620	Design Brief
ENGN 0900	Managerial Decision Making
ENGN 0930A	Appropriate Technology
ENGN 0930C	DesignStudio
ENGN 1010	The Entrepreneurial Process
ENGN 1800	Social Impact of Emerging Technologies: The Role of Scientists and Engineers
ENGN 1931Q	Entrepreneurial Management in Adversity
ENGN 1931W	Selling & Sales Leadership in the Entrepreneurial Environment
ENGN 1932M	Foundations of Internet Communication Systems
ENGN 2110	Business Engineering Fundamentals I
ENGN 2120	Business Engineering Fundamentals II
ENGN 2130	Innovation and Technology Management
ENGN 2140	Innovation and Technology Management II
ENGN 2150	Technology Entrepreneurship and Commercialization I
ENGN 2180	Globalization Immersion Experience and Entrepreneurship Laboratory
ENGN 2160	Technology Entrepreneurship and Commercialization II

The A.B. program also requires preparation in Mathematics equivalent to MATH 0200 and APMA 0350, as well as at least one college-level science course from the general areas of chemistry (except CHEM 0100), biology, physics, or geological sciences. A programming course is also recommended, but not required. The entire program is subject to approval by an Engineering Concentration Advisor and the Director of Undergraduate Programs in Engineering.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Biomedical Engineering Concentration Requirements

Biomedical Engineering (<https://engineering.brown.edu/undergraduate/> (<https://engineering.brown.edu/undergraduate/concentrations/biomedical-engineering/>) (<https://engineering.brown.edu/undergraduate/concentrations/biomedical-engineering/>) is a dynamic and growing field based upon the application of the tools of engineering to the subject matter of biology and medicine. The undergraduate program in biomedical engineering is an interdisciplinary concentration structured as a joint program between the Division of Biology and Medicine and the School of Engineering. Students can take courses from and do research with faculty from engineering, the various departments of biology, and the Brown-affiliated hospitals in Rhode Island. The Biomedical Engineering (BME) concentration shares much of the core with the other engineering programs, but the program's primary emphasis is on the fundamentals of biomedical engineering, while also allowing students to personalize their curriculum. Biomedical engineers design new drugs, genetically engineer organisms, and devise new medical devices and instruments. They also use their understanding of biology to advance synthetic and naturally-derived materials and products. BME students learn to apply the principles of engineering and science, along with problem solving skills and critical thinking to a broad spectrum of engineering problems. Further, BME is a sound foundation for lifelong education with its emphasis on the use of teamwork, effective communication skills, and an understanding of broad social, ethical, economic and environmental consequences. The biomedical engineering curriculum at Brown prepares students for careers in biomedical engineering and biotechnology, as well as careers in diverse areas such as medicine, law, business, and health care delivery.

The Sc.B. program in Biomedical Engineering is accredited by the Engineering Accreditation Commission of ABET <http://www.abet.org/>. It is jointly offered by the School of Engineering and the Division of Biology and Medicine as an interdisciplinary concentration designed for students interested in applying the methods and tools of engineering to the life sciences and medicine. Alumni of the Biomedical Engineering (BME) program will achieve one or more of these program educational objectives (PEOs) within five (5) years of graduation: (1) Serve society through work or advanced study in a broad range of fields including, but not limited to, medicine, healthcare, industry, government, and academia; (2) Apply their deeply creative and versatile biomedical engineering education to solve a broad spectrum of engineering and societal challenges; and (3) Contribute as role models, mentors, or leaders in their fields. The student outcomes of this program are the ABET (1) - (7) Student Outcomes as defined by the ABET Criteria for Accrediting Engineering Programs, available online at <http://www.abet.org/accreditation-criteria-policies-documents/>. The Biomedical Engineering concentration shares much of the core with the other engineering programs and is structured to include more science courses and electives that introduce cutting edge areas in the field of BME.

The requirements regarding Mathematics, Advanced Placement, Transfer Credit, Substitutions for Required Courses, and Humanities and Social Science Courses are identical to those of the Sc.B. degree programs in

Engineering. Please refer to the Engineering section of the University Bulletin (<https://bulletin.brown.edu/engineering/>) for explicit guidelines.

Standard program for the Sc.B. degree

1. Core Courses

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0510	Electricity and Magnetism	1
or ENGN 0520	Electrical Circuits and Signals	
ENGN 0720	Thermodynamics	1
ENGN 0810	Fluid Mechanics	1
CHEM 0330	Equilibrium, Rate, and Structure	1
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
CHEM 0350	Organic Chemistry I	1
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
APMA 0350	Applied Ordinary Differential Equations ¹	1
APMA 1650	Introduction to Probability and Statistics with Calculus	1
or BIOL 0495	Statistical Analysis of Biological Data	
or PHP 1510	Principles of Biostatistics and Data Analysis	
or APMA 1655	Introduction to Probability and Statistics with Theory	

2. Upper Level Biomedical Engineering Curriculum

ENGN 1110	Transport and Biotransport Processes	1
ENGN 1210	Biomechanics	1
ENGN 1230	Instrumentation Design	1
ENGN 1490	Biomaterials	1
BIOL 0800	Principles of Physiology	1

3. Additional Biomedical Engineering Electives: Complete at least 3 courses from the following groups; other upper-level courses are subject to Concentration Advisor approval.

Select one or two of the following:

CSCI 1810	Computational Molecular Biology
or CSCI 1820	Algorithmic Foundations of Computational Biology
ENGN 0500	Digital Computing Systems
ENGN 1220	Neuroengineering
ENGN 1510	Nanoengineering and Nanomedicine
ENGN 1520	Cardiovascular Engineering
ENGN 1550	Recent Advances in Biomedical Engineering
ENGN 1740	Computer Aided Visualization and Design
ENGN 1930B	Biomedical Optics
ENGN 1945	Immunoengineering
ENGN 2625	Optical Microscopy: Fundamentals and Applications
ENGN 2910S	Cancer Nanotechnology
ENGN 2911R	Analytical Modeling for Biomechanical and Biomedical Systems
ENGN 2912R	Implantable Devices
BIOL 1140	Tissue Engineering
BIOL 1150	Stem Cell Engineering
BIOL 2110	Drug and Gene Delivery

At least one or two more courses from:

BIOL 0280	Biochemistry
BIOL 0470	Genetics

BIOL 0500	Cell and Molecular Biology
BIOL 0510	Introductory Microbiology
BIOL 0530	Principles of Immunology
BIOL 1090	Polymer Science for Biomaterials
BIOL 1100	Cell Physiology and Biophysics
BIOL 1555	Methods in Informatics and Data Science for Health
APMA 1070	Quantitative Models of Biological Systems
CHEM 0360	Organic Chemistry II
ENGN 2910G	Topics in Translational Research and Technologies
NEUR 1020	Principles of Neurobiology
NEUR 1440	Mechanisms and Meaning of Neural Dynamics
PHYS 1610	Biological Physics
BIOL 1810	21st Century Applications in Cell and Molecular Biology

4. Capstone Design²

ENGN 1240	Biomedical Engineering Design and Innovation	1
ENGN 1250	Biomedical Engineering Design and Innovation II	1

5. General Education Requirement: At least four approved courses must be taken in the humanities and social sciences.

Total Credits **21**

¹ Students who completed APMA 0330 and/or APMA 0340 prior to academic year 2021-22 may count these as satisfying the APMA 0350 and/or APMA 0360 requirements.

² In some **rare cases**, Independent Study may be substituted, subject to Concentration Advisor approval.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Chemical Engineering Concentration Requirements

The Sc.B. program in Chemical Engineering prepares students for any field in the chemical sciences. The program emphasizes a molecular engineering approach to problem-solving. Students will learn how engineering at the atomic scale can be used to solve some of the most pressing technical challenges facing society. The program provides a rigorous foundation in engineering fundamentals and space for students to craft a program for their desired goals. Our students go on to work in industry, start-ups, consulting, graduate and professional schools, and many other fields.

The Chemical Engineering program is accredited by the Engineering Accreditation Commission of ABET: <http://www.abet.org> (<http://www.abet.org/>). The objectives of the Brown University Chemical Engineering Sc.B. Program are to produce graduates who will: (1) apply their knowledge of engineering, science, mathematics, and liberal arts to successful careers and leadership roles in industry, government, or academia; (2) apply independent, critical, and integrative thinking to a broad range of complex, multidisciplinary problems, and effectively communicate their solutions to broad audiences of diverse backgrounds; and (3) show a lifelong commitment to technical approaches that address the needs of society in an ethical, safe, sustainable, and environmentally responsible manner. The student outcomes of this program are the ABET (1)- (7) Student Outcomes as defined by the "ABET Criteria for

Accrediting Engineering Programs" available online at <http://www.abet.org/accreditation-criteria-policies-documents/>

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies after assuring compliance with all relevant program and accreditation requirements.

Standard Program for the Sc.B. degree

Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0200, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200 (or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra) or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1460 (Complex Analysis), MATH 1210 (Probability), or MATH 1220 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA concentration credits. Details regarding the mathematics requirement for each concentration are listed in the corresponding programs.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures). In addition to the general rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be "unassigned credit" given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor. In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad>). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

1. Core Courses:

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0410	Materials Science	1
ENGN 0510	Electricity and Magnetism	1
ENGN 0520	Electrical Circuits and Signals	1
or ENGN 0500	Digital Computing Systems	

ENGN 0720	Thermodynamics	1
ENGN 0810	Fluid Mechanics	1
CHEM 0330	Equilibrium, Rate, and Structure	1
BIOL 0200	The Foundation of Living Systems	1
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
or MATH 0520	Linear Algebra	
APMA 0350	Applied Ordinary Differential Equations	1
APMA 0360	Applied Partial Differential Equations I	1
or APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
2. Upper-Level Chemical Engineering Curriculum		
ENGN 1100	Numerical Methods in Chemical Engineering	1
ENGN 1120	Reaction Kinetics and Reactor Design ¹	1
ENGN 1130	Chemical Engineering Thermodynamics ¹	1
ENGN 1710	Principles of Heat and Mass Transfer	1
CHEM 0350	Organic Chemistry I	1
Advanced Chemistry elective course ²		
CHEM 0360	Organic Chemistry II	1
or CHEM 0400	Biophysical and Bioinorganic Chemistry	
or CHEM 0500	Inorganic Chemistry	
or CHEM 1140	Physical Chemistry: Quantum Chemistry	
Advanced Engineering or Natural Sciences elective course ³		
3. Capstone Design Course		
ENGN 1140	Chemical Process Design	1
*In addition to program requirements above, students must take four courses in the humanities and social sciences.		
Total Credits		21

¹ ENGN 1120 and ENGN 1130 are only offered in alternate years.

² An advanced chemistry course approved by Concentration Advisor; the courses listed have been pre-approved for this requirement.

³ An advanced course in the natural sciences approved by the Concentration Advisor. For suggestions of acceptable courses that fulfill this requirement, please see the Concentration Advisor.

Special Sc.B. Concentrations (non-accredited)

In addition to the standard program described above, students may also petition the Engineering Concentration Committee to pursue a special engineering Sc.B. degree of their own design. Such special Sc.B. programs are not ABET-accredited. Students with a special concentration will receive an Sc.B. degree in engineering, but a specific area of specialization will not be noted on their transcript. A special Sc.B. concentration is intended to prepare graduates for advanced study in engineering or for professional practice, but in an area that is not covered by one of the existing Sc.B. programs. Accordingly, special concentration programs are expected to consist of a coherent set of courses with breadth, depth and rigor comparable to an accredited degree. A total of 21 engineering, mathematics, and basic science courses are required. The program must include at least 3 courses in mathematics, at least 2 courses in physical or life sciences; and at least 12 courses in engineering. At least five of the engineering courses must be upper level courses, and one must be a capstone design course or independent study, which

must be advised or co-advised by a member of the regular engineering faculty. Note that not all Engineering courses may be used to meet Sc.B. requirements: for example, the courses not allowed to count toward the A.B. will not qualify. Petitions should be prepared in consultation with an engineering faculty advisor, who will submit the petition to the Engineering Concentration Committee. Petitions must include: (i) a statement of the objectives of the degree program, and an explanation of how the courses in the program meet these objectives; (ii) course descriptions for any courses in the program that are not part of standard Sc.B. Engineering concentrations; (iii) a detailed description of any independent study courses used for concentration credit, signed by the faculty advisor for this course; and (iv) an up-to-date internal transcript.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Computer Engineering Concentration Requirements

Computer engineers design computer hardware (from chips to servers), communication and network systems, and the smart digital devices that continue to revolutionize how we live and work. They also write the software to run these systems, constantly innovating to improve performance to meet our growing technological needs. They are at the forefront of cybersecurity, machine intelligence, networking, embedded systems, and robotics. They are proficient in both electrical engineering and computer science and are employed in every industry or field that requires computer hardware.

The Computer Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org> (<http://www.abet.org/>). The Program Educational Objectives (PEOs) of the CE undergraduate program strives to prepare graduates who: (1) will succeed as leaders in the computer engineering and technology industry and in research and development positions within industry and academia; (2) will work effectively in a range of roles to solve problems with global, economic, environmental and societal impacts; and (3) will pursue lifelong learning through advanced degrees and professional development opportunities throughout their chosen career. The student outcomes of this program are the ABET (1) - (7) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" available online at <http://www.abet.org/accreditation-criteria-policies-documents/>

The Computer Engineering concentration shares much of the core with the other engineering programs, but is structured to include more courses in computer science and a somewhat different emphasis in mathematics.

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies after assuring compliance with all relevant program and accreditation requirements.

Standard Program for the Sc.B. degree Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0100, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200 (or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra), or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1460 (Complex Analysis), MATH 1210 (Probability), or MATH 1220 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA concentration credits. Details regarding the mathematics requirement for each concentration are listed in the corresponding programs.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures.) In addition to the general rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with

ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be "unassigned credit" given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor. In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad/>)). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

1. Core Courses:

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0510	Electricity and Magnetism	1
ENGN 0520	Electrical Circuits and Signals	1
APMA 1650	Introduction to Probability and Statistics with Calculus	1
or APMA 1655	Introduction to Probability and Statistics with Theory	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	

CHEM 0330	Equilibrium, Rate, and Structure ¹	1
or ENGN 0410	Materials Science	
or NEUR 0010	The Brain: An Introduction to Neuroscience	
APMA 0350	Applied Ordinary Differential Equations	1
or APMA 1170	Introduction to Computational Linear Algebra	
or APMA 1710	Information Theory	
or CSCI 0220	Introduction to Discrete Structures and Probability	
or CSCI 1570	Design and Analysis of Algorithms	
or MATH 1260	Complex Analysis	

Select one of the following series (other CSCI courses subject to approval):

CSCI 0150	Introduction to Object-Oriented Programming and Computer Science
and	
CSCI 0200	Program Design with Data Structures and Algorithms

OR

CSCI 0170	Computer Science: An Integrated Introduction
and	
CSCI 0200	Program Design with Data Structures and Algorithms

OR

CSCI 0190	Accelerated Introduction to Computer Science (plus one additional CSCI course subject to Concentration Advisor approval)

OR

CSCI 0111	Computing Foundations: Data ²
and	
CSCI 0112	Computing Foundations: Program Organization
and	
CSCI 0200	Program Design with Data Structures and Algorithms

2. Upper-Level Computer Engineering Curriculum:

ENGN 1570	Linear System Analysis	1
ENGN 1630	Digital Electronics Systems Design	1
ENGN 1640	Design of Computing Systems	1
MATH 0520	Linear Algebra	1
or MATH 0540	Linear Algebra With Theory	
One advanced Computer Engineering foundations course:		1
ENGN 1580	Communication Systems	
ENGN 1600	Design and Implementation of Digital Integrated Circuits	
ENGN 1610	Image Understanding	
ENGN 1620	Analysis and Design of Electronic Circuits	
ENGN 2530	Digital Signal Processing	
One advanced Computer Science course with significant systems programming: ³		1
CSCI 0330	Introduction to Computer Systems	
or CSCI 0300	Fundamentals of Computer Systems	
ENGN 0500	Digital Computing Systems	
CSCI 0320	Introduction to Software Engineering	
CSCI 1230	Introduction to Computer Graphics	
CSCI 1380	Distributed Computer Systems	
CSCI 1670	Operating Systems	
CSCI 1680	Computer Networks	

Select three upper-level Computer Engineering electives. At least one must be an ENGN course, and at least one must be a CSCI course. Note that some upper-level courses are not offered every year. Other 1000- or 2000-level ENGN and CSCI courses outside of the list below may also be approved by the Concentration Advisor if they have appropriate connections to Computer Engineering.⁴

ENGN 1220	Neuroengineering
ENGN 1450	Properties and Processing of Electronic Materials
ENGN 1560	Applications in Microwave Communications
ENGN 1580	Communication Systems
ENGN 1590	Semiconductor Devices
ENGN 1600	Design and Implementation of Digital Integrated Circuits
ENGN 1610	Image Understanding
ENGN 1620	Analysis and Design of Electronic Circuits
ENGN 1650	Embedded Microprocessor Design ⁵
ENGN 1690	Photonics Devices and Sensors
ENGN 1930B	Biomedical Optics
ENGN 1931A	Photovoltaics Engineering
ENGN 1931F	Introduction to Power Engineering
ENGN 1931M	Industrial Machine Vision
ENGN 1931Y	Control Systems Engineering
ENGN 2500	Medical Image Analysis
ENGN 2501	Digital Geometry Processing
ENGN 2502	3D Photography
ENGN 2520	Pattern Recognition and Machine Learning
ENGN 2530	Digital Signal Processing
ENGN 2560	Computer Vision
ENGN 2620	Solid State Quantum and Optoelectronics
ENGN 2911X	Reconfigurable Computing
ENGN 2912B	Scientific Programming in C++
ENGN 2912K	Mixed-Signal Electronic Design
ENGN 2912U	Coordinated Mobile Robotics
ENGN 2920F	Sensors and Actuators for Real Systems
CSCI 0320	Introduction to Software Engineering
CSCI 1230	Introduction to Computer Graphics
CSCI 1270	Database Management Systems
CSCI 1300	Interaction Design
CSCI 1380	Distributed Computer Systems
CSCI 1411	Foundations of AI
CSCI 1430	Computer Vision
CSCI 1470	Deep Learning
CSCI 1570	Design and Analysis of Algorithms
CSCI 1600	Real-Time and Embedded Software
CSCI 1660	Introduction to Computer Systems Security
CSCI 1670	Operating Systems
CSCI 1680	Computer Networks
CSCI 1730	Design and Implementation of Programming Languages
CSCI 1951R	Introduction to Robotics

3. Capstone Design⁶

ENGN 1650	Embedded Microprocessor Design ⁵
or ENGN 1000	Projects in Engineering Design I
or ENGN 1001	Projects in Engineering Design II

3

4. General Education Requirement: At least four approved courses must be taken in humanities and social sciences

Total Credits

21

- 1 Or a Biology course beyond BIOL 0200, subject to Concentration Advisor approval
- 2 Subject to approval by the Concentration Advisor, the third upper-level elective may optionally be chosen from another department, such as CLPS, NEUR, PHYS or CHEM, if it has a significant quantitative physical science emphasis.
- 3 CSCI 1952Y cannot be used as a CS elective due to its overlap with ENGN 1640, which is a required course.
- 4 Students wishing to go directly from CSCI 0111 (<https://bulletin.brown.edu/search/?P=CSCI%200111>) to CSCI 0200 (<https://bulletin.brown.edu/search/?P=CSCI%200200>) (without CSCI 0112 (<https://bulletin.brown.edu/search/?P=CSCI%200112>)) will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200 (<https://bulletin.brown.edu/search/?P=CSCI%200200>).
- 5 ENGN 1650 cannot be counted as an elective and capstone simultaneously. It can only be either elective or capstone.
- 6 Subject to approval by the Concentration Advisor, an independent study course (ENGN 1972/ENGN 1973) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work; (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study/>)

Special Sc.B. Concentrations (non-accredited):

In addition to the standard programs described above, students may also petition the Engineering Concentration Committee to pursue a special engineering Sc.B. degree of their own design. Such special Sc.B. programs are not ABET-accredited. Students with a special concentration will receive an Sc.B. degree in engineering, but a specific area of specialization will not be noted on their transcript. A special Sc.B. concentration is intended to prepare graduates for advanced study in engineering or for professional practice, but in an area that is not covered by one of the existing Sc.B. programs. Accordingly, special concentration programs are expected to consist of a coherent set of courses with breadth, depth and rigor comparable to an accredited degree. A total of 21 engineering, mathematics, and basic science courses are required. The program must include at least 3 courses in mathematics, at least 2 courses in physical or life sciences; and at least 12 courses in engineering. At least five of the engineering courses must be upper level courses, and one must be a capstone design course or independent study, which must be advised or co-advised by a member of the regular engineering faculty. Note that not all Engineering courses may be used to meet Sc.B. requirements: for example, the courses not allowed to count toward the A.B. will not qualify. Petitions should be prepared in consultation with an engineering faculty advisor, who will submit the petition to the Engineering Concentration Committee. Petitions must include: (i) a statement of the objectives of the degree program, and an explanation of how the courses in the program meet these objectives; (ii) course descriptions for any courses in the program that are not part of standard Sc.B. Engineering concentrations; (iii) a detailed description of any independent study courses used for concentration credit, signed by the faculty advisor for this course; and (iv) an up-to-date internal transcript.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

1

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Design Engineering Concentration Requirements

Design Engineering (<https://engineering.brown.edu/undergraduate/concentrations/design-engineering/>) (DE) teaches students to understand not just the how and what, but the why and why not behind the creation of technologically enabled products, services and systems. Methodologies, frameworks and analytical tools to evaluate strategic and systemic implications and consequences of these products, services and systems are considered. DE prepares students to (a) effectively apply engineering principles and quantitative analysis to make design decisions, (b) utilize complementary and conflicting principles from domains other than engineering in design decisions, (c) adeptly apply systemic principles to show interactions within and between systems, and (d) achieve fluency in human-centered and systems design processes and principles to analyze and synthesize responses to complex real-world problems.

Visit <https://engineering.brown.edu/undergraduate/concentrations/design-engineering>

The DE program has 19 required courses and a required narrative explaining why the student is choosing Design Engineering, their proposed pathway, and how their courses support that pathway. Course requirements include three courses in mathematics; one introductory engineering design course; one engineering gateway course; one natural science course; one computer science course; two engineering design courses (ENGN 0610 and ENGN 0620); three cognitive, psychological or social science courses (either from the list provided or with concentration advisor approval); and six upper-level courses curated by a student's chosen pathway focus, from which four must be engineering courses. The program culminates with a capstone, design or independent study experience. Brown's Design Engineering Bachelor of Science degree is non-ABET accredited.

Program Requirements

Introduction to Engineering

ENGN 0032	Introduction to Engineering: Design	1
or ENGN 0030	Introduction to Engineering	

Engineering Gateway (courses selected should include those required for the student's proposed pathway)

ENGN 0040	Engineering Statics and Dynamics	1
or ENGN 0410	Materials Science	
or ENGN 0490	Fundamentals of Environmental Engineering	
or ENGN 0500	Digital Computing Systems	
or ENGN 1490	Biomaterials	

Basic Physical/Life Science

BIOL 0200	The Foundation of Living Systems	1
CHEM 0330	Equilibrium, Rate, and Structure	
NEUR 0010	The Brain: An Introduction to Neuroscience	

Computer Science

CSCI 0111	Computing Foundations: Data	1
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	

CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	
APMA 0160	Introduction to Scientific Computing	
Mathematics: Calculus and Methods of Applied Mathematics and Statistics		
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
APMA 0350	Applied Ordinary Differential Equations	1
A third mathematics course from the following list:		
MATH 0100	Single Variable Calculus, Part II	
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	
APMA 0360	Applied Partial Differential Equations I	
APMA 1650	Introduction to Probability and Statistics with Calculus	
APMA 1655	Introduction to Probability and Statistics with Theory	
CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
MATH 0520	Linear Algebra	
MATH 0540	Linear Algebra With Theory	
Design Engineering Specific Requirements		
ENGN 0610	Systems Thinking	1
ENGN 0620	Design Brief	1
Social Science Research, Decision Making and Societal Context		
One course that covers Social Science Research Methods:		
ANTH 1940	Ethnographic Research Methods	1
SOC 1117	Focus Groups for Market and Social Research	
SOC 1118	Context Research for Innovation	
POLS 0500	Foundations of Political Analysis	
Or an equivalent course approved by the Concentration Advisor		
One course on Decision Making and Design:		
CPSY 0220	Making Decisions	1
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0700	Social Psychology	
CPSY 1730	Psychology in Business and Economics	
EDUC 0800	Introduction to Human Development and Education	
PHIL 1610	Decision Theory: Foundations and Applications	
Or an equivalent course approved by the Concentration Advisor		
One course on Societal Context for Design:		
AMST 1611S	US Popular Culture	1
ANTH 0100	Introduction to Cultural Anthropology	
ANTH 1236	Urban Life: Anthropology in and of the City	
ARCH 0755	Engineering and Technology in the Ancient World	
ECON 0110	Principles of Economics	
ECON 1390	Inequality of Income, Wealth, and Health in the United States	
HIAA 0140	Structural and Architectural Analysis	
HIAA 1171	Cities, Landscapes, and Design in the Age of Pandemics	
PHIL 0401	Ethics of Digital Technology	

PHIL 0403	Ethics and Politics of Data	
PHIL 1430	Moral Theories	
TAPS 0220	Persuasive Communication	
URBN 1870D	Downtown Development	
Or an equivalent course approved by the Concentration Advisor		
Advanced Courses: Six engineering and/or engineering-related courses, at least four of which are ENGN courses, including two ENGN courses that are above the 1000-level (cannot be Entrepreneurship or Innovation Management and Entrepreneurship (PRIME) program courses). The fifth and the sixth courses can be non-introductory STEM courses. The pathway must be approved by the Concentration Advisor and constitute a coherent body of work. ¹		6
One Capstone, Design or Independent Study		1
ENGN 1000	Projects in Engineering Design I	
ENGN 1001	Projects in Engineering Design II	
ENGN 1140	Chemical Process Design	
ENGN 1150	Environmental Engineering Design	
ENGN 1230	Instrumentation Design	
ENGN 1620	Analysis and Design of Electronic Circuits	
ENGN 1640	Design of Computing Systems	
ENGN 1650	Embedded Microprocessor Design	
ENGN 1740	Computer Aided Visualization and Design	
ENGN 1760	Design of Space Systems	
ENGN 1930L	Biomedical Engineering Design and Innovation	
ENGN 1930M	Industrial Design	
ENGN 1931D	Design of Mechanical Assemblies	
ENGN 1931L	Biomedical Engineering Design and Innovation II	
ENGN 1972	Independent Study in Engineering Design	
ENGN 1973	Independent Study in Engineering Design	
Total Credits		19

¹ The following courses do not qualify for this purpose: ENGN 0020, ENGN 0090, ENGN 0130, ENGN 0350, ENGN 0900, ENGN 0930A, ENGN 1010, ENGN 1800, ENGN 1931H, ENGN 1931J, ENGN 1931Q, ENGN 1931W, ENGN 1932D, ENGN 2000, ENGN 2040, ENGN 2060, ENGN 2095, ENGN 2110, ENGN 2120, ENGN 2125, ENGN 2130, ENGN 2140, ENGN 2150, ENGN 2160, ENGN 2172, ENGN 2173, ENGN 2180

Electrical Engineering Concentration Requirements

The Sc.B. program in Electrical Engineering equips students with a solid foundation for careers in electrical engineering and related fields, to advance the knowledge base for future technologies, and to merge teaching, scholarship, and practice in the pursuit of solutions to human needs. Electrical engineers design and manufacture microelectronic hardware; sensors; biomedical instrumentation; communication systems; control systems; radar and navigation equipment, as well as power generation and distribution equipment and propulsion systems. The professional organization for electrical engineers, the Institute of Electrical and Electronics Engineers (IEEE), has over 400,000 members worldwide.

The curriculum consists of an interdisciplinary engineering core that includes courses in engineering, mathematics, and computer science, followed by advanced courses in electrical engineering, which include linear systems, analog and digital electronics, advanced science (typically modern physics or quantum mechanics) and three upper-level EE courses selected by the students. The program culminates with the capstone project course.

The Electrical Engineering program is accredited by the Engineering Accreditation Commission of ABET: <http://www.abet.org>. The Program Educational Objectives (PEOs) of the Electrical Engineering Sc.B. Program are to prepare the graduates: (1) to leverage their knowledge of mathematics, science, engineering, and liberal arts to succeed as leaders in engineering and technology industries and in R&D positions in industry and academia; (2) to build broad knowledge and experience in interdisciplinary research and project management, and to apply critical thinking skills in developing and evaluating technological solutions addressing societal needs. The student outcomes of this program are the ABET (1) - (7) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" available online at <http://www.abet.org/accreditation-criteria-policies-documents/>

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies after assuring compliance with all relevant program and accreditation requirements.

Special Sc.B. Concentrations (non-accredited):

In addition to the standard programs described above, students may also petition the Engineering Concentration Committee to pursue a special engineering Sc.B. degree of their own design. Such special Sc.B. programs are not ABET-accredited. Students with a special concentration will receive an Sc.B. degree in engineering, but a specific area of specialization will not be noted on their transcript. A special Sc.B. concentration is intended to prepare graduates for advanced study in engineering or for professional practice, but in an area that is not covered by one of the existing Sc.B. programs. Accordingly, special concentration programs are expected to consist of a coherent set of courses with breadth, depth and rigor comparable to an accredited degree. A total of 21 engineering, mathematics, and basic science courses are required. The program must include at least 3 courses in mathematics, at least 2 courses in physical or life sciences; and at least 12 courses in engineering. At least five of the engineering courses must be upper level courses, and one must be a capstone design course or independent study, which must be advised or co-advised by a member of the regular engineering faculty. Note that not all Engineering courses may be used to meet Sc.B. requirements: for example, the courses not allowed to count toward the A.B. will not qualify. Petitions should be prepared in consultation with an engineering faculty advisor, who will submit the petition to the Engineering Concentration Committee. Petitions must include: (i) a statement of the objectives of the degree program, and an explanation of how the courses in the program meet these objectives; (ii) course descriptions for any courses in the program that are not part of standard Sc.B. Engineering concentrations; (iii) a detailed description of any independent study courses used for concentration credit, signed by the faculty advisor for this course; and (iv) an up-to-date internal transcript.

Standard Program for the Sc.B. degree

Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0200, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200 (or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon

completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra), or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1460 (Complex Analysis), MATH 1210 (Probability), or MATH 1220 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA concentration credits.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures). In addition to the general rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be "unassigned credit" given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad/>)). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher-level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

1. Core Courses:

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0410	Materials Science	1
ENGN 0510	Electricity and Magnetism	1
ENGN 0520	Electrical Circuits and Signals	1
ENGN 0720	Thermodynamics	1
ENGN 0310	Mechanics of Solids and Structures	1
or ENGN 0500	Digital Computing Systems	
or ENGN 0810	Fluid Mechanics	
or CSCI 0200	Program Design with Data Structures and Algorithms	
CHEM 0330	Equilibrium, Rate, and Structure	1
or MATH 0520	Linear Algebra	
or MATH 0540	Linear Algebra With Theory	
or APMA 0360	Applied Partial Differential Equations I	
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
APMA 0350	Applied Ordinary Differential Equations	1
APMA 1650	Introduction to Probability and Statistics with Calculus ¹	1
or APMA 1710	Information Theory	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science ²	1
or CSCI 0111	Computing Foundations: Data	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
or APMA 0160	Introduction to Scientific Computing	
or ENGN 1931Z	Interfaces, Information and Automation	

2. Upper-Level Electrical Engineering Curriculum

ENGN 1570	Linear System Analysis	1
ENGN 1620	Analysis and Design of Electronic Circuits	1
ENGN 1630	Digital Electronics Systems Design	1
PHYS 0790	Physics of Matter ³	1
or PHYS 1410	Quantum Mechanics A	

3. Electrical Engineering Specialization - Complete at least three courses from the following groups:

At least one advanced Electrical Engineering foundations course:

ENGN 1230	Instrumentation Design
ENGN 1580	Communication Systems
ENGN 1590	Semiconductor Devices
ENGN 1600	Design and Implementation of Digital Integrated Circuits
ENGN 1610	Image Understanding
ENGN 1640	Design of Computing Systems

Up to two other Electrical Engineering courses ⁴

ENGN 1220	Neuroengineering
ENGN 1560	Applications in Microwave Communications
ENGN 1650	Embedded Microprocessor Design ⁵
ENGN 1680	Design and Fabrication of Semiconductor Devices
ENGN 1690	Photonics Devices and Sensors
ENGN 1730	Lasers and Nonlinear Optics
ENGN 1790	Quantum Optics
ENGN 1930B	Biomedical Optics
ENGN 1931A	Photovoltaics Engineering
ENGN 1931F	Introduction to Power Engineering
ENGN 1931I	Design of Robotic Systems
ENGN 1931Y	Control Systems Engineering
ENGN 1931Z	Interfaces, Information and Automation

Up to one interdisciplinary engineering science course: ⁶

CPSY 1492	Computational Cognitive Neuroscience
ENGN 1370	Advanced Engineering Mechanics
ENGN 1450	Properties and Processing of Electronic Materials
NEUR 2110	Statistical Neuroscience
PHYS 1420	Quantum Mechanics B

4. Capstone Design: At least one course from the following:

ENGN 1650	Embedded Microprocessor Design ⁵	1
or ENGN 1000	Projects in Engineering Design I	
or ENGN 1001	Projects in Engineering Design II	

5. General Education Requirement: At least four approved courses must be taken in humanities and social sciences**Total Credits** **21**

¹ Another APMA/MATH course, such as MATH 0520 or APMA 0360, can be used in consultation with the Concentration Advisor, provided ENGN 1580 is taken in the upper-level Electrical Engineering program.

² ENGN 1931Z may replace CSCI 0150 or meet an upper-level elective requirement, but not both.

³ Other 1000-level PHYS courses may be taken subject to Concentration Advisor's approval.

⁴ Other Electrical Engineering foundations courses can also be taken, as well as a 2000-level Electrical Engineering graduate course, such as ENGN 2500, ENGN 2520, ENGN 2530, ENGN 2560, ENGN 2912K.

⁵ ENGN 1650 cannot be counted as an elective and capstone simultaneously. It can only be either elective or capstone.

⁶ Or CSCI course beyond CSCI 0200, subject to Concentration Advisor approval.

⁷ Subject to approval by the Concentration Advisor, an independent study course (ENGN 1972/ENGN 1973) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work, (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study/>)

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Environmental Engineering Concentration Requirements

The Sc.B. program in Environmental Engineering provides students with the tools to develop sustainable solutions to complicated environmental problems and design real-world solutions that consider risk, sustainability, life-cycle principles, and environmental impacts. Environmental engineers use the principles of engineering, mathematics, biology, and chemistry to develop and implement engineering solutions to protect human health and the environment from the adverse impacts of environmental pollution. Their work includes water and wastewater treatment, air pollution control, soil and groundwater remediation, site characterization and risk assessment, life cycle assessment, and climate change mitigation.

The Environmental Engineering program is accredited by the Engineering Accreditation Commission of ABET: <http://www.abet.org>. Within a few years of graduation, graduates of the Brown Environmental Engineering (EnvE) Program will: (1) Engage in continued learning through professional development, professional licensure, and service to the profession and society; (2) Achieve leadership positions or roles that advance environmental engineering practice; and (3) Pursue and successfully obtain an advanced graduate or professional degree in environmental engineering or a related discipline. The student outcomes of this program are intended to be those enumerated in items (1) - (7) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" available online at <http://www.abet.org/accreditation-criteria-policies-documents/>

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies after assuring compliance with all relevant program and accreditation requirements.

Standard Program for the Sc.B. degree Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0200, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200 (or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra), or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1460 (Complex Analysis), MATH 1210 (Probability), or MATH 1220 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA concentration credits. Details regarding the mathematics requirement for each concentration are listed in the corresponding programs.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures). In addition to the general rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with

ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be "unassigned credit" given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor. In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad>)). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

1. Core Courses:

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0410	Materials Science	1
or ENGN 1490	Biomaterials	
ENGN 0490	Fundamentals of Environmental Engineering	1
CSCI 0111	Computing Foundations: Data	1
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
or ENGN 0500	Digital Computing Systems	
or ENGN 0510	Electricity and Magnetism	
or ENGN 0520	Electrical Circuits and Signals	
ENGN 0720	Thermodynamics	1
ENGN 0810	Fluid Mechanics	1
BIOL 0200	The Foundation of Living Systems	1

CHEM 0330	Equilibrium, Rate, and Structure	1
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
APMA 0350	Applied Ordinary Differential Equations ¹	1
or APMA 0360	Applied Partial Differential Equations I	
APMA 1650	Introduction to Probability and Statistics with Calculus	1
or APMA 1655	Introduction to Probability and Statistics with Theory	
2. Advanced Science Courses		
EEPS 1370	Environmental Geochemistry	1
or EEPS 0850	Weather and Climate	
or EEPS 1310	Global Water Cycle	
or EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications	
or EEPS 1330	Global Environmental Remote Sensing	
or EEPS 1430	Principles of Planetary Climate	
or EEPS 1520	Ocean Circulation and Climate	
or EEPS 1710	Remote Sensing of Earth and Planetary Surfaces	
BIOL 0420	Principles of Ecology	1
or BIOL 0480	Evolutionary Biology	
or BIOL 0500	Cell and Molecular Biology	
or BIOL 0800	Principles of Physiology	
or BIOL 1470	Conservation Biology	
3. Upper-Level Environmental Engineering Curriculum ²		
ENGN 1340	Water Supply and Treatment Systems - Technology and Sustainability	1
Plus four advanced engineering courses from the list below		4
ENGN 1110	Transport and Biotransport Processes	
ENGN 1120	Reaction Kinetics and Reactor Design	
ENGN 1130	Chemical Engineering Thermodynamics	
ENGN 1342	Groundwater Flow and Transport	
ENGN 1700	Fluid Mechanics of Aerospace and Energy Systems	
ENGN 1710	Heat and Mass Transfer	
ENGN 1860	Advanced Fluid Mechanics	
ENGN 1931P	Energy and the Environment	
ENGN 1931R	The Chemistry of Environmental Pollution	
ENGN 1932P	Sustainable Energy: Science and Technology	
ENGN 2911P	Fate and Transport of Environmental Contaminants	
Or any other course approved by the Concentration Advisor		
4. Capstone Design ³		
ENGN 1150	Environmental Engineering Design	1

* In addition to program requirements above, students must take four courses in the humanities and social sciences.

Total Credits **21**

¹ Students who completed APMA 0330 and/or APMA 0340 prior to academic year 2021-22 may count these as satisfying the APMA 0350 and/or APMA 0360 requirements.

² Or any other advanced Engineering course approved by the Concentration Advisor.

³ Subject to approval by the Concentration Advisor, an independent study course (ENGN 1972/ENGN 1973) may be used to fulfill the Engineering Capstone Design requirement. To qualify for

such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work; (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study/>)

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Materials Engineering Concentration Requirements

Materials engineers design, create, and manufacture materials which include semiconductors, polymers, ceramics, metal alloys, and composites. Their contributions have led to breakthroughs in many fields including computing, communications, automobiles, energy, aerospace, buildings/infrastructure, and biomedical devices. The Materials Engineering curriculum at Brown provides graduates with both the expertise necessary to practice their profession as well as the interdisciplinary foundation necessary to collaborate with the engineers who will use the materials that they develop. A substantial fraction of Materials Engineering students at Brown participate in research which allows them to make use of Brown's state-of-the-art facilities in microscopy, materials characterization, materials processing, and fabrication.

The Materials Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Program Educational Objectives PEOs of the Materials Engineering Sc.B. Program are to are to prepare the graduates: (1) To build on the knowledge gained in their undergraduate program in terms of strong engineering fundamentals, a specific strength in materials engineering, advanced written and verbal communication, and societal awareness and engagement, as well as new knowledge learned in their first years of employment or graduate school, to move toward positions of responsibility, leadership, and influence in the field; and (2) to be viewed as outstanding engineering leaders, whether in start-ups or multinational corporations or academia, in terms of technical competence and in their understanding of an engineer's responsibility to society and to ethical behavior. Through this reputation they will be having a significant organizational influence in their work. The student outcomes of this program are the (1) - (7) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" available online at <http://www.abet.org/accreditation-criteria-policies-documents/>

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies

after assuring compliance with all relevant program and accreditation requirements.

Standard Program for the Sc.B. degree Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0200, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200 (or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher-level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra), or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1460 (Complex Analysis), MATH 1210 (Probability), or MATH 1220 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA concentration credits. Details regarding the mathematics requirement for each concentration are listed in the corresponding programs.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures.) In addition to the general

rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be "unassigned credit" given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor. In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad/>)). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

1. Core Courses:

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0410	Materials Science	1
ENGN 0510	Electricity and Magnetism	1
ENGN 0520	Electrical Circuits and Signals	1
ENGN 0720	Thermodynamics	1
ENGN 0310	Mechanics of Solids and Structures	1
or ENGN 0810	Fluid Mechanics	
CHEM 0330	Equilibrium, Rate, and Structure	1
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	

MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
APMA 0350	Applied Ordinary Differential Equations ¹	1
APMA 0360	Applied Partial Differential Equations I ¹	1
or MATH 0520	Linear Algebra	
or APMA 1210	Operations Research: Deterministic Models	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
CHEM 0350	Organic Chemistry I	1
or CSCI 0111	Computing Foundations: Data	
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
or ENGN 1230	Instrumentation Design	
or ENGN 1740	Computer Aided Visualization and Design	
or ENGN 1750	Advanced Mechanics of Solids	
or APMA 0160	Introduction to Scientific Computing	
2. Upper-Level Materials Engineering Curriculum		
ENGN 1410	Physical Chemistry of Solids	1
ENGN 1420	Kinetics Processes in Materials Science and Engineering	1
ENGN 1440	Mechanical Properties of Materials	1
PHYS 0790	Physics of Matter	1
or CHEM 0350	Organic Chemistry I	
or CHEM 1140	Physical Chemistry: Quantum Chemistry	
Three of the following: ²		3
ENGN 1450	Properties and Processing of Electronic Materials	
ENGN 1470	Composite Materials	
ENGN 1475	Soft Materials	
ENGN 1480	Metallic Materials	
ENGN 1490	Biomaterials	
3. Capstone Design ³		
ENGN 1000	Projects in Engineering Design I	1
or ENGN 1001	Projects in Engineering Design II	
or ENGN 1930L	Biomedical Engineering Design and Innovation	
* In addition to program requirements above, students must take four courses in the humanities and social sciences.		
Total Credits		21

¹ Students who completed APMA 0330 and/or APMA 0340 prior to AY2021-22 may count these as satisfying the APMA 0350 and/or APMA 0360 requirements.

² These courses, or a course approved by the Concentration Advisor, are taken in either the junior or senior year. Note that ENGN 1450, ENGN 1470, ENGN 1475, and ENGN 1480 are typically offered in alternate years.

³ Subject to approval by the Concentration Advisor, an independent study course (ENGN 1972/ENGN 1973) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work; (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study/>

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Mechanical Engineering Concentration Requirements

The Sc.B. program in Mechanical Engineering (ME) has a long tradition of excellence at Brown. ME is one of the most versatile engineering disciplines as it explores a wide range of systems spanning fluids and solids. Students from this concentration learn the science of motion, designing and analyzing systems that shape our world: From high-precision nanomechanical machines to large-scale aerospace systems. At Brown, ME students carve unique paths leveraging computational, analytical, or experimental methodologies with other areas of interest in the spirit of the open curriculum. They become distinguished scholars, engineering innovators, and management leaders.

The curriculum in ME is intended to provide students with a broad interdisciplinary foundation complemented by specialized training in mechanical systems and fluid/thermal systems.

The Mechanical Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Program Educational Objectives of the Mechanical Engineering program are to prepare the graduates: (1) to pursue careers as creative and innovative mechanical engineers in industry or academia; (2) to advance the frontiers of their field; and (3) to discharge their offices in a professional and responsible manner. The student outcomes of this program are the (1) - (7) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" available online at <http://www.abet.org/accreditation-criteria-policies-documents/>

Please note that all students concentrating in Engineering need to file a concentration declaration using the University's ASK advising system. This declaration must be first reviewed by the relevant Concentration Advisor and then approved by the Director of Undergraduate Studies after assuring compliance with all relevant program and accreditation requirements.

Standard Program for the Sc.B. degree Mathematics Requirements

As mathematics is a cornerstone of all engineering programs, significant attention is given to early preparation in mathematics in engineering concentrations. It is recognized that students entering Brown will have different levels of mathematics preparation, and the following is offered as general guidance, though the actual choices of courses should be made in consultation with an exploratory advisor. MATH 0190 (or MATH 0100), followed by MATH 0200 (or MATH 0180) is the preferred sequence of courses to be taken in the freshman year. MATH 0100 and MATH 0180 offer content like that in MATH 0190 and MATH 0200, respectively, but the latter courses are highly recommended for future engineering students because they offer more examples of relevance to the field. Students who would prefer, or require, a more introductory level calculus course may start the sequence with MATH 0090. They may then take MATH 0200

(or MATH 0180) in the subsequent semester and in that case, would receive engineering concentration credit equivalent to that which they would have received having taken MATH 0190 and MATH 0200. However, students who find that the step up from MATH 0090 to MATH 0200 is too challenging, have a choice to take MATH 0190 (or MATH 0100) upon completion of MATH 0090, but in this case, MATH 0090 would not carry engineering concentration credit and the student would then need to take MATH 0200 (or MATH 0180) in the sophomore year.

Students who have taken Advanced Placement (AP) calculus courses in high school and/or have shown proficiency through AP examinations may start the calculus sequence at a higher level than that suggested above. If a student has AP credit and accepts to use it, it then allows the student to place out of MATH 0190 (or MATH 0100). These students should enroll in the appropriate higher-level math course, e.g., MATH 0200 (or MATH 0180) or possibly MATH 0350 (a more theoretical course that covers similar material). Although it is impossible to place out of MATH 0200 or MATH 0350 with AP credit, we recognize that some students enter with an even higher level of preparation. Those students are advised to enroll in MATH 0520 (Linear Algebra), or MATH 0540 (Honors Linear Algebra), and take their second freshman mathematics course at a higher level, for example, MATH 1460 (Complex Analysis), MATH 1210 (Probability), or MATH 1220 (Mathematical Statistics). Alternatively, for some engineering concentrations, this second MATH credit requirement may be satisfied by taking a course from the Applied Mathematics Department, such as APMA 0350 (Applied Ordinary Differential Equations), APMA 0360 (Applied Partial Differential Equations), APMA 1650 (Statistical Inference) or APMA 1210 (Operations Research: Deterministic Models) if one of those courses listed is not taken for two APMA concentration credits. Details regarding the mathematics requirement for each concentration are listed in the corresponding programs.

Advanced Placement

Courses that have been taken at the secondary school level are typically only used for placement into the appropriate course level at Brown. The examples of how this can be done in mathematics are given above, and there are other instances (such as in selection of the appropriate introductory chemistry course) where AP credit is considered. It should be noted, however, that advanced placement credits cannot be used to substitute for any Engineering concentration requirements; they are instead used to ensure that students are placed into the correct level of courses.

Transfer Credits

Some students will also complete courses at other universities during the time they are Brown students (sometimes during summers while they are not in residence at Brown; sometimes during a junior semester abroad). Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures). In addition to the general rules governing such transfers, there are specific rules governing courses that will be offered as satisfying Engineering concentration requirements.

If the course proposed for transfer credit is offered by another department at Brown (i.e., that it carries a course number that does not start with ENGN), then the equivalent of the course must be established by that other department. This is done by submitting a formal request through the ASK system (https://ask.brown.edu/transfer_credits/information/index). Once this approval has been received from the other department, the student's internal transcript will show the equivalence and the course in question can be shown in the Engineering concentration declaration as having been completed elsewhere. If the equivalence to a Brown course is not approved, then there may still be "unassigned credit" given for the course. In this case, the situation relative to how it does or does not count for concentration credit needs to be discussed with the Concentration Advisor. In rare cases, students may petition the Engineering Concentration Committee to use courses that do not have an equivalent offered at Brown in order to meet a concentration requirement. Substitutions of this nature can only be approved if the student's overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses

to meet relevant accreditation requirements. Students should consult their Concentration Advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

If the student wishes to transfer a course taken outside of Brown that would normally carry an Engineering course number, the sequence is a bit different. First, the student needs to fill out an Engineering Transfer Credit Approval Request (see <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/study-abroad/>)). This routes the request to the relevant Brown Engineering faculty member for approval. Once this has been obtained, then transfer approval is requested through the ASK system, as described above. This process ensures that the transcript will capture the equivalence of the externally completed course.

Substitutions for Required Courses

Students may petition the Engineering Concentration Committee to substitute a course in place of a defined concentration requirement. Such substitutions can only be approved if the student's modified program continues to meet the published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses needed to meet accreditation requirements. If the substitution involves taking an equal or higher-level course in substantially the same area, whether at Brown or elsewhere, it can be approved by the Concentration Advisor without requiring a formal petition to the Concentration Committee. (For courses taken elsewhere, the credit must be officially transferred as described above.) Students wishing to make substitutions of a broader nature should consult their Concentration Advisor for assistance in drafting their petition to the Engineering Concentration Committee. Such petitions may be approved by a majority vote of the Committee.

1. Core Courses:

ENGN 0030	Introduction to Engineering	1
or ENGN 0032	Introduction to Engineering: Design	
ENGN 0040	Engineering Statics and Dynamics	1
ENGN 0310	Mechanics of Solids and Structures	1
ENGN 0410	Materials Science ¹	1
ENGN 0510	Electricity and Magnetism	1
ENGN 0520	Electrical Circuits and Signals	1
ENGN 0720	Thermodynamics	1
ENGN 0810	Fluid Mechanics	1
CHEM 0330	Equilibrium, Rate, and Structure	1
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
APMA 0350	Applied Ordinary Differential Equations ²	1
APMA 0360	Applied Partial Differential Equations I ²	1
CSCI 0111	Computing Foundations: Data	1
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
or APMA 0160	Introduction to Scientific Computing	

2. Upper-Level Mechanical Engineering Curriculum: **Complete at least 6 courses from the following groups:** **6**

Mechanical Systems: At least one course from:

ENGN 1300	Structural Analysis
ENGN 1370	Advanced Engineering Mechanics
ENGN 1735	Vibration of Mechanical Systems

ENGN 1750	Advanced Mechanics of Solids
Fluids/Thermal Systems: At least one course from:	
ENGN 1860	Advanced Fluid Mechanics
ENGN 1700	Fluid Mechanics of Aerospace and Energy Systems
ENGN 1710	Principles of Heat and Mass Transfer
Capstone: At least one course from the following must be taken in the final two semesters: ³	
ENGN 1000	Projects in Engineering Design I
or ENGN 1001	Projects in Engineering Design II
ENGN 1931D	Design of Mechanical Assemblies
ENGN 1760	Design of Space Systems
Design Electives: Up to two courses from:	
ENGN 1230	Instrumentation Design
ENGN 1740	Computer Aided Visualization and Design
Bioengineering Electives: Up to two courses from:	
ENGN 1210	Biomechanics
ENGN 1220	Neuroengineering
ENGN 1490	Biomaterials
Robotic and Control Systems Electives: Up to two courses from:	
ENGN 1931Y	Control Systems Engineering
Engineering Analysis and Computation Electives: Up to two courses from:	
ENGN 1840	Numerical Methods in Engineering
ENGN 1950	Advanced Numerical Methods for Data, Simulation, and Optimization
Energy and Environmental Engineering Electives: Up to two courses from:	
ENGN 1932P	Sustainable Energy: Science and Technology
ENGN 1931P	Energy and the Environment
Interdisciplinary Electives: Up to one course from: ⁴	
ENGN 1620	Analysis and Design of Electronic Circuits
or ENGN 1340	Water Supply and Treatment Systems - Technology and Sustainability
or ENGN 1440	Mechanical Properties of Materials
or ENGN 1470	Composite Materials
or ENGN 1570	Linear System Analysis
or ENGN 1931F	Introduction to Power Engineering
or ENGN 1931Z	Interfaces, Information and Automation

3. Upper Level, Advanced Science Course: At least one course from:⁵

PHYS 0790	Physics of Matter
or BIOL 0800	Principles of Physiology
or CHEM 0350	Organic Chemistry I
or CHEM 1140	Physical Chemistry: Quantum Chemistry
or EEPS 1450	Structural Geology
or EEPS 1370	Environmental Geochemistry

4. General Education Requirement: At least four approved courses must be taken in humanities and social sciences

Total Credits **21**

- ¹ ENGN 1490 may be substituted if taken in Sophomore year.
² Students who completed APMA 0330 and/or APMA 0340 prior to academic year 2021-22 may count these as satisfying the APMA 0350 and/or APMA 0360 requirements. Other advanced courses in Mathematics or Applied Mathematics may be substituted with approval of the Concentration Advisor.
³ Subject to approval by the concentration advisor, an independent study course (ENGN 1972/ENGN 1973) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a

significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work, (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at <https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study> (<https://engineering.brown.edu/undergraduate/concentrations/concentration-options/independent-study/>)

⁴ Other advanced alternative courses can be used with the approval of the Concentration Advisor.

⁵ Other non-introductory courses in physics, chemistry, neuroscience, geology, and biology are allowed.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Degrees with Honors in Engineering

Honors are granted by the University to students whose work in a field of concentration has demonstrated superior quality and culminated in an 'Honors Thesis of Distinction.' Honors recipients in the School of Engineering must meet the following criteria: (1) Demonstrate a strong academic record (60% A's or "S with Distinction" in their concentration through the seventh semester); (2) Propose and execute an independent research project under the guidance of a faculty member; (3) Complete a written thesis to the satisfaction of the Honors Program Committee; (4) Give a scientific/technical presentation at the Undergraduate Research Symposium in the spring semester; and (5) Fulfill all deadlines for applying for or completing honors to the satisfaction of his/her research advisor and the Honors Program Committee.

Engineering and Physics Concentration Requirements

The program is designed to ensure that students take a significant portion of the usual curriculum in Engineering and Physics, obtain substantial laboratory experience, and take several upper-level elective courses, focusing on applied science. Students may take either the standard Physics or Engineering programs during their first and second years and then switch to this combined program. The Sc.B. degree program in Engineering and Physics is not accredited by ABET and is mostly intended to prepare students for graduate study in applied science and engineering. Since the requirements include both quantum mechanics with the physics concentrators and analog electronics with EE concentrators, as well as more mathematics than either Physics or Engineering, it is one of the more demanding programs at Brown.

The following standard program assumes that a student begins mathematics courses at Brown with MATH 0100 or MATH 0190. Students who begin in MATH 0200 can substitute an additional science, engineering or higher-level mathematics course for the MATH 0190 requirement. To accommodate the diverse preparation of individual students, variations of the following sequences and their prerequisites are possible with permission of the appropriate concentration advisor and the instructors involved. We recommend that each student's degree program be submitted for prior approval (typically in semester four) and scrutinized for compliance (in semester seven) by one faculty member from the Department of Physics and one faculty member from the School of Engineering.

Select one of the following two course sequences:

ENGN 0040 & ENGN 0030 or ENGN 0032	Engineering Statics and Dynamics and Introduction to Engineering Introduction to Engineering: Design
PHYS 0050 & PHYS 0060	Foundations of Mechanics and Foundations of Electromagnetism and Modern Physics

2

PHYS 0070 & PHYS 0160	Analytical Mechanics and Introduction to Relativity, Waves and Quantum Physics	
MATH 0190	Single Variable Calculus, Part II (Physics/ Engineering)	1
or MATH 0100	Single Variable Calculus, Part II	
MATH 0200	Multivariable Calculus (Physics/ Engineering)	1
or MATH 0180	Multivariable Calculus	
or MATH 0350	Multivariable Calculus With Theory	
Select three additional higher-level math, applied math, or mathematical physics (PHYS 0720) courses.		3
CSCI 0111	Computing Foundations: Data	1
or APMA 0160	Introduction to Scientific Computing	
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
ENGN 0510	Electricity and Magnetism	1
or PHYS 0470	Electricity and Magnetism	
ENGN 1690	Photonics Devices and Sensors	1
or PHYS 1510	Advanced Electromagnetic Theory	
PHYS 0500	Advanced Classical Mechanics	1
or ENGN 1370	Advanced Engineering Mechanics	
PHYS 1410	Quantum Mechanics A	1
PHYS 1420	Quantum Mechanics B	1
PHYS 1530	Thermodynamics and Statistical Mechanics	1
or ENGN 0720	Thermodynamics	
ENGN 1620	Analysis and Design of Electronic Circuits	1
CHEM 0330	Equilibrium, Rate, and Structure	1
or ENGN 0310	Mechanics of Solids and Structures	
or ENGN 0810	Fluid Mechanics	
or PHYS 1600	Computational Physics	
ENGN 0410	Materials Science	1
or ENGN 1560	Applications in Microwave Communications	
or PHYS 0560	Experiments in Modern Physics	
PHYS 1560	Modern Physics Laboratory	1
or ENGN 1590	Semiconductor Devices	
or an approved 2000-level engineering or physics course.		
A thesis under the supervision of a physics or engineering faculty member:		1
PHYS 1990	Senior Conference Course	
or ENGN 1970	Independent Studies in Engineering	
or ENGN 1971	Independent Study in Engineering	
or ENGN 1972	Independent Study in Engineering Design	
or ENGN 1973	Independent Study in Engineering Design	

* Students are also encouraged to take courses dealing with
the philosophical, ethical, or political aspects of science and
technology.

Total Credits **19**

Professional Track

The requirements for all undergraduate professional tracks within
concentrations are standardized and additional information can be found
here:

<https://bulletin.brown.edu/undergradprotrack/>

Entrepreneurship Certificate Requirements

Offered by the Nelson Center for Entrepreneurship, in partnership with
Brown's School of Engineering, the Certificate in Entrepreneurship equips
students with an understanding of the fundamental building blocks of the
entrepreneurial process: i) understanding and validating an unmet need;
ii) developing a value proposition that addresses an unmet need; and iii)
designing a sustainability model that allows the value proposition to be
delivered repeatedly at scale. Two core courses introduce students to
foundational entrepreneurial concepts. Two elective courses will extend
students' foundational work into areas of particular interest. Finally,
students will complete an entrepreneurship practicum that enables them
to apply what they have learned in the classroom to a real-world project of
interest.

As with all undergraduate certificates (<https://www.brown.edu/academics/college/degree/undergraduatecertificates/>), students may only have one
declared concentration and must be enrolled in or have completed at least
two courses toward the certificate at the time they declare in ASK, which
must be no earlier than the beginning of the fifth semester and no later
than the last day of classes of the antepenultimate (typically the sixth)
semester, in order to facilitate planning for the entrepreneurship practicum.
Students must submit a proposal for their practicum project by the end of
the sixth semester.

Certificate Requirements

Core Courses: **2**

ENGN 0090	Management of Industrial and Nonprofit Organizations
ENGN 1010	The Entrepreneurial Process

Elective Courses (choose two): **2**

BIOL 2089	The Importance of Intellectual Property in Biotechnology
CPSY 0220	Making Decisions
ECON 1490	Designing Internet Marketplaces
ECON 1730	Venture Capital, Private Equity, and Entrepreneurship
ENGN 0020	Transforming Society-Technology and Choices for the Future
ENGN 0610	Systems Thinking
ENGN 0900	Managerial Decision Making
ENGN 0930L	Biomedical Engineering Design and Innovation
ENGN 1820	Future of Work
ENGN 1931L	Biomedical Engineering Design and Innovation II
ENGN 1931Q	Entrepreneurial Management in Adversity
ENGN 1931W	Selling & Sales Leadership in the Entrepreneurial Environment
ENGN 1932D	Qualitative Market Research for Entrepreneurs & Business Innovators
ENGN 1932R	Leadership in Organizations ((formerly SOC 1260))
ENVS 1207	Eco-Entrepreneurship (formerly UNIV 1207)
ENVS 1545	The Theory and Practice of Sustainable Investing
GNSS 1101	A Gender Perspective on Women and Enterprise
IAPA 1201D	Social Entrepreneurship
SOC 1118	Context Research for Innovation
SOC 1260	Market Research in Public and Private Sectors

URBN 1943	The Real Estate Development Process: An Entrepreneurial Lens	
Practicum:		1
ENGN 1931T	Entrepreneurship Practicum: Starting, Running, and Scaling Ventures	
Students must complete an Entrepreneurship Practicum (EP), an experiential semester course that enables them to apply what they have learned in the classroom to real-world projects. Students will apply the entrepreneurial process to a challenge or problem that is important to them, perhaps evolving from one of their other courses. The Practicum will act as a laboratory to identify and develop an impactful solution to that problem. ¹		
Total Credits		5

Biomedical Engineering - Master of Engineering Graduate Program

Requirements for Master of Engineering (Effective Fall 2025)

- Must complete a minimum of 8 tuition units.
 - no independent research credits
 - all 8 should be structured (non-independent study) advanced-level (1000 or 2000 level) courses
 - at least 3 courses in biological topics
 - at least 3 courses in engineering topics
- Must receive a grade of B or better, courses must be taken for a grade rather than credit/no credit.
- Time to completion can be less than two academic years depending on the preference of the student.

Biomedical Engineering - Master of Science Graduate Program

The Biomedical Engineering (BME) graduate program provides cutting-edge, interdisciplinary, graduate-level education at the interface of engineering, biology, and medicine. The program features an interdisciplinary approach in multiple complementary research areas: diagnostics, biomaterials, mechanobiology, regenerative engineering, and neuroengineering. Research in these areas is advancing fundamental biological, medical, and engineering knowledge while innovating to improve the human condition. The program is distinguished by its quantitative rigor and strong collaborative connections among academic science, clinical medicine, and industry. The BME graduate program is designed for students with backgrounds in engineering, physics, or applied mathematics that seek additional education and training in the field of biomedical engineering.

For more information on admission and program requirements, please visit: <http://www.brown.edu/academics/gradschool/programs/biomedical-engineering> (<http://www.brown.edu/academics/gradschool/programs/biomedical-engineering/>) and <https://www.brown.edu/academics/biomedical-engineering/academics/graduate-program> (<https://www.brown.edu/academics/biomedical-engineering/academics/graduate-program/>)

Chemical Engineering Graduate Program

Five-year Bachelor of Science / Master of Science

Brown undergraduates in engineering and other quantitative concentrations may apply to enter an integrated program leading to a master of science degree completed in two semesters following the completion of their bachelor of science (Sc.B.) degree. The program requirements are identical to those of the regular Sc.M. degree programs, with the exception that 5th Year students are able to share up to two relevant 1000- or 2000-level Engineering courses between their bachelor's

and master's programs. The maximum number of courses that can be transferred from the undergraduate program is two.

Master of Science (Thesis Option)

- Candidates must complete a coherent plan of study based in engineering or engineering science consisting of eight graduate or advanced level courses and an acceptable thesis, which is normally sponsored by a member of the engineering faculty.
- The program must include ENGN 2010 and ENGN 2020 (Mathematical Methods in Engineering and Physics) or their equivalent (must be 2000-level)
- ENGN 2010 and/or ENGN 2020 can be replaced by an alternate/applied mathematics course or 2000-level engineering/science course. This substitution can only be made with the approval of the appropriate Graduate Representative and the Director of Graduate Studies. The final program must contain at least one advanced (2000-level) mathematics/applied mathematics course.
- A three-course core in Chemical Engineering is taken which includes thermodynamics (ENGN 2730 or CHEM 2010), kinetics (ENGN 2750), and transport (typically ENGN 2760, ENGN 2911P, or ENGN 2810).
- The final three courses are electives or can be used for thesis preparation (ENGN 2980 Special Projects: Reading, Research, Design). Students should choose courses in consultation with the student's advisor to develop a coherent program. At least five of the eight courses must be at the 2000-level; up to three 1000-level courses may be taken where appropriate.
- The proposed program of study must be approved by the Director of Graduate Programs in the School of Engineering.

For students in a Master of Science in Chemical Engineering program (Thesis Option), the approved course sequence is 2-2-2-2, where the student takes two courses in each semester. However, the program strongly recommends a sequence of 3-2-2-1 where the student takes 3 courses the first semester, 2 the second, 2 the third, and 1 the fourth. **Deviations from these schedules can result in additional tuition.**

The program offers a non-thesis option in addition to the thesis option which does not require ENGN 2980.

PHYS 2020	Mathematical Methods of Engineers and Physicists	1
or ENGN 2010	Mathematical Methods in Engineering and Physics I	
ENGN 2020	Mathematical Methods in Engineering and Physics II	1
CHEM 2010	Advanced Thermodynamics	1
or ENGN 2730	Chemical and Environmental Thermodynamics	
ENGN 2750	Chemical Kinetics and Reactor Engineering	1
ENGN 2760	Heat and Mass Transfer	1
or ENGN 2911P	Fate and Transport of Environmental Contaminants	
or ENGN 2810	Fluid Mechanics I	
Three additional Engineering courses (At least five of the eight courses must be at the 2000-level; up to three 1000-level courses may be taken where appropriate.)		3
or ENGN 2980		
Total Credits		8

Data-Enabled Computational Engineering and Science Graduate Program

The Data-Enabled Computational Engineering and Science (DECES) program targets students with recently obtained Bachelor of Science (BS) degrees in Engineering, Applied Mathematics, Computer Science, Physical Sciences, and related disciplines, who are interested in pursuing careers that involve advanced modeling and simulation in engineering and physical sciences. This program will also be of interest to research staff as well as working professionals whose success on the job depends on their ability to perform high-fidelity engineering simulations with data assimilation. Data-Enabled Computational Engineering and Science is an

inherently interdisciplinary field requiring in-depth knowledge of advanced mathematics, numerical methods and their computer implementation, engineering sciences, and methods in the emerging field of Data Science. Given the composition of Brown's School of Engineering and Applied Math faculty, we are uniquely positioned to offer such a program using a combined Engineering and Applied Math graduate curriculum.

Program Requirements:

Two courses in Engineering, such as: 2

ENGN 1750	Advanced Mechanics of Solids
ENGN 2010	Mathematical Methods in Engineering and Physics I
ENGN 2020	Mathematical Methods in Engineering and Physics II
ENGN 2210	Continuum Mechanics
ENGN 2220	Mechanics of Solids
ENGN 2340	Computational Methods in Structural Mechanics
ENGN 2410	Thermodynamics of Materials
ENGN 2520	Pattern Recognition and Machine Learning
ENGN 2810	Fluid Mechanics I
ENGN 2820	Fluid Mechanics II
ENGN 2912B	Scientific Programming in C++
ENGN 2912V	Deep Learning for Scientists and Engineers
ENGN 2605	Image Understanding
ENGN 2790	Quantum Optics
ENGN 2980	Special Projects, Reading, Research and Design
ENGN 2930	Atomistic Modeling of Materials

Two courses in Applied Mathematics, such as: 2

APMA 1690	Computational Probability and Statistics
APMA 2070	Deep Learning for Scientists & Engineers
APMA 2190	Nonlinear Dynamical Systems I
APMA 2550	Numerical Solution of Partial Differential Equations I
APMA 2560	Numerical Solution of Partial Differential Equations II
APMA 2570B	Numerical Solution of Partial Differential Equations III
APMA 2580A	Computational Fluid Dynamics
APMA 2630	Theory of Probability I
APMA 2822B	Introduction to Parallel Computing on Heterogeneous (CPU+GPU) Systems

Two courses in data science/high performance computing 2

Two additional courses. To ensure depth these may be taken in Engineering, Applied Mathematics, Data Science, or other relevant disciplines. 2

Total Credits 8

For more information on admission and program requirements for the Data-Enabled Computational Engineering and Science program, please visit <https://computational.engineering.brown.edu/>

Please view sample course plans based on Sc.M. Thesis or Non-Thesis and Curriculum options at <https://computational.engineering.brown.edu/program-and-schedule> (<https://computational.engineering.brown.edu/program-and-schedule/>)

Design Engineering Graduate Program Master of Arts in Design Engineering (MADE)

The faculty and students of the MADE program have backgrounds in design and engineering. These combinations of vision with pragmatism,

qualitative combined with quantitative, and users with technology, multiply our ability to assess conditions, envision alternatives, and produce effective solutions. Our work responds to practical challenges with creativity, analytical reasoning, research skills, and collaboration.

Core courses

ENGN 2170	Engineering Design: Measure and Make	2
ENGN 2171	Iterating with Intention	2
ENGN 2173	Design Engineering Communication	1
ENGN 2172	Integrate and Implement	2

Four additional elective credits. Students may take two 1 credit electives or one 2 credit elective in Fall and Spring at Brown or at the Rhode Island School of Design. Electives must be approved by the MADE Advisor. Note: A 3-credit RISD course = 1 Brown credit

Total Credits 11

For students in the MADE program, the approved course sequence is 2 Summer, 4 Fall, 5 Spring (1 of which takes place during Winter Session). Any deviation from this schedule can result in additional tuition and/or penalties

Electrical and Computer Engineering Graduate Program

Five-year Bachelor of Science / Master of Science

Brown undergraduates in engineering and other quantitative concentrations may apply to enter an integrated program leading to a master of science degree completed in two semesters following the completion of their bachelor of science (Sc.B.) degree. The program requirements are identical to those of the regular Sc.M. degree programs, with the exception that 5th Year students are able to share up to two relevant 1000- or 2000-level Engineering courses between their bachelor's and master's programs. The maximum number of courses that can be transferred from the undergraduate program is two.

Master of Science (Thesis Option)

- Candidates must complete a coherent plan of study based in engineering or engineering science consisting of eight graduate or advanced level courses and an acceptable thesis, which is normally sponsored by a member of the engineering faculty.
- The program must include ENGN 2010 and ENGN 2020 (Mathematical Methods in Engineering and Physics) or their equivalent (must be 2000-level)
- ENGN 2010 and/or ENGN 2020 can be replaced by an alternate/applied mathematics course or 2000-level engineering/science course. This substitution can only be made with the approval of the appropriate Graduate Representative and the Director of Graduate Studies. The final program must contain at least one advanced (2000-level) mathematics/applied mathematics course.
- Two additional 2000-level Engineering courses (other than ENGN 2980)
- Three additional Engineering or approved courses (not more than two 1000-level courses).
- One thesis preparation course (ENGN 2980 Special Projects: Reading, Research, Design).
- Students should choose courses in consultation with the student's advisor to develop a coherent program. The proposed program of study must be approved by the Director of Graduate Programs in the School of Engineering.

For students in a Master of Science in Electrical and Computer Engineering program (Thesis Option), the approved course sequence is 2-2-2-2, where the student takes two courses in each semester. However, the program strongly recommends a sequence of 3-2-2-1 where the student takes 3 courses the first semester, 2 the second, 2 the third, and 1 the fourth. **Deviations from these schedules can result in additional tuition.**

The program offers a non-thesis option in addition to the thesis option which does not require ENGN 2980.

ENGN 2010	Mathematical Methods in Engineering and Physics I	1
ENGN 2020	Mathematical Methods in Engineering and Physics II	1
Two additional 2000-level Engineering courses (other than ENGN 2980)		2
Three additional Engineering or approved courses (not more than two 1000-level courses)		3
ENGN 2980	Special Projects, Reading, Research and Design	1
Total Credits		8

Environmental Engineering Graduate Program

Five-year Bachelor of Science / Master of Science

Brown undergraduates in engineering and other quantitative concentrations may apply to enter an integrated program leading to a master of science degree completed in two semesters following the completion of their bachelor of science (Sc.B.) degree. The program requirements are identical to those of the regular Sc.M. degree programs, with the exception that 5th Year students are able to share up to two relevant 1000- or 2000-level Engineering courses between their bachelor's and master's programs. The maximum number of courses that can be transferred from the undergraduate program is two.

Master of Science (Thesis Option)

- Candidates must complete a coherent plan of study based in engineering or engineering science consisting of eight graduate or advanced level courses and an acceptable thesis, which is normally sponsored by a member of the engineering faculty.
- The program must include ENGN 2010 and ENGN 2020 (Mathematical Methods in Engineering and Physics) or their equivalent (must be 2000-level)
- ENGN 2010 and/or ENGN 2020 can be replaced by an alternate/applied mathematics course or 2000-level engineering/science course. This substitution can only be made with the approval of the appropriate Graduate Representative and the Director of Graduate Studies. The final program must contain at least one advanced (2000-level) mathematics/applied mathematics course.
- A three-course core in environmental engineering is taken which includes thermodynamics (ENGN 2730, CHEM 2010), groundwater (ENGN 2342), and transport (typically ENGN 2911P), or other appropriate courses chosen in consultation with the advisor.
- The final three courses are electives. Students must choose courses in consultation with the student's advisor to develop a coherent program.
- The proposed program of study must be approved by the Director of Graduate Programs in the School of Engineering.

For students in a Master of Science in Environmental Engineering program (Thesis Option), the approved course sequence is 2-2-2-2, where the student takes two courses in each semester. However, the program strongly recommends a sequence of 3-2-2-1 where the student takes 3 courses the first semester, 2 the second, 2 the third, and 1 the fourth.

Deviations from these schedules can result in additional tuition.

The program offers a non-thesis option in addition to the thesis option which does not require ENGN 2980.

PHYS 2020	Mathematical Methods of Engineers and Physicists	1
or ENGN 2010	Mathematical Methods in Engineering and Physics I	

ENGN 2020	Mathematical Methods in Engineering and Physics II	1
CHEM 2010	Advanced Thermodynamics	1
ENGN 2342	Groundwater Flow and Transport	1
ENGN 2911P	Fate and Transport of Environmental Contaminants	1
Three additional Engineering courses (at least one 2000-level and up to two ENGN 2980)		3
Total Credits		8

Materials Science and Engineering Graduate Program

Five-year Bachelor of Science / Master of Science

Brown undergraduates in engineering and other quantitative concentrations may apply to enter an integrated program leading to a master of science degree completed in two semesters following the completion of their bachelor of science (Sc.B.) degree. The program requirements are identical to those of the regular Sc.M. degree programs, with the exception that 5th Year students are able to share up to two relevant 1000- or 2000-level Engineering courses between their bachelor's and master's programs. The maximum number of courses that can be transferred from the undergraduate program is two.

Master of Science (Thesis Option)

- Candidates must complete a coherent plan of study based in engineering or engineering science consisting of eight graduate or advanced level courses and an acceptable thesis, which is normally sponsored by a member of the engineering faculty.
- The program must include ENGN 2010 and ENGN 2020 (Mathematical Methods in Engineering and Physics) or their equivalent (must be 2000-level)
- ENGN 2010 and/or ENGN 2020 can be replaced by an alternate/applied mathematics course or 2000-level engineering/science course. This substitution can only be made with the approval of the appropriate Graduate Representative and the Director of Graduate Studies. The final program must contain at least one advanced (2000-level) mathematics/applied mathematics course.
- Two advanced engineering courses recommended to be:
 - ENGN 2410 Thermodynamics of Materials or ENGN 1410 Physical Chemistry of Solids
 - ENGN 2420 Kinetic Processes and Mechanisms in Materials Science or ENGN 1420 Kinetics Processes in Materials Science and Engineering
- Two advanced engineering or science electives. Some recommended courses include:
 - ENGN 2430 Deformation Behavior of Materials or ENGN 1440 Mechanical Properties of Materials or ENGN 2490A Crystal Structures and Crystallography
 - ENGN 2210 Continuum Mechanics or ENGN 2240 Linear Elasticity
 - ENGN 2400 Electron Microscopy in Materials Science
 - ENGN 2930 Atomistic Modeling of Materials
 - ENGN 2460 Electronic and Magnetic Materials Design
 - ENGN 2920H Materials and Interfaces for Energy Storage Devices
- Two thesis preparation courses (ENGN 2980 Special Projects: Reading, Research, Design).
- Students should choose courses in consultation with the student's advisor to develop a coherent program. The proposed program of study must be approved by the Director of Graduate Programs in the School of Engineering.

For students in a Master of Science in Materials Science and Engineering program (Thesis Option), the approved course sequence is 2-2-2-2, where the student takes two courses in each semester. However, the program strongly recommends a sequence of 3-2-2-1 where the student takes

3 courses the first semester, 2 the second, 2 the third, and 1 the fourth.
Deviations from these schedules can result in additional tuition.

The program offers a non-thesis option in addition to the thesis option which does not require ENGN 2980.

PHYS 2020	Mathematical Methods of Engineers and Physicists	1
or ENGN 2010	Mathematical Methods in Engineering and Physics I	
ENGN 2020	Mathematical Methods in Engineering and Physics II	1
Two additional 2000-level Engineering courses (other than ENGN 2980)		2
Three additional Engineering or approved science courses (not more than two 1000-level courses)		3
ENGN 2980	Special Projects, Reading, Research and Design	1
Total Credits		8

Mechanical Engineering and Applied Mechanics Graduate Program

Five-year Bachelor of Science / Master of Science

Brown undergraduates in engineering and other quantitative concentrations may apply to enter an integrated program leading to a master of science degree completed in two semesters following the completion of their bachelor of science (Sc.B.) degree. The program requirements are identical to those of the regular Sc.M. degree programs, with the exception that 5th Year students are able to share up to two relevant 1000- or 2000-level Engineering courses between their bachelor's and master's programs. The maximum number of courses that can be transferred from the undergraduate program is two.

Master of Science (Thesis Option)

- Candidates must complete a coherent plan of study based in engineering or engineering science consisting of eight graduate or advanced level courses and an acceptable thesis, which is normally sponsored by a member of the engineering faculty.
- The program must include ENGN 2010 and ENGN 2020 (Mathematical Methods in Engineering and Physics) or their equivalent (must be 2000-level)
- ENGN 2010 and/or ENGN 2020 can be replaced by an alternate/applied mathematics course or 2000-level engineering/science course. This substitution can only be made with the approval of the appropriate Graduate Representative and the Director of Graduate Studies. The final program must contain at least one advanced (2000-level) mathematics/applied mathematics course.
- Two additional 2000-level Engineering courses (other than ENGN 2980)
- Three additional Engineering or approved science courses (not more than two 1000-level courses).
- One thesis preparation course (ENGN 2980 Special Projects: Reading, Research, Design).
- Students should choose courses in consultation with the student's advisor to develop a coherent program. The proposed program of study must be approved by the Director of Graduate Programs in the School of Engineering.

For students in a Mechanical Engineering and Applied Mechanics program (Thesis Option), the approved course sequence is 2-2-2-2, where the student takes two courses in each semester. However, the program strongly recommends a sequence of 3-2-2-1 where the student takes 3 courses the first semester, 2 the second, 2 the third, and 1 the fourth.
Deviations from these schedules can result in additional tuition.

The program offers a non-thesis option in addition to the thesis option which does not require ENGN 2980.

PHYS 2020	Mathematical Methods of Engineers and Physicists	1
or ENGN 2010	Mathematical Methods in Engineering and Physics I	
ENGN 2020	Mathematical Methods in Engineering and Physics II	1
Two additional 2000-level Engineering courses (other than ENGN 2980)		2
Three additional Engineering or approved science courses (not more than two 1000-level courses)		3
ENGN 2980	Special Projects, Reading, Research and Design	1
Total Credits		8

Program in Innovation Management and Entrepreneurship Graduate Program

Master of Science: Program in Innovation Management and Entrepreneurship (PRIME)

PRIME students experience the process of creating value from technology, learn how to develop embryonic ideas and execute how to bring these ideas to market. Core business skills in finance, strategy, marketing, decision making, globalization and management are provided to assure venture success. Students are given the opportunity to participate in a program established internship with a PRIME-partnering company during their studies. The PRIME program is offered either as a residential program or as an on-line program, with the same course requirements.

Residential Requirements

ENGN 2110	Business Engineering Fundamentals I	1
ENGN 2120	Business Engineering Fundamentals II	1
ENGN 2125	Engineering Management + Decision Making	1
ENGN 2150	Technology Entrepreneurship and Commercialization I	1
ENGN 2160	Technology Entrepreneurship and Commercialization II	1
ENGN 2180	Globalization Immersion Experience and Entrepreneurship Laboratory	1
Two 1000-level or above electives. Must be approved by the PRIME advisor.		2
Total Credits		8

PRIME students experience the process of creating value from technology, learn how to develop embryonic ideas and execute how to bring these ideas to market. Core business skills in finance, strategy, marketing, decision making, globalization and management are provided to assure venture success. Students are given the opportunity to participate in a program established internship with a PRIME-partnering company during their studies. The PRIME program is offered either as a residential program or as an on-line program, with the same course requirements.

Online Requirements

ENGN 2110	Business Engineering Fundamentals I	1
ENGN 2120	Business Engineering Fundamentals II	1
ENGN 2125	Engineering Management + Decision Making	1
ENGN 2150	Technology Entrepreneurship and Commercialization I	1
ENGN 2160	Technology Entrepreneurship and Commercialization II	1
ENGN 2180	Globalization Immersion Experience and Entrepreneurship Laboratory	1

Two 1000-level or above electives. Must be approved by the PRIME advisor.

Total Credits

For more information on admission and program requirements for the Program in Innovation Management and Entrepreneurship (PRIME), please visit the following website: <https://prime.brown.edu/>

Sustainable Energy Graduate Program

The U.S. is undergoing an historic transition of its energy system in order to decarbonize and help mitigate the worst effects of global climate change. Optimistically, the electrical system will become largely based on renewable and sustainable sources in the next ten years, and major energy consumption sectors of transportation, residential and commercial buildings, and industrial production will electrify and approach net-zero carbon emissions around 2050. These controversial changes constitute complex transitions in economic, political, and regulatory alignments along with technological innovation and continuing scientific advances. There is an urgent and growing need for technically and scientifically literate practitioners who can join cross-disciplinary teams working in both the public and private sectors to craft transition pathways and help deploy sustainable energy systems. The Sc.M. in Sustainable Energy challenges students to integrate knowledge across a wide range of science, engineering, policy, and business topics, develop a focused expertise in one aspect of sustainable energy systems, and prepare to enter or re-enter a career path directly impacting the progress of electrification and decarbonization.

Core Courses (To be approved after program approval)

The core of the Sc.M. in Sustainable Energy is envisioned as 3 new required and customized 2000-level courses. One of these is structured as 2 "ristretto" mini-courses, each being a one-half-credit module. Together, these 3 courses aim to condense a large body of cross-disciplinary material into a cohesive foundation for would-be practitioners. In general, we are building a future-focused framework; not just collecting what is known today and practiced today, but instead positing pathways that conceptualize and exhibit how the energy system could evolve in the next 2-3 decades, driven by climate mitigation goals and technology investments. All students shall take all 3 courses, in the same sequence, at least initially.

ENGN 2XX1: Sustainable Energy Science and Technology (graduate enrollment in ENGN 1932P; Andrew Peterson, SoE). Students will learn the fundamental thermodynamics of energy conversions, as well as the tools to analyze energy technologies. The course will cover the basic science of greenhouse-gas induced climate change, and analyze energy technologies in terms of the trade-offs involved in emissions, cost, scalability, land use, and resource ability.

ENGN 2XX2A: Policy and Economics of Energy Transitions (Dr. Kathryn Chelminski, Lawrence Berkeley National Laboratory). This ½-credit module provides an intensive overview of the policy and economic processes involved in the clean energy transition, with examples drawn from the U.S. as well as the world. Technological feasibility is necessary but not sufficient for the successful decarbonization of energy systems. Empirical social science documents the political factors that matter for climate policy outcomes, such as special interest groups, costs to develop and deploy renewable energy systems, preferences for clean energy, and measures and perceptions of distributive justice associated with transitions. Through weekly readings from current research, policy, regulatory and other sources, students encounter a diverse set of perspectives and issues arising in the planning and implementation of energy projects and their technical and societal impacts. Weekly writing assignments require synthesizing key learnings, reviewing relevant regulatory docket orders, and connecting to the major concepts presented in class. Students will complete a final research paper including interviews with industry experts, or an essay exam based on class themes.

ENGN 2XX2B: Energy and Climate Systems Modeling (Dr. Jun Ukita Shepard, U.S. Department of Energy, Office of Policy). This ½-credit module examines global energy systems from a variety of technological and economic perspectives: technological transitions, renewable energy

2 markets, climate science, and the complex relationship between energy consumption and climate change negotiations.

8 ENGN 2XX3: Electrification and Decarbonization (Rod Beresford, School of Engineering) Demand for electricity is surging and will continue to grow to as much as 2 or 3 times current capacity, as combustion energy sources are retired in favor of renewable sources in the transportation, buildings, and industrial sectors. Students will learn the fundamentals of the electrical grid in the U.S., including its history, ownership and regulatory structure, physics, and economics. The emphasis is on how the traditional and risk-averse focus on reliability and low cost can evolve in the decarbonization transition, expanding to target a smarter, more resilient, and more equitable set of societal goods.

Existing Engineering and Physical Science Courses

For their remaining 5 courses in the 1-year / 8-credit program, students shall select one focus area consisting of at least 3 related courses, with the remaining courses being free electives. In all cases, students consult with the Program Director in choosing from among existing Brown courses, including those comprising the following focus areas:

Energy Conversion Processes, Components, and Systems (at least 3 courses)

CHEM 1560N	Organometallic Chemistry	1
CHEM 1560S	The Chemistry of Polymeric Organic Materials	1
CHEM 1700	Nanoscale Materials: Synthesis and Applications	1
CHEM 2320	Solid State Chemistry	1
EEPS 2410	Kinetics of Geochemical Processes (Other 2000-level courses with approval)	1
ENGN 1130	Chemical Engineering Thermodynamics	1
ENGN 1931A	Photovoltaics Engineering	1
ENGN 1931P	Energy and the Environment	1
ENGN 2830	Compressible Fluid Flow	1
ENGN 2920H	Materials and Interfaces for Energy Storage Devices	1
PHYS 1530	Thermodynamics and Statistical Mechanics	1
PHYS 2140	Statistical Mechanics	1
PHYS 2410	Solid State Physics I	1
PHYS 2600	Computational Physics	1

Other 2000 level courses with approval

Energy and Environment: Economics and Policy of Systems in Transition (At least 3 courses)

ECON 1110	Intermediate Microeconomics	1
or ECON 1130	Intermediate Microeconomics (Mathematical)	
ECON 1210	Intermediate Macroeconomics	1
ECON 1350	Environmental Economics and Policy	1
ECON 1355	Environmental Issues in Development Economics	1
ECON 1480	Public Economics	1
ECON 1490	Designing Internet Marketplaces	1
EEPS 1400	Climate Modeling I	1
EEPS 2410	Kinetics of Geochemical Processes	1
ENGN 2920H	Materials and Interfaces for Energy Storage Devices	1
ENGN 1931P	Energy and the Environment	1
POLS 1435	Politics of Climate Change	1
PHP 1730	Climate Risks and Health Solutions	1
PHP 1855	Infectious Disease Modeling	1
PHYS 2410	Solid State Physics I	1
PHYS 2600	Computational Physics	1

SOC 1315	Macro-Organizational Theory: Organizations in Social Context	1
SOC 2385	Environmental Sociology	1
Other 2000-level course with approval		

Technology Leadership Graduate Program Requirements for the Master of Science in Technology Leadership for students admitted in Spring 2024

ENGN 2095	The Psychology of Decision Making	.5
ENGN 2800	Critical Challenge Project	1
ENGN 2040	Leadership Lab	.5
Total Credits		2

Courses

ENGN 0010. Introduction to Engineering: Design, Materials, and Structures.

The purpose of the course is to introduce students to the profession of engineering and the important role engineers play in society, as well as to provide a foundation for further study in engineering. The course begins with the consideration of engineering design and introduces a number of tools that are fundamental to engineering. These include vectors, computer aided design (CAD), and basic programming (Matlab). Particular attention is then focused on mechanics of materials and the analysis of static structures, but topics also include professional ethics and the social responsibility of engineers. Led by an undergraduate mentor/TA, students will complete three group design projects over the course of the semester related to the core course content. ENGN 0010 should be taken by students considering concentrating in engineering as well as students just curious about engineering and design.

ENGN 0020. Transforming Society-Technology and Choices for the Future.

This course will address the impact that technology has on society, the central role of technology on many political issues, and the need for all educated individuals to understand basic technology and reach an informed opinion on a particular topic of national or international interest. The course will begin with a brief history of technology.

ENGN 0030. Introduction to Engineering.

ENGN 0030 introduces students to the engineering profession and the important role engineers play in society, providing a foundation for further study in the field. The course will familiarize students with important engineering software tools, including MATLAB programming and CAD design (Solidworks). The course will also provide exposure to the BDW and the different engineering disciplines offered at Brown. Students will choose two five-week modules from subject areas including wearable sensors, decarbonization, batteries, wireless data links, mechanisms, and product design concepts.

ENGN 0031. Honors Introduction to Engineering.

ENGN 0031 introduces students to engineering and the important role engineers play in society, but with a greater emphasis on calculus-driven instruction and computational approaches using MATLAB and Mathematica. Technical topics include case studies across multiple engineering disciplines, static equilibrium, structural analysis, introductory robot kinematics, energy methods, CAD, professional ethics, and social responsibility. Students will also participate in group design projects which apply concepts from lectures. Students who complete ENGN 0031 may substitute an approved engineering or computer science course in place of CSCI 0111. Students are advised to concurrently enroll in MATH 0180/0190, or a higher MATH course.

ENGN 0032. Introduction to Engineering: Design.

This course is an introduction to the engineering profession with an emphasis on design. It is a project-based class which consists of three major design projects. Working in small groups, students leverage the design process and engineering discipline to present solutions to three design briefs. In weekly studio sessions, students will learn different tools (e.g., Matlab) associated with engineering and design. ENGN 0032 provides the foundation for further study in engineering. This class is designed for students who have a strong interest in design or are unsure of their interest in engineering. Students should have a math background (AB calculus).

ENGN 0040. Engineering Statics and Dynamics.

A broad introduction to Newtonian dynamics of particles and rigid bodies with applications to engineering design. Concepts include statics of structures; kinematics and dynamics of particles and rigid bodies; conservation laws; and use of MATLAB to solve equations of motion and optimize engineering designs. Examples of applications are taken from all engineering disciplines. Lectures, recitation, and team design projects, including use of Brown Design Workshop.

ENGN 0061. Undergraduate Teaching Assistant Apprenticeship: Full Credit.

Being an undergraduate TA is a learning and rewarding experience: Students get a deeper understanding of the course material and gain valuable management, mentoring, and social skills that they can take with them well into the future. Students taking this course must first be selected as an Undergraduate TA for an undergraduate Engineering course. Students can expect to work closely with the course instructor(s) on a variety of course-related topics, including preparation of material and development of assignments. A report on course development outcomes is expected as part of the course credit requirements.

ENGN 0062. Undergraduate Teaching Assistant Apprenticeship: Half Credit.

Being an undergraduate TA is a learning and rewarding experience: Students get a deeper understanding of the course material and gain valuable management, mentoring, and social skills that they can take with them well into the future. Students taking this course must first be selected as an Undergraduate TA for an undergraduate Engineering course. Students can expect to work closely with the course instructor(s) on a variety of course-related topics, including preparation of material and development of assignments. A report on course development outcomes is expected as part of the course credit requirements.

ENGN 0090. Management of Industrial and Nonprofit Organizations.

Exposes students to the concepts and techniques of management. Topics include marketing, strategy, finance, operations, organizational structure, and human relations. Guest lecturers describe aspects of actual organizations. Lectures and discussions.

ENGN 0110. Lean LaunchPad.

The Lean LaunchPad (LLP) is a Wintersession course on how to build a startup using lean startup tools and frameworks. It is a hands-on, intensive, experiential course designed for student teams who are serious about pursuing a startup. The course teaches development of relationships with customers, suppliers, communications providers and other enablers of the business with immediate feedback, requiring students to get out of the building and test their business hypotheses through multiple in person meetings. The Business Model Canvas is the scorecard for contact effectiveness and for development of the ecosystem of contacts which will make the business viable.

ENGN 0120. Crossing the Chasm by Engineering Design and Strategy.

Whether devising a new approach to spacecraft engineering, composing new music, or launching an innovative new consumer product, the acceptance by our intended audience to innovation is critical to success. While we believe that innovation is generally desirable, the reality is that the great majority of innovations either fail to be accepted or face strong criticism. The course is in part a theoretical framework starting with the concepts outlined in Geoff Moore's *Crossing the Chasm* and extended to a broad range of innovation and complete methodology for anticipating points of resistance and for creating strategy to overcome them. Another part is a series of case studies of innovations and their trajectories to eventual acceptance or to failure. Finally, the course is a laboratory experimenting with students' own ideas for innovation.

ENGN 0120A. Crossing the Consumer Chasm by Design.

Technologies have shaped human life since tools were sticks and flints to today's hydrocarbon powered, silicon managed era. Some spread throughout society; bread, cell phones, airlines, but most never do; personal jet packs, Apple Newton, freeze dried ice cream.

Space Tourism, the Segway, electric cars: Can we predict which ones will cross the chasm to broad application? Can we help them to by combining design, engineering, marketing, communications, education, art, and business strategies?

Student teams identify potential new products, conceptualize, package, and define their business mode. By plotting their course across the chasm, we confront the cross-disciplinary barriers to realizing benefits from technology.

Enrollment limited to 18 first year students.

ENGN 0120B. Crossing the Space Chasm Through Engineering Design.

Five decades of human activity in space have provided the world with instant global communications and positioning, human and robotic exploration of the moon, planets and sun, and a perspective of earth which informs and influences our relationship with our environment. Unlike other technical revolutions space has not transitioned to a commercial, consumer market commodity. Rather its users and applications remain primarily large and institutional. To experience the challenges of engineering design for adoption of innovation, we will work in groups to identify uses of space, and a plan for their implementations, that could help space become "every day". Through the process of design, we will confront the technical, economic, societal and political barriers to acceptance of innovation and to making new technologies beneficial to a wider range of users. Enrollment limited to 18 first year students.

ENGN 0120C. Power: From Early Engines to the Nuclear-Powered Artificial Heart.

Mechanical and electrical power have been source of major changes in civilization in last 250 years. This course starts from introduction to animal muscle power and harnessing nature to steam and later sources of power and applications, examining not only the technologies but also the people who developed them and the social and political impacts, ranging up to the nuclear-powered artificial heart. Enrollment limited to 19 first year students.

ENGN 0120D. Strategies for Creative Process: Design Topics.

There is no one simple methodology for creative thinking. Creative thinking is a critical response to the world around us - to our curiosities and interests, to the questions our observations generate, to the ways we frame problems, and to the strategies we develop for translating what we imagine into objects and experiences. Working as artist/designers, making things within a studio environment, we will examine various approaches for the development and refinement of our creative processes as we establish a technical and conceptual foundation for the design and fabrication of objects and experiences. Enrollment limited to 15 first year students.

ENGN 0130. The Engineer's Burden: Why Changing the World is Difficult.

We will examine the assertion that most of the changes that have improved people's lives are essentially technological and then we will look at the difficulties in creating sustainable and beneficial change. Topics of interest include unintended consequences, failure to consider local culture, and engineering ethics. Many, but not all, of the examples will have a third world context. The engineering focus will be on infrastructure--housing, water and sanitation, transportation, and also mobile devices as used in health care and banking.

ENGN 0150. Principles of Chemical and Atomistic Engineering.

This course introduces students to core concepts of chemical and molecular engineering. Students will learn to formulate, derive, and solve material and energy balances for chemical systems. Examples will be drawn from diverse application areas that are relevant to chemical engineering in the twenty-first century. These examples will emphasize how to break down complex problems into simpler components, how to derive the governing equations from first principles, and how to obtain the solution using numerical methods. Students will learn fundamentals of molecular modeling methods, and how atomistic techniques can be applied to engineering problems. The course is appropriate for students concentrating in any field of engineering, or related fields such as chemistry, physics, or biology.

ENGN 0230. Surveying.

Theory and practice of plane surveying; use of the tape, level, transit, stadia, and plane table; triangulation and topography. Lectures, field work, and drafting. Recommended for students interested in civil engineering. Hours arranged. Time required, about 10 hours. Audit only.

ENGN 0240. Biomedical Engineering Design and Innovation.

This course is an incubator for innovative ideas in biomedical design. Students across all disciplines are invited to collaborate with biomedical engineers to enhance the development of design solutions that address clinical and public health concerns. Students will form teams with their peers and a clinical advisor, identify and define a design project to meet a clinical need, and engage in the design process throughout the semester. Engineering concentrators should register for ENGN 1240.

ENGN 0250. Biomedical Engineering Design and Innovation II.

This course is an incubator for innovative ideas in biomedical design. Students across all disciplines are invited to collaborate with biomedical engineers to enhance the development of design solutions that address clinical and public health concerns. Student teams formed in the previous semester will continue develop a design project based on an unmet clinical need with a clinical advisor, gaining hands-on process experience and generating innovative solutions. Engineering concentrators should register for ENGN 1250.

ENGN 0310. Mechanics of Solids and Structures.

Mechanical behavior of materials and analysis of stress and deformation in engineering structures and continuous media. Topics include concepts of stress and strain; the elastic, plastic, and time-dependent response of materials; principles of structural analysis and application to simple bar structures, beam theory, instability and buckling, torsion of shafts; general three-dimensional states of stress; Mohr's circle; stress concentrations. Lectures, recitations, and laboratory. Prerequisite: ENGN 0040.

ENGN 0350. Art Fluid Engineering.

Art can be defined in many different ways, such as: Art is the action to produce objects with no practical use, whose only purpose is to be beautiful or stimulate the intellect in some way. Engineering, on the other hand, is a discipline that uses science to produce devices or processes that are intrinsically useful. We will combine two contrasting views to create objects with aesthetic value and can be useful. We will use fluid flows to create art. Discussions in which a 'fluid' idea is presented, and contrasting scientific/engineering and artistic analysis will be conducted. Students will identify a flow problem to create art: dynamic sculptures, paintings, videos, installations. Art pieces will be presented at the end of the semester and exhibited publicly. Engineering Students: Enroll in ENGN 1350 for advanced engineering credit with a prerequisite and scaled expectations.

ENGN 0410. Materials Science.

Relationship between the structure of matter and its engineering properties. Topics: primary and secondary bonding; crystal structure; atomic transport in solids; defects in crystals; mechanical behavior of materials; phase diagrams and their utilization; heat treatment of metals and alloys; electrical and optical properties of materials; strengthening mechanisms in solids and relationships between microstructure and properties. Lectures, recitations, laboratory.

ENGN 0490. Fundamentals of Environmental Engineering.

This course presents a broad introduction to environmental engineering, and will help students to explore environmental engineering as an academic major and as career option. The course covers topics in environmental engineering: chemistry fundamentals, mass balance, air pollution, water pollution, sustainable solid waste management and global atmospheric change. The course is essential for the environmental engineering students who are planning to take more advanced courses in environmental engineering. This course is also for the students in other engineering disciplines and sciences, who are interested in environmental constraints on technology development and practice, which have become increasingly important in many fields.

ENGN 0500. Digital Computing Systems.

Computers are so ubiquitous in modern technology that it is important to build a solid understanding of how computing machines are designed. We will work where software and hardware intersect, and introduce digital logic design, finite state machines, stored-program CPUs, digital data types, assembly language programming, compiler concepts and the C language. We will design digital logic and program modern RISC microprocessors similar to those in cell phones. We encourage all freshmen and sophomores interested in computing, and we welcome students from all Brown concentrations. It is assumed that students have some prior exposure to basic computer programming concepts.

ENGN 0510. Electricity and Magnetism.

Fundamental laws of electricity and magnetism and their role in engineering applications. Concepts of charge, current, potential, electric field, magnetic field. Resistance, capacitance, and inductance. Electric and magnetic properties of materials. Electromagnetic wave propagation. Lectures, recitation, and laboratory. Prerequisites: ENGN 0030, 0031, 0032 or PHYS 0070; ENGN 0040 or PHYS 0160 (previously 0080); MATH 0180 or 0200; and APMA 0330 or 0350 (may be taken concurrently).

ENGN 0520. Electrical Circuits and Signals.

An introduction to electrical circuits and signals. Emphasizes the analysis and design of systems described by ordinary linear differential equations. The frequency domain is introduced early and stressed throughout. Other topics include circuit theorems, power transfer, transient analysis, Fourier series, Laplace transform, a brief intro to diodes and transistors, and a little control theory. There is a lecture on engineering ethics. Laboratories apply concepts to real problems in audio and controls. Lectures, recitation, and laboratory. Prerequisite: MATH 0180 or MATH 0200, courses may be taken concurrent to ENGN 0520.

ENGN 0610. Systems Thinking.

Systems Thinking links theory and practice to better understand and improve the world around us. It examines the nature of systems in nature, society, and engineering, and applies interdisciplinary lenses to explore important global challenges like those tied to climate change, energy, health, and supply chains. This holistic approach provides both a strategic and practical means to visualize, analyze, and design solutions to improve performance. Students will engage in activities to discover how complex patterns of behavior can arise from simple structures and simple rules and draw on these insights to develop a deeper understanding of how people, process, and purpose align to get things done. In sum, this course helps students see systems in a whole new light, develop mental toolkits for analyzing tough issues, model their structure and behavior, and understand how and why change happens.

ENGN 0620. Design Brief.

This course introduces students to the theory and practice of engineering design. Topics include conceptual frameworks that ground the design process, the application of engineering concepts to inform design decisions, visual and written representation and communication, and the practice of design engineering.

ENGN 0720. Thermodynamics.

An introduction to macroscopic thermodynamics and some of its engineering applications. Presents basic concepts related to equilibrium and the zeroth, first and second laws for both closed and open systems. Examples include analysis of engines, turbines, and other engineering cycles, phase equilibrium and separation processes, chemical reactions, surface phenomena, magnetic and dielectric materials. Lectures, recitations, and laboratory. Prerequisites: ENGN 0030 or ENGN 0040 or equivalent; ENGN 0410 or CHEM 0330. An understanding of intermediate calculus is recommended, such as MATH 0180 or MATH 0200.

ENGN 0810. Fluid Mechanics.

Properties of fluids, dimensional analysis. Fluid statics, forces on submerged surfaces, kinematics. Conservation equations. Frictionless incompressible flows, Euler's equations, Bernoulli's equation: thrust, lift, and drag. Vorticity and circulation. Navier-Stokes equation, applications. Laminar and turbulent boundary layers, flow separation. Steady one-dimensional compressible flow. Sound, velocity, flow with area change, normal shocks. Lectures, laboratory. Prerequisites: MATH 0180 or 0200, ENGN 0040 or PHYS 0050 or PHYS 0070, APMA 0330 or APMA 0350 (can be concurrent).

ENGN 0860. Boat Building Design & Culture.

This course introduces the study of the design, engineering, work, material culture and history through the construction of a traditional workboat, a Maine Peapod. As the class builds the boat, we'll gain hands-on understanding of issues of engineering, design, skill, and workmanship. We will do historical research and visit museums to gain insight into the history of small craft and their builders/users from the nineteenth century to the present. Throughout the course, we will consider philosophical issues of tradition, creativity, and knowledge in engineering and making. Three longer writing assignments and an ongoing journal will connect hands-on work and research.

ENGN 0900. Managerial Decision Making.

Ways of making effective decisions in managerial situations, especially situations with a significant technological component; decision analysis; time value of money; competitive situations; forecasting; planning and scheduling; manufacturing strategy; corporate culture. Lectures and discussions. Prerequisite: ENGN 0090 or MATH 0100.

ENGN 0930A. Appropriate Technology.

Our goal for this course is that you leave it with the ability to think and act rationally and concretely on issues of technology and the human condition. We will provide background on useful technologies (e.g. wind, solar, hydro), techniques to fabricate them, and an opportunity to explore the obstacles to their implementation.

ENGN 0930C. DesignStudio.

DESIGNSTUDIO is a course open to students interested in learning through making. Working in a studio environment, we will iteratively design, build, and test projects, as we imaginatively frame design problems, and develop novel strategies for addressing those problems. We will explore design thinking, creative collaboration, exploratory play, ideation, iteration, woodworking, prototyping, CNC milling and laser cutting – in addition to other strategies that enhance our creative processes – as we establish a technical and conceptual foundation for the design and fabrication of objects and experiences. Enrollment limited to 16. Instructor permission required.

ENGN 0930L. Biomedical Engineering Design and Innovation.

This course is an incubator for innovative ideas in biomedical design. Students across all disciplines are invited to collaborate with biomedical engineers to enhance the development of design solutions that address clinical and public health concerns. Students will form teams with their peers and a clinical advisor, identify and define a design project to meet a clinical need, and engage in the design process throughout the semester. Engineering concentrators should register for ENGN1930L.

ENGN 0931. Internet of Everything.

The Internet can be visualized as Internet of information, Internet of people, Internet of places and most importantly the Internet of "things." Internet of Everything includes these four paradigms. In this class, we will learn about how these four ideas can come together to make a difference in the world. We will study the underlying infrastructure that supports Internet, the TCP/IP model, addressing and routing. Experiments and projects in the class would include a tree on the Internet communicating with the sprinkler system only when it is thirsty. Privacy and ethical issues will also be addressed.

ENGN 0931L. Biomedical Engineering Design and Innovation II.

This course is an incubator for innovative ideas in biomedical design. Students across all disciplines are invited to collaborate with biomedical engineers to enhance the development of design solutions that address clinical and public health concerns. Student teams formed in the previous semester will continue develop a design project based on an unmet clinical need with a clinical advisor, gaining hands-on process experience and generating innovative solutions. Engineering concentrators should register for ENGN 1931L.

ENGN 1000. Projects in Engineering Design I.

Fall semester projects in design for concentrators in electrical, materials, and mechanical engineering. Students work in teams on projects that are defined through discussions with the instructor. An assembled product or detailed design description is the goal of the semester's effort. Students may elect to combine ENGN 1000 with ENGN 1001 to work on a year-long project with permission of the instructor. Students electing to pursue this option must take ENGN 1000 and ENGN 1001 in the same academic year, and must submit a project proposal no later than October 1. Permission of instructor is required. Applicants should fill out this form and attend the first class: <https://forms.gle/Fkr8DYyaB2Gse9NZ6>

ENGN 1001. Projects in Engineering Design II.

Spring semester projects in design for concentrators in electrical, materials, and mechanical engineering. Students work in teams on projects defined through discussions with instructor. An assembled product or detailed design description is the goal of semester's effort. Students may elect to combine ENGN 1000 with ENGN 1001 to work on a year-long project with permission of the instructor. Students electing to pursue this option must take ENGN 1000 and ENGN 1001 in the same academic year and must have submitted a project proposal by October 1 of the previous Fall semester. Permission of instructor is required. Applicants should fill out this form and attend the first class: <https://forms.gle/Fkr8DYyaB2Gse9NZ6>

ENGN 1010. The Entrepreneurial Process.

Entrepreneurship is innovation in practice: transforming ideas into opportunities, and, through a deliberate process, opportunities into commercial realities. These entrepreneurial activities can take place in two contexts: the creation of new organizations; and within existing organizations. This course will present an entrepreneurial framework for these entrepreneurial processes, supported by case studies that illustrate essential elements. Successful entrepreneurs and expert practitioners will be introduced who will highlight practical approaches to entrepreneurial success. Enrollment limited to 35.

ENGN 1100. Numerical Methods in Chemical Engineering.

This course focuses on the numerical solution of common problems encountered in engineering with a focus on problems of interest in the chemical sciences. A theoretical background into these methods is essential to their accurate and efficient application. Therefore, this course will provide both theoretical underpinnings as well as practical use of such methods, relying on physical problems from chemical engineering wherever possible. Topics covered include linear algebra, model formulation and nondimensionalization, optimization and nonlinear systems, graph theory, numerical integration, atomistic and molecular simulation, Bayesian inference, and data analysis.

ENGN 1105. Numerical Methods in Chemical Engineering.

This course focuses on the numerical solution of common problems encountered in engineering, with a focus on problems of interest in the chemical sciences. A theoretical background into these methods is essential to their accurate and efficient application. Therefore, this course will provide both theoretical underpinnings as well as practical use of such methods, relying on physical problems from chemical engineering wherever possible. Topics covered include linear algebra, model formulation and nondimensionalization, optimization and nonlinear systems, graph theory, numerical integration, atomistic and molecular simulation, Bayesian inference, and data analysis. Sophomore level and above.

ENGN 1110. Transport and Biotransport Processes.

Aim: To develop a fundamental understanding of mass transport in chemical and biological systems. The course includes: mechanism of transport, biochemical interactions and separations; mass transport in reacting systems; absorption; membrane and transvascular transport; electrophoretic separations; pharmacokinetics and drug transport; equilibrium stage processes; distillation and extraction. Other features: design concepts; modern experimental and computing techniques; laboratory exercises. Prerequisites: APMA 0350.

ENGN 1120. Reaction Kinetics and Reactor Design.

Mechanisms, driving forces, and rate expressions of homogeneous and heterogeneous chemical and biochemical systems. Kinetics described from the potential energy surface to reaction networks. Basic concepts in reactor design and idealized reactor models. Chemostats and enzymatic reactors. Optimization. Temperature and energy effects in reactors. Catalysts and coupled transport effects. Prerequisite: ENGN 0720 or equivalent. Offered in alternate years.

ENGN 1130. Chemical and Statistical Thermodynamics.

Application and derivation of the laws of thermodynamics, built from the atomic scale up. Basic statistical mechanics treatment of chemical thermodynamics, and an in-depth treatment of the calculus of thermodynamics. Driving forces for atomic and macroscopic processes. Phase and chemical equilibria and partitioning of species in multiphase and reactive systems. Applications and examples drawn from chemical processing and environmental problems. Prerequisite: ENGN 0720 or equivalent. Offered in alternate years.

ENGN 1140. Chemical Process Design.

Chemical process synthesis, flow charting, and evaluation of design alternatives. Process equipment sizing as determined by rate phenomena, economics, and thermodynamic limitations. Introduction to optimization theory. Applications of these principles to case studies. Prerequisites or Corequisites: ENGN 1110, 1120, 1130.

ENGN 1150. Environmental Engineering Design.

Capstone engineering design course for Environmental Engineering. The course will involve introducing students to environmental contamination scenarios, developing responses to that scenario, e.g., developing methods to assess the extent of the problem, to designing actual remediation or mitigation strategies to address the problem. Coursework relies on laboratory measurements, computer modeling or both. Emphasis on conducting realistic assessments of the threat to human and ecological receptors, including learning about any relevant regulations, an evaluation of strategies to minimize negative impacts, and consideration of both the costs and timescales needed for implementing alternatives. Prerequisites: ENGN 0490, ENGN 0720, ENGN 0810.

ENGN 1210. Biomechanics.

Important foundations of continuum biomechanics, properties of biomaterials, three-dimensional concepts of strains and stress, linear isotropic elasticity, anisotropic response, yield, fracture, fatigue, nonlinear elastic and viscoelastic response of biological materials/structures and biomedical implants/devices will be taught. Students will learn physical basis, theory and applications of each of these topics for biomedical engineering applications. Muscle biomechanics, biomechanics of walking and running, and response of soft tissue and bone will be discussed.

ENGN 1220. Neuroengineering.

Course Goals: To develop an advanced understanding of how signals are generated and propagated in neurons and neuronal circuits, and how this knowledge can be harnessed to design devices to assist people with neurologic disease or injury. Fundamental topics in neuronal and neural signal generation, recording methods, and stimulation methods. Clinical/Translational topics include multiple clinically available and emerging neurotechnologies. Prerequisites: NEUR 0010 and ENGN 0510; or instructor permission, which may be provided after discussion with course faculty.

ENGN 1230. Instrumentation Design.

Sensors for pressure, temperature, blood flow, muscle and neural activity. Amplifiers, filters, and A/D-D/A converters. The use of computers in monitoring and controlling physiological processes. Feedback controllers for temperature, flow rate, and experimental stimuli. Intended as a design course primarily for biomedical engineers. Lab times to be arranged.

ENGN 1240. Biomedical Engineering Design and Innovation.

This course is the culmination "capstone" of the biomedical engineering educational experience. The primary objective of this course is to recall and enhance design principles introduced through the engineering core curriculum and to apply this systematic set of engineering design skills to biomedical engineering projects. Students will form teams with their peers and a clinical advisor, identify and define a design project to meet a clinical need, and engage in the design process through the course of the semester. For seniors only. Non-engineering concentrators should register for ENGN 0240.

ENGN 1250. Biomedical Engineering Design and Innovation II.

This course is part two of the culmination "Capstone" of the biomedical engineering educational experience. The primary objective of this course is to recall and enhance design principles introduced through the engineering core curriculum and to apply this systematic set of engineering design skills to biomedical engineering projects. Student teams formed in the previous semester will continue develop a design project based on an unmet clinical need with a clinical advisor, gaining hands-on process experience and generating innovative solutions. For seniors only. Non-engineering concentrators should register for ENGN 0250.

ENGN 1300. Structural Analysis.

Classical and modern methods of analysis for statically indeterminate structures. Development of computer programs for the analysis of civil, mechanical, and aerospace structures from the matrix formulation of the classical structural theory, through the direct stiffness formulation, to production-type structural analysis programs. Introduction to Finite Element Methods (FEM) and Isogeometric Analysis (IGA). Prerequisite: ENGN 0310.

ENGN 1310. Planning and Design of Systems.

No description available.

ENGN 1340. Water Supply and Treatment Systems - Technology and Sustainability.

This course provides a comprehensive overview of engineering approaches how to protect water quality. Class begins with brief introduction to hydrological cycle. More in detail groundwater flows (Darcy eq.-n) and flows into wells are examined. Principles of hydraulics are presented. Open channel and river flows, flood routing and preventing are presented. Freshwater and wastewater treatment technologies, together with advanced water treatment processes, are evaluated. Course ends with the visit to a local wastewater treatment plant. Prerequisites: CHEM 0330 and ENGN 0040. Recommended ENGN 0810.

ENGN 1342. Groundwater Flow and Transport.

Students in this course will develop a fundamental understanding of groundwater flow and transport processes. They will derive and apply mathematical models used in aquifer evaluation, aquifer testing, regional flow assessment, and solute transport predictions. Students will be introduced to state-of-the-art groundwater flow and transport simulators. A major portion of the course will be devoted to a team project in which students will use available geologic, hydrologic, and geochemical data from a selected site to develop, implement, and apply an aquifer model to address a real-world subsurface contamination problem.

ENGN 1350. Art Fluid Engineering.

Art can be defined in many different ways, but I like this one: Art is the action to produce objects with no practical use, whose only purpose is to be beautiful or stimulate the intellect in some way. Engineering is a discipline that uses science to produce devices or processes that are intrinsically useful. We will combine these two contrasting views to create objects that have aesthetic value and can be useful. This course aims to use fluid flows to create art. Students will participate in discussions in which a "fluid" idea will be presented. A contrasting scientific/engineering and artistic analysis will be conducted in each of these lectures. The students will then identify a flow problem to create a piece of art: dynamic sculptures, paintings, videos, or installations. The art pieces will be presented at the end of semester.

ENGN 1360. Soil Mechanics and Principles of Foundation Engineering.

Classification and identification of geological materials; mechanical and physical properties and methods of testing. Elements of the analysis of stress and strain in rock and soil masses; theories of failure, theory of seepage. Problems of building foundations; consolidation and settlement; stability of earth slopes and embankments. Includes geotechnical laboratory. Prerequisite: ENGN 0310.

ENGN 1370. Advanced Engineering Mechanics.

A unified study of the dynamics of particles, rigid bodies, and deformable continua. Generalized coordinates and Lagrange's equations; variational principles; stability of equilibrium; vibrations of discrete systems and of elastic continua, and wave propagation.

ENGN 1380. Design of Civil Engineering Structures.

This course provides an introduction to the design of steel and reinforced concrete structures using ultimate strength methods. Lectures will cover key concepts of design theory, building codes, and standards using examples from real structures. Students will apply concepts through computer labs, homework problems, and a design project. Lectures plus lab. Prerequisite: ENGN 1300.

ENGN 1400. Analytical Methods in Biomaterials.

Analytical methods and instrumentation currently used to characterize biomaterials. Specific methods/instrumentation covered include: molecular scale analysis (NMR, FTIR, UV-Vis spectroscopy); surface analysis (AFM, SEM, XPS, contact angle goniometry, ellipsometry, quartz crystal microbalance, electrochemistry, grazing angle IR); bulk analysis (DSC, mechanical testing) and biological analysis (bioassays, fluorescence and confocal microscopy). Prerequisites: CHEM 0330, CHEM 0350, ENGN 0040 and BIOL 0200. Enrollment limited to 40.

ENGN 1410. Physical Chemistry of Solids.

Application of physical chemistry and solid state chemistry to the structure and properties of engineering solids as used in solid state devices, ceramics, and metallurgy. Equilibrium and free energy of heterogeneous systems, thermodynamics of solutions, chemical kinetics, diffusion, catalysis and corrosion, solid state transformations. Case studies taken from industrial practice. Prerequisites: ENGN 0410, 0720.

ENGN 1420. Kinetics Processes in Materials Science and Engineering.

This course introduces the basic principles and formulations that describe kinetic processes in materials science and engineering. These are divided into the following principle types of mechanisms: solid state diffusion, reactions at surfaces and interfaces, and phase transformations. The final section of the course applies these principles to several relevant materials processing systems. Prerequisites: ENGN 0410, 0720, 1410 or equivalent.

ENGN 1440. Mechanical Properties of Materials.

Begins with basic concepts of mechanical properties common to all materials, with some emphasis on dislocation theory. Particular attention is given to the relationship between mechanical properties and microstructures. The different types of mechanical tests that are used in each of these fields are analyzed. Lectures plus laboratories. Prerequisite: ENGN 0410.

ENGN 1450. Properties and Processing of Electronic Materials.

Focus on fundamental properties, processing, and characterization of electronic materials for microelectronic, large area, and thin film device applications. Processing Si into modern integrated circuits, e.g., VLSI, USLI, will be described in terms of materials science of unit processes (oxidation, lithography, diffusion, ion implantation, thin film deposition) used in device fabrication. Review relationship between properties of different materials classes (metals, semiconductors, insulators) and band structure. Concepts used to explain the operation of a p-n junction and simple MOS structures. Laboratory will focus on depositing materials via vapor phase synthesis methods and measuring fundamental electronic properties of materials using transport measurements.

ENGN 1470. Composite Materials.

A study of the structure and properties of nonmetallic materials such as glasses, ceramics, and polymers. The crystal structure of ceramics, and the noncrystalline networks and chains of glasses and polymers, and the generation of microstructures and composites are considered. The physical and mechanical properties of glasses, ceramics, polymers, and composites, and their dependence on structure, are developed. Prerequisite: ENGN 0410

ENGN 1475. Soft Materials.

This course is an introduction to soft materials, focusing on natural and synthetic polymers and composites. Students will learn fundamentals of polymer chemistry (synthetic approaches) and polymer physics (thermodynamics, diffusion, viscosity); methods for characterizing/analyzing the structure of polymers in solution and solid state, including laboratory exercises; and approaches to designing polymers with properties for different applications (actuation, 3D printing, robotics, drug delivery). Course focuses on design of soft materials for specific applications and includes reading and discussion of primary literature. The course will be taught at a level suitable for undergraduates in engineering and graduate students in engineering and related fields.

ENGN 1480. Metallic Materials.

The central theme is to familiarize students with typical microstructures in metals and alloys, their origin, and factors that control stability. The role of processing (primary and secondary) in influencing microstructures will be demonstrated. The ability to change microstructure through composition and processing to obtain a "desired" microstructure that provides specific properties will be highlighted with examples in different alloy systems including Al, steels, and Ni-based. Factors that control stability and shape of second phase particles will be discussed for L/S and S/S processing. The consequences of microstructural changes on physical and mechanical properties will be illustrated. Prerequisite: ENGN 0410. Recommended: ENGN 1410.

ENGN 1490. Biomaterials.

Biomaterials science, the study of the application of materials to problems in biology and medicine, is characterized by medical needs, basic research, and advanced technological development. Topics covered in this course include materials used in bone and joint replacement, the cardiovascular system, artificial organs, skin and nerve regeneration, implantable electrodes and electronic devices, drug delivery, and ophthalmology.

ENGN 1510. Nanoengineering and Nanomedicine.

Students in this course will develop a fundamental understanding of nanoengineering and its applications in medicine. We will discuss nanomaterials synthesis, fabrication, and characterization. Medical applications of these materials will include drug delivery, imaging and diagnostics, and tissue engineering approaches. Nanotoxicology will also be discussed. Research methods in nanoengineering and nanomedicine will be emphasized (i.e., critical analysis of scientific literature, effective oral and written communication). Students will also have the opportunity to gain an introduction to several nanoengineering research tools available on campus. This course is for engineering and science graduate students and advanced upper-level engineering undergraduates.

ENGN 1520. Cardiovascular Engineering.

In this course, students will learn quantitative physiological function of the heart and vascular system, including cardiac biomechanics and vascular flow dynamics, through lectures and discussion of current scientific literature. A systems approach will integrate molecular biophysics, cell biology, tissue architecture, and organ-level function into a quantitative understanding of health and disease. Discussion topics will include cardiovascular devices, pre-clinical regenerative therapies, stem cell ethics, and clinical trials.

ENGN 1550. Recent Advances in Biomedical Engineering.

This course will cover the latest developments in biomedical engineering over a broad range of areas including drug delivery, regenerative medicine, immune engineering, and diagnostics. Applications discussed within these fields may include infectious disease technologies, women's health, global health technologies, biomanufacturing, etc. Students will learn about recent developments in these fields in academia, government, and industry. This course is intended for engineering and science graduate students and undergraduates interested in gaining an appreciation for current applications of biomedical engineering. An emphasis will be placed on critical analysis of current technologies and scientific communication with diverse audiences. This course is meant for engineering and science graduate and undergraduate students that have completed CHEM 0330 (or equivalent) and MATH 0100 (or equivalent).

ENGN 1560. Applications in Microwave Communications.

We focus on the study/design of communications systems that operate within microwave frequencies (1-300 GHz). We review transmission/reception of TEM waves in various mediums, transmission lines, PCB's and waveguides. We look at RF components including oscillators, amplifiers, filters, tuners, frequency converters and antenna systems. We also measure system performance in terms of dynamic range, noise figure and power delivery. Once these foundations are set, we look at the End-2-End system design for Radio/TV, Radar, WIFI, 5G-Mobile, Satellites, and fiber optic networks. We also look at high-speed circuits used throughout the packet switched Internet. We look at practical design approaches for high-availability design with guest industry experts. We augment class lectures with biweekly P-sets and hands-on lab experiments, both with instrumentation and SW simulation. The class has 2 mid-terms, a class field trip, and final design project from class concepts.

ENGN 1565. Physical and Physics Foundation of Computing.

Computing is a physical act of counting and comparing quantities, represented in symbols but executed by charges and waves. This course introduces the physical and physics foundation of computing and the underlying principles. It draws inspirations from the mounting demands and pressing problems in the computing industry, impacting all sectors worldwide. And, it builds on the R&D of current and future computing in industry and academia. This course is designed to be a frontier exploration course at the introductory level, for aspiring researchers, technologists, and explorers. It is open to and accessible at junior, senior undergraduate or graduate levels in engineering, physics, chemistry, materials, and computer sciences. The theoretical concepts presented are developed from the ground up, starting with basic knowledge of E&M, statistics, quantum mechanics, and linear algebra.

ENGN 1570. Linear System Analysis.

Analysis of discrete and continuous electrical signals and systems in both time and frequency domains. Modulation, sampling, spectral analysis, analog and digital filtering. Fourier, Laplace and z-transforms, the state-space approach, stability of linear systems. Prerequisite: ENGN 0520.

ENGN 1580. Communication Systems.

We will learn basic communication and information theory, but with examples drawn from a variety of areas not normally considered communication. Basic knowledge of Laplace/Fourier transforms and frequency domain is essential (ENGN 0520 or equivalent required). Linear Systems (ENGN 1570), Probability (APMA 1650 or MATH 1610), Linear Algebra (MATH 0520 or 0540) and E&M (ENGN 0510) are helpful but not required. Analog modulation, digitization, signal space, digital modulation and noise, information theory, selected topics in modern communication/information network theory and applications to biology and physics as time and interest permit. Depending on preparation, we may also pursue final projects.

ENGN 1590. Semiconductor Devices.

An introduction to semiconductor device physics and basic electronic properties of semiconductors, including junctions, heterojunctions and fundamental device building blocks. Current and proposed semiconductor devices: field effect transistors, bipolar transistors, quantum-effect devices, and optoelectronic devices. A brief fabrication lab will introduce junction fabrication in the cleanroom. Advanced topics, such as heterojunction bipolar transistors and silicon-on-insulator FETs, included in the graduate version.

ENGN 1595. Lasers and Nonlinear Optics.

This is a second course on optics and photonics and is intended for juniors interested in more advanced topics in modern optics who have already completed ENGN1690. Topics to be covered include the fundamentals of laser operation, gain and gain saturation, resonators, single-mode and multi-mode lasers, and a selection of important laser examples. We will then discuss light-matter interactions in the nonlinear regime, relying on a classical or semi-classical treatment. Topics will include frequency conversion via mixing or parametric processes, and degenerate third-order self-induced effects. Time permitting, we will discuss some of the most recent breakthroughs in optically-driven nonlinear processes such as laser-induced fusion as well as the planned exascale laser systems currently under development.

ENGN 1600. Design and Implementation of Digital Integrated Circuits.

This course will cover digital design and implementation concepts required for successful tape-out of integrated circuits. The first part covers the fundamentals of Very Large-Scale Integration (VLSI) design, including transistor analysis, standard cell layout, and cell characterization techniques. The second part covers use of design automation tools to complete a full design to tape-out. In the second part, hardware design using Verilog will be first discussed, and then will follow with the use of techniques and tools: logic synthesis, circuit timing and power, and placement and routing. The class will feature a number of labs and a large design project.

ENGN 1610. Image Understanding.

Image processing is a technology experiencing explosive growth; it is central to medical image analysis and transmission, industrial inspection, image enhancement, indexing into pictorial and video databases, e.g., WWW, and to robotic vision, face recognition, and image compression. This senior-level undergraduate course covers theoretical underpinnings of this field and includes a series of practical MATLAB image processing projects. ENGN 1570 is recommended, but not required.

ENGN 1620. Analysis and Design of Electronic Circuits.

Analysis and design of a variety of fundamental analog integrated microelectronic circuits at the transistor level and their practical applications to sensing and interfacing in a range of fields; life sciences, wireless communications, and computing. Elementary device physics and circuit characteristics of semiconductor diodes and MOS field effect transistors (FETs) as fundamental building blocks will be discussed. Concepts of noise and fundamental limits of sensing will also be discussed. Required Text: Fundamentals of Microelectronics, Wiley, Behzad Razavi, any edition (1st - 3rd). Prerequisites: ENGN 0520 or ENGN 1230 or with instructor permission.

ENGN 1630. Digital Electronics Systems Design.

Fundamentals of digital logic design including: Boolean algebra, gates, truth tables, logic families, flip-flops, finite state machines, memory, and timing. More advanced topics include A-D conversion, binary arithmetic, CPU organization, programmable logic (CPLDs and FPGAs), and VHDL. Extensive laboratory requirement. Not open to first year students; permission required for sophomores.

ENGN 1640. Design of Computing Systems.

This course introduces the main concepts and techniques for designing computing systems. Topics covered include assembly language, instruction set design, pipelining, superscalar and VLIW processor design, memory subsystem design, and I/O interfacing. Laboratory topics include programmable logic devices, hardware definition languages, and implementation of a bootable version of the pipelined MIPS processor. Laboratory emphasizes design optimizations with respect to speed and design area. Prerequisite: ENGN 1630 or passing of a quiz on basic digital logic concepts, or instructor permission.

ENGN 1650. Embedded Microprocessor Design.

This is a combined lecture and design project course offering experience in the open-ended design of an electronic product or system employing an embedded microprocessor by small-group design teams. Activity includes product specification, circuit design, programming, printed circuit layout, construction, packaging, and economic assessment. Teams are expected to produce functional products. Lecture topics will be adjusted to reflect the chosen design problems. Emphasis is placed on the criteria for choosing processors and on the interfaces and programming requirements of the system. Primarily for senior concentrators. Experience with C programming is helpful but not required. Prerequisite ENGN 1630 or permission of the instructor.

ENGN 1670. Soft Matter.

This course provides an introduction to soft matter: Polymers, elastomers, liquid crystals, and colloids. Students in Physics, Engineering, Chemistry, and Applied Mathematics may find this course useful. Familiarity with classical statistical mechanics (PHYS 1530) is required. We will use scaling arguments and simple physical pictures as much as possible.

ENGN 1680. Design and Fabrication of Semiconductor Devices.

Contemporary practice in the design and fabrication of semiconductor devices. The realization of basic electronic device functions on the semiconductor platform is a central theme in a coordinated lecture and laboratory course. Topics include microcircuit photolithography; layout and design scaling rules for integrated circuits; and techniques in semiconductor and thin film processing as they apply to ULSI circuit manufacturing. Prerequisite: ENGN 1590 or permission.

ENGN 1690. Photonics Devices and Sensors.

Science and engineering principles of photonics and optoelectronic devices that provide foundation to a broad range of technologies from lasers to detectors, from cameras to computer displays, from solar cells to molecular sensing, from internet to quantum cryptography, and to new lighting sources for illuminations in the city and in biomedical treatments. Topical content: Light as waves in media, on surfaces, and through micro and nanostructures; interference and waveguiding; light generation by spontaneous emission, stimulated emissions, photodetection, infrared and night visions, LED, lasers, optical amplifiers and modulators, etc. Prerequisite: ENGN 0510 or equivalent.

ENGN 1700. High Reynolds Number Flows.

You will explore the fluid mechanics of aerospace and energy systems. Aerospace fluid dynamics are the dynamics of flows involving air. Such flows have a variable density over space and time. They can expand to take the shape of volume or be compressed into a confined space. These flows surround (air), inflate (air in lungs), compress (impact), hold/push (drag/thrust), and levitate (flight). Investigate flows to design and take advantage of their behavior for engineering solutions (e.g., extracting energy). Learn to identify a fluid and develop the framework (differential equations) describing compressible flow motion/dynamics. Study fundamental thin airfoil, wing, and boundary layer theory. Consider extracting energy from air flows using wind turbines. Solve the Euler equations using analysis and numerical methods. The course concludes by surveying advanced topics involving supersonics, hypersonics, and space propulsion. Prerequisites: ENGN 0720 and ENGN 0810.

ENGN 1705. Sustainable Energy: Science and Technology.

The energy transition from fossil fuels to renewable sources may be the defining technological issue of the coming decades. This class covers the fundamental science and technology of energy technologies, focusing on emerging energy resources. Students will learn the fundamental thermodynamics of energy conversions as well as the tools to analyze energy technologies. The course will cover the basic science of the greenhouse-gas induced climate change, and will analyze energy technologies in terms of the trade-offs involved in emissions, cost, scalability, land use, and resource ability.

ENGN 1710. Principles of Heat and Mass Transfer.

This course explores the transfer of energy as heat. It starts with basic heat transfer problems involving thermal conduction, convection, and radiation. The steady heat transfer through composite walls and heat dissipated from extended surfaces (such as fins) are examined. Transient heat transfer and heat transfer between solids and fluids will be investigated, considering natural and forced convection heat transfer. Various heat exchanger types will be evaluated, however concentric double-pipe heat exchangers analyzed in detail. Radiant heat transfer, surface emissive power, real surface radiation; view factors for black and gray surfaces will be studied. The course includes two hands-on laboratory experiments which supplement the material covered in the class meetings. The course also includes recitation sessions devoted to using COMSOL. The course ends with a design team competition focused on the most "efficient and elegant" coffee cup. Prerequisite: ENGN 0720

ENGN 1720. Design of Thermal Engines.

Students will work in groups on semester long engine design projects. Projects are to incorporate: formulation of design problem statements and specifications, consideration of alternative solutions, detailed design descriptions, development and use of design methodology, development of student creativity and use of acquired engineering skills, while including realistic constraints such as economic factors, safety, reliability, ethics, social impact, etc. Lectures, laboratory, and computer-aided design projects with oral and written reports. Lectures to cover: thermodynamics, heat transfer, fluid dynamics, kinematics/dynamics, lubrication, combustion, fuels, and pollution of thermal engines. Prerequisites: ENGN 0720 and 0810.

ENGN 1730. Lasers and Nonlinear Optics.

This is a second course on optics and photonics and is intended for juniors interested in more advanced topics in modern optics who have already completed ENGN1690. Topics to be covered include the fundamentals of laser operation, gain and gain saturation, resonators, single-mode and multi-mode lasers, and a selection of important laser examples. We will then discuss light-matter interactions in the nonlinear regime, relying on a classical or semi-classical treatment. Topics will include frequency conversion via mixing or parametric processes, and degenerate third-order self-induced effects. Time permitting, we will discuss some of the most recent breakthroughs in optically-driven nonlinear processes such as laser-induced fusion as well as the planned exascale laser systems currently under development.

ENGN 1735. Vibration of Mechanical Systems.

This course will focus on the vibration characteristics of mechanical systems. Topics will include: analysis of free and forced single degree-of-freedom linear oscillators, vibration control and isolation, multiple degree-of-freedom and continuous systems, and introduction to nonlinear oscillations. Relevant analytical and numerical methods useful for modeling and analysis of vibrating systems will be discussed throughout. Students will be expected to do some numerical calculations on a computer.

ENGN 1740. Computer Aided Visualization and Design.

Provides instruction in the application of computers to the design methods in engineering. Hands-on experience in use of CAD/CAE software packages for geometric modeling, visualization, and drafting. Emphasis on applications to solids and structural problems. Independent design projects are carried out. Course counts as an ABET upper-level design course for mechanical and civil engineering concentrators. Prerequisite: ENGN 0310.

ENGN 1750. Advanced Mechanics of Solids.

Continuum mechanics of solids and its application to the mechanical response of machine and structural elements. Tensor descriptions of deformation and internal forces in solids; field equations. Elastic and elastic-plastic material models; failure criteria. Analytical techniques and energy methods for elastic solids; implementing the finite element method for elastic solids. Beam and plate theory. Stress waves and vibrations in solids. Use of commercial finite element software. Prerequisite: ENGN 0310, APMA 0330 or 0350.

ENGN 1760. Design of Space Systems.

Working in design groups, students conceive a space mission and design all of the elements necessary for its execution including launch and orbit / trajectory, space and ground systems, including analysis of structure, thermal, radio link, power and mass budgets, attitude control and dynamics. Each group builds a hardware project to demonstrate a core element of their mission design.

ENGN 1790. Quantum Optics.

An introduction to the fundamental theory, mathematical formalism, and applications of quantum optics, the study of light and its interactions with matter at microscopic scales. Topics will include: an introduction to quantum mechanics using the bra-ket (or Dirac) notation, quantization of the electromagnetic fields, generation and detection of single photons, non-classical quantum states (single-mode states, Fock or number states, coherent and squeezed states), phasor diagrams, number-phase uncertainty, quantum theory of photoionization/photodetection, quantum description of mirrors, beam splitters, Mach-Zehnder interferometers, spontaneous emission and parametric downconversion, as well as interaction-free measurements. The course is intended for graduate and senior undergraduate students who would like to understand more advanced concepts in emerging fields, such as quantum computing. The material is self-contained, therefore students who do not have a deep background in quantum mechanics or optics will also be able to take the course

ENGN 1800. Social Impact of Emerging Technologies: The Role of Scientists and Engineers.

The role of engineering sciences in an ever-changing technology-driven world. Students will develop basic working knowledge of selected contemporary technologies that help identify and forecast future prospects while discerning future disruptions. Emphasis on the importance of ethical and social responsibilities that technologists must shoulder in answering societal challenges and contributing to policy making and corporate leadership. How do we create beneficial technologies yet anticipate their potential social costs, such as workforce automation or overdependence on the internet? Will we give up brains as our last private space? Who will control the data / technology ecosystem that influences our decisions?

ENGN 1820. Future of Work.

Technological advances have the potential to substantially change our work experiences, organizations and society. Collectively, these trends represent the Future of Work and can bring many positive benefits, such as new work options in the gig economy or new opportunities for start-ups. At the same time, such advances can raise ethical concerns and questions when technology is used to predict human behavior, replace employees, create a contingent and low-wage workforce, or drive autonomous vehicles, among many other examples. Using a combination of case studies, projects, academic articles, and current media materials, this class will examine three issues related to these new trends: How the world of work is changing, why these changes are important in relation to organizations and entrepreneurship, and what skills are necessary to shape the future of work in ways that are sustainable, ethical, and inclusive.

ENGN 1840. Numerical Methods in Scientific Computing.

Numerical analysis techniques related to solving systems of linear algebraic equations, matrix eigenvalue problems, nonlinear equations, polynomial approximation and interpolation, numerical integration and differentiation, ordinary and partial differential equations. Programming in Matlab. Pre-req: ENGN0040, CSCI 0040 or equivalent programming ability. APMA 0330, APMA 0340 or equivalent.

ENGN 1855. Design Principles and Process.

This course, through substantial projects, deepens student's understanding of the design principles and processes and develops their skill at synthesizing artifacts that are appropriate responses to situations in specific contexts. It asks students to acquire new knowledge of a physical and social context and to integrate this new knowledge with their world model to create artifacts that produces a positive change in the context.

ENGN 1860. Advanced Fluid Mechanics.

Aims to give students a deeper and more thorough grounding in principles and applications of fluid mechanics. Topics include review of dimensional analysis and conservation principles; viscous flows with application to microfluidics; lubrication analysis for bearing design; laminar boundary layers; wave motion; and interfacial phenomena (e.g., drops and bubbles). Lectures, assignments, computational projects, and laboratory. Prerequisites: ENGN 0810.

ENGN 1900. Construction of the Entrepreneurial Enterprise Framework: From Decision Making to Opportunity Creation.

Students examine and engage with the decision making process in the modern enterprise, including investment, negotiation, and opportunity creation. This is done in an entrepreneurial context. Teams research and present orally and in writing on major class themes. Case studies, Socratic discussion models, readings, guest lectures, rhetoric and writing fellows support for videotaped oral and written business plans are utilized. Enrollment limited to 35.

ENGN 1920. Sustainable Energy: Science and Technology.

The energy transition from fossil fuels to renewable sources may be the defining technological issue of the coming decades. This class covers the fundamental science and technology of energy technologies, focusing on emerging energy resources. Students will learn the fundamental thermodynamics of energy conversions as well as the tools to analyze energy technologies. The course will cover the basic science of the greenhouse-gas induced climate change, and will analyze energy technologies in terms of the trade-offs involved in emissions, cost, scalability, land use, and resource ability.

ENGN 1930A. 3D Photography.

By 3D photography we refer to a number of processes that use cameras and lights to capture the shape and appearance of 3D objects. In this course we will first study and build basic 3D techniques and systems, and then cover several closely related methods based on signal processing techniques, constrained energy minimization, and the solution of diffusion differential equations to smooth, denoise, edit, compress, transmit, simplify, and optimize very large polygonal models. Applications include computer animation, game development, electronic commerce, heritage preservation, reverse engineering, and virtual reality.

ENGN 1930B. Biomedical Optics.

Biomedical Optics is a rapidly growing field with applications in medicine, biology, and neuroscience. This course aims to empower students with theoretical and practical skills needed to design state-of-the-art biomedical optical systems, spanning from imaging systems to medical devices. Topics include ray transfer matrix analysis, use of symbolic and numerical computations, light as an electromagnetic wave, depth of field, diffraction, and imaging techniques such as widefield and scanning microscopy. By integrating a solid theoretical foundation with hands-on experience, this course offers an in-depth understanding of the topics, preparing students for optical device design challenges. Prerequisites: Undergraduate level ENGN 0510 Minimum Grade of S

ENGN 1930D. Large Scale Engineering Design Project.

Provides a major design experience for civil, mechanical, and, with approval, environmental engineering students. This experience involves an open-ended design problem that requires teamwork and the integration of understanding developed in upper-level courses in the engineering concentrations. Intended for students in their senior year.

ENGN 1930F. Entrepreneurship and Good Work: Engineering Dreams.

In this course, students examine the concepts of creation, organization, promotion, management and risk of ownership, to wit: entrepreneurship. This is done in the context of 'good work'. Using a combination of relevant case studies, readings, guest lectures and discussion, each participant builds a theory and framework to explore what defines innovative and meaningful engagement during one's working years. Enrollment limited to 24. Written permission required.

ENGN 1930G. Entrepreneurship I.

Teams of students from Engineering, COE and other technical and non-technical disciplines form simulated high tech startup companies working on mentor-defined opportunities, from conception to commercialization. Intellectual property, marketing, definition of a product requirements document, human factors (including team building), safety and environmental concerns, and legal concerns are emphasized. Students in the COE Technology Management Track should complete ENGN 1010 prior to this course. Enrollment in the course is limited and students must fill out a formal application (though COE tech track seniors are automatically approved). The course meets TR from 2:30-3:50, and other outside meeting hours will be arranged.

ENGN 1930H. Entrepreneurship II.

Please see ENGN 1930G for course description. Enrollment limited to 24.

ENGN 1930I. Ethics and Professionalism.

Issues of ethics and professionalism for the engineer and for members of other professions. The principal objectives are to examine the responsibility a person accepts when practicing his or her profession and to provide opportunities for students to explore the ethical aspects of their profession, become comfortable and confident discussing and using value systems, and practice effective expression of ideas in oral and written form.

ENGN 1930K. High-Performance Sensors and Multimedia.

Design, construction, and programming of embedded systems with system-on-chip processors, and audio/visual sensors for real-time applications. Design and implementation of distributed audio/visual applications. Hands-on project oriented hardware/software course.

ENGN 1930L. Biomedical Engineering Design and Innovation.

This course is the culmination "capstone" of the biomedical engineering educational experience. The primary objective of this course is to recall and enhance design principles introduced through the engineering core curriculum and to apply this systematic set of engineering design skills to biomedical engineering projects. Students will form teams with their peers and a clinical advisor, identify and define a design project to meet a clinical need, and engage in the design process through the course of the semester. For seniors only. Non-engineering concentrators should register for ENGN 0930L.

ENGN 1930M. Industrial Design.

Brown engineering and RISD industrial design faculty lead product development teams through a design cycle. Engineers explore industrial design, designers gain some insight into engineering, and both groups can apply their skills to challenging problems. Frequent presentations, field trips, critiques, and labs. Preference given to seniors. Prerequisites: completion of engineering core. Enrollment limited to 15 students.

ENGN 1930N. Introduction to Magnetic Resonance Imaging and Neuroimaging.

Magnetic resonance imaging (MRI) is a powerful tool for investigating the biological structure and functional dynamics across an incredibly broad spatial and temporal scale. This course will provide an understanding of the basic physical principles of magnetic resonance; including signal generation, detection and contrast mechanisms; as well as image acquisition techniques and reconstruction methods. This course is aimed at undergraduate and graduate students from a variety of disciplines, including: Engineering, Computer Science, Applied Mathematics, Physics, Cognitive Science and Neuroscience as well as medical students and residents. Students should have a basic understanding of matrix mathematics and familiarity with the concepts of magnetism and waves.

ENGN 1930O. MicroElectroMechanical Systems (MEMS).

Integrated analysis and design of MicroElectroMechanical Systems (MEMS), which are highly integrated micron-scale devices used in many applications: sensors, energy (engines), optics, bioengineering, chemical processing, etc. Provides an introduction to the science and art of design, fabrication, performance, and use of MEMS in all disciplines of engineering.

ENGN 1930P. Solid Biomechanics.

Applications of mechanics to biological systems over a range of scales, including microscopic scales of cells and cellular components, intermediate scales of tissues and muscles, and macroscopic scales of organs, joints, locomotion, and whole organisms. Dimensional analysis and scaling; elasticity, viscoelasticity, poroelasticity applied to tissue mechanics; models for muscle contraction; mechanics of the cytoskeleton, biopolymers, cell membranes, and cell adhesion. Prerequisites: ENGN 0040 or equivalents, APMA 0330.

ENGN 1930R. Molecular and Cell Biology for Engineers.

Applications of mechanics to biological systems over a range of scales, including microscopic scales of cells and cellular components, intermediate scales of tissues and muscles, and macroscopic scales of organs, joints, locomotion, and whole organisms. Dimensional analysis and scaling; elasticity, viscoelasticity, poroelasticity applied to tissue mechanics; models for muscle contraction; mechanics of the cytoskeleton, biopolymers, cell membranes, and cell adhesion. Prerequisites: ENGN 0040 or equivalents, APMA 0330.

ENGN 1930S. Land Use and Built Environment: An Entrepreneurial View.

Through the use of readings, group discussions, students presentations and guest lectures, students examine and challenge the analytical and structural frameworks which underlie and support public and private land and use the urban and suburban built environments. Students build an understanding and theory of how social, political, governmental and economic forces interact with society's present and future physical space needs.

ENGN 1930T. Aircraft Design.

The process of aircraft conceptual design as practiced in industry: requirements definition to initial sizing, configuration layout, analysis, sizing, optimization, and trade-off studies. Concepts and calculation methods for aerodynamics, stability and control, propulsion, structures, weights, performance, and cost; coverage of conventional and unconventional design methods drawing from knowledge gained in engineering science courses, synthesized towards novel imaginative aircraft designs guided by participants' interests. Prerequisite: the level of senior in engineering studies.

ENGN 1930U. Renewable Energy Technologies.

Renewable Energy Technology examines energy conversion, transport, and storage with the goal of devising courses of action that transform the current state of energy use into one that relies more fully on renewable resources and efficient processes. The course will give priority to photovoltaics, wind, and hydro conversion technologies and to the electrical grid for energy transport. From year-to-year other topics will be explored based on the wishes of the participants. Research, discussion, projects, and presentations will be the primary learning methods. The engineering core and thermodynamics are suggested preparation for this course.

ENGN 1930W. The Art and Science of Light.

This studio course explores artificial light from both artistic and scientific perspectives. Laboratory demonstrations on optics and new light emitting materials will be counterbalanced by presentations on the historical and contemporary integration of these materials within the fields of architecture, industrial design, and sculpture. Students will be asked to reimagine the light bulb by developing artistic design alternatives to conventional lighting. Extensive outside work is expected. Written permission required.

ENGN 1930X. Entrepreneurship and New Ventures: A Socratic Approach to Innovation Analysis and Application.

Taught via Socratic method, this course will use case studies that explore essential elements of the entrepreneurial process: Defining Entrepreneurship; Recognizing Opportunities and Developing Business Models; Assembling The Team; Raising Financial Resources; Managing Uncertainty; Managing the Growing Venture; and Realizing Value. Guests will include successful entrepreneurs and expert practitioners who will highlight practical approaches to entrepreneurial success.

Please note that beginning with the *very first class*, students MUST read the session's case study and supplemental readings, to be ready for participation in discussions. For the first day's assignment, please contact Professor Warshay directly at Daniel_Warshay@brown.edu. Enrollment limited to 35.

ENGN 1930Y. Social Enterprises.

This course will combine reading, discussion, field work, and guest talks by practitioners and theorists to delve into the workings of a variety of social enterprise models. Prerequisites: Social Entrepreneurship (ENGN1930Q) or comparable experience and an existing relationship with a social enterprise.

ENGN 1930Z. Robot Design.

Overview of robots used in material handling, transportation and automated manufacturing. Sensors: force transducers, tachometers, orientation and joint angle detectors; video. Kinematics of a multidimensional robot arm. Inverse kinematics: optimal arm path generation. Automatic control: negative feedback, stability, proportional and integral compensation. Motor sizing, drive trains, navigation and locomotion. Labs: design and construction of a robot, with arm; use of embedded C programming for robot control. Enrollment limited to 24.

ENGN 1931A. Photovoltaics Engineering.

This seminar course will provide an overview of the operation, design, characterization, and manufacturing of photovoltaic solar cells and panels. The course will span a range from the fundamental physics of solar cell operation to highly applied, industrially relevant engineering topics. Recommended prerequisites: Good knowledge of basic physics and electromagnetism concepts; proficiency in ENGN 0510 or PHYS 0470; This course is designed for undergraduate and graduate students in Physics, Chemistry and Engineering interested in the field of alternative energy with a focus in photovoltaics. Enrollment limited to 20.

ENGN 1931C. Digital Nudges: Influencing Behavior in the Digital Age.

This seminar will explore the intersection of behavioral economics, psychology, and technology. It will delve into the concept of digital nudging, a strategy that uses small, non-intrusive cues to influence an individual's behavior in digital environments. This seminar provides participants with a deep understanding of digital nudges, their theoretical foundations, practical applications, and ethical considerations when building user experiences. By the end of the seminar, attendees will be well-equipped to analyze, design, and implement digital nudges while considering the ethical and psychological dimensions.

ENGN 1931D. Design of Mechanical Assemblies.

An introduction to the design and development of mechanical assemblies suitable for production over a range of volumes, from prototypes to high volume manufacture. The course is intended to present an overview of basic machine components and manufacturing processes from the perspective of a design engineer in a contemporary industrial setting. The objective of which being to provide students the background necessary to create mechanical assemblies from blank-page concepts through to production ready designs. Coursework will include both theoretical and experimental exercises as well as two group projects working on a mechanical assembly produced via high volume manufacture. Prerequisite: ENGN 0310, 1740. Enrollment limited to 20.

ENGN 1931E. Writing Science.

This seminar focuses on communicating scientific and technical information to a lay audience in ways that engage and inform. The focus is on writing about new findings, scientific disputes and policy debates, along with producing profiles, feature articles, op-eds and blog posts. Students who complete this seminar will learn how to turn a collection of facts into a story, ways of explaining complex topics in simple terms, and how to differentiate between crucial technical details and clutter. Proficiency in English is assumed. Permission from the instructor is required. Preference will be given to seniors and graduate students. Enrollment limited to 15.

ENGN 1931F. Introduction to Power Engineering.

An introduction to the generation, distribution and use of electrical energy in three-phase balanced systems. Topics include: properties of magnetic fields and materials; magnetic reluctance circuits; phasors and the properties of balanced three-phase voltage and current lines; generators; transformers and transmission lines; induction motors; brushless DC motors; power semiconductor switches; and the properties of solar photovoltaic sources and microinverters. Laboratory project. Prerequisites: ENGN 0510 and 0520.

ENGN 1931H. Capital Formation & Financing Growth.

In this course, we will focus on capital formation, valuation, and understanding the implications of investment and financing decisions that firms make. By the end of this course, you will be able to: Describe the role and purpose of the corporation; Calculate a firm's/project's cost of capital; Evaluate corporate projects and make decisions on whether or not to pursue them; Determine a corporation's optimal capital structure; Analyze how, why, and when corporations return capital to shareholders; Assess the role, applicability, and issuance process of various debt and equity securities; Undertake a comprehensive valuation of a firm or project.

ENGN 1931I. Design of Robotic Systems.

Designing kinetic systems (i.e., systems requiring movement or motion) relies on both mechanical and electrical understanding. These systems include everything from mobile robots for rescue operation to electrically powered moving sculptures. Through a series of projects, students combine knowledge of electronic circuit design, sensors, actuators, motors, microcontrollers, control theory, and programming to build interactive art and robotic systems. Projects culminate in the design of a creative robotic system that incorporates several principles learned in class. Programming experience is helpful but not required. Prerequisites: ENGN 0040 and (ENGN 0520 or ENGN 1230 or ENGN 1630 or hardware experience). Otherwise, seek instructor approval.

ENGN 1931K. Cell-Material Interactions in Tissue Engineering.

Students study how materials are used in cell-based biological applications focusing on engineered tissues and translational applications. Hybrid materials can be designed to elicit specific cellular interactions, including cell adhesion, mechanosensing, biochemical signaling, and electrical conduction. Primary scientific literature provides examples of design principles as applied to natural and synthetic materials in cell-based assays, engineered tissues, and in vivo implantation. Students participate in class discussions of scientific literature, lead discussion through oral presentation and group engagement, and write literature summaries including a final project (either a primary research manuscript or literature review). Pre Requisites: Recommended: Physiology/Cell & Molecular Biology, Biomaterials/Materials Science.

ENGN 1931L. Biomedical Engineering Design and Innovation II.

This course is part two of the culmination "Capstone" of the biomedical engineering educational experience. The primary objective of this course is to recall and enhance design principles introduced through the engineering core curriculum and to apply this systematic set of engineering design skills to biomedical engineering projects. Student teams formed in the previous semester will continue develop a design project based on an unmet clinical need with a clinical advisor, gaining hands-on process experience and generating innovative solutions. For seniors only. Non-engineering concentrators should register for ENGN 0931L.

ENGN 1931M. Industrial Machine Vision.

This course will offer advanced undergraduate and master's students a practical introduction to industrial applications of machine vision and will provide theoretical, hands-on experience with automation and visual inspection technologies. Computer Vision, the automated analysis of images and video sequences, began as a research subject within computer science and engineering and has become an accepted technology with industrial applications. Current industry applications of machine vision: Electronics, metal, automotive, wood, plastics, paper, textiles, films, food manufacturing, biomedicine. Common functions: Recognition of features or components, guidance of assembly, robotic arms or vehicles, welding, dispensing; and inspection, measurement, detection of defects.

ENGN 1931N. Building Entrepreneurial Ecosystems for Economic Inclusion.

Entrepreneurial ecosystems represent recent developments for fostering economic development as leaders globally aspire to build successful ecosystems in their cities and regions. These ecosystems are entrepreneurs in relationships of exchange and mutual reciprocity within the institutional and cultural environment of entrepreneur support organizations (ESO), infrastructures, and resources. This course will examine the emergence of entrepreneurial ecosystems in different cities and the roles, functions, and goals of ESOs. Students will visit local ESOs to learn about ecosystems and inclusive economic development.

ENGN 1931P. Energy and the Environment.

This course explores all the energy forms, but will focus on energy sources from which the majority of "useful" energy originates at the present time. Basic heat transfer problems related to energy efficiency are presented. Rankine and Brayton power cycles are introduced. Cycle modifications supporting energy efficiency are explored. Carbon footprint calculations are illustrated. Traditional and cutting-edge technologies for carbon capture and storage presented. Emissions such as SO_x, NO_x, and PM and their capture technologies investigated. The Earth climate model examined. The course features three 1-page long scientific summary writings and the tour to the Manchester Street Power Station.

ENGN 1931Q. Entrepreneurial Management in Adversity.

Companies get into trouble all the time -- making wrong products for the market, failing to meet sales quotas. This course examines actions a company must take in adverse conditions. There is never enough time to hire consultants, do research, hire new employees. Top Management must make decisions, often with insufficient data and alternative 'sub-optimal' options. Primary objectives are to understand analysis and rapid action when faced with adversity; identify the cause of adversity, building solutions to prevent recurrence or give management the skills to solve problems; and develop recommendations and action plans to 'sell' to the Board of Directors.

ENGN 1931R. The Chemistry of Environmental Pollution.

This course examines fundamental chemical aspects of pollutants and methods used to address pollution. We will consider pollution in air, water and soil media, and how pollution arises. Basic aspects of pollutant chemical partitioning will be explored. Examples of site investigation and the chemical tools used for that purpose will be discussed, along with risk assessment. Different ways of cleaning up contaminated sites will be examined, along with considering how mitigation and natural processes might represent options for addressing the particular pollution situation. Prerequisites are (MATH 0100, 0170, 0180, 0200, 0350 or 0190) and (CHEM 0100 or 0330).

ENGN 1931S. Medical Physics.

Medical Physics is an applied branch of physics concerned with the application of concepts and methods to the diagnosis and treatment of human disease. It allies with medical electronics, bioengineering, and health physics. Students will become familiar with major texts and literature of medical physics and be exposed to imaging and treatment techniques and quality control procedures. Students will acquire physical and scientific background to pose questions and solve medical physics problems. Topics include: Imaging, imaging metrics, ionizing radiation, radiation safety, radioactivity, computed tomography, nuclear medicine, ultrasound, magnetic resonance imaging, and Radiation Therapy (delivery systems, treatment planning, brachytherapy, image guidance).

ENGN 1931T. Entrepreneurship Practicum: Starting, Running, and Scaling Ventures.

Starting and running a venture is one of the most rewarding and frustrating endeavors a manager faces. While good ideas abound, the hallmark of the entrepreneur is the ability to translate ideas into action. This course is experiential, project-based, and designed to help entrepreneurs turn ideas into real ventures. Students should have already identified a problem whose solution may serve as the basis for a venture. Some may have embarked upon venture-building already. This course will help them work in a structured way, with supportive mentorship and content, to make significant progress on the venture and increase chances for success.

ENGN 1931V. C2S Neurotech: From Concept to Startup- Translating Neurotechnology (NEUR 1930J).

Interested students must register for NEUR 1930J.

ENGN 1931W. Selling & Sales Leadership in the Entrepreneurial Environment.

Is there any skill more important to entrepreneurs than sales? Startups only have two problems: sales and all else. The entrepreneur starts with a product or service and must convince an embryonic team to join a firm before there is a product, financing or customers; and convince investors the idea is sound, doable, and profitable; and convince customers to rely on a company with no track record. Sales skills are essential. Entrepreneurs sell an intangible and must make it feel immensely tangible. Until company/product become tangible, sales responsibility never stops. Entrepreneurs are key sales figures and face of the company.

ENGN 1931X. Instrumentation for Research: A Biomaterials/Materials Project Laboratory.

This course is designed to prepare students for research in biomaterials/materials science by focusing on a project that yields a testable product/device. Advanced equipment/instrumentation will be used to fabricate and evaluate materials required for each project and to test the performance of the product/device that uses these materials. Example projects that illustrate the course plan include building a microfluidic-based medical sensor or fabricating a polymer-based battery. These examples require materials synthesis (polymerization or hydrothermal), materials characterization (SEM, X-ray diffraction), device fabrication (microfabrication, assembly under inert/sterile atmosphere), and product testing (biological assays, electrochemical methods). Student interests will determine other projects. Completion of Laboratory Safety and Hazardous Waste Training offered by EHS.

ENGN 1931Y. Control Systems Engineering.

Control Systems is an Engineering discipline that applies control theory to analyze and design systems with desired response behavior. The objective of this course is to introduce the student to the topic of feedback control design with applications on many diverse systems. The course will cover the fundamentals of classical control theory such as modeling, simulation, stability, controller design and digital implementation. It will also address basic aspects of state-space and modern control theory. The course is open to all Engineering majors and will make use of existing simulation packages such as Matlab/Simulink.

ENGN 1931Z. Interfaces, Information and Automation.

Laboratory-intensive course to help students develop and implement simple computer programs in Python to control, query, and integrate discrete (traditionally isolated) systems, ranging from automobiles to websites. Assignments will provide hands-on practice using programmatic interfaces to control both physical and virtual systems. Topics include physical interfaces and communication protocols (e.g., GPIB, RS-232, USB) as well as accessing online resources (e.g., SOAP and RESTful web services) and building hybrid systems for data acquisition and analysis. Formal programming experience is not required, but familiarity with either MatLab or Python (at the level of CSCI 0040 or higher) would be very helpful.

ENGN 1932B. Engineering Practice.

This course will cover issues faced by engineers which can contribute to the success or failure of engineering projects. Practical solutions will be discussed along with successful and unsuccessful efforts to address these issues. Topics include: good and bad designs, ethical issues, failure analysis, role of research, factory and plant practices, supply chain management and technology diffusion. Additionally, discussion will involve human factors.

Course will be taught in a seminar mode, meeting once per week.

Enrollment capped at 15 students and limited to those in their Junior or Senior year.

ENGN 1932C. C2S Neurotech: From Concept to Startup- Translating Neurotechnology (NEUR 1930J).

Interested students must register for NEUR 1930J.

ENGN 1932D. Qualitative Market Research for Entrepreneurs & Business Innovators.

A critical element of entrepreneurship, and indeed all new business development, is to be able to undertake insightful market research, including developing an 'understanding' of the customers of potential new products and services. This requires qualitative research methods, and in this course participants learn to utilize the most recent and effective methods. A feature of the course is that the curriculum also explores the academic origins of the methods, developed from the fields of sociology, anthropology, management, and industrial design. Participants undertake a meaningful market research project in teams or as individuals.

ENGN 1932M. Foundations of Internet Communication Systems.

This course focuses on the foundational communications technologies that are the cornerstones of the modern Internet. We start with basic concepts in the field of Communications: analog vs. digital, digital sampling, SNR and detection in transmission of information, etc. We then discuss voice/video/data media, packetized media, point-to-point, multicast and broadcast networks, radio, digital telephony, streaming media, wireless networking, satellite communications and the ever-evolving configuration of the Internet. We look at core enabling technologies (e.g., routing and switching), the development of key SW constructs used in the Internet, and the popular "SaaS" model that enables most of commerce and collaboration across today's Internet. The course includes presentations by industry experts and field trips to technology leading companies. Our goal is to excite students to enter this amazing world of Communications Engineering.

ENGN 1932P. Sustainable Energy: Science and Technology.

The energy transition from fossil fuels to renewable sources may be the defining technological issue of the coming decades. This class covers the fundamental science and technology of energy technologies, focusing on emerging energy resources. Students will learn the fundamental thermodynamics of energy conversions as well as the tools to analyze energy technologies. The course will cover the basic science of the greenhouse-gas induced climate change, and will analyze energy technologies in terms of the trade-offs involved in emissions, cost, scalability, land use, and resource ability.

ENGN 1932R. Leadership in Organizations.

Leadership is an important part of organizational life and can be broadly understood as those behaviors and approaches that have the ability to influence ideas, actions, and outcomes in organizations and in society. In this course, we will examine different theories and approaches to leadership and then apply them in the context of inclusion and innovation. In today's world, leading innovations in an inclusive way is important for the well-being of organizations/firms specifically and society broadly. Many different notions and practices of leadership co-exist, sometimes harmoniously and sometimes at odds with each other. Both technical and non-technical individuals must learn how to lead successfully in different contexts ranging from start-ups to well-established organizations across industries and sectors.

ENGN 1945. Immunoengineering.

The immune system is one of the most complex and powerful systems in the human body as it plays integral roles in maintaining homeostasis, wound healing, disease progression, chronic inflammation, autoimmunity, and cancer. Dysregulation of immune cells can cause disease progression; conversely, therapeutics capable of regulating immune cells can promote tissue regeneration or cancer cell killing. Immune engineering holds great potential for the development of therapeutics aimed at a broad range of diseases from autoimmunity to cancer and beyond. In this course, we will: (1) review key components of the immune system, (2) read and discuss primary research articles describing well-established and new immunotherapeutics, (3) discuss key concepts and laboratory techniques used in the design of immunotherapeutics, including strategies used to target drug delivery and design lipid nanoparticles, and (4) apply these concepts to design novel immune therapies.

ENGN 1950. Advanced Numerical Methods for Data, Simulation, and Optimization.

Engineers persistently aim to create new structures, machines, and devices to leverage physical principles to man's advantage. Stemming from recent concerns over the environmental impact of technology and increased market competition, there is heightened focus on increasing efficiency. Therefore, future engineers must come up with designs that are not only functional but also optimal. This course will present the mathematical theory of engineering optimization; review optimization theory and techniques from calculus; calculus of variations; necessary and sufficient conditions for optimality; bio-inspired engineering, optimal designs found in nature. Projects involving design and fabrication of optimal engineering systems will be encouraged.

ENGN 1970. Independent Studies in Engineering.

Independent Study in Engineering. Instructor permission required after submitting online proposal (<https://forms.gle/PGBcZrcB2Y6N3Ca17>). Section numbers vary depending on concentration. Please check Banner for the correct section number and CRN to use when registering for this course.

ENGN 1971. Independent Study in Engineering.

Independent Study in Engineering. Instructor permission required after submitting online proposal (<https://forms.gle/PGBcZrcB2Y6N3Ca17>). Section numbers vary depending on concentration. Please check Banner for the correct section number and CRN to use when registering for this course.

ENGN 1972. Independent Study in Engineering Design.

Independent Study in Engineering, with approved design content. Instructor and concentration advisor approval is required after submitting online proposal (<https://forms.gle/PGBcZrcB2Y6N3Ca17>). Section numbers vary depending on concentration. Please check Banner for the correct section number and CRN to use when registering for this course.

ENGN 1973. Independent Study in Engineering Design.

Independent Study in Engineering, with approved design content. Instructor and concentration advisor approval is required after submitting online proposal (<https://forms.gle/PGBcZrcB2Y6N3Ca17>). Section numbers vary depending on concentration. Please check Banner for the correct section number and CRN to use when registering for this course.

ENGN 2001. Strategic Planning.

The approach this course shall take is in understanding the various tools used to plan when the future is less than certain. The course is centered around the scenario planning method, incorporating other tools such as nominal group technique, the Delphi Method, and Set-Based Design. The key learning outcome is to gain an understanding of how strategic planning, regardless of tool, is ultimately about building consensus across the organization, to communicate strategically in order to act strategically.

ENGN 2002. Climate Solutions: Science and Society.

This course is designed to introduce you to the most recent science of climate change and its impacts in the coming decades, and will focus on solutions (technical, social, political, and economic) that are being or could be implemented to avert the worst consequences of this human caused problem. The course discusses the scientific foundation for a goal of net zero greenhouse gas emissions, and then explores how this might be achieved, and how different theories of change, equity and justice might lead to different conceptions of what an optimal solution might look like. The final deliverable asks your team to assess a climate solution in your industry and the barriers to, and opportunities for, more rapid implementation of that solution.

ENGN 2010. Mathematical Methods in Engineering and Physics I.

An introduction to methods of mathematical analysis in physical science and engineering. This course focuses on analytical techniques in mathematics. It includes series solution for differential equations, Fourier series and Fourier transform for solving partial differential equations, analytical maximum and minimum problems, calculus of variations and complex functions, and complex calculus.

ENGN 2020. Mathematical Methods in Engineering and Physics II.

This course focuses on numerical solutions of common problems encountered in engineering and physical sciences, and provides both theoretical underpinnings and practical use of such methods, relying on physical problems from engineering and physical sciences wherever possible. This course covers: 1) Matrix operations, including linear algebra, eigenvalue problems, vector calculus, etc. 2) Solving physical equations numerically: converting physical governing equations into numerically solvable problems to user-defined accuracy, focusing primarily on numerical integration methodologies. 3) Advanced numerical methods: introductions to Bayesian statistics (via Markov chain / Monte Carlo), machine learning (simple regression / classification algorithms), principle component analysis, and design of experiments.

ENGN 2031. Communication and Influence.

Communication skills impact success. Everyone can improve their communication skills. In this course, you will learn about the theories of communication, have multiple practice opportunities and receive individualized coaching. We will address both in-person and virtual communication. We will focus on persuasive communication, including verbal and nonverbal communication, the relationship between a presenter's goal and the goals/perspectives of their audience, and the classical rhetorical elements of logos, ethos and pathos. You will also learn how to create compelling business presentations. This course also includes persuasive written communication. The written component will focus on short-form communication such as Slack and emails. PowerPoint presentation best practices will also be addressed.

ENGN 2040. Leadership Lab.

Leadership is a critical piece of the student experience for the Master of Technology Leadership (MTL). Designed as an integrated application, it spans the length of the program and is woven into the fabric of the other courses. In both residential and online settings, students will engage in discussions, reflections, lectures, simulations and experiential activities focused on their professional development as leaders. Students will be consistently challenged to apply the leadership theory and practice they are exploring in the program to their MTL team and personal work environment. They will also have opportunities to establish professional development goals and receive support from peers and faculty relative to those aspirations. By the end of the course, students should have improved their leadership skills and be confident in their ability to assume greater levels of responsibility.

ENGN 2080. Emerging Technologies and Innovation Ecosystems.

Technological trends and marketplace derive marketing strategy for technology development and management. Technology leaders use innovative models with effective product management to serve market needs. The course provides examples and case studies from biotechnology, environmental and energy technologies, information and communications technologies, and nanotechnology to learn about and gain practical experience applying new innovation models; engaging the constellation of innovation stakeholders; fostering a culture of continuous innovation; leveraging innovation, science, and technology policies; protecting intellectual property; overseeing effective product management; responding to technology trends and trajectories; and understanding regulations and external factors that affect technology development.

ENGN 2090. Tech Entrepreneurship.

This 10-module elective course focuses on tech entrepreneurship and aims to provide students with the decision-making, leadership and critical-thinking skills required to launch and lead successful technology ventures. It will also prepare students to consider ethical, socio-cultural and political complexities in the context as they decide to adopt new, emergent and/or established technologies. Students considering their own ventures or becoming part of a start-up will benefit from this course as well as those who may be leading innovation efforts in their firms. Those considering investing in start-ups can also benefit from learning about the business models for technology-based start-ups.

ENGN 2095. The Psychology of Decision Making.

Leadership is a choice. That choice and the many others that you make determine your value to your organization, and determine the quality of your life. But decision making is hard because the world is full of uncertainty, conflict, complexity, and ignorance. This course will focus on how people make decisions, revealing some systematic errors and useful decision-making strategies. We will review topics in judgment and decision making, a field related to behavioral economics, that covers academic and applied topics and draws from disciplines including cognitive science, psychology, statistics, economics, and philosophy. The focus will be on using insights from the field to find ways to improve individual, professional, and societal decision making.

ENGN 2097. The Psychology of Decision Making: Advanced Topics.

This course is a follow-on to The Psychology of Decision Making (ENGN 2095). It focuses on elaborating and developing the nuances and limitations associated with the topics covered in that course. We will review topics in judgment and decision making that covers academic and applied topics and draws from disciplines including cognitive science, psychology, statistics, economics, and philosophy. The focus will be on using insights from the field to find ways to improve individual, professional, and societal decision making.

ENGN 2098. Leading Innovation Strategy.

Today's leaders not only have to have the leadership skills to navigate complex and volatile business environments, they will also need to implement effective innovative strategies to move businesses forward. In the context of rapid technological advancements and digital transformations, developing an effective innovation strategy can propel organizations to stay competitive and find growth opportunities in a global context. Such innovation derives from strong entrepreneurial leadership and an understanding of the capabilities and strategic objectives of one's organization. It also requires an understanding of the innovation ecosystem within particular industries and foresight to strategically take advantage of opportunities. This class will focus on developing the necessary skills and strategies for individuals to succeed as innovation leaders.

ENGN 2110. Business Engineering Fundamentals I.

The course examines core concepts in distinct areas through three modules: (1) intellectual property and business law, (2) technical marketing and (3) finance. All aspects of intellectual property will be treated, models on how to analyze markets will be discussed, culminating in a finance module which utilizes accounting fundamentals and models to perform financial analysis.

ENGN 2120. Business Engineering Fundamentals II.

The course examines core concepts in distinct areas through three modules: (1) organizations, leadership, and human capital, (2) implementing radical technology change, and (3) engineering ethics. Organization, leadership and human capital focuses on the attributes of effective leadership and the tactical operation of start-up companies, implementing radical technological change centers on disruptive technologies and their adaptation in the marketplace, and ethics treats the issues that arise in small start-up organizations with an emphasis on the interface of ethics and environmental, health and safety issues.

ENGN 2125. Engineering Management + Decision Making.

The primary objective of the course is to train students on tools, skills, and behaviors required for effective management of complex engineering, research, and business development projects. Although the course will be framed in the context of early-stage technology companies, the skills and principles will be applicable to businesses of any size and maturity. The course is organized around three actionable themes: project management, team management, and decision making.

ENGN 2130. Innovation and Technology Management.

Examines core concepts through four modules: (1) Industry Dynamics of Technological Innovation, (2) Formulating Technological Innovation Strategy, (3) Implementing Technological Innovation Strategy, and (4) Early Commercialization and Deployment. Industry Dynamics of Innovation will explore some drivers of technology innovation. Implementing Technological Innovation Strategy explores execution issues concerning the flow of technology and innovation from concept to physical product or service. Early Commercialization and Deployment will focus on more salient strategic and operational issues related to commercial readiness and roll-out of a technology-based product or service. Emphasis will be on technology oriented entrepreneurial enterprises, but exploration also includes larger more established organizations.

ENGN 2140. Innovation and Technology Management II.

Explores concepts relevant to the management of operations in industrial enterprises with an emphasis on technology-oriented firms. Topics fall into three basic modules: (1) Capacity Planning, (2) Industrial Engineering, and (3) Materials & Resource Engineering. Capacity Planning will focus on capacity considerations in manufacturing and service organizations. Industrial Engineering will examine optimizing plant and process layouts. Materials & Resource Engineering will cover various aspects of planning and scheduling material, labor, and work center capacity. Inventory management techniques will also be introduced and examined as will concepts such as materials requirements planning and aggregate planning.

ENGN 2150. Technology Entrepreneurship and Commercialization I.

ENGN 2150 and the spring ENGN 2160 form a sequence that develops the skills for technology-based entrepreneurship. It teaches creation of viable high-growth-potential new ventures from emerging science and technology. It is from emerging S&T that a high percentage of new jobs are created, both by existing large companies and through the formation of new companies. You will examine S&T for new opportunities, create novel product or service concepts from these sources and determine whether these concepts truly represent new business opportunities. Pedagogy is a combination of lectures and "experiential learning", with work undertaken as a two-semester project. Enrollment limited to students in the ScM Prime program.

ENGN 2160. Technology Entrepreneurship and Commercialization II.

ENGN 2160 develops the knowledge of, and embeds the skills for, technology-based entrepreneurship. While ENGN 2150 has helped you to examine science and technology sources, and create a portfolio of opportunities from these, this course continues by developing selected opportunities into a compelling business case for the creation of a high growth potential new venture. Once again, learning is by a combination of lectures and "experiential learning", with work undertaken as a guided two-semester project. Enrollment limited to 30 graduate students in the ScM PRIME program.

ENGN 2170. Engineering Design: Measure and Make.

Measure and Make is a series of experiences that ask students to come to an understanding of a context/place/situation that enables them to "devise courses of action aimed at changing the current situation to a preferred one." We will develop appropriate methods for measuring and making meaning, plan courses of action, and execute some of those plans to test the effect.

ENGN 2171. Iterating with Intention.

The studio experience forms the core of MADE. It gives students the opportunity to practice deliberate design engineering with guidance, mentoring, and critique from experienced academics and practitioners. Three short fall projects are arranged so that, as students progress, the responsibility for content, organization, and outcomes shifts from the faculty to participants.

ENGN 2172. Integrate and Implement.

In this final studio, students embark on a semester-long project to collaboratively develop their proposal into a proven, credible product implementation plan. These group-based, research-driven design engineering projects serve to illuminate skills and professional ambitions. They become the basis for building portfolios and integrate prior components of the program into a coherent whole. To start, the previously completed project proposal is developed for execution. It is refined to include further details such as project planning, professional audience and advisor identification, and budgeting. The remaining self-directed process will go on to include client interactions, user and market research, collaborative practice, realization strategies, prototyping and testing, and methods to "tell the story" of how the artifacts developed fit in the world.

ENGN 2173. Design Engineering Communication.

Communication is a vital component of effective collaboration. In this 4-week course, students learn how the extended human-centered design process can apply and be implemented by graphical and language-based communication for different audiences. Beginning with exercises framing the challenge of identifying and engaging different audiences, students will consider the broad variety of design engineering audiences and their information consumption and dissemination behaviors. Identify, adapt and create appropriate communication strategies for a variety of objectives and contexts, such as individual inquiry, eliciting feedback or engaging support. Students teach each other, bringing tools and approaches from their disciplinary homes to this shared endeavor. This studio transitions discussions of effective communication to drafting the Capstone Studio proposal. Initial drafts are used as the basis for learning; they are developed and transformed from detailed statements of interest to a group proposal for all participants.

ENGN 2180. Globalization Immersion Experience and Entrepreneurship Laboratory.

In this course, students will gain a better understanding of the political, social and cultural dynamics that influence entrepreneurial enterprises in different world regions. Meetings will be arranged with high technology companies and their venture arms, academic incubators, investment professionals, legal professionals, government officials, entrepreneurs, and other university faculty and students. The semester becomes a global entrepreneurship and innovation "laboratory" where students experience and take part in guest lectures from experts working in other countries. Classroom discussions, student presentations, papers and readings will be used to focus and further understand the globalization dynamic and its relationship to entrepreneurship. Enrollment limited to graduate students in the PRIME program.

ENGN 2190. Financial Management.

This course focuses on core concepts related to financial management.

ENGN 2191. Strategic Management.

This course focuses on core concepts related to strategic management.

ENGN 2192. Ethical Dilemmas in Technology Leadership.

The course shall explore relevant ethical frameworks of history, looking at the particular interplay between ethics and technology. As we move through the elements of an ethical dilemma's lifecycle, we will learn how to spot a dilemma in the making, the ways in which these dilemmas may have been prevented, and how leaders can arm themselves to make ethical choices in their own careers.

ENGN 2200. Economic Perspectives on Strategic Decision Making.

This course will develop students' strategic thinking skills by providing a theoretical framework for modeling rational decision-making, with extensions to interactive decision-making (game theory); decision-making under uncertainty; and behavioral approaches to decision-making. The course will also study applications of the theory to profit maximization by individual firms under different market structures such as perfect competition and oligopoly.

ENGN 2205. International Immersion.

This course is designed to develop innovative global leaders who can more effectively manage international markets, customers, suppliers, government regulations, and other partners. It aims to help students develop those capacities using Europe as a great example by providing an opportunity to evaluate all aspects of the European innovation ecosystem and apply critical, comparative, analytic skills and develop cultural awareness through academic lectures, visits to companies and cultural field trips. Students will examine all aspects of the innovation ecosystem that is recognized in Europe as a leading technology contributor in the world.

ENGN 2210. Continuum Mechanics.

An introduction to the mathematical foundations of continuum mechanics. Vectors and tensors; properties and basic operations. Mass conservation and kinematics of deformation; displacement/velocity fields and strain measures. Momentum conservation laws; stress measures. Energy conservation and kinetic irreversibility laws; thermodynamics. Material frame indifference and constitutive equations; elastic, viscous, and viscoelastic responses. Linearization. Simple problems in finite and linear elasticity, and in Navier-Stokes flows. Introductory plastic flow rules.

ENGN 2220. Mechanics of Solids.

A unified introduction to the engineering mechanics of elastic, plastic, and time-dependent solid materials and structures. Stress and equilibrium. Kinematics of deformation, strain, and compatibility. Tensor representation and principal values. Principle of virtual work. Formulation of stress-strain relations in elasticity, plasticity, and viscoelasticity. Uniqueness. Extremum and minimum principles, including energy methods.

ENGN 2240. Linear Elasticity.

General theorems in linear elasticity. Basic singular solutions. Boussinesq-Papkovich and Galerkin representations. Curvilinear coordinates. Cavity, inclusion, crack and contact problems. States of plane strain, plane stress, and axial symmetry. Complex variable techniques. Torsion. Thermoelasticity.

ENGN 2260. Stress Waves in Solids.

Elastic wave propagation theory with an introduction to waves in viscoelastic and plastic media. Waves in unbounded media, half spaces, layered media, plates, rods, and beams. Solutions to transient problems. Relation of theory to experiment. Stress waves and fracture.

ENGN 2270. Advanced Elasticity.

Large elastic deformation. Controllable deformations of incompressible materials. Initial stress problems. Elastic stability. Additional topics may include membrane theory, fiber-reinforced materials, second-order elasticity.

ENGN 2280. Topics in Continuum Mechanics.

Devoted to one or more advanced topics in continuum mechanics not covered in detail by the regular courses. Examples are: nonlinear viscoelastic constitutive equations, strain gradient and micropolar theories of elasticity, coupled mechanical and thermal or electromagnetic phenomena, and continuum thermodynamics.

ENGN 2290. Plasticity.

Theory of the inelastic behavior of materials with negligible time effects. Experimental background for metals and fundamental postulates for plastic stress-strain relations. Variational principles for incremental elastic-plastic problems, uniqueness. Upper and lower bound theorems of limit analysis and shakedown. Slip line theory. Representative problems in structural analysis, metal forming, indentation, strain and stress concentrations at notches, and ductile failure.

ENGN 2320. Experimental Mechanics.

The design and evaluation of experiments in solid mechanics. Considers methods for experimental stress analysis and for the mechanical testing of materials. Topics covered include photoelasticity, creep and relaxation tests, high-speed testing, stress wave propagation, fatigue, and fracture. Techniques, instrumentation, and recording systems for the static and dynamic measurement of mechanical parameters such as forces, displacements, velocities, accelerations, and strains.

ENGN 2340. Computational Methods in Structural Mechanics.

Fundamentals of the finite element method of structural analysis. Nodal points, element design, and consistent formulation for assumed functions. Principle of virtual work, formulation of element stiffness and master stiffness matrices. Relation to variational and minimum principles. Linear elastic analysis for static problems; direct and iterative procedures. Nonlinear static analysis with piecewise linearization; elastic-plastic behavior, large geometry changes. Time dependent behavior.

ENGN 2342. Groundwater Flow and Transport.

Students in this course will develop a fundamental understanding of groundwater flow and transport processes. They will derive and apply mathematical models used in aquifer evaluation, aquifer testing, regional flow assessment, and solute transport predictions. Students will be introduced to state-of-the-art groundwater flow and transport simulators. A major portion of the course will be devoted to a team project in which students will use available geologic, hydrologic, and geochemical data from a selected site to develop, implement, and apply an aquifer model to address a real-world subsurface contamination problem.

ENGN 2350. Data-Driven Design and Analysis of Structures and Materials.

This course provides introductory knowledge on data-driven design and analysis of structures and materials. This course will try to balance theory and practice, such that the students become capable of understanding and using the methods in new scenarios. The first half of the course focuses on introducing machine learning from a probabilistic perspective, providing the foundations to understand current machine learning methods. The second part of the course focuses on applying machine learning to different engineering problems in solid mechanics.

ENGN 2370A. Thin Films.

No description available.

ENGN 2370B. Topics in Solid and Structural Mechanics.

Devoted to one or more advanced topics in solid and structural mechanics not covered in detail by the regular courses, such as: numerical methods in solid mechanics, theory of optimal design, shell structures and instability, or other topics of interest to the staff or visitors.

ENGN 2380. Fracture Mechanics.

The mechanics of brittle and ductile fracture in structural materials. Elastic stress fields near cracks, theories of brittle fracture, elastic fracture mechanics. Techniques of stress analysis. Elastic-plastic analysis of crack extension. Plastic instability. Fatigue, creep, and dynamic fracture. Dislocation mechanisms, cleavage, ductile fracture by void growth. Transitional behavior, rate sensitivity, running cracks. Fracture toughness and fatigue testing and structural design considerations.

ENGN 2400. Electron Microscopy in Materials Science.

Theory of electron optics and principles of transmission electron microscopy, including dynamical theory of electron diffraction and image contrast. Applications to materials analysis including defect, boundary, and phase analysis. Analytical electron microscopy including convergent beam diffraction, energy dispersive x-ray analysis, and energy loss spectroscopy. Intensive laboratory exercises.

ENGN 2410. Thermodynamics of Materials.

Conditions for equilibrium and stability. First and higher order phase transformations. Critical phenomena. Order-disorder transitions. Principles of phase diagram calculation and construction for binary and ternary phase diagrams. Solution models. Chemical reactions for gases and pure phases. Thermodynamics of surfaces and interfaces. Statistical thermodynamics with representative applications.

ENGN 2420. Kinetic Processes and Mechanisms in Materials Science.

Continuum and atomistic descriptions of diffusion in solids. Reactions involving surfaces and interfaces, including evaporation, adsorption, grain growth, and coarsening. Phase transformation kinetics, including nucleation, growth, solidification, spinodal decomposition, and martensitic transformations. Analysis of systems with multiple kinetic mechanisms (typical examples include oxidation, crystal growth, and sintering). Prerequisite: background in basic thermodynamics. Recommended: ENGN 1410 or 2410 or equivalent.

ENGN 2430. Deformation Behavior of Materials.

This course examines the fundamentals of elastic and plastic deformation of crystals. Topics include: Linear elasticity as it applies to isotropic and anisotropic materials; Hooke's law is reduced for various levels of symmetry from triclinic to cubic symmetry; Various yield criteria and their relevance; Plasticity mechanisms through an introduction to dislocation theory. A description of dislocation core structure and Peierls stress, quantifying stress fields, energies, line tension and force on a dislocation and between dislocations. Dislocation motion, their dissociation, interaction, intersections and consequences. In the context of the above topics, we rationalize the mechanical behavior of single and polycrystals.

ENGN 2440. Strength of Solids.

Mechanical behavior of solids as interpreted through atomistic mechanisms. Theory and characteristics of dislocations in continuous and crystalline media. Intrinsic and extrinsic stacking faults, extended dislocations, point defects, nodes and networks, disclinations, crystal boundaries. Applications of dislocation theory to single and polycrystal plasticity, work-hardening, stress-corrosion, creep, fatigue, hardening mechanisms, etc.

ENGN 2450. Exchange Scholar Program.**ENGN 2460. Electronic and Magnetic Materials Design.**

This course combines materials chemistry and condensed matter physics to understand the design of nanoscale electronic and magnetic devices. This course integrates fundamental atomistic understanding, heterostructure design, and macroscopic properties. We will learn and apply knowledge of chemistry, crystallography, defects, deposition, and device physics to delve into thin film materials used in fuel cells, solid state sensors, quantum information science, logic and memory, and data storage. We will not only study examples used today, but also explore cutting-edge research on the frontier of these areas. Our goal is to better understand the functional materials and heterostructures used in solid states devices. The course is intended to support graduate students conducting research in nanoscale devices.

ENGN 2490A. Crystal Structures and Crystallography.

The study and experimental analysis of solid structures from crystallography and crystal chemistry viewpoints. Electronic structure of the atom as related to core level chemical analysis techniques in material science, atomic arrangements in solids, form crystallography, crystal symmetry and symmetry of finite objects, and experimental techniques in x-ray diffraction.

ENGN 2490B. To Be Determined.**ENGN 2500. Medical Image Analysis.**

Explosive growth in medical image analysis has enabled noninvasive methods to diagnose and treat diseases. The course will first discuss the fundamentals of formation of medical images such as CT, MRI, ultrasound, and nuclear imaging; then consider clinical constraints and discuss methods in image guided therapy/surgery, techniques to detect, delineate, measure, and visualize medical organs and structures.

ENGN 2501. Digital Geometry Processing.

Three-dimensional geometric models are fundamental for applications in computer vision, computer graphics, medical imaging, computer aided design, visualization, multimedia, and many other related fields. This course includes the study of basic data structures and algorithms for representing, creating, manipulating, animating, editing, and analyzing digital geometry models, such as point clouds and polygon meshes, as well as state-of-the-art material from the current scientific literature. This is a project oriented course with several programming assignments and a final project. Students are expected to have successfully completed an introductory computer graphics/vision course or have an equivalent background. Instructor permission required. Open to seniors and graduate students.

ENGN 2502. 3D Photography.

In 3D Photography, cameras and lights are used to capture the shape and appearance of 3D objects represented as graphical models for applications such as computer animation, game development, electronic commerce, heritage preservation, reverse engineering, and virtual reality. This course covers 3D capture techniques and systems, surface representations and data structures, as well as methods to smooth, denoise, edit, compress, transmit, simplify, and optimize very large polygonal models. Instructor permission required.

ENGN 2520. Pattern Recognition and Machine Learning.

This course will cover fundamental concepts in pattern recognition and machine learning. We will focus on mathematical formulations and computational methods that are broadly applicable. Topics include supervised learning, parametric and non-parametric models, decision theory, bayesian inference, dimensionality reduction, clustering, feature selection, generalization bounds, support vector machines and neural networks. We will consider motivating applications in computer vision, signal processing, medical diagnostics, and information retrieval.

ENGN 2530. Digital Signal Processing.

This course teaches the principles and the practical methods for processing real-world signals on a computer. The vital need to understand the effects from sampling and quantization is emphasized. Modern methods for designing digital filters and their use are introduced. Discrete-time and DFT properties, fast DFT algorithms (FFT), and spectral analysis are important further topics. Both stochastic and deterministic signals are differentiated and methods for processing them are introduced. Current methods for A/D conversion are explained. Mathematical homework, MATLAB reinforcement exercises, and an open-ended DSP task are all used to build competence.

ENGN 2540. Audio and Speech Processing.

Signal-processing and machine-learning techniques for speech, music and other audio signals is the topic. The basics for speech production and hearing are introduced. PDEs and simplified vocal-tract models are derived for speech and acoustic propagation models are described. LPC, DFT/cepstral audio analysis methods are discussed as well as the modern method for speech synthesis. Basic dynamic programming and hidden Markov modeling are introduced. Microphone-array methods are presented. Coding methods for speech and music are included. Real-time issues are considered. A project and presentation are important in grading. Offered every other year.

ENGN 2560. Computer Vision.

Fundamentals of Computer Vision with an emphasis on multiview geometry and drone imaging. Camera models, Camera calibration, epipolar geometry, essential and fundamental matrices, relative pose estimation, RANSAC, two-view and multiview triangulation, 3D reconstruction, bundle adjustment, Levenberg-Marquardt, absolute pose estimation (PnP/EPnP), drone flight operation and image acquisition, feature-based Visual Odometry (VO), Optical Flow, Direct VO, Simultaneous Localization and Mapping (SLAM), Stereo and Multiview Stereo, pose averaging, trifocal pose estimation, Image-Based Localization (IBL), edge/curve-based odometry, RGBD cameras (Microsoft Kinect, Intel RealSense), surface reconstruction and modeling.

ENGN 2570. Applied Stochastic Processes.

The study of stochastic processes and a number of applications central to electrical engineering. Analysis of continuous and discrete time Gaussian and second order stochastic processes. Stochastic calculus. Innovations and spectral representations. Markov random fields. Applications to Kalman filtering, the detection of signals in the presence of noise, and two-dimensional image processing. MATLAB projects. Prerequisite: an undergraduate level course in probability or statistics.

ENGN 2590. Semiconductor Devices.

An introduction to semiconductor device physics and basic electronic properties of semiconductors, including junctions, heterojunctions and fundamental device building blocks. Current and proposed semiconductor devices: field effect transistors, bipolar transistors, quantum-effect devices, and optoelectronic devices. A brief fabrication lab will introduce junction fabrication in the cleanroom. Advanced topics, such as heterojunction bipolar transistors and silicon-on-insulator FETs, included in the graduate version.

ENGN 2595. Laser and Nonlinear Optics.

This course is for upper-level students interested in more advanced topics in modern optics who have already completed ENGN1690 (or equivalent). Topics to be covered include some topics in linear optics (Fourier optics, coherence) and lasers (fundamentals of laser operation, gain and gain saturation, resonators, transient laser phenomena). We will then discuss light-matter interactions in the nonlinear regime, relying on a classical or semi-classical treatment. Topics will include frequency conversion via mixing or parametric processes, and degenerate third-order self-induced effects. Time permitting, we will discuss some of the most recent breakthroughs in optically-driven nonlinear processes such as the generation of attosecond pulses (Physics Nobel Prize 2023).

ENGN 2600. Electronic Processes in Semiconductors.

Electronic processes primarily in semiconductors with tetrahedral bonding (Si, Ge, GaAs compounds). Topics include phonon spectra, band structure, impurity states, electron and hole distributions, optical properties, electron plasma, scattering processes, excess and hot carriers, semiconductor-metal transitions, one-and two-dimensional electron gas, and amorphous semiconductors. Prerequisite: ENGN 1590 and Intro Quantum Mechanics or equivalent.

ENGN 2605. Image Understanding.

Image Understanding is an Artificial Intelligence core technology that is experiencing explosive growth; it is central to medical image analysis, industrial inspection, image enhancement, indexing into pictorial and video databases, robotic vision, drone navigation and mapping, face recognition, image compression, etc. This graduate-level course covers theoretical underpinnings of this field and includes a series of practical MATLAB image processing projects. Knowledge of Fourier Transform is required; ENGN 1570 is recommended.

ENGN 2620. Solid State Quantum and Optoelectronics.

Incorporates the study of interaction of radiation with matter emphasizing lasers, nonlinear optics, and semiconductor quantum electronics. Q-switching and mode-locking, electro- and acousto-optic interactions, harmonic generation and parametric processes, self-focusing and phase modulation, stimulated Raman and Brillouin scattering, ultrashort pulse generation, nonlinear processes of conduction electrons in semiconductors, bulk and surface polaritons. Prerequisite: ENGN 2600 or equivalent.

ENGN 2625. Optical Microscopy: Fundamentals and Applications.

This course is intended to provide an introduction to optical microscopy for engineering and science students. Topics ranging from basic brightfield and fluorescence microscopy to Nobel-prize winning advanced optical microscopy methods will be discussed. The course will also provide students with the opportunity to acquire hands-on training in experimental optics techniques and basic microscopy.

ENGN 2630. Electro-Optical Properties of Materials and Biomolecules.

Fundamental ideas and principles relevant to the understanding of the electrical and optical properties of materials and bio-molecules are emphasized. The mathematics is deliberately kept to a minimum. Topics include metals, semiconductors dielectric materials, magnetic materials, superconductors, carbon nanotubes, DNA, photosynthesis and redox proteins. Prerequisites: ENGN 0510 and PHYS 0470.

ENGN 2640. Classical Theoretical Physics II (PHYS 2040).

Interested students must register for PHYS 2040.

ENGN 2660. Physics and Technology of Semiconductor Heterostructures.

Covers, largely from an experimental point of view, topics of current interest in semiconductor heterostructure physics and technology; magnetotransport in two-dimensional electron gas; integer and fractional quantum Hall effects; resonant tunneling and superlattice transport; optical and transport properties of quantum wires and dots; heterostructure-based devices; other topics of student interest. Prerequisites: PHYS 1410 or equivalent quantum mechanics and ENGN 1590 or introductory device course helpful, but not required.

ENGN 2670. Soft Matter.

This course provides an introduction to soft matter: Polymers, elastomers, liquid crystals, and colloids. Students in Physics, Engineering, Chemistry, and Applied Mathematics may find this course useful. Familiarity with classical statistical mechanics (PHYS 1530) is required. We will use scaling arguments and simple physical pictures as much as possible.

ENGN 2702. Descriptive Analytics for Technology Leaders.

Acquiring, enriching, and analyzing data for business analytics is an essential use case for technology in business enterprises. This course helps prepare students for management roles that oversee the transformation of business data into actionable information, including how to communicate insights through visualizations. Such roles are ubiquitous in modern enterprises that use data analytics, business intelligence, and data science teams. The course opens with a series of interlocking frameworks that businesses use to take a problem—any problem—and break it down into components that can be analyzed with the use of diverse data sources and analytical approaches. Students then practice using two widely available tools, Excel and Tableau Desktop, to tackle these analyses and solve problems with real-world data sets. This work teaches students to integrate and transform data, analyze the data, and create appropriate visualizations/summaries/results/insights.

ENGN 2703. Entrepreneurial Thinking.

In the context of global competition and rapid technological advancements, developing entrepreneurial leadership skills can propel individuals and organizations to develop innovations and find growth opportunities. Such leadership derives from a strong entrepreneurial mindset that includes finding unmet needs, being resilient under conditions of uncertainty and having a propensity to seek creative, learning opportunities. These leadership skills are necessary given that many businesses now require digital transformation to thrive in the age of technological disruptions.

ENGN 2704. Predictive Analytics.

This course, which builds on the analytical skills developed in Descriptive Analytics, is a deep dive into the predictive analytics techniques that underpin strategic decision-making in contemporary business environments. Students will engage in event forecasting, participating in an in-class forecasting contest designed to put theory into practice. A key component of the course is exploration of Bayes' Theorem, providing a probabilistic foundation for making informed predictions. The course covers time-series forecasting of business metrics and customer-level predictive modeling techniques, enabling students to anticipate customer behaviors and take action at scale. This work segues into calculating customer lifetime value, a vital metric for evaluating long-term business relationships and profitability, along with customer experience analytics. It incorporates the latest advances in generative AI, examining its application to data analytics and its potential to revolutionize the way businesses analyze, visualize, and forecast trends.

ENGN 2705. Sustainable Energy: Science and Technology.

The energy transition from fossil fuels to renewable sources may be the defining technological issue of the coming decades. This class covers the fundamental science and technology of energy technologies, focusing on emerging energy resources. Students will learn the fundamental thermodynamics of energy conversions as well as the tools to analyze energy technologies. The course will cover the basic science of the greenhouse-gas induced climate change, and will analyze energy technologies in terms of the trade-offs involved in emissions, cost, scalability, land use, and resource ability.

ENGN 2706. Electrification and Decarbonization.

Decarbonization depends on electrification coupled with conversion to renewable sources of electricity generation. Students will learn the fundamentals of the electrical grid in the U.S. including its history, ownership and regulatory structure, physics, and economics. The emphasis is on how the traditional and risk-averse focus on reliability and low cost can evolve in the decarbonization transition, expanding to target a smarter, more resilient, and more equitable set of societal goods. Hands-on skills will be gained through several open-source modeling tools applied to grid modernization projects and case studies. Major topics include optimization in energy systems; the physics of the electric grid; centralized power transmission and distribution systems; distributed energy resources, including storage and microgrids; reliability, resilience, energy burden, and equity; and evolving power system business models and electricity market issues.

ENGN 2707. Policy and Economics of Energy Transitions.

An intensive overview of the policy and economic processes involved in the clean energy transition with examples drawn from the U.S. as well as the world. Technological feasibility is necessary but not sufficient for the successful decarbonization of energy systems. Empirical social science documents the political factors that matter for climate policy outcomes, such as special interest groups, costs to develop and deploy renewable energy systems, preferences for clean energy, and measures and perceptions of distributive justice associated with transitions. Students will encounter a diverse set of perspectives and issues arising in the planning and implementation of energy projects and their technical and societal impacts.

ENGN 2708. Energy Modeling for Policymaking.

Overview of energy systems and climate modeling for policymaking and application of fundamental concepts to emerging policy areas. The course will begin with lecture deep dives into key modeling concepts and models and then moves into hands-on evaluations of policies to accelerate the deployment of low-carbon energy technologies.

ENGN 2709. Electrification and Decarbonization.

Decarbonization depends on electrification coupled with conversion to renewable sources of electricity generation. Students will learn the fundamentals of the electrical grid in the U.S. including its history, ownership and regulatory structure, physics, and economics. Emphasis is on how the traditional and risk-averse focus on reliability and low cost can evolve in the decarbonization transition, expanding to target a smarter, more resilient, and more equitable set of societal goods. Hands-on skills will be gained through several open-source modeling tools applied to grid modernization projects and case studies. Major topics include optimization in energy systems; the physics of the electric grid; centralized power transmission and distribution systems; distributed energy resources, including storage and microgrids; reliability, resilience, energy burden, and equity; and evolving power system business models and electricity market issues. Open to Seniors who have taken ENGN 0510 and ENGN 0520.

ENGN 2730. Chemical and Environmental Thermodynamics.

This is a fundamentals course targeted at first or second-year graduate students in chemical engineering, environmental engineering or related fields. The course reviews and expands on the principles of chemical thermodynamics: equilibrium criteria, fundamental relations, derivation of property relations, phase equilibrium, mixture behavior, intermolecular interactions, and reaction networks. The course will also cover the thermodynamic aspects of electrochemical systems, surface phenomena, complex molecules, and self-assembly, and will incorporate an introductory entryway module on statistical mechanics. The fundamental principles will be illustrated through application to current research topics in chemical technologies and environmental systems. Designed for students with some prior thermodynamics coursework. Undergraduates with thermodynamic background may enroll with instructor permission.

ENGN 2735. Vibration of Mechanical Systems.

This course will focus on the vibration characteristics of mechanical systems. Topics will include: analysis of free and forced single degree-of-freedom linear oscillators, vibration control and isolation, multiple degree-of-freedom and continuous systems, and introduction to nonlinear oscillations. Relevant analytical and numerical methods useful for modeling and analysis of vibrating systems will be discussed throughout. Students will be expected to do some numerical calculations on a computer.

ENGN 2740. Advanced Thermodynamics II.

Introduction to the statistical mechanics of equilibrium phenomena for classical and quantum-mechanical systems. Ensemble theory; fluctuations; statistical interpretation of the laws of thermodynamics; applications to ideal gases, chemical equilibrium, simple crystals, magnetic and dielectric materials, radiation, and condensation phenomena.

ENGN 2750. Chemical Kinetics and Reactor Engineering.

This course focuses on the fundamentals of chemical kinetics with engineering applications. Topics include: quantum chemistry, statistical thermodynamics, and transition state theory; tight versus loose transition states; the kinetics of gases, liquids, and surfaces; adsorption, desorption, surface diffusion; enzyme kinetics and biological processes; formation, solution, and interpretation of elementary mechanisms; global versus local sensitivity analysis; uncertainty quantification; and the coupling between fluid dynamics and chemical reactions.

ENGN 2760. Heat and Mass Transfer.

Convection. Laminar flow: boundary layer equations and similarity solutions; solution techniques for arbitrary wall temperature distribution; development of flow in tubes. Turbulent flow: semiempirical methods of solution for turbulent shear layers. Natural convection. Separated flow. Condensation and evaporation. Fundamentals of heat and mass transfer for chemically reacting flows. Radiation. Basic concepts and properties of solids and gases.

ENGN 2770. Atomistic Reaction Engineering.

Topics include electronic structure calculations, molecular dynamics, potential energy surfaces, thermodynamic connections, scaling and free-energy relations, surface reactivity, rate theory, electrocatalytic concepts, and applications of machine-learning to atomistic calculations. Students will have flexibility to pursue research directions of interest through project- and literature-based work. All software employed in the course is open-source, so students can continue to use these tools without license after the course completes. This course is intended for graduate students or advanced undergraduates. A background in thermodynamics is required. Experience in quantum and statistical mechanics as well as computing is useful, but not necessary.

ENGN 2790. Quantum Optics.

An introduction to the fundamental theory, mathematical formalism, and applications of quantum optics, the study of light and its interactions with matter at microscopic scales. Topics will include: an introduction to quantum mechanics using the bra-ket (or Dirac) notation, quantization of the electromagnetic fields, generation and detection of single photons, non-classical quantum states (single-mode states, Fock or number states, coherent and squeezed states), phasor diagrams, number-phase uncertainty, quantum theory of photoionization/photodetection, quantum description of mirrors, beam splitters, Mach-Zehnder interferometers, spontaneous emission and parametric downconversion, as well as interaction-free measurements. The course is intended for graduate and senior undergraduate students who would like to understand more advanced concepts in emerging fields, such as quantum computing. The material is self-contained, therefore students who do not have a deep background in quantum mechanics or optics will also be able to take the course proficiently.

ENGN 2800. Critical Challenge Project.

The Critical Challenge Project (CCP) is an integrative experience in the Master's in Technology Leadership curriculum. Through the project, students address a critical organizational challenge, drawing from their own professional experiences, their MTL coursework, and career aspirations. In collaboration with their CCP mentors and peers, students analyze their chosen critical challenges from multiple perspectives, with insights developed throughout the program, and create comprehensive plans for addressing the challenges.

ENGN 2801. Visual Storytelling.

Data visualization is an essential tool for both discovering and communicating key data findings. However, it's easy to underestimate the visual polish that goes into creating effective presentation-level graphics. This course will act as a technical primer for building data visualizations in Microsoft Excel and Adobe Illustrator, but the core focus will be the graphic design decisions – color, hierarchy, font selection, labeling – that can elevate a graphic into something truly coherent, unique and memorable.

ENGN 2810. Fluid Mechanics I.

Formulation of the basic conservation laws for a viscous, heat conducting, compressible fluid. Molecular basis for thermodynamic and transport properties. Kinematics of vorticity and its transport and diffusion. Introduction to potential flow theory. Viscous flow theory; the application of dimensional analysis and scaling to obtain low and high Reynolds number limits.

ENGN 2820. Fluid Mechanics II.

Introduction to concepts basic to current fluid mechanics research: hydrodynamic stability, the concept of average fluid mechanics, introduction to turbulence and to multiphase flow, wave motion, and topics in inviscid and compressible flow.

ENGN 2830. Compressible Fluid Flow.

We explore the fluid mechanics of aerospace and energy systems in this course. Aerospace fluid dynamics are dynamics of flows involving air. Such flows have variable density over space and time. They can expand to take the shape of their volume or be compressed into an enclosing, confined space. These flows surround (air), inflate (air in lungs), compress (impact), hold/push (drag/thrust), and levitate (flight) us. We investigate flows to design and take advantage of their behavior for engineering solutions (e.g., extracting energy). You will learn to identify a fluid and develop the mathematical framework (differential equations) that describe compressible flow motion/dynamics. We study fundamental thin airfoil, wing, and boundary layer theory. We will consider extracting energy from air flows using wind turbines. We conclude by surveying advanced topics involving supersonics, hypersonics, and space propulsion.

ENGN 2880A. Chemical Reaction Engineering.

Elements of chemical rate processes; steady-state and transient behavior of continuous-flow chemical reactors; uniqueness, multiplicity, and stability in chemical reactor systems and individual catalyst particles; heterogeneous chemical reactor analysis focusing packed beds (continuum and discrete models) and fluidized beds (deterministic and stochastic models).

ENGN 2910A. Advanced Computer Architecture.

This class focuses on advanced computer architecture concepts, including super-scalar processor design, out-of-order execution, branch prediction, multi-core processors, memory hierarchy consistency, GPU architectures, and architecture of large-scale systems such as data centers and supercomputers. Class work expected to include HWs, Labs, and projects. Prerequisite: ENGN 1640 or permission of instructor.

ENGN 2910B. Advanced Process in Materials: Thin Film Processing and Characterization.

No description available.

ENGN 2910C. Advanced Processing of Materials.

This course will present a detailed consideration of processing of specific types of materials. In this particular offering, electronic materials will be the focus of the discussion. Detailed state of the art methods of processing will be described and the relationship between processing and the resulting properties will be discussed.

ENGN 2910D. Engineering and Design I.

No description available.

ENGN 2910E. Complex Fluids.

Complex fluids comprise a large class of "soft" microstructured materials which are encountered extensively in engineering applications and biological systems. This course will explore the interrelation between the microscale physics, microstructure and macroscopic properties of complex fluids. Topics include surfactants and self-assembly, intermolecular forces and stability of colloidal suspensions, polymer solutions, ordered phases and liquid crystals, electrokinetic phenomena, rheology.

ENGN 2910F. Nano and Micro Mechanics of Solid Interfaces.

This course covers the topics: Mechanics of intermolecular forces and surface forces; Adhesion and friction of hydrophobic and hydrophilic surface complexes; Mechanics aspect of chemical etching and chemical reactions on solid surfaces; Interface energetics and kinetics with anisotropic elasticity and diffusion equations; Micromechanics of grain boundaries and interface fracture Nano and micro mechanics of single asperity and rough-surface contact friction.

ENGN 2910G. Topics in Translational Research and Technologies.

To improve human health, engineering and scientific discoveries must be explored in the context of application and translated into human/societal value. Translational research is creating a fundamental change in the way basic science and engineering research has operated for decades, breaking down the literal and figurative walls that separate basic scientists/engineers and clinical researchers. Such discoveries typically begin at "the bench" with basic research--and in the case of medicine--then progress to the clinical level, or the patient's "bedside." This seminar course will utilize case studies to demonstrate to students how the translational research unfolds. Lectures will be delivered by clinicians, medical researchers, engineers, and entrepreneurs, with case studies focused on topics ranging from value creation, IRB, HIPAA, FDA approval, etc.

ENGN 2910H. Flat Panel Display.

No description available.

ENGN 2910I. Mechanics of Entropic Forces in Biological Adhesion.

Course will cover fundamental concepts of entropic force and its significance in mechanical systems involving "soft matter". A prominent example is cell adhesion which plays a central role in cell migration, spreading, differentiation and growth. For such problems, the importance of mechanics and mechanical forces has been widely recognized and are currently under intensive research. This course is also aimed to stimulate live discussions on potential research topics and opportunities at the interface between solid mechanics and biological mechanics, with emphasis on cell-substrate, cell-cell and cell-particle interaction. Fundamental concepts to be discussed include Brownian motion, fluctuation, diffusion, dissipation, ligand-receptor bonds, single molecule mechanics, stochastic dynamics of binding/rebinding, elasticity, stress fibers, cytoskeleton, focal adhesion and endocytosis.

ENGN 2910J. Mechanics and Surface Science of Nanostructures.

Thermodynamics ideas applied to surfaces - surface energies and crystal shapes, concepts of surface stress and stiffness. Surface processes in epitaxial growth. Morphological stability and evolution of surface based nanostructures. Atomistic approaches to surface energetics and kinetics. Elastic interactions of defects on surfaces. Strain driven self-assembly. Surface processes in thin film electronic devices.

ENGN 2910K. Cell Mechanics.

Course is designed for students with a strong background that want to learn more about mathematical and mechanical descriptions of the cell and its functions. It will include an overview of cell biology emphasizing locomotion, mitosis (cell division), intracellular transport, cellular mechanotransduction, and biological material properties. The course will draw examples from recent theoretical and experimental research investigations, and teach quantitative tools commonly used by engineers in the field.

ENGN 2910L. Chemical and Transport Processes in the Environment.

This course will cover fundamental properties and processes that are important for the fate and transport of chemicals in the environment. Topics will include acid/base speciation, complexation, sorption, phase-partitioning, and solution chemistry. Emphasis will be placed on natural and engineered environmental systems, including a range of environmentally relevant media (e.g. water, air, soil/sediments, plants, organisms). Conceptual understanding of chemical structure and its role in environmental transport will be highlighted, while quantitative approaches will be used to solve problems.

This course is relevant for graduate students interested in environmental pollution chemistry. Undergraduates need permission of the instructor to register.

ENGN 2910M. Biosensors and Applied Microfluidics.

This course will acquaint students with two modules: 1) new approaches to detection and quantification of biological molecules for diverse purposes ranging from medical diagnostics to food safety to defense, 2) processes at the microscale which can be translated into applications. The topics will include sensing platforms, devices, instrumentation, biomolecular engineering of probe molecules, quantitative evaluation, separations, sample stacking, DNA/protein sizing and diagnostic devices for use in developing countries. Lectures, assignments, a group design project and a laboratory will acquaint students with the state-of-the-art in biosensors and applied microfluidics. The course is relevant to physicists, chemists, biologists and engineers.

ENGN 2910N. Molecular and Cellular Biomechanics.

Mechanics and statistical mechanics applied to biological systems. Topics will include semiflexible polymers (DNA, microtubules, actin, flagella), membranes, and molecular motors. We will cover fundamentals including Brownian motion, random walks, diffusion, the fluctuation-dissipation theorem, and electrostatics of ions in solutions.

ENGN 2910O. Atomistic Simulation in Mechanics and Physics.

Random numbers in molecular simulations, Monte Carlo methods applied to equilibrium systems, Kinetic Monte Carlo methods, Molecular dynamics with simple potentials - equilibrium properties in various ensembles (ENV,NVT,NPT,NoT) and non-equilibrium properties. Simulations with three-body potentials and EAM potentials. Molecular statics. Introduction to quantum mechanical methods, Application to the above methods to defect interactions in solids, structure of surfaces, crystal growth and structure of nanostructures.

ENGN 2910P. Nano-system Design.

The goal of this course is to provide a broad understanding of the many fields that are involved in electronic nanotechnology. The material will focus on considering how new basic devices intended to replace silicon-based transistors, such as single-molecule organic switches and nanotube electron conduits, will impact VLSI, computer architecture, and how we may design systems to take advantage of the opportunities they offer. Class will include a mix of lectures and discussion on assigned reading of recent publications. Students will be responsible for leading and participating in these discussions. A course project will also be required. Prerequisites: ENGN 1640 and 1600 are helpful, but not required.

ENGN 2910Q. Chemically Reacting Flow.

This course focuses on problems in chemical engineering that involve both transport and chemical reaction. The emphasis will be on numerical methods for practical problems. The students will learn to use the open-source code Cantera. Examples will draw from combustion chemistry, porous media, and electrochemistry.

ENGN 2910S. Cancer Nanotechnology.

This course will integrate engineering and biomedical approaches to diagnosing and treating cancer, particularly using nanotechnology and BioMEMS. Topics will include the extracellular matrix and 3D cell culture, cancer cell invasion in microfluidic devices, heterotypic interactions, cancer stem cells and the epithelial-mesenchymal transition, angiogenesis and drug targeting, circulating tumor cells and biomarker detection, as well as molecular imaging and theranostics. Recommended coursework includes ENGN 1110 (Transport and Biotransport), ENGN 1210 (Biomechanics) and ENGN 1490 (Biomaterials) or equivalents

ENGN 2910T. Physics of Materials.

No description available.

ENGN 2910U. Quantum, Statistical and Continuum Mechanics.

No description available.

ENGN 2910V. Simulation Methods in Physics and Mechanics.

No description available.

ENGN 2910W. Synthesis of VLSI Systems.

Promotes understanding of the algorithms used in designing many of today's CAD tools used for VLSI. Topics include synthesis of two-level and multi-level logic, logic testability and automatic test pattern generation, technology mapping, and sequential synthesis. Also introduces efficient manipulation algorithms for logic functions (based on Binary Decision Diagrams). Prerequisite: ENGN 1630. ENGN 1600 is helpful.

ENGN 2910X. Video Processing.

This special topic course will address the rapidly evolving technologies involved in representing and processing video data, including compression, tracking and 3-D modeling. The course will involve projects to implement live and file-based video processing algorithms as well as periodic quizzes. Projects will be carried out primarily in C++.

ENGN 2910Z. Small Wonders: The Science, Technology, and Human Health Impacts of Nanomaterials.

Survey course focusing on nanomaterials as enabling components in emerging nanotechnologies. Covers scaling laws for physicochemical properties, synthesis routes, manipulation and characterization tools, and example applications in sensors, composites, advanced energy devices, and nanomedicine. Impacts of nanomaterials on environment and health, including the interactions between nanoscale structures and biological molecules, cells, and whole organisms. Undergraduate enrollment by permission.

ENGN 2911A. Nanoelectronics.

Review and analysis of novel and exotic electronic devices, and proposals for extending scaling into the nanometer regime. Contemporary research and development in areas such as nonclassical CMOS; single-electron and nanocrystal memories; 1D nanotube and nanowire transistors, qubits, quantum dots, spin transistors, molecular electronics; and the realization of such elements in arrays and biologically inspired networks.

ENGN 2911B. Electrical and Optical Properties of Materials and Biomolecules.

Fundamental ideas and basic principles relevant to the understanding of the electrical and optical properties of solid-state materials and biomolecules are emphasized. Topics, including metals, semiconductors, dielectric materials, magnetic materials, superconductors, carbon nanotubes, DNA, and redox proteins, are selected in order to explain the operation of devices having current or future applications in engineering.

ENGN 2911C. Digital Integrated Circuit Testing and Hardware Security.

Testing of digital integrated circuits has historically focused on the detection and diagnosis of manufacturing defects. However, in the past few years, testing for security has become an important hot topic. This class will cover testing fundamentals along with new approaches for the detection of hardware Trojans (malicious circuitry inserted into a design by an adversary). Related topics in hardware security and authentication, including physically unclonable functions, will also be discussed. Prerequisite: ENGN 1630 or equivalent or permission of instructor.

ENGN 2911D. Engineering and Design II.

No description available.

ENGN 2911E. New Frontiers of Solid Mechanics in Nano- and Bio-Research.

Course will cover fundamental concepts and methods in continuum, atomistic and statistical modeling of nanoscale and hierarchical materials in engineering and biology. Various systems and phenomena, including thin films, nanocrystalline materials, fracture, hierarchical tissue structures of bone and gecko, cell adhesion and endocytosis, carbon nanotubes and biomolecular assembly, are selected to stimulate discussions at the forefront of solid mechanics research.

ENGN 2911F. Topics in Emerging and Breakthrough Technologies.

No description available.

ENGN 2911G. Physical Design of Digital Integrated Circuits.

This class investigates the physical principles and algorithmic methodologies that are used in physically designing and implementing state-of-the-art digital circuits and high-performance processors. We'll also survey the main available design implementation tools in the market and examine new directions for innovative solutions.

ENGN 2911H. Computer Architecture.

No description available.

ENGN 2911J. Computational Electromagnetics.

This course will introduce numerical techniques for solving practical and theoretical problems in optical science. Using MatLab and Mathematica, students will develop a toolkit for physical optics and build an intuition for wave propagation (e.g. transfer matrices), Fourier optics (beam propagation methods, normal mode analysis), light emission/absorption (surface- and cavity-enhanced lifetimes) as well as general finite difference schemes (frequency and time domain). Prerequisites: ENGN 0510 or PHYS 0470; APMA 0330 or APMA 0350; MATH 0520 or MATH 0540; or equivalent courses.

ENGN 2911K. Biological Impacts of Nanomaterials.

This course will emphasize advancements nanomaterials have made in several fields. In doing so, this course will cover fundamentals of nanomaterial synthesis and biological responses of nanomaterials if ingested, inhaled, or implanted. Biological concepts (immune response, cellular toxicity, etc.) will be combined with engineering concepts (manufacturing and property control) to understand the relationship between manufacturing and biological impacts of nanomaterials.

ENGN 2911L. Environmental Technologies and Human Health.

No description available.

ENGN 2911M. Instabilities and Turbulent Flows.

Introduction to hydrodynamic stability and the dynamics turbulent flows. Fundamentals of linear and nonlinear stability theory with a focus on shear flows, but also addressing examples of thin film and interfacial instabilities. Mechanics of turbulent flows including statistical descriptions, correlation functions, free-shear, and wall-bounded turbulence. Turbulence modeling and numerical methods.

ENGN 2911P. Fate and Transport of Environmental Contaminants.

Physical, chemical and biological processes governing the fate and transport of contaminants in the environment. Topics to be covered include solute transport, sorption processes, mass transfer, non-aqueous phase liquid (NAPL) entrapment and dissolution, abiotic and biotic transformations. A portion of the course will involve the use of analytical and numerical models to assess the impact of coupled processes on contaminant fate and transport.

ENGN 2911R. Analytical Modeling for Biomechanical and Biomedical Systems.

Students will develop a fundamental understanding of selected important statistical, physical and mathematical modeling methods for engineering and biomedical engineering applications. Topics covered will include analysis of variance, factorial design of experiments, modeling of infectious disease dynamics, soft material mechanics for cells and tissues and cancer tumor growth modeling. Students will learn introductory statistical methods, factorial design and analysis of experiments, introductory numerical methods, methods to model either time-dependent viscoelastic or nonlinear 3D large strain response of soft biological materials, and methods to develop mathematical models based on biological and physical knowledge. Students will learn applications of these methods for real-life problems and gain practice in critical analysis of scientific literature and effective oral and written technical communication. Prerequisite: APMA 0350 or a similar math background or instructor permission.

ENGN 2911T. Ultrafast Optical Phenomena.

This course covers the generation, propagation, and measurement of short laser pulses, of duration less than one picosecond. Concepts include mode locking, the effects of dispersion, optical pulse amplification, and time-domain non-linear optical phenomena. Intended as an introduction to ultrafast phenomena for graduate students or advanced undergraduates; a basic understanding of electromagnetic waves and of quantum mechanics is assumed.

ENGN 2911U. Hardware Architecture for Deep Learning.

Introduction to the design and implementation of hardware architectures for efficient processing of deep learning algorithms and tensor algebra in AI systems. Topics include basics of deep learning, optimization principles for programmable platforms such as GPUs, design principles of custom accelerator architectures, co-optimization of algorithms and hardware, including sparsity, and architectural implications of precision reduction. Includes labs involving modeling and analysis of hardware architectures, architecting deep learning inference systems, and an open-ended final design project. Class adapted (with permission) from MIT class 6.5930 by Professors Joel Emer and Vivian Sze, including lectures and labs. For Seniors and Graduate level students.

ENGN 2911V. Advanced Topics in Computational Mechanics: Isogeometric Analysis, Meshfree Methods, and FSI.

This course aims at exposing the graduate students in mechanics and beyond to the ideas and methods that go beyond classical Finite Element Methods (FEMs) for solid mechanics. The course will cover the following topics: 1. Isogeometric Analysis (IGA); 2. Meshfree methods, such as the Reproducing Kernel Particle Method (RKPM) or Peridynamics (PD); 3. Stabilized and variational multiscale (VMS) methods for fluid mechanics and Fluid-Structure Interaction (FSI). We will use Jupyter as the platform for testing the ideas presented in the lectures. Students will also be asked to read recent research papers in the field and make informal presentations.

ENGN 2911X. Reconfigurable Computing.

In this course, we will study computing platforms featured with CPUs + FPGAs (field-programmable gate arrays) for reconfigurable customized computing. We will first cover architecture and programming models for FPGAs as an accelerator platform using high-level synthesis (HLS). Various customization techniques on FPGAs, including customized control flow and data flow, accelerator memory management, performance & energy modeling and optimization, and communication & computation optimization, will be discussed. We will then cover various application domains that use FPGAs as accelerators, including deep learning, computer vision, natural language processing, security-related applications, etc. This course welcomes enrollment from both undergraduate (seniors) and graduate students (all).

ENGN 2911Y. Verification, Test, Synthesis.

This course will provide an overview of algorithms and techniques in electronic design automation relating to the synthesis, verification, and test of digital integrated circuits. Some topics covered will include synthesis of two-level and multi-level circuits, logic minimization, representations of combinational and sequential circuits for design automation, ordered binary decision diagrams, equivalence checking, verification coverage, assertions, and automatic test pattern generation. Classic techniques and recent state-of-the-art research advances will both be discussed.

ENGN 2911Z. Principles of Nano-Optics.

The goal of this course is to help students build an intuition for light-matter interactions at the nanoscale, especially when optically active elements are located near complex surfaces. The course will begin with a review of the theoretical foundations of macroscopic electrodynamics, but will continue on to discuss specific experimental techniques for investigating microscopic behavior. Topics will include near-field optical microscopy, quantum dots and single molecule spectroscopy, surface plasmon polaritons, local density of states, and photonic crystals.

ENGN 2912A. Toxicity of Nanoparticles.

This course will emphasize advancements nanoparticles have made in several medical fields such as preventing, diagnosing, and treating various diseases. This course will integrate fundamental knowledge of toxicity into such applications. In particular, the course will cover current results in terms of nanoparticle applications and potential toxicity. Toxicity in such organs as the lungs, blood, kidneys, liver etc. will be emphasized. Biological concepts will be combined with engineering concepts to understand the relationship between manufacturing and nanoparticle toxicity.

ENGN 2912B. Scientific Programming in C++.

Introduction to the C++ language with examples from topics in numerical analysis, differential equations and finite elements. As a prerequisite, some programming knowledge, e.g., MATLAB projects. The course will cover the main C++ elements: data types; pointers; references; conditional expressions; streams; templates; Standard Template Library (STL); design and debugging techniques.

ENGN 2912C. Future Directions in Computing: From Bio and Quantum to Nano and 3D.

Silicon-based electronics is the foundation of computing devices. The computer industry is reaching an important milestone, where physical limits arising from using optical lithography manufacturing techniques can stop the evolution of computational power as predicted by Moore's law. In this class, we explore some of the alternatives that can be used for future computing devices. Topics covered include: quantum computing, bio-based computing, spin-based computing, nanotube-based computing, computing with light and 3D chips.

ENGN 2912D. Networks and Network-on-Chip Design.

Network-on-Chip communication fabrics are a very recent approach to multi-core system-on-chip design. This class will cover state-of-the-art research in the design and test of network-on-chip communication hardware and will compare these on-chip communication networks to more traditional networks. Additional aspects of system-of-chip design and test will also be explored. Prerequisites: ENGN 1630 and ENGN 1640 or equivalent experience in digital design.

ENGN 2912E. Low Power VLSI System Design.

Integrated circuits drive today's technology, from smartphones to AI and supercomputers. This course explores key design challenges such as power, timing, interconnects, and noise, along with innovative solutions such as adaptive and energy-recovery techniques. Through lectures, labs, and a team-based project, students will gain advanced hands-on experience across the digital design flow, from Verilog and simulation to layout and verification. By the end of the semester, students will have the foundation to tackle advanced chip design, whether in digital systems, custom circuits or system-on-chip integration, while building skills highly valued in both research and industry. Note: There is an option to tapeout in GF 180nm as part of this class.

ENGN 2912H. Interfacial Phenomena.

This course is an introduction to mechanics of material interfaces. Particular cases considered are liquid surfaces (surface tension, contact line slip, electro-wetting, etc), lipid membranes, and thin elastic plates and shells. The course will cover detailed analyses of statics and dynamics of these interface. Classical and modern research papers related to these topics will form the motivation for the discussion. A unified treatment of these apparently disparate interfaces is presented to conclude the course. Prerequisites: ENGN 2010, 2020, 2210, or 2810.

ENGN 2912I. Selected Topics in Physics of Locomotion (PHYS 2610E).

Interested students must register for PHYS 2610E.

ENGN 2912J. Asymptotic and Perturbation Methods.

In this introductory course to perturbation methods, topics covered are inspired by problems in solid mechanics (e.g. ridges and kinks in thin plates), fluid mechanics (e.g. viscous boundary layers), electrical circuits (van der Pol oscillator), and include regular and singular perturbations, methods of strained coordinates, multiple scales, averaging, WKB, Laplace's method and the method of steepest descent for approximating integrals, and solutions of partial differential equations. Prerequisite: ENGN 2010 and 2020.

ENGN 2912K. Mixed-Signal Electronic Design.

ADCs, DACs, switched-capacitor circuits, noise and distortion. Circuit simulation and system design projects. Examples will be used from various biological sensing and instrumentation applications and recent scientific literature. Prerequisite: ENGN 1620 and 1630, or instructor permission. Enrollment limited to 20.

ENGN 2912L. Topics in Bioelectronics.

Seminar course covering subjects related to interactions between electronic and biological systems. Material includes energy harvesting, low-power electronic circuit design, biosensors and signal integrity, neuromorphic hardware, low-power wireless communications, and electrochemical methods. Emphasis on critical reading, technical analysis, presentation, and discussion. Design project.

ENGN 2912M. Introduction to Quantum Computing and Physical Basics of Computing.

Inspired by Richard Feynman's lectures in computation, this course explores how physical principles/limits have been shaping paradigms of computing, with a particular focus on quantum computing. Topics include but are not limited to: Physical limits of computing, coding and information theoretical foundations, reversible computing, with a particular focus on quantum computing. Open to Junior level and above.

ENGN 2912P. Topics in Optimization.

This course will cover various topics in discrete and continuous optimization. Topics include graph algorithms, dynamic programming, linear programming, convex optimization and coarse-to-fine methods. Prerequisites: basic theory of algorithms (at the level of an undergraduate algorithms course) and linear algebra.

ENGN 2912Q. Coherence of Light in Nanooptics and Plasmonics.

This class is a special topics graduate course focusing on advanced concepts in optics, including spatial and temporal coherence of optical fields, higher-order coherence phenomena in space-time domain, coherence effects at the nano- and micro-scale, optical and plasmonic interferometry using partially coherent sources. The subject is aimed at graduate and undergraduate students interested in optical communications, propagation of laser beams in biological or turbulent media, optical microscopy and imaging, as well as medical diagnostics. The concepts of "flipped teaching" and "learning by teaching" will be explored. Knowledge of advanced electricity and magnetism concepts is required.

ENGN 2912R. Implantable Devices.

This course will expose students to topics across the electrical and biological sciences through lecture, design, and laboratory exercises. Students will learn basic governing concepts of implantable device design, including those of tissue interfaces, power delivery, data transmission, hermetic packaging and biocompatibility, and in vivo evaluation through appropriate animal models including design of surgical approach. Teams will be formed early in the course and maintained throughout the semester. Successful teams will invent, design, build, and implant their unique device. Teams will have access and exposure to the Technology Ventures Office through guest lectures and individual meetings.

ENGN 2912T. Experimental Fluid Mechanics.

Theory and practice of experimental techniques for fluid mechanics. Principles of measurement, noise and error analysis, transduction and recording of signals. Measurement of temperature and pressure. Fundamentals of optics and image processing for measurements, Particle Image Velocimetry and Particle Tracking Velocimetry. Microfluidic and wind tunnel experimental techniques. Will include lab projects.

ENGN 2912U. Coordinated Mobile Robotics.

Mobile robotics has made a large impact in our lives, from how we satisfy our consumerism to how we fight wars. Thousands of warehouse robots autonomously zip around each other in a highly structured and specialized environment that makes coordination look easy, while military robots are often teleoperated by more than one person, making coordination difficult. Moving beyond highly controlled scenarios presents many challenges. Most importantly, mobile robots will interact in complex environments with other robots and people. How can we ensure robots safely do what we want them to do? What are the ethical ramifications of multirobot systems? In this course, we study the past, present, and future of coordinated mobile robotics, including a discussion of ethics. The majority of this course is a seminar-style survey of issues and approaches for control and coordination in multi-robot systems.

ENGN 2912V. Deep Learning for Scientists and Engineers.

This course introduces concepts and implementation of deep learning techniques for computational science and engineering problems to first or second year graduate students. This course entails various methods, including theory and implementation of deep learning techniques to solve a broad range of problems using scientific machine learning. Lectures and tutorials on Python, Tensorflow and PyTorch are also included. Students will understand the underlying theory and mathematics of deep learning; analyze and synthesize data in order to model physical, chemical, biological, and engineering systems; and apply physics-informed neural networks and neural operators to model and simulate multiphysics systems. Undergraduate students who want to enroll in this course should request an override through Courses@Brown.

ENGN 2912W. Two Phase Flows.

Introduction of two-phase flows. Flow maps. Conservation Equations. Two-phase homogenous flows. Drift flux models. Interfacial dynamics. Motion of single particles, drops or bubbles. Bubble growth and collapse. Cavitation. Dusty gases. Granular flows. Sprays. The student who successfully completes this course will be able to understand the principles to two phase fluid mechanics; be able to start reading specialized literature of the subject; recognize the areas of active research; and develop research projects in this general area. Prerequisites: Advanced undergraduate fluid mechanics (e.g., ENGN 1860); graduate fluid mechanics course (e.g., ENGN 2810).

ENGN 2920A. Complex Fluids: Non Newtonian Fluid Mechanics.

Introduces the treatment of non Newtonian liquids in flow. A review of classical rheological models will be discussed in detail. The course will focus on effects of non Newtonian behavior on the flow of these materials. The intended audience is graduate students in Engineering, Physics, Chemistry, and Applied Mathematics. Prerequisite: We will use material from ENGN 2010/2020, such as differential equations, Fourier and Laplace transforms, elementary differential geometry, basic probability, vector calculus. A graduate course on fluid mechanics is required (ENGN2810).

ENGN 2920B. Mechanics of Energy Storage Materials.

This course introduces the students to the mechanics aspects of battery materials and some of the current research problems. It will consist of a series of lectures by experts from academia and industry, which will cover the state of the art in lithium ion batteries, the role of mechanics in advancing the field, experimental studies, continuum modeling, ab initio modeling and practical design issues. There will be approximately one lecture each week (150 min); each lecture will focus on a specific aspect of battery materials, giving an in-depth treatment of scientific problems, the current state of understanding and future challenges.

ENGN 2920D. Environmental Technologies and Human Health.

This course explores interdisciplinary approaches to environmental safety and health drawing from Brown University faculty and other affiliated experts. Topics include history of environmental regulation and waste management; origin and chemistry of pollutants; fundamentals of toxicology, biological impacts of exposure and risk assessment; pollutant dispersion, transport and bioaccumulation; and remediation technologies. The overarching theme is the interactive role of life sciences, physical sciences, and social sciences in the development of solutions to manage or avoid the adverse human health impacts of legacy, current, and emerging technologies. Enrollment limited to 30.

ENGN 2920E. Theory of Heterogeneous Materials.

Heterogeneous materials appear in nature (polycrystals, wood, bone, blood), physical systems ((un)stable colloidal suspensions) or in engineering applications (fiber-reinforced materials, reinforced rubber in tires). They usually exhibit remarkable physical properties superior to the properties of individual components. Despite being comprised at the microscopic length scale of multiple domains with different physical properties, these materials behave as homogeneous materials and can be assigned macroscopic (effective) physical material-like properties for practical purposes. The course will cover classical and recent analytical, numerical methods for computation of various physical properties (viscous/thermal/dielectric, viscoelastic, thermoelastic, piezoelectric, electrostrictive) of heterogeneous materials that exhibit (non)linear and/or coupled behaviors.

ENGN 2920F. Sensors and Actuators for Real Systems.

This course was introduced in Spring 2020 as a course specifically aimed toward ScM students, interested advanced undergraduates, and curious PhD students. The idea is to introduce some of the input and output components used in embedded systems, drones, robots, etc. This includes circuit analysis of analog sensors, estimation theory, including Kalman Filtering and radar processing, to overcome noise inherent in all such systems, the discussion of some modern digital sensors, controlling the latest actuators, including ways to control brushless DC motors. There is a lab component in the course.

ENGN 2920G. Creating Economic and Social Value from Your Science or Engineering Research.

As a graduate student or undergraduate researcher, the primary output of your research is new knowledge and research publications. But is there a more direct way of creating value, through licensing and commercialization to a company, through creating products or services, or through the creation of a new venture? And how can we assess the potential social impact? We will together examine some currently emerging science to establish the methods. Thereafter you will examine the science and technology within your own research group in order to discover value, value that you may possibly be able to exploit. Students must be actively participating in research. Undergraduate students must also be undertaking research (instructor permission is required). Graduate students are requested to contact the instructor when registering.

ENGN 2920H. Materials and Interfaces for Energy Storage Devices.

This is an introductory course that combines materials science and electrochemistry, emphasizing thermodynamics, charge transfer kinetics, interface structures, and ionic mass transport mechanisms in both liquid and solid materials. This course integrates the atomistic point of view with the macroscopic concepts in electrochemistry and energy storage devices. Examples of various battery and fuel cell technologies will be presented. An emphasis is placed on mechanistic understanding, quantitative analysis, and mathematical models of electrochemical systems. The course is intended to support graduate students conducting research involving electrochemical technologies.

ENGN 2930. Atomistic Modeling of Materials.

This class describes the fundamentals of statistical mechanics with a focus on both traditional analytic methods and modern atomistic simulations methods. The class is divided in two parts. (i) Techniques used to calculate interactions at the atomic level are first covered, from simple interatomic potentials to quantum mechanical first-principles methods. (ii) Simulations techniques to sample atomic degrees of freedom for obtaining macroscopic quantities are then discussed, such as Monte Carlo and Molecular Dynamics. The tools presented in class are illustrated with ongoing examples that illustrate how these methods work in concert. Enrollment limited to 40 graduate students.

ENGN 2960. Experiential Learning in Industry (ELI).

This course will immerse students for up to 6 months in a corporate environment to learn first-hand about industry careers in engineering and technology. Corporate environments may include design, development, simulation, testing, technical documentation, consulting, investment, patent law, licensing, compliance, and/or regulations. Students will work as employees for a host company and carry out company-defined activities.

ENGN 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ENGN 2980. Special Projects, Reading, Research and Design.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ENGN 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

ENGN 2991. Characterizing Nanomaterial Structure.

Characterizing nanomaterial structure is challenging as it requires multiple methods drawn from disciplines ranging from materials engineering to colloidal chemistry. This class will present analysis tools and will focus on their specific application to nanostructures, specifically those prepared via solution-phase chemistry. Material will be structured into four modules on (a) dimensions and morphology (b) internal structure (c) surface chemistry and (d) molecular analysis. Case studies will illustrate best practices for analyzing and reporting characterization data. This course provides students an opportunity to compare different methodologies as well as select not just sufficient, but appropriate, tools for a nanomaterial analysis problem.

The School of International and Public Affairs

The School of International and Public Affairs is a community of scholars whose work aims to help us understand and address the world's most pressing issues, including globalization, economic uncertainty, security threats, environmental degradation, and poverty. Focusing on three main areas – development, security, and governance – the School leverages Brown's signature interdisciplinary approach to foster innovative, policy-relevant scholarly activities.

The School's core faculty of anthropologists, economists, historians, political scientists, sociologists, and other specialists work across academic disciplines with Brown faculty colleagues, as well as with an ever-changing cohort of visiting scholars and practitioners from around the world. The School collaborates with key organizations, such as the United Nations, national governments, and non-governmental organizations to seek practicable solutions to today's global problems.

The School administers the undergraduate concentration in International and Public Affairs, and houses several others: Latin American Studies, Middle East Studies, and South Asian Studies. It also administers the Master of Public Affairs (MPA) degree program, which prepares students for careers spanning public service, government, NGOs, foundations, and the private sector. The School is also home to a thriving postdoctoral fellows program.

The Brown International Advanced Research Institutes (BIARI), an early-career professional development initiative that builds transnational knowledge networks among young leaders from the Global South, is located at the School, where a two-week residency occurs each year. The Choices Program, which develops secondary level curriculum resources and offers professional development to classroom teachers, is also affiliated with the School.

The School is home to several centers focused on area studies: the Africa Initiative, Brazil Initiative, Center for Contemporary South Asia, Caribbean and Latin American Studies, China Initiative, Humanitarian Innovation Initiative, Middle East Studies and the Taubman Center for American Politics and Policy. The co-location of these centers, combined with the School's thematically driven research, enables the School to take an interdisciplinary, comparative approach to research and education. In keeping with the School's mission, such collaboration leads to a deep understanding of the greatest challenges of our time.

The School houses and supports three major academic journals: *Studies in Comparative International Development*, *Journal of Health Politics, Policy and Law* (JHPPL) and the *Brown Journal of World Affairs* (BJWA). Founded in 1993, BJWA is a highly regarded scholarly publication in the field of international studies, edited and managed entirely by Brown undergraduates.

Finally, a full agenda of seminar series, conferences, lectures, and workshops each year brings leading scholars and public figures to the School to put current events into context, explore emerging global issues, develop policy, and publish research. A new podcast, *Trending Globally: Politics and Policy*, further connects faculty research and visiting scholars with broader news and world events.

More information about the School is available at <http://watson.brown.edu/>. (<http://watson.brown.edu/>)

International and Public Affairs Concentration Requirements

The concentration in International and Public Affairs equips students with the knowledge and skills necessary to be engaged global citizens. This concentration offers three tracks: Development, Policy & Governance, and Security. All students take a common core of five classes, beginning with a

choice of thematic gateway lecture courses (ideally taken during freshman or sophomore year), and then building through a required junior seminar and a required senior seminar (eligible students may choose to write an honor's thesis to satisfy the senior seminar requirement). All students choose one of three tracks of substantive specialization: Development, in which students explore issues of human development in local and global contexts, and across both the developing world and advanced industrial settings; Security, which allows students to explore issues of security in both local and global contexts; and Policy and Governance, in which students explore the design, implementation, and evaluation of public policies to resolve societal challenges, as well as the governing structures that yield those policies. The concentration is committed to engaging students in the classroom, enabling research opportunities with faculty and in the field, and supporting experiential learning opportunities. Advisors' office hours and an online appointment scheduler are available here.

Concentration Requirements

The concentration comprises 11 courses (12 for an honors degree). Students take a Gateway course, which introduces them to multidisciplinary perspectives on social challenges that cut across global regions. The Foundational course introduces students to central themes and texts in the three IAPA tracks: Development, Policy and Governance, and Security. Gateway and Track Foundational courses are not interchangeable or substitutable with courses offered in other concentrations. They should both be taken in the first or second year.

Once a student has chosen a track, they take five electives, selected from a pre-approved list for each track on our website. Approval of track elective courses not on the pre-approved list is permitted only in extenuating circumstances. Note that that list of electives is subject to change. We encourage students to cluster two or three of these electives around a region, theme, or social problem to create coherence in their plan of study and prepare for future work.

Students also take courses in qualitative and quantitative methods (a high-level course in language instruction can substitute for one of the two methods courses).

All International and Public Affairs concentrators take a junior seminar (1700 level) during the fall or spring semester of the junior year. The seminars, which are not track specific, focus on issues in international and public affairs that can be studied in comparative perspective, that can be subjected to multidisciplinary analysis, and that often cut across concerns about development, policy and governance, and security. The seminars are designed to help students hone skills of critical thinking, argumentation, and the design and operation of social science research and scholarship. Junior seminar students write papers on topics that can later be pursued as capstone or thesis projects. Junior seminars are not interchangeable or substitutable with courses in other concentrations. Junior seminars are typically WRIT-designated.

All International and Public Affairs concentrators complete a capstone course during their senior year. Designated IAPA Senior Seminars (1800 level) require students to write a research paper or extended policy brief that draws on analytic expertise, thematic expertise, regional expertise, and foreign language skills, if applicable. The capstone research project is typically about 20-25 pages in length. Senior capstone seminars are not interchangeable or substitutable with courses offered in other concentrations. Senior seminars are typically WRIT-designated. Eligible seniors may choose to write a two-semester honors thesis to satisfy the senior capstone requirement.

Track Specialization and Electives

IAPA students must take the track foundational course associated with their track specialization (Development, Security, or Policy & Governance).

Track foundational courses are not interchangeable or substitutable with courses offered in other concentrations. Students select 5 elective courses from the list of pre-approved electives consistent with their track specialization. Approval of track elective courses not on the pre-approved list is permitted only in extenuating circumstances. Note - the list of electives is subject to change.

Concentration Requirements Summary

Gateway Course	1
IAPA 0300	Costs of War
IAPA 0400	Fiscal Plumbing 101: The American Tax State in Comparative and Historical Perspective
IAPA 0900	How We Compete: The Race for Industrial Supremacy Over Time and Place
ECON 1000	Using Big Data to Solve Economic and Social Problems
POLS 1020	Politics of the Illicit Global Economy
SOC 1490	Power, Knowledge and Justice in Global Social Change
Track Foundational	1
IAPA 1001	Foundations of Development
IAPA 1002	Foundations of Policy and Governance
IAPA 1003	Foundations of Security
Track Electives (See tables below)	5
Qualitative Research Methods ¹	1
IAPA 1500A	Ethnographic Research Methods
SOC 1020	Methods of Social Research
Quantitative Research Methods ²	1
ECON 1620	Introduction to Econometrics
IAPA 1502	What Works: Evaluating the Impact of Social Programs
POLS 1600	Political Research Methods
SOC 1100	Introductory Statistics for Social Research
Junior Seminar ³	
IAPA 1700P	Displaced: How Global Systems Shape Refugee Families
IAPA 1700R	Inequality, Policy, and Economics
IAPA 1700S	Survey of Time: Temporality, Social Theory, and Difference
IAPA 1701M	Justice, Gender, and Markets
IAPA 1701N	Diplomacy, an Art That Isn't Lost
IAPA 1701V	Democratization
IAPA 1701W	The Cold War in Latin America
IAPA 1701X	American Education Policy in Historical and Comparative Perspective
IAPA 1701Y	Climate Change, Power, & Money
IAPA 1701Z	Animals and War
IAPA 1702D	Beyond Refugeehood: Politics of mobility, border regimes, and humanitarianism
IAPA 1702H	The Politics of Industrial Transformation
IAPA 1702I	Governance from Socialist to Post-socialist China
Senior Capstone ⁴	
IAPA 1800D	Introduction to Corporate Law and Public Policy
IAPA 1801D	Politics & Journalism: A Practical Guide to How We Got Here and Where We're Going
IAPA 1801F	Prison Abolition as Policy
IAPA 1802M	Rwanda Past and Present
IAPA 1803	Humanitarian Response in Modern Conflict
IAPA 1804	Diplomacy, Crisis, and War in the Modern Era
IAPA 1804A	Iran and the Islamic Revolution
IAPA 1804D	Legal Methods for Public Policy
IAPA 1804M	Overcoming Threats to Human Security
IAPA 1810	Democratization and Autocratization

IAPA 1811	Contemporary Digital Policy and Politics
IAPA 1821P	Political Psychology of International Relations
IAPA 1816A	Senior Honors Seminar
IAPA 1817A	Senior Honors Thesis
Total Credits	11

¹ A comparable course from an outside department (including ANTH 1236, ANTH 1940, BIOL 1575, EDUC 1240, SOC 1117, SOC 1260, SOC 1340) may also be used.

² A comparable course from an outside department including (APMA 1650, CPSY 0900, CSCI 0300, CSCI 0111, ECON 1620, EDUC 1230) may also be used.

³ Other 1700-level approved IAPA courses may also fulfill the Junior Seminar requirement

⁴ Other 1800-level approved IAPA courses may also fulfill the Senior Seminar requirement. Students pursuing honors are required to take the IAPA Honors Seminar (IAPA 1816A or IAPA 1850) in the fall and a directed reading independent study with their primary thesis reader in the spring.

Examples of track electives include the following: (Note that a full list is available on the IAPA website (<https://home.watson.brown.edu/iapa/requirements/track-electives/>)).

DEVELOPMENT TRACK

Five courses from the following (approval of track elective courses not on the pre-approved list is permitted only in extenuating circumstances):

ANTH 1150	Middle East in Anthropological Perspective
ANTH 1301	Anthropology of Homelessness
ECON 1500	Current Global Macroeconomic Challenges
ECON 1560	Economic Growth
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture
HIST 1267	The Global British Empire, 1600-The Present
IAPA 1401	Economic Development in Latin America
IAPA 1402	Beyond Sun, Sea and Sand: Exploring the Contemporary Caribbean
JUDS 1711	History of the State of Israel: 1948 to the Present
PHP 1460	Public Health Law and Policy
POLS 1290	The Rise of China
POLS 1440	Security, Governance and Development in Africa
SOC 1270	Race, Class, and Ethnicity in the Modern World
URBN 1871G	Urban Asia: Beyond Tradition, Modernity, and Crisis

Total Credits **5**

Development Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

SECURITY TRACK ELECTIVES

Five courses from the following (approval of track elective courses not on the pre-approved list is permitted only in extenuating circumstances):

CSCI 1800	Cybersecurity and International Relations
ECON 1340	Economics of Global Warming

HIST 1080	Humanitarianism and Conflict in Africa
IAPA 1201B	Victory, Defeat, and Everything In-Between: History, Strategy, and Politics
IAPA 1203	History of American Intervention
POLS 1225	Nuclear Weapons
POLS 1500	The International Law and Politics of Human Rights
POLS 1822I	Geopolitics of Oil and Energy
SOC 1128	Migrants, Refugees and the Mediterranean
UNIV 1001	The Israeli-Palestinian Conflict: Contested Narratives

Total Credits 5

Security Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

POLICY & GOVERNANCE TRACK ELECTIVES

Five courses from the following (approval of track elective courses not on the pre-approved list is permitted only in extenuating circumstances):

AFRI 1170	African American Women's History
ANTH 1300	Anthropology of Addictions and Recovery
CSCI 1580	Information Retrieval and Web Search
ECON 1385	Intergenerational Poverty in America
ECON 1570	The Economics of Latin Americans
IAPA 1201B	Victory, Defeat, and Everything In-Between: History, Strategy, and Politics
ENVS 1400	Sustainable Design in the Built Environment
HIST 1121	The Modern Chinese Nation: An Idea and Its Limits
HIST 1531	Movement Politics in Modern America
PHP 1450	COVID-19, Public Health, and Health Policy
PHP 1681	Reproductive Health, Rights and Justice
POLS 1090	Polarized Politics
POLS 1280	The Rise of India: History, Politics, Economics and Society
SOC 1116	Criminal Courts and the Law in an Era of Mass Incarceration
URBN 1250	The Political Foundations of the City

Total Credits 5

Policy & Governance Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Students who demonstrate exceptional academic performance and scholarly achievement in the International and Public Affairs concentration have the opportunity to be recommended for graduation with honors. Students submit applications to the Honors Program (<https://home.watson.brown.edu/iapa/honors/>) in the spring semester of their junior year. Students who are graduating in December can apply for the honors program in the spring semester (their 5th) to complete their thesis in the 7th semester with the spring cohort.

To apply, students must meet IAPA honors course and GPA prerequisites and turn in a well-developed social science research question, method, and bibliography along with a plan for completing the thesis by April of

senior year. They must also have secured signatures of a primary thesis advisor and a second reader. Only those students with an approved thesis application will be permitted to enter the senior thesis seminar in the fall and /or receive thesis grant funding for the summer.

Master of Public Affairs Graduate Program

The Brown MPA - Change the World

The Ivy League's only one-year residential master's program in public affairs, Brown's MPA (<https://home.watson.brown.edu/mpa/>) prepares students to be public policy leaders, analysts, and advocates in government, the nonprofit, and private sectors in the U.S. and abroad. Through our rigorous one-year program that runs from early June to May, students will sharpen the analytical, communication, leadership, and other skills needed to address pressing societal challenges as future global leaders.

Distinct Program Features:

- The exclusive one-year, on-campus master of public affairs degree from an Ivy League institution
- Rigorous, multidisciplinary curriculum with flexibility to pursue a track through elective coursework on data analysis, economics, leadership, inequity, security, or a customized topic
- Policy in Action project with a real-world collaborating organization in the public, private, or nonprofit sector
- Faculty comprised of world-renowned researchers and experienced practitioners
- Merit-based Tuition Scholarships (<https://home.watson.brown.edu/mpa/admissions/scholarships/>) are available
- Dedicated career planning and professional coaching support

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/public-affairs-and-public-policy/>

Required Courses

Summer Sequence I

MPA 2455	Statistics for Public Policy	0.5
MPA 2460	Economics for Public Policy	0.5

Summer Sequence 2

MPA 2040	Statistics for Program Evaluation	0.5
MPA 2450	Economics of Government Intervention	0.5

Global Policy Experience (2 Weeks)

Fall Semester

MPA 2445	Policy Analysis and Problem Solving	1
Skills-based MPA Elective		1

MPA 2015	Public Policy Advocacy and Strategic Communication
MPA 2020	Public Budgeting and Management
MPA 2229	Principles and Practices of Stakeholder Engagement
MPA 2603	Leading for Impact

Track Elective 1	1
Track Elective 2	1

Spring Semester

MPA 2800	Policy in Action Consultancy	1
MPA 2160	Management and Implementation in Public and Non-Profit Organizations	1
MPA 2475	Policy Problems of the 21st Century	1
Track Elective 3		1

Total Credits 10

Data and Policy Analysis Track

The following information should be read in conjunction with the Curriculum Requirements for the Master of Public Affairs program.

Track Description: Data and Policy Analysis

How do we know when a public policy, government program, or a public organization is working? What data, information, or evidence can we leverage? What analytical methods, tools, languages, or software can we deploy to investigate correlations or identify causal relationships? When does it make sense to use one analytical tool or another? The Data and Policy Analysis specialization prepares MPA students to answer such important questions for government, nonprofit, or for-profit organizations.

The courses below introduce students to a variety of programming languages, packages, and environments for analyzing data, such as R, Python, Stata, and SQL. Students also gain hands-on, practical experience with data cleaning, analysis, visualization, and reporting. Finally, students develop knowledge of multiple statistical and econometric tools, and the theoretical foundations of different model specifications.

Data and Policy Analysis Track Requirements

MPA students will be required to complete complete at least three credits from among the MPA courses listed below, with a grade of "B" or higher in each completed course, to qualify to have this Track notation added to their transcript.

Eligible MPA courses for the Data and Policy Analysis Track include:

MPA 2455	Statistics for Public Policy	.5
MPA 2460	Economics for Public Policy	.5
MPA 2040	Statistics for Program Evaluation	.5
MPA 2450	Economics of Government Intervention	.5
MPA 2065	Introduction to Data Science and Programming	1
MPA 2710	GIS and Public Policy	1

Note: available classes may change on a year-to-year basis, and the academic advising staff of the MPA program will inform students of their options accordingly.

Inequity and Public Policy Track

The following information should be read in conjunction with the Curriculum Requirements for the Master of Public Affairs program.

Track Description: Inequity and Public Policy

Age. Caste. Disability. Education. Gender. Income. Race. Religion. Sexual Orientation. Let's face it: inequity is a fact of life around the world today, along these and many other dimensions. How do we measure inequality? How do we explain it? How can we eradicate it?

The courses in the Inequity and Public Policy specialization help MPA students identify inequity in its many forms and venues; determine how, when, and why inequity materializes; understand how public policy can contribute to inequities; and strategize ways to address inequality using the instruments of public policy where appropriate.

Inequity and Public Policy Track Requirements

MPA students will be required to complete complete at least three credits from among the MPA courses listed below, with a grade of "B" or higher in each completed course, to qualify to have this Track notation added to their transcript.

Eligible MPA courses for the Inequity and Public Policy Track include:

MPA 2226	Race and Public Policy	1
MPA 2735	Women and Nations	1
MPA 2475	Policy Problems of the 21st Century (one of two sections below)	1

MPA 2475 Section: Social Policy

MPA 2475 Section: State Law, Policy, and Advocacy

Note: available classes may change on a year-to-year basis, and the academic advising staff of the MPA program will inform students of their options accordingly.

Global Security Track

The following information should be read in conjunction with the Curriculum Requirements for the Master of Public Affairs program.

Track Description: Global Security

Peace and security are noble goals, but they are often elusive. What factors tend to promote peace and security? What factors tend to undermine them? What happens when the opposite of peace and security prevail?

Courses in this specialization examine the foundations of and challenges to security in domestic and international contexts. They also examine how insecurity affects different political and social outcomes, including inequality, migration, and public health, and ways to foster peace and improve conditions that insecurity creates. Students who pursue this specialization will have the opportunity to learn from some of the world's foremost academics and practitioners about topics like the use of digital technologies to achieve peace, how women leaders navigate conflict, the complicated history of humanitarian assistance, and leading practices for managing public health crises.

Global Security Track Requirements

MPA students will be required to complete complete at least three credits from among the MPA courses listed below, with a grade of "B" or higher in each completed course, to qualify to have this Track notation added to their transcript.

Eligible MPA courses for the Global Security Track include:

MPA 2475	Policy Problems of the 21st Century (Digital Peacebuilding section)	1
MPA 2735	Women and Nations	1
PHP 2700	Lessons (Un)Learned in Public Health and Humanitarian Response: A Historical Perspective (cross- or double-listing with MPA)	1
PHP 1580	Pandemic Game Changers: Preparing the Next Generation of Decision-Makers for Emerging Bio Threats (cross- or double-listing with MPA)	1

Note: available classes may change on a year-to-year basis, and the academic advising staff of the MPA program will inform students of their options accordingly.

Public Leadership and Management Track

The following information should be read in conjunction with the Curriculum Requirements for the Master of Public Affairs program.

Track Description: Public Leadership and Management

The Public Leadership and Management specialization prepares MPA students to manage and lead complex organizations in government, nonprofit, and for-profit sectors. Students are introduced to a variety of applied skills, including strategic communication, budget management, project management, inclusive leadership, and negotiation.

Public Leadership and Management Track Requirements

MPA students will be required to complete complete at least three credits from among the MPA courses listed below, with a grade of "B" or higher

in each completed course, to qualify to have this Track notation added to their transcript.

Eligible MPA courses for the Public Leadership and Management Track include:

MPA 2160	Management and Implementation in Public and Non-Profit Organizations	1
MPA 2020	Public Budgeting and Management	1
MPA 2229	Principles and Practices of Stakeholder Engagement	1
MPA 2603	Leading for Impact	1
MPA 2015	Public Policy Advocacy and Strategic Communication	1

Note: available classes may change on a year-to-year basis, and the academic advising staff of the MPA program will inform students of their options accordingly.

Dual Degree Program: Master of Public Health (MPH) and Master of Public Affairs (MPA)

The School of Public Health and the School of International and Public Affairs also offer a dual-degree Master of Public Health (MPH) and Master of Public Affairs (MPA) program. Emphasizing a learning by doing approach, this rigorous, program will offer highly qualified applicants the opportunity to gain training in public health and public policy to prepare them to address the critical health policy issues in the United States and throughout the world. The dual-degree degree program includes 19 courses as well as a Masters level thesis. Students will benefit from the rich academic resources at the School of International and Public Affairs and the School of Public Health, as well as their extensive applied learning programs in Rhode Island, as well as throughout the United States and the world.

Interested students should apply separately to the MPH and MPA program. Applicants will indicate interest in the joint degree program on the application form.

For more information on admission to the MPH program and it's requirements, please visit the following website:

<https://www.brown.edu/academics/gradschool/programs/public-health>
(<https://www.brown.edu/academics/gradschool/programs/public-health/>)

Courses

International and Public Affairs

IAPA 0020. Introduction to Public Policy: How to Change the World.

Introduction to Public Policy: How to change the world, provides a roadmap to empower you to make a difference in the world. The goal of this course is to deepen your understanding of how American public policy, as in the solutions to problems that our communities confront, is developed. This course is designed with an emphasis on political actors, institutions and context. From interest groups to mayors and the role of the media in foreign affairs we will continually ask: how and why do some issues gain traction with the American public (and decision makers) and others ignored? We examine how public policy is crafted, negotiated and enacted. It is a complicated story – one worth understanding. The goal of this course is to provide future leaders with conceptual tools for analyzing the environment in which policy is made.

IAPA 0100. Global Health, Humanitarianism, and Inequality.

The term "global health" refers to an aspiration and a set of problems. An aspiration to global health has potential to unite biosecurity, humanitarian, and philanthropic efforts to rid the world of infectious disease, improve sanitation, and address malnutrition. As a set of problems, global health is less unifying than unruly. Deciding when a local epidemic becomes a global emergency or calculating the economic value of healthy childbirth are not straightforward processes. This course takes a multidisciplinary, critical approach to global health. Focus will be on "bottom-up" perspectives—how projects and policies play out in the lives individuals and communities.

IAPA 0300. Costs of War.

This interdisciplinary seminar explores a ground-level view of war and its human, economic, environmental, and social consequences. We primarily take up the example of the post-9/11 wars, focusing less on the causes of war, on battles, elite war strategies, or relations between states than on what war is like for those caught within it, what larger social and economic contexts make it more or less likely, what are its impacts for many differently situated peoples, and how myths about violence, and even the category of war itself, often obscures fuller understanding.

IAPA 0310. Reimagining Human Security.

The concept of human security— in both theory and practice— has significantly evolved over the past two decades, with the idea that people, and the protection of human life and dignity, should be the central focus of governmental and intergovernmental security policy and practice. Yet, despite many advances in the field, the world is more dangerous than ever, and vulnerable civilians are increasingly threatened by a multitude of challenges including war, climate change, pandemics, natural disasters, the erosion of humanitarian and human rights law, and rapid advances in world-changing technologies. How do global issues such as climate change, pandemics, artificial intelligence, and migration impact human security? In what ways do social, economic, environmental, and political factors intersect in the context of human security? What ethical considerations should be considered when reimagining approaches to human security?

IAPA 0400. Fiscal Plumbing 101: The American Tax State in Comparative and Historical Perspective.

This IAPA Gateway course explores the origins and development of the American Tax State in comparative and historical perspective. It's designed as an interdisciplinary introduction to the welter of problems associated with the raising and spending of public revenue —the life blood of contemporary nation-states. It should be of use to students interested in the political and institutional development of the welfare state, and in the origins, fault lines and prospects of American federalism. We explore the origins and development of the American Tax State in comparative and historical perspective. It is designed as an interdisciplinary introduction to the welter of problems associated with the raising and spending of public revenue —the life blood of contemporary nation-states.

IAPA 0700. The Political Economy of Hard Policy Problems.

This class tackles some of the "hard problems" that governments and global firms routinely face. That is, while governments are cajoled and called upon to produce economic growth, do something about economic inequality and social mobility, and improve the life chances of citizens through purposive action, actually delivering these things is incredibly hard. Likewise firms are supposed to police their supply chains, decarbonize their operations, raise their wages, and pay more taxes, all at once. These areas constitute 'hard problems' for two main reasons. Economically, we don't really have much of a clue about how to do many of these things. Politically, there are powerful interests and entrenched ideas out there that want to keep things just as they are.

IAPA 0900. How We Compete: The Race for Industrial Supremacy Over Time and Place.

This course examines factors that have driven industrial competitiveness from the dawn of industrialization to the present. What does being "competitive" really mean? How have nations traditionally achieved and sustained industrial competitiveness over time? What have been the social costs and consequences of achieving such competitiveness? And, most fundamentally, who really is competing against whom? Nations? Industries? Different segments of society? This course examines how these questions have evolved over time and across different societies, with the intention of illuminating and clarifying the choices we face today in dealing with rapid technological change, shifting global geopolitical circumstances, and growing environmental challenges.

IAPA 1000A. Money and Power in the International Political Economy (POLS1420).

Interested students must register for POLS1420.

IAPA 1001. Foundations of Development.

This course presents an interdisciplinary approach to the study of development. The course examines what constitutes development from a variety of different disciplinary perspectives, and the course examines how and in what context the term "development" itself has evolved over time. The goal of this course is to provide students an intellectual and conceptual grounding for study a variety of issues surrounding development, whether in the global North or South.

IAPA 1002. Foundations of Policy and Governance.

An overview of policymaking and policy analysis in the contemporary United States. The course begins with an examination of traditional justifications for government action. We will then examine the discipline of policy analysis that has arisen to design and evaluate public policies. We will also consider critiques of the rational method and ask questions about how policy expertise fits into the political system. The course ends with classic works on organizations and implementation. Not open to graduate students.

IAPA 1003. Foundations of Security.

This course introduces students to contemporary international security topics with a special focus on problems associated with war and violent conflict in the 21st century. It mixes the theoretical, historical, analytical, and practical. Students learn theory on the causes of war, how wars are fought, civil-military relations, the costs and consequences of warfare, and more. They also learn about the organization of the U.S. and other national security establishments. Using these tools, we will apply social science methods and critical thinking to security "hot spots" and wars around the world. There will be an emphasis on analyzing the unfolding war in Ukraine, as well as the prospects for U.S.-China rivalry and/or military conflict in the future, including within a Taiwan scenario. Aside from readings, lectures and discussions, students will benefit from a variety of films, simulations, walking excursions, and debates.

IAPA 1010. Borders and Bodies.

Whose maps, whose stories? This seminar begins by asking: what is a border? And where is it? How do particularly gendered, sexualized, raced, and classed bodies experience borders and mobility across them? Why are borders important sites of political, socio-cultural, economic, and religious contestation? How do borders and border-crossers matter to nation-states and global flows of capital and commodities? How do people living in border zones relate to the geopolitical reality of the border and the sociocultural and historical connections that often run across them? How do ideas about belonging and identity structure competing visions of justice, community, and citizenship?

IAPA 1020. Pathologies of the Rich (Countries): Liberal Capitalism and its Discontents.

Advanced capitalist economies face challenges from a number of different sources. Economic inequality is increasing, austerity and welfare reforms have undermined social protections. Globalization and decades of permissive merger policies have resulted in private companies of unprecedented size and in possession of extraordinary market power and political influence. Climate change has called into question economic foundations and social compromises of post-war capitalism, while threatening to unleash destabilizing catastrophes. Populist parties are on the rise across Europe and North America, posing a direct challenge to the liberal order and creating new uncertainty about the future of liberal democracy and global capitalism.

IAPA 1020A. Politics of the Illicit Global Economy (POLS 1020).

Interested students must register for POLS 1020.

IAPA 1021. Experiments on Race, Class, and Gender Diversity, Power, and Identity Course Series.

Open expressions of bias are becoming less socially acceptable. Inequalities along lines of race, class, and gender, however, persist. This raises a challenge for social scientists: to study unequal treatment without prompting research subjects to modify their behavior. Social scientists are increasingly turning to experiments in order to unobtrusively identify causal effects on attitudes and behaviors. The goal of this course is to introduce students to the theory and practice of experimentation through exemplary studies on bias. As part of a semester-long project, student will be involved in the design and implementation of an experiment conceived by the instructors.

IAPA 1040. Nationalism and the Nation-State.

From Brexiteers in the United Kingdom and independence activists in Catalonia to members of the Hindu right-wing in India, nationalism seems to be everywhere today. We live in a world of nation-states whose boundaries are legitimized by the shared identities of their populations. But what is nationalism, and how does it relate to the nations whose borders structure both the affairs of states and the details of our everyday lives?

IAPA 1201B. Victory, Defeat, and Everything In-Between: History, Strategy, and Politics.

This is a course about strategy, politics, and history, their complicated relations, and the ways in which strategy talk has become a staple of politics. One goal is to give students a working knowledge of the fundamentals of strategic theory at multiple levels of analysis, ranging across the various instruments of military power. Another, more important goal of our seminar is to make students aware of strategic thought as tools with which to think as opposed to simply existing as historical artifacts. We are not intellectual antiquarians. Each week we will challenge students to make clear connections between theorists, history, and contemporary politics. If students leave the course with only one idea, it should be that that there is no such thing as a military strategy separable from achieving political objectives.

IAPA 1201D. Social Entrepreneurship.

Social Entrepreneurship, engages students in the process of exploring significant global problems and developing innovative solutions that drive transformative social change. The course helps students understand the strategies that social entrepreneurs employ to tackle complex and entrenched social problems with transformative approaches that work and impact systems. Students will learn about real organizations and interact with entrepreneurs leading this work. Case studies, complemented by articles and guest speakers, will show different approaches to social entrepreneurship and illustrate the strengths and weaknesses of various models and strategies.

IAPA 1201E. Nonprofit Organizations.

Contemporary nonprofits and their role in community building and shaping public policy are central to this course. Topics include how strong coalitions impact housing, welfare and children's policy, organizing empowered communities, the influential and engaged donor and building the value of nonprofits. Case studies will be featured and new nonprofit models will be conceptualized to strategically address critical human need. Enrollment limited to 20 juniors, seniors, and graduate students concentrating in Public Policy. This course satisfies the American Institutions requirement.

IAPA 1203. History of American Intervention.**IAPA 1204. The Political Economy of Strategy: From the Financial Revolution to the Revolution in Military Affa.**

This is a course about how major powers make, maintain and potentially undermine themselves using several recent examples -- Great Britain, the United States, Germany, the Soviet Union, and Japan. We make no claims that this course will reveal clues about the end of the American Empire, or the Pax Americana, but we do argue that only through an honest accounting of the history of the political economy of strategy can students understand both the costs and benefits of hegemony.

IAPA 1205. International Law.

This introduction to public international law covers the nature of legal reasoning in international relations, the interplay of international law and international politics, and the international legal process. Examines selected substantive fields such as state responsibility, the use of force, international human rights, and the U.S. and international law.

IAPA 1206. War.

This course introduces students to modern and contemporary war—its nature, its technology, its philosophers, its variations, and its evolution—across five domains: on land, at sea, in the air, and across cyber space. The course is divided into three parts: unpacking the nomenclature of violence; “old war”; and “new war. Students who complete the course will gain sufficient military literacy to critically engage in important questions and ongoing debates about the use of armed force to pursue national political interests.

IAPA 1207. The Politics of Developing Countries.

Students will explore the assumptions, models, and discoveries in mainstream research on developing countries. The “developing world” comprises the majority of the world’s populations and nation-states. The course incorporates themes from development studies, regime type, democratic breakdown and backsliding, clientelism, political economy, and political violence. As such, it features readings from political science, economics, and sociology. While there is no specific regional focus of this class, the Middle East and North Africa, Sub-Saharan Africa and Southeast Asia are heavily featured. We seek to answer multiple questions, such as: what are the causal initiators and obstacles to development? How does this vary across regional, national, and sub-national experiences? What are the distinct features and challenges of developing countries’ political and economic systems? How do global and domestic forces operate independently and interactively. What is the connection between development and democracy?

IAPA 1208. Political Economy of China.

Over the past forty years, China has grown rapidly to become one of the world’s largest economies. This course first examines how China transitioned from a planned economy to a “socialist market economy,” then turns to how the “socialist market economy” has functioned in practice. By examining the key factors of production—land, labor, capital, and information—this course shows how the Chinese state retains the ability to set prices and allocate inputs across different sectors of the economy, facilitating the implementation of industrial policy. At the same time, the course highlights the large size of informal markets in land, labor, capital, and information, which spur market-driven economic behavior outside of the industrial policy framework.

IAPA 1401. Economic Development in Latin America.

This course covers some of the unique events and characteristics that have shaped the economic development landscape of Latin America since colonial times until the present. Topics include: the historical legacy, why Latin America fell behind, import substitution industrialization, the debt crisis, poverty and income inequality, inflation, trade and financial liberalization and competitiveness. The class exposes students to a number of concepts and tools that can be broadly applied to the understanding of development in other geographic areas.

IAPA 1401A. Public Opinion Surveys Research.

This course will provide a robust introduction to the methodology of opinion surveys, from designing a questionnaire to analyzing and presenting results. We will explore how hypotheses are formulated and variables operationalized into observable data, and what the data say about the hypotheses. We will study basic quantitative techniques to manipulate datasets and draw insights and conclusions from them. We will also discuss political science works based on public opinion data. These articles will allow students to become aware of relevant issues for democratic societies as well as to be able to reconstruct the theories, identify main hypotheses and evaluate the evidence presented by different authors.

IAPA 1402. Beyond Sun, Sea and Sand: Exploring the Contemporary Caribbean.

For many people, their image of the Caribbean is the tourist brochure and television advertisement representation of sun, sea and sand. This course challenges that through a broad introduction to the real society, economy and politics of the Caribbean region. Using literature, film and traditional texts, it captures the cultural and linguistic complexity of the region through the exploration of a range of central themes such as ethnicity, color, class, politics, as well as more specific, targeted areas including economic inequality, migration, and tourism.

IAPA 1404. Economic Development of China and India.

For nearly four decades, China and India have been two of the most successful developing economies. Their development strategies are interesting and distinctive in themselves but also in contrast to each other. They have had unique historical legacies, have had their particular colonization experiences, made very different choices immediately after independence (in the case of India) and after the civil war and revolution (in the case of China), and abandoned statism in their own ways in the late 1970s/early 1980s, and are now at different points in their development trajectories with China on the verge of being a superpower if not already one.

IAPA 1435. Politics of Climate Change (POLS 1435).

Interested students must register for POLS 1435.

IAPA 1500. Methods in Development Research.

An introduction to the various techniques of research in Development Studies, with a focus on qualitative and field methods.

IAPA 1500A. Ethnographic Research Methods.

This course introduces students to ethnographic research methods as a capacious set of tools for understanding the diverse ways people make sense of social issues that affect their lives and shape their experiences. It also addresses the ethical, legal, and political dilemmas that ethnographers encounter while engaging in field research. The course consists of weekly lectures, fieldwork practice, and ethnographic lab sessions. Students learn how ethnographers design their research projects, undertake participant observation in their chosen field sites (including online), write fieldnotes, prepare for and conduct interviews, collect and analyze artifacts, use visual and audio tools to experiment with multimodality, and work with archives, both historic and contemporary. Throughout the course, students will practice and apply these methods to pursue independent research projects on a topic of their choice. (IAPA Qualitative Research Methods course)

IAPA 1500B. Investigating Modes of Social Change.

This course examines the range of approaches to making social change through democratic institutions and processes in the U.S. These approaches—direct service, community organizing, policy/politics, philanthropy, social entrepreneurship and research/scholarship—have different value systems, methodologies, strengths and limitations. There’s no one “right” approach, and the modes often intersect in ways that can be mutually reinforcing or counterproductive. The course will be valuable to students interested in being involved in social change during their time at Brown and in their future careers.

IAPA 1500C. Qualitative Methods.

This synchronous remote course introduces students to field research methods and analysis of qualitative data that focuses on the application of qualitative methodologies in evaluation and policy research. Together we will read about, consider, and explore qualitative research methodologies and how they have been conceived and used in research. We will consider the processes, ethics, and philosophical tenets that ground qualitative research methodologies.

IAPA 1500D. Research Design and Methods.

This course provides an introduction to research design in the social sciences. The goals of the course are two-fold: to instruct students to critically analyze scholarly articles in terms of research design and to guide students in designing an original research project. The methods presented in the course include qualitative methods (e.g., interviews, focus groups, participant observation, and process tracing) and quantitative methods (e.g., surveys, observational studies, and experiments). The course is designed as preparation for a senior thesis or original research project. All assignments in the course revolve around the development of an original research project. The research itself will not be conducted as part of the course. There are no prerequisites for the course and a background in statistics is not required.

IAPA 1502. What Works: Evaluating the Impact of Social Programs.

Public and non-profit sector resources are limited, and decisions about how to allocate scarce resources must be informed by an understanding of the impact of social programs and policies. However, measuring impact can be a challenge. This course provides a broad – yet rigorous – overview of the methods and tools available for evaluation of the impact of public and non-profit sector programs. Students become familiar with the concepts and methods of program evaluation. They gain knowledge and skills relevant to the planning and implementation of process and impact evaluations. We cover the pros and cons of various methods, including experimental and quasi-experimental designs, qualitative methods and mixed methods. Students will also learn how to critically review evaluation methods and findings. We will use real-life examples and case studies from a range of substantive areas to support and promote course learning.

IAPA 1555. The Political Economy of Strategy: From the Financial Revolution to the Revolution in Military Affa.

This is a course about how major powers make, maintain and potentially undermine themselves using several recent examples -- Great Britain, the United States, Germany, the Soviet Union, and Japan. We make no claims that this course will reveal clues about the end of the American Empire, or the Pax Americana, but we do argue that only through an honest accounting of the history of the political economy of strategy can students understand both the costs and benefits of hegemony.

IAPA 1700. Economics for Public Policy.

This course examines the role of the public sector in the economy. We begin by exploring when and how the government intervenes in the economy. We also consider the impact of government intervention. We then use this theoretical foundation to examine current issues in expenditure, education, health, retirement, business competition, environment, cybersecurity, crime, financial, and tax policy. The student will acquire analytical skills to better evaluate existing and alternative public policy alternatives. Qualitative and quantitative methods will be used throughout the course. Class sessions require a significant degree of student participation.

IAPA 1700A. Program Evaluation.

Students in this course will become familiar with the concepts, methods, and applications of evaluation. We will build intuition around the experimental and quasi-experimental method commonly used in practice so that students learn how to interpret evaluation results, read evaluation research critically, and understand the pros/cons of each method. We will draw on illustrations and case studies from a variety of substantive policy areas.

IAPA 1700C. Political Communication.

This course will focus on the importance of written and oral communication in public decision-making, particularly in the congressional context. The course will examine the impact on political interactions, and the influencing of public policy decisions and outcomes. The course will emphasize some of the practical tools for producing relevant, useful material in the professional policy and the political communications arenas. The course requires several writing assignments focusing on different public policy analyses and political communications tools as well as active class participation including oral presentation.

IAPA 1700F. Engaged Research Engaged Publics.

Policy problems are complex. Policy analysis and design is both a science and a craft. Increasingly, policymakers have begun to acknowledge that effective policy research requires not only multiple methods of inquiry, but also interdisciplinary teams of social science researchers, citizens, designers, scientists, artists, consultants, and engineers, among other experts. Generating innovative policy solutions, from this approach, is not a straightforward, linear process, but instead a creative, collaborative, and engaged activity that requires not only iterative and dynamic research methods, but also storytelling, design, and other creative methods.

IAPA 1700G. Energy, Climate and Society.

Energy shapes society, from the daily lives of local communities to patterns of global inequality. In this course, we explore the social dimensions of energy production and consumption. We start by examining fossil fuels and their wide-ranging effects on communities and the environment, then shift to the ongoing energy transitions and the social forces that help or hinder the large-scale adoption of renewables. Throughout the course, we will ask who benefits and who bears the costs of energy production and transition, and focus on understanding the equity implications of these changes and the prospects for a sustainable society. Students will develop policy analysis skills by identifying current energy challenges, assessing their social impacts, and proposing evidence-based solutions.

IAPA 1700H. Guns and America: Research Methods and Perspectives.

This course introduces students to recent questions in the study of firearms from across social science, medical, and humanist disciplines. In the last thirty years, when we talked about guns in domestic U.S. politics, we have often fought over the 2nd Amendment. But the right to bear arms is only one component of gun politics. Firstly, it introduces us to literature on the international arms trade and the history of the U.S. in the world over the last 300 years. We discuss cutting-edge research across different fields to show cross-disciplinary methods to researching issues and debates about the political economy of small arms. This course is necessarily selective and so addresses our subject through a less familiar framing: rather than just rights and regulations of users, we will also spend time discussing manufacturers, traders and middlemen, users, and impacted communities.

IAPA 1700L. U.S. Grand Strategy.

This junior seminar examines prominent decisions in U.S. foreign policy through various analytical and historical lenses. We begin by defining the term "grand strategy," discussing how it has been used (and misused) by both academics and decision makers, and evaluating the degree of rationality in the process of constructing grand strategy. We establish the frames of analysis through which scholars and policymakers understand key decisions of war and peace. Then we apply these theories to major U.S. military operations since the dawn of the 20th century, exploring the extent to which these frameworks can help us understand successes and failures in American grand strategy. We investigate the degree to which scholarship can help us learn from these experiences as well the practical strengths and limitations of grand strategy as both a means and an end of states' foreign policies.

IAPA 1700M. Comparative Politics of Urban Development.

Urbanization has been a driving force behind social change and economic growth. It has also been a deeply political process, in which urban space is distributed and its development subject to state regulation. This course examines the politics of urban development through international comparisons, primarily between the United States and China, but with reference to India and Brazil as well. Addressing in turn land takings, the governance of urban development, and informality in urban development, this course is an opportunity to identify commonalities and differences in urbanization processes across the world. (IAPA Jr seminar)

IAPA 1700N. Transitional Justice.

This course is an introduction to the study of transitional justice (TJ), or how institutions – local, domestic, and international – address the legacies of human rights abuses. In this course, students are invited to explore several key questions motivating the study of transitional justice. Why do societies pursue accountability for past repression in general? How do transitioning societies go about these pursuits? What effects might TJ policies have on prospects for democracy, rule of law, and future human rights abuses? Throughout the course, special attention will be paid to how local and global politics interact to influence both the development and the effects of different transitional justice policies. Students will also be exposed to the variety of research methods used to study TJ, including both qualitative and quantitative approaches at the sub- and cross-national levels of analysis. (IAPA Jr Seminar)

IAPA 1700P. Displaced: How Global Systems Shape Refugee Families.

This course approaches the global refugee crisis from a sociological vantage point. Who is considered a refugee? How is this category constructed? We examine how the state and other global systems categorize and constrain refugee families across borders. The family is a key institution—in society as well as in migration. We investigate how displacement shapes key dynamics of family life, such as family roles and identities, social relationships and networks, and economic strategies and status. We will follow the experiences of refugee families and the institutions that shape their trajectories—from their lives in limbo displacement (often in the Global South) to the possibility of more durable solutions, including repatriation to their home country, local integration, or resettlement in the Global North. (IAPA Jr Seminar)

IAPA 1700R. Inequality, Policy, and Economics.

Tax the rich? Increase public housing? Invent a new vaccine? This course examines inequality in United States by using the tools of economic research to ask: who benefits from different policy choices? And at what cost? Week-by-week, we will dive into different domains such as education, housing, health, innovation, wealth, and taxation. To prepare for each class, students will be asked to read a published economics research paper in depth. We will use this paper as jumping off point to explore the broader domain and hone our understanding of research design and quantitative methods. This seminar is designed to help students build skills and generate ideas for a future senior thesis or capstone project. The semester will culminate in students writing a proposal for an independent research project. (IAPA Jr Seminar)

IAPA 1700S. Survey of Time: Temporality, Social Theory, and Difference.

Time. The lifeblood for everything we do in this life and potentially the next. It is the distance between you and I. It is the only thing we all have and can never regain. In our very finite lives, we are constantly working against the clock in an attempt to find meaning, love, and purpose. Our daily lives are calculated by the clock, calendars, and other measures of time blocks. Our mental processes (memory, consciousness, etc.) are steeped in temporal terms as we consolidate our present on the basis of our pasts and potential futures. Time is everything – the only thing. The goal of this course is to expose you to the funky concept of time and how it orders and informs our daily lives. (IAPA Jr Seminar)

IAPA 1700T. Politics of Public Health: The United States in Comparative Perspective.

This course examines the politics involved in public health interventions in the United States. We take a comparative approach, meaning we will compare the current situations/problems/solutions in the United States with those in other countries as well as in history. The purpose of this class is to understand the big picture of the existing public health system and to delve into the politics that shape the system. To achieve this purpose, we explore big questions that concern scholars, policymakers, and the public. (IAPA Jr Seminar)

IAPA 1700U. Civil Resistance.

What is civil resistance? Civil resistance movements utilize nonviolent collective action to challenge specified entities. In this, students are introduced to the major theories and explanations of nonviolence, whether it works, and how states respond. This course examines the political, economic and social causes, incentives, dynamics, and outcomes of nonviolent civil resistance movements. These have important implications for policymakers, civil groups, activists, and international cooperation. Students will engage their professional skills in seeking, analyzing and incorporating typically marginalized voices in the dominant discourses on global politics. Students will be expected to take an intellectual stand, defend their positions with evidence, and peer review. Students will explore these topics and themes from the perspective of policymakers, activists, and scholars.

IAPA 1700V. Media and Nation Building in Africa.

This course introduces students to the diverse and complex role of media in the social, economic, cultural, and political developments that shaped various approaches to nation building in Africa in the late and post-colonial periods. We will explore the various ways media and communication technologies have been employed by individuals, groups, and institutions to define and respond to the politics and political economy of development in Africa from the 1940s to present. Topics include a general survey of Africa's diverse media landscape; media and the politics of decolonization; telecommunication and broadcasting technologies in Africa; journalism in the era of one-party regimes in Africa; the press under military rule; journalism and civil war reporting; structural adjustment and privatization in Africa; anti-corruption and public interest journalism; media and disease outbreaks; and mass communication and new media technology.

IAPA 1700W. Neoliberalism and the Global Right.

What is neoliberalism? How does it translate to ideas, policies, and institutions? Why has it become the main driver of economic policy in the world? And why is it frequently associated with rising inequality, financial crises, and right-wing advocacy? In this course, we will unpack when free-market ideas can drive political action, how neoliberal policies are implemented, and why these policies are consequential for our daily lives. We will also explore how neoliberalism boosts many contemporary right-wing political projects, and reflect upon why these leaders receive varying degrees of popular support.

IAPA 1700X. World Peace and its Discontents.

Is the world becoming more peaceful or more bellicose? What are the causes of war and how can individuals, organizations, states, and multi-stakeholder coalitions promote peace? How are concepts like war, peace, and security defined and measured, and why do such definitions matter? Which international forums, courts, or intergovernmental organizations are the most effective at resolving disputes between their members? These are some of the fundamental questions and debates that will be covered in this junior seminar, with a major emphasis on the critical role that international law and institutions can have in building peace between states and at the highest levels of global governance.

IAPA 1700Y. Women and Rebellion.

Historically, women have played an active and imperative role in rebel movements challenging state power across the world. However, women's participation in rebellion is seldom examined and their experiences during conflict is often perceived to be limited to being "peace activists" or "victims." This course challenges these pervasive stereotypes to examine women's motivations to join rebel groups, the roles they fulfill and contributions they make within these groups, their everyday experiences when participating in rebellion and long-term consequences of such participation. To do so the course draws on readings from an interdisciplinary and methodologically diverse body of research on conflicts unfolding across a variety of geographic and cultural contexts. The course is designed to equip students with theoretical and empirical knowledge required to appreciate the complex and varied nature of women's experiences during rebellion and critically engage with broader themes

IAPA 1700Z. Global Governance.

This course provides an overview of the evolving architecture, processes, and outcomes in global governance. It examines the ways in which global governance does (or does not) work in practice as well as possible ways of improving the capacity of the international community to deal with global challenges. We will explore these issues through case studies of today's most pressing issues, such as climate change, wars of aggression, accountability for mass atrocity, global public health crises, cybersecurity, business and human rights, and refugee flows.

IAPA 1701. Drug War Politics.

This seminar examines the politics, practice, and consequences of government efforts to regulate mind-altering substances since the early 20th century. Although much of the focus is on the contemporary United States and Latin America, the coverage is broadly historical, comparative, and global. The main drugs focused on are cocaine, opium, and cannabis, but will include alcohol, tobacco, and synthetics. The course also evaluates policy alternatives and the obstacles to policy reform. The course draws on readings from fields such as political science, anthropology, criminology, and history. The seminar is reading intensive, and is designed to cultivate critical writing and presentation skills.

IAPA 1701A. Technology and Development.

A "smart" global order is currently being created, where information and communication technologies dominate public arenas and private lives. Much of the debates on new technologies have focused on the global North, yet the impact on the global South is equally significant. In this course, we will explore the history, present and possible futures of the use of technologies for transforming economic, social and political lives. The technologies discussed will range from the steam power leading to the first industrial revolution to today's mobile phone technologies, workforce automation, as well as facial-recognition and other surveillance technologies.

IAPA 1701B. Cyber Security: Strategy & Policy.

This course examines the challenges of cyber security from a strategy and policy perspective. Our main focus: challenges to achieving cyber security; and of building cyber security capacity in national security (including cyber war and critical infrastructure security), economic development, and international security contexts. We incorporate global, as well as corporate, government, and non-governmental organizational perspectives. We start by working toward what "cyber," "security," "strategy," and "power" mean; and develop an understanding of the policy issues faced by public and private sector stakeholders. Students should be familiar with international relations theory, but no technical background is needed.

IAPA 1701C. Power and Knowledge: The "Muslim World" in the Social Sciences.

The global Muslim community totals nearly 2 billion people, or nearly one in every four people on the planet. With a few notable exceptions, most Muslim majority countries face significant obstacles to economic and political development. Scholars have long argued that it is impossible to understand these challenges without a greater understanding of religious doctrine and Islamic institutions. Are these scholars correct? Or does this emphasis on religious doctrine obscure more than it illuminates? This course draws on a wide range of social sciences literature on the Muslim World to better understand how religion shapes economic and political development.

IAPA 1701D. Turning Rights into Realities.

Democratic systems cannot operate without citizens' rights, which are neither automatic nor uniform. What does it take – in terms of resources, organizations, politics, expertise, and more – to turn formal rights into lived realities? How might barriers to rights manifest at different phases of the policy process? How might this differ across populations? How might this differ over time and over different geographic spaces? This course will take up these puzzles by examining three stages of the policy process – mobilization, policy enactment, and implementation – for several categories of rights in the United States: voting, disability, employment, speech, and social rights. This course is a Junior seminar for the IAPA concentration, open to Political Science juniors and seniors. This is a WRIT designated course, designed to support students' writing.

IAPA 1701E. Gender and Capitalism.

This course considers the intertwined relationship between capitalism—its development and the various forms it takes—and gender. The course travels across more than two centuries investigating how gender relations and women's roles in them are embedded in processes of industrialization, battles for workers' rights, state-market relations, colonialism, and how societies care for their young and old. Investigating both historical and contemporary topics will give students new insight into how gender structures society today, including how and why various inequalities exist. Throughout the course students will learn how to think critically about gender in order to gain new understandings of gender relations, gender inequality, and the economy.

IAPA 1701F. Wealth and Poverty in the New Metropolis.

Metropolitan areas contain extremes of wealth and poverty, which take expression in spatial inequalities. In American metros, spatial inequalities mark lines of racial and ethnic divisions. This course will examine how economic shifts combine with national and local governance choices to exacerbate metropolitan inequalities. We will examine how recent economic shifts in technology combine with our long history of racial segregation to create protected spaces of wealth as well as disinvested communities of poverty. We pay special attention to the way housing policies, climate change mitigation strategies, and infrastructure investments have reinforced inequalities in the recent past. The course concludes by considering new strategies for building wealth in disinvested communities and analyzing new patterns of mobilization that seek to provide local communities with the tools to build wealth and opportunity.

IAPA 1701G. Cultures of Surveillance: Technology, Terror and Identity.

Developments in digital technology have generated urgent political discussions about the role of surveillance in our society. In this seminar, students learn to think and write critically about the historical, socio-cultural and political dynamics that shape surveillance technology today. Who is a spy and what historical context produced such a figure? How has the history of technology shaped surveillance and spying? What role do identity and identification technologies play in surveillance in the context of the "War on Terror," and how do these technologies impact groups unevenly across the globe? How can we historicize what we call surveillance to understand its political and social implications beyond what might appear in the document caches of the NSA or on a Black Mirror episode? Students apply course concepts to technologies of daily use to reflect on debates surrounding privacy, security and policing.

IAPA 1701H. Is World Peace Possible?.

World politics is often described as a "state of war." In this course we ask why, and if there is anything that can be done about it. Using theory from the social sciences and evidence from recent history, we seek to understand the causes of war in order to assess the possibilities for peace. Students will engage classic texts, cutting-edge research and current events to identify why wars start, what makes them more or less likely, and what strategies states and non-state actors use to prevent them.

IAPA 1701I. Seeking Refuge: A Global Perspective on Refugee Displacement.

In this course, we read texts written by refugees and scholars from multiple disciplines including legal studies, sociology, anthropology, political science, international relations, and refugee studies. This class is organized by the movement trajectory of a "composite refugee." Beginning with flight from the home country, we will learn about refugee hosting in the countries of the Global South, resettlement in the countries of the Global North, asylum-seeking, and return and incorporation. While very few individual refugees may pass through all these stages and places, we will use these categories to analyze different types of refugee policies and experiences. We will learn how refugees are embedded in a world system of control and humanitarian protection in which policymaking in one context is strongly shaped by actors elsewhere. We will explore questions about the limits of humanitarianism, human rights, and citizenship protections.

IAPA 1701J. Family Politics: Gender and the American Welfare State.

How are families regulated in the United States and how has that changed over time? American welfare state practices have shaped families' lives, from private charities in the colonial era, to professional welfare services founded in the Progressive Era, culminating in recent reproductive and child welfare policies. This course tracks how political, economic, and cultural shifts have influenced the development of deeply gendered and racialized policies regulating American families. Building on political and social theory, we will consider how those policies affect families of varying economic, social, and racial backgrounds.

IAPA 1701K. Geography of Uneven Development.

In this class, students will engage with development policies pertaining to poverty, corruption, infrastructure and the environment across the world. While surveying several explanations provided for the introduction and failure of these policies in the past century, this course will equip students with the tools to critically analyze the geopolitical implications related to the history of capitalism, colonialism, imperialism, neo-liberalism and globalization.

IAPA 1701L. The Politics of Risk: Danger, Governance, and Social Inequality.

How do professional and state organizations use ideas of "risk" to manage and govern populations? This course traces the history of risk construction and surveillance in four areas: the penal system, the medical system, the welfare state, and family policy. We will study how professional and state actors understand and evaluate risk, construct "dangerous" subjects that require surveillance and intervention, and develop organizational practices to respond to these ideas about risk. As we study this, we will consider how this process of risk construction and surveillance unevenly affects different economic and racial groups and impacts some of the most vulnerable and disadvantaged members of society: prisoners, the ill, the poor, and children.

IAPA 1701M. Justice, Gender, and Markets.

How do poor women connect to markets? How have philosophical ideas about gender influenced ideas about gender and justice and consequently, gender, justice and markets? Answering these questions helps us explore how justice, gender, and markets interact and the conditions that keep millions of women trapped in poverty. They help us understand the history of entrepreneurship by women and the role entrepreneurship plays in empowering women. Such an understanding, is of course, a critical step to help us develop policies and programs that support women seeking to escape entrenched poverty.

IAPA 1701N. Diplomacy, an Art That Isn't Lost.

This seminar is offered in Washington DC to Brown in Washington students and remotely to students on campus. It examines the practice and profession of diplomacy and its relationship to the policy process. While the practice of diplomacy and the policy-making process has a U.S. focus, the lessons learned apply to other nation states as well. We briefly review the history of inter-state relations, including the international legal basis for diplomatic relations. Diplomacy has evolved over the years and has been greatly influenced by modern technology; however, it continues to incorporate such common functions as policy formulation, representation, reporting, negotiation, intercultural contacts and interaction with the media, parliamentary bodies and other external actors. The course will provide a knowledge base for understanding the policy process and will expose students to policy analysis, memo writing for decisionmaking, negotiations and verbal communications.

IAPA 1701O. Diplomacy and Development: Related but Different Missions.

This course will explore two international relations missions—diplomacy and development cooperation-- that complement one another but differ in substance and nature. Diplomacy, comprised of statecraft, policy formulation, representation, reporting and negotiation, will be treated in opening segments. The diplomatic mission is about influencing other sovereign states to bridge national differences in an effort to promote interests and avoid conflict. The course will explore these aspects using simulations, including a mock negotiation, a congressional hearing, and other pedagogical approaches.

IAPA 1701P. Global Megaprojects.

Megaprojects are costly, complicated, risky, and laborious. They include power plants, pipelines, ports, and petrochemical complexes; take years—or even decades—to finish; and owe their successes and failures to social and organizational—and not merely technical—considerations. This class addresses the origins, design, management, and consequences of megaprojects in contemporary and historical perspective. Our goal is to learn not only about specific projects—like the Panama Canal, Tennessee Valley Authority, Trans-Amazon Highway, and Belt and Road Initiative being undertaken by China—but about theories and methods that will help us understand the origins and fates of large-scale organizations more generally.

IAPA 1701Q. Coercion: Deterrence and Compellence.

This advanced undergraduate seminar dives deep into the theory and practice of coercion—the use of threats to change incentives. From a library threatening late fees for tardy patrons to a parent sending an insolent child to their room, banal aspects of daily life brim with the logic of coercion. The threat of punishment casts an even longer shadow in international affairs. Threats of invasion, bombing, or economic sanctions are common throughout history. This course will introduce students to classic and contemporary scholarship on military and economic coercion. Topics will include deterrence and compellence, signaling, bargaining, reputation, crisis stability, air power, and trade and financial sanctions.

IAPA 1701R. Democracy and Capitalism in the Post-colonial World.

The literature on democracy has largely been dominated by work on Western democracies. The goal of this class is to closely examine democracies in the post-colonial world and in doing so to re-examine dominant theories of democracy. Drawing on theoretical, critical and empirical writings, we examine the origins, trajectories and current challenges of democracies in Africa, South Asia and Latin America. We examine the core institutions of democracy, but also the array of social forces and civil society actors that have shaped post-colonial democracies. The course draws on both the sociology and political science literatures. All students will be expected to develop and write a research paper on a topic of their choice.

IAPA 1701S. Past and Future of War: Opposing Identities, Memories, and Symbols.

The course explores how people live and identify themselves in the context of war. It provides an entry point for understanding how opposing worldviews, local mindsets, and self-identifications are formed and expressed through the analysis of language, media, collective memory, religious practices, social rituals, and symbols. We will examine how conflicts arise from people's identification as members of a community (national, linguistic, religious) in opposition to other communities. We will learn about the mechanisms that form opposing worldviews by studying conflicts in Europe, Russia, the Middle East, Asia, and the U.S. Understanding these mechanisms will help us comprehend any conflict and, therefore, reveal the conditions needed to facilitate peaceful conflict resolution.

IAPA 1701T. Technological Transformations: A Global Perspective.

This course examines the evolving relationship between technology, the environment, and society from ancient times to the present. By tracing the development and impact of various technological systems, we will explore how these systems have shaped – and been shaped by – cultural, economic, and political forces throughout history. Our journey begins with an exploration of what we mean by "technology" and why certain technologies emerge, endure, or disappear over time. We will maintain a broad, global perspective while focusing primarily on the modern era, examining key themes such as the Industrial Revolution, economic growth, food systems, infrastructure, military technologies, artificial intelligence, and digital media. This multidisciplinary course invites you to ask big questions about the world and to think critically about the transformations that define our current technological landscape.

IAPA 1701V. Democratization.

This course examines why autocratic states democratize and why democracy breaks down in already democratic states. The course analyzes domestic factors (e.g., values, norms, religion, culture, economic development and inequality, natural resources, protests, insurgencies, and coups d'état), as well as international ones (e.g., trade, foreign aid, international organizations, and international war). The course also examines the reasons for and the effectiveness of different ways that governments resist democratization, including accommodation, censorship, and repression.

IAPA 1701W. The Cold War in Latin America.

This seminar aims to enrich understanding of the present by studying the recent past. Many countries in Latin America still bear scars from past interventions, so we will assess the long-term impact they had. Poverty, repression, gang violence, mass migration and other problems that Americans see south of our border were caused by various factors, but they cannot be understood without considering the continuing impact of Cold War interventions. We will consider the ways Latin American countries have sought to recover from the trauma of these interventions, including the emergence of museums and other institutions that aim to preserve historical memory.

IAPA 1701X. American Education Policy in Historical and Comparative Perspective.

This seminar examines the historical roots of—and contemporary debates over—select but fundamental issues in the finance, regulation, and governance of public education. Our focus is on the American expression of these issues and debates. But we will look to the experience of other multilevel democracies to highlight conceptual and institutional differences that are of theoretical interest and perhaps of practical use. In particular, the seminar will explore how the goals of education as a public good get defined; the history of school finance and governance in America; the ways in which 'school choice' has intersected in practice and in theory with segregation, integration, and debates over mechanisms to improve school quality; on the problems of test-based accountability regimes; and on the role teacher training systems in educational improvement.

IAPA 1701Y. Climate Change, Power, & Money.

Fossil fuel energy made economic development possible, but now we're cooking the planet. Some want to keep burning carbon; some want to halt capitalism itself; most are somewhere in between. This course is about the political economy of decarbonization. It begins by evaluating the state of affairs, how we became dependent on carbon, the current stakes, and the key actors and stakeholders. It then goes straight to debate the core problem of our future: What are the trade-offs that come with different decarbonization paths? The course then examines some of the most prominent solutions and challenges for rapid decarbonization. Throughout the course, we will pay special attention to - you guessed it - power and money. At the end of the day, those two forces make the world go round and will make or break decarbonization.

IAPA 1701Z. Animals and War.

Over the course of history, academics have studied the myriad ways that war ruptures human life, infrastructure, and societies. Despite concerted efforts to understand the economic, health, and social "costs of war" (Lutz et al., 2010) on human life, very little is known about how war interrupts the lives of animals and other non-human species. In this seminar, we broaden our lens on war, looking at how it disrupts the lives and lived environments of humans and non-human beings alike. The perspectives in this seminar challenge us to consider what it means to live and die in the mist of wide-spread ecological disruption across species.

IAPA 1702. Sex and War.

The course explores biological and social determinants of participation in aggression, violence, and war; along with how and why sex differences become gendered. Some topics include gender biases in international relations theories, women in combat, LGBTQs in the military, discourse, attitudes towards war, rape, and female and male roles in the conduct of war. The course also assesses the ongoing evolution of the roles of women as leaders, actors, and agenda-setters in, and objects of, foreign policy. Some familiarity with international relations theory is helpful, but there are no prerequisites.

IAPA 1702A. Diplomacy and Development: Related but Different Missions.

This course will explore two international relations missions—diplomacy and development cooperation—that complement one another but differ in substance and nature. Diplomacy, comprised of statecraft, policy formulation, representation, reporting and negotiation, will be treated in opening segments. The diplomatic mission is about influencing other sovereign states to bridge national differences in an effort to promote interests and avoid conflict. The course will explore these aspects using simulations, including a mock negotiation, a congressional hearing, and other pedagogical approaches.

IAPA 1702B. Prison Abolition as Policy.

This is an advanced seminar for International and Public Affairs (IAPA) concentrators. As experienced social scientists with policy interests, we will use theoretical and methodological tools to evaluate some of the most pressing social problems to evaluate the role of equity and efficiency in solving real world issues. While using a multi-disciplinary approach I will lean heavily on sociological approach to equity for us to think deeply about development, governance, and security. While we will grapple with issues of efficiency, the primary questions we will engage with will focus on racial equity. Junior Seminar.

IAPA 1702C. Inequality and Social Mobility in America.

Income and wealth inequality in America are at their highest levels in a century. Historically, one reason Americans have been thought to tolerate inequality is that we tend to believe that our society is a mobile one, where people can easily move from one social class to another. But in recent years, inequality and stagnant social mobility have been associated with increasing social and political distrust and unrest. In this junior seminar, we will examine the economic and political, and ideological factors that have contributed to this historical moment, learn about how Americans experience living in an unequal society, and consider the future of equality and social mobility in the United States. How should our society be shaped, and what are our obligations as members of that society?

IAPA 1702D. Beyond Refugeehood: Politics of mobility, border regimes, and humanitarianism.

While the history of human migration is arguably as long as the history of humanity, Refugeehood—as a global problem that needs to be tackled in a systematic manner—is a rather recent phenomenon. This course examines the categorization of refugees, the reasons behind and shortcomings that result from a top-down definition of displacement. Through an on-the-ground and ethnographic engagement with displaced communities worldwide, we interrogate analytical distinctions between legal and illegal categories of asylum seekers and migrants, internally displaced and refugees. Rather than treating refugeehood as an immanent crisis, we examine how the language of crisis shapes migration in the era of global capitalism. This course has relevance for students interested in international legal frameworks, human rights and humanitarianism, national laws and citizenship status, climate migration, and border studies.

IAPA 1702E. Smart, Fluid, & Out of Control: The Political Economy of Production.

New technologies like smart production, AI, and 5G, are fundamentally changing how we consume and how produce is being produced. This class explores technological innovation to better understand the changing dynamics of the global political economy and relations between the market and the state. It focuses on the concept of smart production as an outgrowth of flexible production, which is changing relationships between the human body and machine, collective and individual data extraction, and their social adaptations. Through an analysis of these transformations, the class will examine how our ideas of scale, especially the concept of "local", and the meaning of value are being reimagined, and what effect this has on interactions between state, society and market.

IAPA 1702F. Political (dis)engagement, (de)mobilization, and dissent in Eastern Europe.

The course will explore the forms and dynamics of popular political participation, engagement, and disengagement, as they have been emerging and evolving in the region of Eastern Europe, which has been defined by popular mobilizations and revolutions as well as authoritarianism, imperialism, and large-scale war. We will analyze the variations, divergences, and commonalities between the social and political contexts of different states with a special focus on Russia, Ukraine, and Belarus, whose relations are characterized by intertwined histories, power asymmetries, close connections, and extreme confrontations. By situating the developments in this region within broader global and historical contexts, participants will reflect on the possibilities and dynamics of political and societal change and its trajectories. The course is specifically preoccupied with popular politics and the ways agency is historically forged and structurally conditioned.

IAPA 1702G. Governing Marginalized Groups: How State Institutions Shape Social Inequality in the U.S..

How does the state govern marginalized groups? And how do the processes of state governance—from population-level policies to everyday institutional interactions—intersect to shape the lives of group members? This course will draw primarily on sociological literature and methods to explore theories and case studies of governance at the margins, highlighting the role of state institutions from courts and prisons to hospitals and schools. The course material will focus on the governance of low-income Black and Brown families in the United States, though much of what we study will apply to other marginalized groups and contexts as well. As we learn together, we will consider the implications of various modes of governance for the reproduction of social marginality—as well as the possibilities of governance for promoting care and justice.

IAPA 1702H. The Politics of Industrial Transformation.

This course examines the political sources and ramifications of industrial change, which is closely related to the distribution of wealth between and within nations and the response to global challenges. The course will explore why some nations have been more successful in industrial and technological development and how globalization has affected uneven development. Key topics include the relationship between state and market; institutional sources of comparative advantage; the role of national security; globalization; the debate on industrial policy; and the potential of mobilizing industries to address climate change. The experiences of developed countries, particularly those of the U.S., will be discussed in conjunction with those of developing countries.

IAPA 1702I. Governance from Socialist to Post-socialist China.

This course leads students to investigate the issue of governance under the People's Republic of China (PRC). Who govern? Who is governed? What are the typical techniques and institutions of governance, as well as the rationales, ideologies, and interests behind them? Do state-initiated marketization and globalization create discontinuities in socialist governance? Should one understand Beijing's reinforcement of state sovereignty in the contemporary era as a simple revival of an authoritarian regime, or as more innovative practices? In what ways are governing practices under the Chinese socialist system similar to, or different from, those under liberal democracies? In this seminar course, students will explore these questions through scholarly discussions on governance in the realms of bureaucracy, economic market, technology and media, population, public health, and family. Course materials are drawn from anthropology, political science, sociology, and history.

IAPA 1702J. The (Racial) Politics of National Culture.

In this junior seminar, we will focus our attention on understanding how culture is constructed and mobilized in defining national belonging following racial logics. We will approach the topic on several levels: a macro-level understanding of national identity formation processes and policies, the meso-level of institutional processes playing a part in deploying concepts of national culture, and micro-level experiences and understanding of these politics among everyday citizens. We will explore the nexus between national culture, identity, citizenship, and whiteness in Western nations with a focus on France, the U.S., and possibly others. Students will write and present final papers on a country of their choosing.

IAPA 1702K. The Political Economy of a Global Green Transition.

How can we green the global political economy? The seminar provides an understanding of the political economy of a global green transition by discussing the inadequacy of our current efforts and the pathways for future transformation. To capture the interdisciplinarity of environmental issues, the seminar is rooted in political economy, drawing from across political science, economics, sociology, and history. The seminar looks at green transition as a global phenomenon and covers issue areas across finance, industrial policy, trade, and security, with a geographic emphasis on the US, the EU, China, and other global South countries. At the end of the seminar, students will have the skillset to grasp the highly complex nature of a global green transformation.

IAPA 1702L. How Can Activists Change the World? The Dynamics of Power and Resistance.

Who protests, why, and how? Does collective action matter for social and political change? When does non-violent mobilization escalate into full-blown civil war? Why do some social movements succeed while others decline? The analysis of how people make conflicting collective claims on each other, the state, or on third parties can help us understand why and how different forms of political contention such as social movements, revolutions, and ethnic wars have developed in different times and places with varying degrees of success.

IAPA 1720. Slavery, Democracy, and Racial Violence in the Americas (AFRI 1270).

Interested students must register for AFRI 1270.

IAPA 1800A. Development's Visual Imaginaries: Still and Moving Images That Shaped the Field.

Using primarily paintings and films, this seminar explores the visual imaginaries created and circulated between 17th and early 20th centuries especially in the Americas but also in Europe, which came to underpin prominent mid- to late-19th century and early 20th-century development theories and resultant legislation and public policies in the United States, and which were deployed both internally and abroad. The course will argue that development policies domestically and abroad often drew from the same set of ideas and imaginaries about categories of humans, land, nature, work, gender, race, capacity for self-definition and political self-representation, and who should wield power. IAPA Sr Seminar

IAPA 1800B. Urban Ethnography and Public Policy.

Ethnography is a social science method in which the researcher participates in and closely observes the lives of others — getting, as Erving Goffman once put it, “close to them while they are responding to what life does to them.” Since the early twentieth century, urban ethnographers have used this approach to understand how city life “works,” revealing how people produce, interpret, and respond to the social forces that shape everyday urban experience. This course uses ethnographic inquiry to examine how urban policy intersects with individual lives. How are large-scale programs and institutions created, implemented, and experienced through daily encounters between residents, service providers, and public institutions?

IAPA 1800D. Introduction to Corporate Law and Public Policy.

This course will give students an introduction to business organizations — the law that governs corporations and partnerships, how they raise money in the financial markets, and to explore the public policy issues that inform the regulation of business and finance. We will look at business organizations, law that governs how companies raise money, operation of the stock markets, insider trading, and the regulation of institutional investors including mutual funds, hedge funds and private equity funds. We will finish by taking up corporations as persons, their social obligations and the recent Supreme Court cases on corporations and the First Amendment. Overrides granted based on random drawing for 11 seniors and 8 juniors; to be eligible you must turn in the first week's assignment and attend the first class. Put course in your cart to access the assignment via canvas.

IAPA 1801. Science and Technology Policy in the Global South.

Using both theoretical ideas and empirical examples, this seminar will explore the relationships among science, technology, society, and public policymaking in the Global South, in places where local science and global science often collaborate and sometimes clash. The class will investigate, from a variety of perspectives, how the governance of science and technology in various parts of the Global South is influenced by their past experiences, forms of public science organization, systems of knowledge and belief, civic epistemologies and regulatory frameworks, and strategic agendas for development, as well as the knowledge claims and concerns of social movements, and tensions in power and social relations.

IAPA 1801A. History of American Intervention.

This course reviews modern history through the study of invasions, coups, and other interventions carried out by the United States. From the Marine assault on Tripoli in 1805 to the bombing of Tripoli in 2011, there have been scores of these episodes. They have shaped American history and the history of the wider world. Enrollment limited to 20 seniors.

IAPA 1801C. Brazilian Democracy in the XXI Century: Challenges and Possibilities.

This course examines Brazilian social, political, economic, and environmental conditions and development since the end of the military regime in 1988.

IAPA 1801D. Politics & Journalism: A Practical Guide to How We Got Here and Where We're Going.

Politics in America has never been so manic, so divided, so pervasive, so vital. But we're not just in overlapping crises of government and democracy and economics and race. We're also in a crisis of truth. It's impossible to think about what is happening in politics without thinking about how it's covered. This course will explore that connection—in a practice-oriented, writing intensive approach which will aim to transform your understanding both of what's really happening in politics and how those developments are presented to the public. Fulfills IAPA senior capstone/seminar requirement.

IAPA 1801F. Prison Abolition as Policy.

We collaborate with the Urban Institute's Justice Policy Center and Office Racial and Equity Research for a collaborative research experience where we will be briefed on a major policy issue that they are working on and create several blogs, Tik-Toks, or a research report. Across each medium, you will provide policy recommendations on an issue of importance to their mission and work. We tackle a central problem in criminal legal system reform: prison abolition. Our work will be presented to the Urban Institute a nonprofit research organization that provides data and evidence to help advance upward mobility and equity. A trusted source for changemakers who seek to strengthen decision-making, create inclusive economic growth, and improve the well-being of families and communities. For more than 50 years, Urban has delivered facts that inspire solutions. Senior seminar.

IAPA 1801G. Technology and Development.

With the most recent inventions, a "smart" global order is being created, where information and communication technologies (ICT) dominate public arenas and private lives. Most of the debates on new technologies still focus on the Global North, yet the impact on the Global South may be at least as significant. In this seminar, we will explore the history, present, and possible futures of the use of technologies for transforming economic, social and political lives. The technologies discussed will range from the steam power central to the 19th century industrial revolution to today's mobile phone technologies, workforce automation, and facial-recognition technologies.

IAPA 1801H. Documentary Filmmaking.

This is a hands-on documentary directing class. Each student will conceive of, produce, direct, shoot, and edit two short documentary films on subjects that are meaningful to them. We will study a wide range of documentaries in order to understand how best to tell our stories. The course will be part seminar, part workshop, and will have a collaborative and supportive spirit, with rigorous requirements.

IAPA 1801K. From Growth to the Green Transition.

This seminar seeks to explore the idea of growth as a policy imperative. Growth as an idea has a peculiar intellectual history that arose in the 19th century, peaked in the 20th century, and has now come under stress in the 21st century. Today, the very idea of growth has become essentially contested with ideas of 'green growth,' 'de-growth' and zero growth' gaining ground in an era of heightened inequality, low growth and climate crisis. This seminar seeks to uncover the history of growth as process of wealth accumulation, as a means of political legitimization, and as a dangerous addiction.

IAPA 1801L. Mergers and Acquisitions.

This seminar explores mergers and acquisitions as a tool for corporate change. Students examine the roles of management teams, boards of directors, and advisors (both legal and financial) in affecting industry realignment. They also consider the role of regulators in developing M&A policy. Throughout this course, we utilize the seismic shifts in the global telecommunications industry as a backdrop for examining these issues. The evolutionary technological cycles in this industry and the wealth of governmental intervention provide an ideal backdrop for examining M&A activity across other industries.

IAPA 1801W. National Security, Innovation, and the Congress.

The seminar course will explore the role that Congress and policy making can play in creating an environment to support or impede innovation in our national security science and technology enterprise. The course will discuss the opportunities and challenges of implementing innovative technologies and practices into the complex defense establishment and understand how policymakers can work to create a legal framework, regulations, culture, and financial resources that can support or inhibit innovation. The course will explore the legislative process, focused on how Congress provides legal authorities and funding, and performs oversight activities over the Pentagon. The course will also examine the complementary roles of the legislative branch, executive branch, and the private sector in shaping the policy and innovation environment.

IAPA 1801X. Surveillance: State, Capitalism, and Society.

When we talk about surveillance, are we thinking of Orwell's Big Brother, the scenarios portrayed in Black Mirror, or Edward Snowden's disclosures? Although technological advances have intensified interest in this subject, surveillance is not a recent development; it has been a fundamental element of modernity. In this course, we will start with the theoretical bases for understanding surveillance. The subsequent weeks are divided into three modules, each focusing on a different participant in surveillance: the state, corporations and the emergence of "surveillance capitalism," and citizens who may embrace, participate in, or resist surveillance. Adopting a global viewpoint, we will explore surveillance practices across various political regimes, throughout different historical periods, and technological advancements. There are no pre-requisites for this seminar.

IAPA 1801Y. The Politics of Regulation: Technology, Finance, and Climate Change.

Technological innovations are a central force for economic development, but today we are facing some of their most severe and unintended consequences. Some observers argue that only market competition can enable the blossoming of human ingenuity, while others argue that state planning is essential for controlling the dangers inherent in new technologies. Rather than extol or deny the benefits that can come from technology, this course examines how governments in different historical circumstances have attempted to shape and regulate three of the most challenging risks facing advanced societies.

IAPA 1802A. Bilateral and Multilateral Policy and Diplomacy.

This course examines the practice and profession of diplomacy and its relationship to the policy process. Focus is on bilateral and multilateral diplomacy; practice focuses on U.S. context, lessons learned apply to other nation states. We review history of inter-state relations, including the international legal basis for diplomatic relations. The practice has evolved over the years and been greatly influenced by modern technology; however, it continues to incorporate such common functions as policy formulation, representation, reporting, negotiation, intercultural contacts and interaction with the media, parliamentary bodies and other external actors. Limited to Jrs, Srs. Priority given to IR Seniors.

IAPA 1802B. Development's Visual Imaginaries: Still and Moving Images That Shaped the Field.

This seminar in the Development Studies track of International and Public Affairs (IAPA) explores visual imaginaries, primarily those created and circulated between the 18th and early 20th centuries, in the colonial and later independent Americas but also in Europe, which underpinned some of the most prominent notions of how America was made and helped lay the foundations of development theories which emerged at mid-20th-century. U.S. public policies based on these theories were deployed both domestically and abroad. The seminar will argue that these two sets of policies—at home and abroad—often draw from similar ideas about hierarchies and categories of human beings; land-use, relations among humans, other living beings, and inanimate earth features; work and livelihoods; gender, race, capacity for self-definition and political self-representation, who should wield power, and so on.

IAPA 1802C. Infrastructure!

Infrastructure! It's the hardware and software that undergirds transportation, energy, water, and health systems. This course asks what we can learn about infrastructure when we approach it not as a neutral set of technologies but as a context-dependent social and political force. Taking a critical approach to (among others) natural resources, global health, and development, the course will trace how infrastructures have both served and obstructed colonial and contemporary projects for social change. The course will also take up the question of the future of infrastructure, including "green," modular, and "off the grid" technologies.

IAPA 1802D. The Environmental Movement in Comparative Perspective.

From Earth Day to Extinction Rebellion, the environmental movement has become a key player in contemporary politics. What determines the movement's mobilization, strategy, and impact? How and why does the environmental movement differ across time, location, and issue area? In this seminar, we will explore and apply relevant social movement theory to analyze the trajectory of the environmental movement and write effectively for policy audiences. We will pay particular attention to conflicts and controversies regarding the movement's political positions, tactics, and relationship with marginalized communities.

IAPA 1802M. Rwanda Past and Present.

In the mid-1990s, few countries on earth were as devastated as Rwanda. As many as one million people or more had been killed in a 100-day genocide, and the fleeing regime had left the country in ruins. Today, however, Rwanda is not only at peace but full of ambition. Some believe it is poised to rise from poverty and become an example for developing countries everywhere. Others worry that trouble is brewing, and that another apocalypse could lie ahead.

IAPA 1802S. Human Security and Humanitarian Response: Increasing Effectiveness and Accountability.

Disasters, epidemics, and conflicts all pose significant threats to human security, including the very ability for people to meet their basic needs for protection, food, water, shelter, and healthcare. This course will take a pragmatic approach to understanding how the legal, ethical, and technical principles of humanitarian assistance get translated into actual impact on the ground during large-scale emergencies worldwide. In particular, we will explore the justifications and limitations for humanitarian response as a tool for addressing modern challenges ranging from climate change to civil conflict, alongside new efforts to improve both the effectiveness of humanitarian response and its accountability to affected populations. This course will cover a diverse range of topics including the history, structure, and financing of humanitarian response; the public health evidence base for common human security interventions; and the intersections between human rights and humanitarianism.

IAPA 1802V. Diplomacy, Economics + Influence.

This course examines a dozen diplomatic situations and identifies the players, their interests, and their tools -- and how those produced outcomes. Particular attention is paid to economic factors -- pressures, incentives, and influences -- that contribute to the outcome. By examining these elements students will understand the economic tools of diplomacy and power, and how to wield them. The course concludes with a close look at China's growing role in the world economy and considers how that will change China's role in world affairs. Enrollment limited to 19 Juniors & Seniors. Priority given to IR seniors.

IAPA 1803. Humanitarian Response in Modern Conflict.

Armed conflict significantly affects civilian populations, often on a massive scale, and often in ways that generates large-scale humanitarian crises that can last decades or longer. Professional military organizations today are tasked both with prosecuting war and dealing with the humanitarian consequences. How do armed forces deal with this dual challenge? How do humanitarian organizations? What about governments and the private sector? How do policy makers think about these challenges? What accounts for successes and failures? How do military and civilian organizations interact in these settings, and what can be done to improve their engagements to better save lives and alleviate the suffering of affected populations? How can civilian protection, aid worker security, and humanitarian access efforts be improved upon so that humanitarian crises related to conflict can be more effectively addressed?

IAPA 1803A. Rwanda Past and Present.

In the mid-1990s, few countries on earth were as devastated as Rwanda. As many as one million people or more had been killed in a 100-day genocide, and the fleeing regime had left the country in ruins. Today, however, Rwanda is not only at peace but full of ambition. Some believe it is poised to rise from poverty and become an example for developing countries everywhere. Others worry that trouble is brewing, and that another apocalypse could lie ahead.

IAPA 1803C. The History and Politics of Development in the Middle East.

This course examines from a critical perspective the impact and legacies of development projects in the Middle East. After considering the historical emergence of development as a concept and some general critiques, we will explore its more specific deployment in the context of the Middle East. Readings will address its discursive frameworks as well as the economic, political, environmental, and social dynamics it has shaped through its definition of instrumental categories, objects, and spaces. We will also consider how these dynamics have contributed to the recent uprisings in the region. Priority given to DS seniors.

IAPA 1804. Diplomacy, Crisis, and War in the Modern Era.

This undergraduate seminar examines war and peace after 1945 through the lens of international relations (IR) theory. It aims to both teach students theoretical perspectives on international relations and to critically evaluate the changing ways in which states have interacted with one another since the end of World War II. What caused the Cold War? Did nuclear weapons change the way that states negotiated with one another? How much did individuals make a difference during interstate crises? Why did states sometimes fail to reach peaceful settlements with one another? What were the experiences of states other than the United States and Soviet Union during the Cold War? How have social and economic institutions changed international politics in the twenty-first century?

IAPA 1804A. Iran and the Islamic Revolution.

Shattering events of 1978-80 in Iran unfolded against the backdrop of the previous decades of Iranian history, knowing that history is essential to understanding the revolution. The revolution cannot be appreciated without studying the enormous effects it's had over the last 35 years. This course places the anti-Shah movement and the rise of religious power in the context of Iran's century of modern history. We conclude by focusing on today's Iran, the upheaval following the 2009 election, reformist president election in 2013, and prospects for reconciliation with the US. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors.

IAPA 1804C. Migration and Development in Theory and Practice.

The primary theme of this course rests on a query standing at the center of a growing debate: in what ways are migrants linked to development? This course examines several theoretical debates and policies and programs focused on the migration-development nexus. Students examine scholarly interpretations of how migration is linked to development. They also employ a transnational lens to further explore what development means and how it is carried out in an increasingly mobile and connected world. The class examines how grassroots organizations have engaged in community development, and the roles states and non-governmental agencies are playing in on-the-ground interventions.

IAPA 1804D. Legal Methods for Public Policy.

This course uses both traditional lecture and interactive, mock-trial to give public policy students with the tools to understand, interpret and apply the law as expressed in judicial opinions, particularly the opinions of the Supreme Court of the United States. The end-product for the course will be a capstone public policy paper on a subject of the student's choice involving timely or complex legal issues. For the first three weeks, we'll have an introduction to civil procedure, examining how cases are brought, the requirements for valid claims, including what affects parties' right to bring a lawsuit, emergency relief, disposition with and without trial, appeals and the principles that the Supreme Court uses in deciding cases. If the seminar is oversubscribed, admission will be by lottery, comprised of students who turn in the first assignment and attend the first class session.

IAPA 1804E. Health Policy Challenges.

This course examines the topic of health reform through a variety of lenses – politics, policy, community organizing, and bureaucratic implementation. Specific issues include recent reform efforts at the national and state levels, including the Affordable Care Act and several Rhode Island state legislative campaigns over the past twenty years. During each of these legislative victories (or defeats), the interplay between politics and policy, community organizing and implementation have defined how successful the laws have been in improving people's access to quality, affordable healthcare.

IAPA 1804F. The Politics of Crime and Violence in Latin America.

Latin America ranks first in the world in both violent and common crime, and more than one in three people in the region believe insecurity is the most important problem facing their country. In this course we explore the causes and consequences of crime and violence in regional perspective, with a focus on better understanding the current political moment. Some of the motivating questions of this course are: What are the legacies of dictatorship and civil war on violence today? How do organized criminal groups govern, and what consequences do these modes of governance have for public life? How do state responses to crime affect different populations and overall public safety? Under what conditions do citizens resist crime and impunity, or conversely, further contribute to cycles of violence?

IAPA 1804H. Early History of the CIA.

This seminar traces the establishment, rise, and spreading ambition of the Central Intelligence Agency in its first fifteen years, from 1947 to 1962. During this period the CIA was on the front line of the Cold War, which was then in its most intense phase. It carried out dozens of covert operations, setting off chains of events that that would shape the history of the United States and many other countries. We will examine the events that led to the creation of the CIA, study its Cold War battles, and trace its growth into a powerful global force.

IAPA 1804I. National Security Decision Making.

This undergraduate seminar examines theories of individual and group decision-making in the context of national security policy. It connects analytical perspectives from political science, social psychology, and organizational theory with a wide variety of historical cases featuring the United States, Soviet Union, China, India, Pakistan, Iraq, and Vietnam. What constitutes an "effective" decision-making process? What types of individuals, groups and institutions foster more effective processes? When are individuals or groups prone towards risky decisions? Do decision-making processes matter in "high-stakes" issues, such as war and peace? The last third of the course will examine these questions in the context of the 2018 US-China Trade War.

IAPA 1804J. Policing in Global Perspective.

Debates about policing seem to be everywhere: in the news, in politics, in activist circles, in TV shows and movies. Around the world, from the Arab Spring movements to the Movement for Black Lives, condemnations of police brutality, racial bias, and police impunity have become pervasive. The solutions proposed range from implicit bias training and the generalization of body-worn cameras, to defunding and abolishing the police. This course engages with these debates by examining policing in global and comparative perspective.

IAPA 1804K. Political Violence.

In this course, students will learn how social scientific tools can be used to understand political violence, including inter-state conflict, civil war, genocide, and terrorism. While the course will focus on why and when these forms of violence occur, students will also develop and understanding for when and why violence does not occur. The course will also cover a number of emerging topics in the field of political violence, including rebel governance, technology and conflict, and the legacies of violence. The course will familiarize students with the basic research tools employed by scholars of political violence, including case studies, survey research, and the quantitative analysis of cross-national datasets, and apply concepts and tools in diverse regional contexts in the Americas, Europe, Africa, Asia, and the Middle East.

IAPA 1804L. Colonization and Decolonization in Comparative Perspective.

This course provides an advanced introduction to the social sciences literature on colonialism through an interdisciplinary lens. This course has three goals. The first is to familiarize students with key authors, texts, and concepts that emerged from the study of colonialism from authors in history, historical sociology, development economics, and comparative politics. The second objective is to familiarize students with the theoretical and conceptual mechanisms linking the colonial period and the present. Finally, this course provides an introduction to an interdisciplinary approach to studying a complex topic like colonialism and give students a practical introduction to how academics generally explore complex and controversial issues.

IAPA 1804M. Overcoming Threats to Human Security.

This course provides students with a comprehensive introduction to exploring challenges and opportunities related to global challenges from both a human and national security perspective – with a special focus on putting people and communities, as opposed to national interests, at the center of attention. Students will gain a deep understanding of key issues including humanitarian crises caused by natural disasters, and the impacts of climate change, food and water security, urbanization, mass migration, and infectious disease/pandemics on vulnerable people around the world.

IAPA 1804O. Life and Violence.

Violence in human societies has been at the center of social science scholarship for decades. Yet, how violence is conceptualized, written, and represented in the social science record varies from discipline to discipline. In this course, we dig deep into the study of violence in its many forms (e.g., political, ethnic, bodily, and religious), focusing specifically on how it affects the everyday lives of people. Reading and watching content produced by academics and nonacademics in a broad range of social contexts such as India, Sri Lanka, Haiti, Rwanda, Kenya, Northern Ireland, and the United States, we will critically assess how the past and present violence inform our ways of thinking and writing about places and people that might be unfamiliar to us.

IAPA 1804P. Discrimination and Public Policy.

This course examines structural discrimination and interpersonal discrimination as possible drivers of race, gender, and social class inequalities primarily within the U.S. but also in other parts of the world. Key questions involve: What is (and what is not) discrimination? How do social scientists measure discrimination? What do differing methods allow us (and not allow us) to say about the existence and mechanisms of discrimination? What are the consequences of discrimination? What are possible policy approaches to addressing discrimination?

IAPA 1804Q. French Colonialism in Global Perspective, 19th-20th Centuries.

In this seminar we examine how French colonial power deployed itself in different parts of the world both through self-legitimizing discourses and the imposition of political and economic systems of domination. We read classic and more recent scholarship on colonial wars and violence, the ideology of the French "civilizing mission", legal and economic discrimination and how colonialism transformed local ecologies. Colonial power was constantly debated, resisted, and subverted across metropole and colonies. We pay close attention to these voices and trace the emergence of political anti-colonialism in the aftermath of the First World War. We will examine how French colonialism was fought and eventually (partially) dismantled towards the middle of the 20th century. The course will end with an examination of current debates about the legacies of French colonialism in France and in formerly colonized countries.

IAPA 1804S. Critical Study of Development.

This seminar provides an introduction to the critical study of development. The goal is less to provide an exhaustive overview of the field than it is to help you develop critical thinking skills through group discussion and analytical writing. More specifically, the goal is to develop your understanding of the diversity of understandings of the concept of development, as well as its practical importance in the world. Students will read texts that present pressing questions and issues concerning development practices, policies, and theories. Though classroom discussion and writing, the course encourages you to connect broad theoretical debates to contemporary problems.

IAPA 1804T. Rethinking Development's Archive.

This seminar will explore the idea and practice of development, thought otherwise, taking the format of a humanities/social sciences laboratory whose objective is to research and draft an annotated, brief critical bibliography of intellectual resources on development as set of concepts and field of study. It will be a bibliography which can, borrowing from one of the key objects of library sciences, also serve as a Finders' Aid. It is especially recommended for IAPA students who want to think about a conceptual framework for honors theses and capstone essays.

IAPA 1805. Inequality, Sustainability, and Mobility in a Car-Clogged World AKA: Two Billion Cars.

With the possible exception of the computer or antibiotics, the car is arguably the most significant invention of the last two centuries. It has fundamentally reshaped the environment, social landscapes, lives, and economies, and its impact will only increase as the global vehicle population doubles, as predicted, to two billion by the year 2030. This class will explore the immense social, political, health, and environmental consequences, as well as cultural and political economic explanations for the car population explosion. Alternative forms and futures for transit will be considered throughout the course.

IAPA 1805A. Politics of International Finance.

The purpose of this course is to present the fundamental variables that shape modern international finance. We will introduce and examine the technical forces that determine international transactions and capital flows, as well as the problems caused by unsustainable imbalances and the subsequent domestic and international political responses. Given the important role that finance plays in international relations, the material will allow the student to establish a conceptual framework to understand the political dynamics and constraints of the global economy. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors.

IAPA 1805C. Caribbean and Pacific Small States: On the Margins of Development.

Small states enter the imagination as sites of exoticism. Pristine beaches, flanked by swaying coconut trees are marketed as ideal for honeymooners and others seeking a refuge from stress-filled lives. This course centers small states, in particular, small island states, as a group of countries, with unique and interesting features, meriting academic scrutiny. We explore a wide range of issues introducing students to these diverse and complex states, including historical origins, globalization and effects on development, theoretical approaches to studying small states, issues in governance, migration, climate change, food security, sports and culture, gender and sexuality, among others.

IAPA 1806. State and Nation Building in Communist and Post Communist Europe.

This seminar investigates the politics of state-building and nation-building in communist and post-communist Eastern Europe since World War I. The course is designed as a Senior Seminar for the IAPA concentration, and its major requirement is the writing of a 25-to-30-page research paper on a subject of the student's choosing (Capstone Project). Ideally, students will come to the course with some idea of a problem or question that they want to spend the better part of the semester researching. The seminar, however, is open anybody with a demonstrated interest in the region and who is ready to read and seriously discuss texts drawn from a wide range of vocations –from literature and politics, to history, philosophy, economics, sociology, political science, and public policy.

IAPA 1806A. Diplomacy, Economics & Influence.

This course examines a dozen diplomatic situations and identifies the players, their interests, and their tools -- and how those produced outcomes. Particular attention is paid to economic factors -- pressures, incentives, and influences -- that contribute to the outcome. By examining these elements students will understand the economic tools of diplomacy and power, and how to wield them. The course concludes with a close look at China's growing role in the world economy and considers how that will change China's role in world affairs. Enrollment limited to 20 Juniors & Seniors. Priority given to IR seniors.

IAPA 1806C. Information Technology and Governance.

The use of information and technology in governance is a vexed subject. Civil society clamors for release of information about the state (openness) while the State wants more information about its citizens (surveillance). Technology plays a role in amplifying these respective intentions resulting in an unprecedented gathering and release of information, thereby bringing the issue of information, technology and its role in governance to sharp focus. This course provides an intensive introduction to the field of information technology and global development. Enrollment limited to 20. Preference given to DS juniors and Seniors.

IAPA 1807. Politics of Reproductive Justice.

Catherine MacKinnon once said "feminism has no theory of the state." She could also have said "scholars of the state have no theory of feminism." Thankfully times have changed. In this class, we will aim to understand why we need to think about states when we study gender, and why we need to think about gender when we study states. What does the pattern of gender inequality in social life (how bodies are classified and made unequal, what kinds of bodies command political power, what kinds of work people do and how well they are compensated for their labors, the punishments they receive when they violate the law, etc.) have to do with the way states govern? How and why are states gendered entities? How does state power reflect assumptions about masculinity and femininity and exacerbate or attenuate gendered differences?

IAPA 1807A. International Journalism: Foreign Reporting in Practice.

This seminar gives students direct experience with the job of being a foreign correspondent. Classes focus on two themes: the practice of international journalism and the history and contemporary reality of Costa Rica. Our semester culminates with a reporting trip to Costa Rica during spring break. The seminar is valuable to students interested in the possibility of a career in international journalism and those who are not pursuing a career in journalism but want to learn journalistic skills. Limited to Jrs and Srs. Priority given to IR seniors.

IAPA 1807C. Individual Research Project.

Section numbers vary by instructor.
Required: A completed proposal form and syllabus and faculty sponsor's and concentration advisor's approval prior to registering.

IAPA 1808A. Risk, Regulation and the Comparative Politics of Finance.

The course introduces students to the comparative history of finance as well as to alternative theories of regulation. It thereby develops students' ability to compare the role played by financial institutions in different historical periods and national contexts. This comparative perspective puts the recent financial crisis into a broader perspective, allowing students to see the structural as well as more proximate causes of recent financial instability in the industrialized democracies. Enrollment limited to 20 juniors and seniors. Priority given to IR, DS, and Public Policy seniors.

IAPA 1808C. Thesis Writing in Development Studies.

An integrative seminar designed for concentrators working on senior theses. Others with comparable backgrounds may enroll with written permission. Begins with a review of theoretical and methodological literature on development studies. Written and oral presentations of thesis research will be the central focus of the latter part of the course. Reserved for Development Studies seniors.

IAPA 1809A. The International Politics of Organized Crime.

Organized crime and extra-legal actors have established themselves as political actors in every region of the world. Violence has exploded in countries as criminal organizations compete with each other, the state, as well as a variety of other non-state armed groups for control of illicit markets, local dominance, and political influence. This course offers a broad understanding of these organizations, their origins, and the various illegal and violent activities in which they are engaged. This course is comparative and interdisciplinary in nature, drawing from research in criminology, sociology, anthropology, economics, and political science. Limited to Jrs, Srs. Priority to IR seniors.

IAPA 1810. Democratization and Autocratization.

Since the 1970s studies of democratization have shifted from a "global resurgence of democracy" to an "authoritarian resurgence." This course covers the conceptual tools for understanding these developments. We pay particular attention to the assumptions, biases, knowledge structures, and inferences produced by language and imagery—e.g., oilfields and greenhouses, pendulums and waves, pacts and backsliding—in our understanding of new and emerging threats to democracies across the globe. Includes single case, cross-national comparisons, and big data set studies. IAPA Capstone/Sr Seminar

IAPA 1810A. Perspectives in Human Capital: Investing in Women as a Strategy for Global Growth.

In this course, we ask and answer the questions: What are women's issues around the world? What policies and programs are designed to engage the issues and improve outcomes? What role does and can the private sector play in harnessing the untapped potential of 50% of the globe's population? Is there evidence to support the need for investment—of resources, focus, and political capital—and to quantify the results of its impact? Enrollment limited to juniors and seniors. Priority given to IR seniors.

IAPA 1811. Contemporary Digital Policy and Politics.

This course will examine the politics and processes for making policies related to the internet and digital policy issues. We will examine current issues at the national level, including the White House and federal agencies, Congress, international institutions and industry on issues such as privacy and information security, and on debates like whether and how to regulate Big Tech. Topics covered include the creation of national policies at the White House, the regulatory process, legislation, standards, global implications and the politics of technological change.

Format and participation: The course is a seminar with in-person and online sections meeting synchronously. Attendance at the weekly session (either in person or via Zoom) is required.

IAPA 1811A. Humanitarianism in Uniform.

The goal of this senior seminar is to explore the relationship between militarism and humanitarianism. When the US Army and Marine Corps released the Counterinsurgency Field Manual in 2006, military officials referred to NGOs as 'force multipliers' and soldiers as 'armed social workers.' In this course, we will develop a framework to understand military humanitarianism. We will also examine how military humanitarianism exceeds the contemporary geography of terrorism, investigating cases in Europe, Asia, Africa, Latin America and the Caribbean. Enrollment limited to 20. Preference given to IR juniors, seniors.

IAPA 1812A. Bilateral and Multilateral Policy and Diplomacy.

This course examines the practice and profession of diplomacy and its relationship to the policy process. Focus will be on bilateral and multilateral diplomacy; while the practice will focus on a U.S. context, the lessons learned apply to other nation states. We review history of inter-state relations, including international legal basis for diplomatic relations. The practice has evolved over the years; however, it continues to incorporate such common functions as policy formulation, representation, reporting, negotiation, intercultural contacts and interaction with the media, parliamentary bodies and other external actors. Limited to 20 juniors, seniors. Priority given to IR seniors.

IAPA 1813A. Revolutions that Changed the World.

The Bolshevik and Chinese Communist Party revolutions significantly changed the world. Studying the two revolutions helps us understand Russia's and China's contemporary roles. Alongside the framework of sociology of revolution, this course compares the two historical processes over their ideology, leadership, repression, international opening, mobilization, strategy, and outcome. Students will not only learn detailed historical knowledge of the two movements, but also master general perspective to understand how revolution occurs, succeeds, and changes society. Limited to Jrs and Srs. Priority to IR Srs.

IAPA 1814A. Roots of Crisis in Central America.

The five countries of Central America comprise a comparatively little-studied region. From time to time they burst into the world's consciousness, usually because of political upheaval, foreign intervention, or refugee flows. The forces that set off these crises are rarely explored. This seminar surveys and analyzes Central America from social, cultural, political, and historical perspectives.

IAPA 1815A. Computers, Freedom and Privacy: Current Topics in Law and Policy.

This course puts into context arcane debates about surveillance, privacy and cyber conflict, explaining and critiquing arguments put forward by and intelligence officials, civil liberties and privacy advocates, and companies. Double-listed with CSCI 1951F. Enrollment limited to 10 IR seniors and juniors.

IAPA 1816A. Senior Honors Seminar.

Open only to Senior students accepted into the honors program in international relations. Instructor permission required.

IAPA 1817A. Senior Honors Thesis.

Open only to Senior students accepted into the honors program. Instructor permission required. This course is the second of the two required courses for students writing a thesis in International and Public Affairs, Development Studies, International Relations, or Public Policy. It is taught as an independent study.

IAPA 1818A. Individual Research Project.

Limited to students doing independent study work for Development Studies, International and Public Affairs, International Relations, or Public Policy. Banner overrides will be given by the Undergraduate Concentrations Manager.

IAPA 1820. Brown in Washington, D.C. Practicum.

This course is a required 2-credit course for students participating in the Brown in Washington, D.C. program. The course is centered around a challenging 20-25 hour/week internship in a public-sector or not-for-profit organization in Washington, D.C., which provides an immersive experiential learning opportunity at an organization or agency involved in the public policy process. Seminar sessions, workshops, field trips, and reading and writing assignments enable students to reflect on their internship experiences, contextualize their work and organization within the broader DC policy environment, and develop academic and professional skills.

IAPA 1821. The New National Security: Transnational and Cross-Border Issues.

The objective of the class is to encourage a new understanding of the complexities of national security. The traditional paradigm of players, approaches, influences, and desired outcomes, no longer accommodates the corpus of transnational and cross-border issues that crosscut every policy decision in today's world. Gender, climate, health, technology, food security, and other "non-traditional" security issues must shape the way we look at security, stability and just governance both as a sovereign nation and as a global actor. This course is part of the Brown in DC program.

IAPA 1821M. War in Film and Literature.

This course introduces students to a study of warfare, and some of the central issues raised in war, through the use of movies and novels. Central themes include civil-military relations, leadership, the role of women in war, managing the homefront as well as issues related to battlefield tactics and strategy. Students will be encouraged to address these topics in applications related to World War I, World War II, and Vietnam in particular. This course will take place in a seminar format which stresses discussion of the relevant materials. Enrollment limited to 19 juniors and seniors.

IAPA 1821P. Political Psychology of International Relations.

This course covers basic methods and theories in the use of political psychology to study topics in international relations. The second part of the course applies these models to particular topics, including leadership, group dynamics, and the role of emotion in decision making.

IAPA 1822. Social Policy and Social Justice: Contestation and Compromise.

This seminar is for students in the Brown in Washington, DC program. This seminar is designed to allow interdisciplinary examination of domestic politics and policy, and of the relationship of scholarship to public engagement and governance, by focusing on enduring questions of social justice and their expression in contemporary social policy. Issues to explore include poverty, inequality, freedom, rights, race, gender, community, class, citizenship, paternalism, and the roles of government (federal, state and local), markets, capital, labor, philanthropy, and voluntary organizations. Enrollment is limited to Undergraduate level students participating in the Brown in Washington Program.

IAPA 1850. Senior Honors Seminar.

An advanced two-semester research seminar for senior honors candidates in the public policy and American institutions concentration. Participants jointly consider strategies appropriate to researching and writing a senior paper before proceeding to individual research on topics they choose. Each participant is required to present a summary of his or her work to the colloquium.

IAPA 1851. Senior Honors Thesis.

See Senior Honors Seminar (IAPA 1850) for course description.

IAPA 1852. Individual Research Project.

Supervised reading or research. Specific program arranged in terms of the student's individual needs and interests. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

IAPA 2000A. Theory and Research in Development I.

Explores a range of substantive debates in development by drawing on empirical and theoretical work from the disciplines of economics, political science, sociology and anthropology. The course aims to provide students with a broad understanding of current debates and research on development, evaluate both the differences and complementarities in disciplinary perspectives and develop a toolkit of interdisciplinary analytic skills that can be applied to concrete research questions.

IAPA 2010. Theory and Research in Development II.

Explores a range of substantive debates in development by drawing on empirical and theoretical work from the disciplines of economics, political science, sociology and anthropology. The course aims to provide students with a broad understanding of current debates and research on development, evaluate both the differences and complementarities in disciplinary perspectives and develop a toolkit of interdisciplinary analytic skills that can be applied to concrete research questions.

Public Affairs**MPA 2015. Strategic Communication for the World We Live In Now.**

This course provides students with insights and training on how to effectively communicate about policy, up to date for America in 2025, with our polarized politics and fragmented media. We'll work on how effective messages are created and framed, why we respond to messages the way we do, and how to employ advocacy and communications strategies to advance political and public policy goals. In addition, the course aims to give students practical experience in integrating communications into advocacy—not just honing methods, but weighing which to use, and how. No effort as the time or capacity to include everything, of course, so throughout the course we will discuss the tradeoffs inherently involved, and how to maximize effectiveness despite them.

MPA 2020. Public Budgeting and Management.

This course is designed to teach the political, theoretical and administrative aspects of contemporary public budgeting and management in the United States. You will examine the central role of budgeting in policy formulation and implementation and come to an understanding of the budget as a statement of competing for political priorities. In addition, the various roles of key institutions in the budgeting process will be studied.

MPA 2035. Statistics II for Public Policy Analysis.

The course introduces students to the use of multiple regression analysis and causal inference for analyzing data in the social sciences. We will study a variety of designs for empirical public policy analysis, from random assignment to quasi-experimental evaluation methods, and students will have the opportunity to analyze actual datasets. We will also study the strengths and weaknesses of various causal inference strategies.

Please note that students must be present at the first class meeting in order to be have the option to enroll in this course. They must have downloaded Stata 14 (available free of charge through software.brown.edu) and picked up and registered their iClicker on Canvas (see syllabus for details). Because the class meets once per week and the first assignment will be distributed during the first class, we will be launching directly into substantive material for the course. Week one/ meeting one is not only an introduction. It is therefore essential that all students attend beginning from the first class meeting.

MPA 2040. Statistics for Program Evaluation.

Broad overview of public policy analysis and program evaluation with emphasis on methodological issues involved in the analysis and assessment of government programs. Illustrations are drawn from a variety of substantive policy areas.

MPA 2055. The Politics of Policymaking in Comparative Perspective.

This course provides concepts and tools for thinking critically about the political context in which policy is made and implemented. The course examines the underlying ideas, interests, and historical legacies that make politics and policymaking distinctive in different countries and governmental systems. It aims to supply a simple but flexible conceptual toolbox that enables students to define policy challenges as they take shape, propose programs and implement policies that can work in various settings.

MPA 2065. Introduction to Data Science and Programming.

We live in the era of data-driven decision making in all aspects of our lives. The features on your iPhone, the images in an ad campaign, even the background colors on many websites are all carefully tested and chosen against their measurable impact on customer satisfaction, purchasing, clicks, or some other goal. In this course, we will be learning to use and apply those same principles to public policy and government programs. Our goal is to equip MPA students with the tools required to set up experiments, gather data, and begin to evaluate and design public policy and government programs.

MPA 2066. Introduction to Statistical Machine Learning.

This course is a highly applied introduction to statistical machine learning. In particular, the key aim of this course is to give students the knowledge and tools to incorporate statistical machine learning methods to answer policy-related research questions. This course will also explore the philosophical differences that exist between traditional methods of statistical inference and the more recent statistical machine learning methods. Finally, throughout this course, we will emphasize the importance of reproducibility in science.

MPA 2140. Politics, Public Policy, and Economic Development in Asia.

It is widely accepted that development is not simply an economic phenomenon. Political processes are intimately tied up with economic development. We will compare and contrast the various Asian countries and models of development around themes identified above. The heaviest emphasis will be on China, India and South Korea. Economic policy will be the center of our discussion.

MPA 2160. Management and Implementation in Public and Non-Profit Organizations.

How and when can organizational leaders and staff become engines of policy and social change? How do the policies that elected officials, courts, and bureaucrats promulgate get put into practice? What affects whether those policies get put into practice? What affects whether those policies produce expected changes? This course is designed to help students identify and manage core challenges facing policy development, implementation, and sustainment in public organizations.

MPA 2221. Human Rights and AI: Impacts, Risks, and Opportunities.

Technology is not magic—it's power, coded and deployed. Artificial intelligence is becoming one of the most powerful forces shaping our future, determining who has access to opportunity, whose voices are heard, and how resources and rights are distributed. The Human Rights and AI seminar explores the complex, rapidly evolving landscape of AI and its profound impacts on human rights at the intersection of technology, public policy, and international law. Will AI hollow out our civil and human rights through invisible, automated systems that surveil, sort, and silence? Can AI serve liberation and justice if shaped, designed, and deployed from a rights-respecting framework? We will critically analyze both the harms and opportunities that AI poses to fundamental rights, and if civil and human rights laws and frameworks are relevant to responsible AI governance.

MPA 2222. Introduction to Health Policy.

The United States health care system is responsible for delivering high-quality care to millions of people. It is also a major and growing part of the national economy, employing many workers while commanding an ever-growing share of government budgets and employee paychecks. For decades, Americans have debated the best ways to reform the system to get better care for more people for the same or lower spending levels. This course will focus on developing a strong understanding of the system's dynamics as well as its players, both government and private so that students will be able to develop policy recommendations for how these players can best work toward their goals.

MPA 2224. Race, Policy and Politics of Asian Americans.

Examination of the historical and contemporary political experiences of Asian Americans and how policy systems shaped their pursuit of immigration, equality, citizenship, political identity, racial justice, cross-racial/ethnic coalition-building, and incorporation into the U.S. political system. The course will also explore the effectiveness of the "pan-ethnic" identity in contemporary US politics.

MPA 2225. Climate Diplomacy and International Negotiations.

Building on the Paris agreement, adopted in 2015, this course aims at enhancing the participants' understanding of the global climate change framework in international relations. It will give students the tools to navigate climate COPs and beyond, building on the theoretical basis in science, history, and international relations, putting in practice the art of negotiations in the context of climate governance, and attempting to honestly address possible ways forward.

MPA 2226. Race and Public Policy.

Race and Public Policy is an advanced course about racial bias in U.S. public policy, and the effects of that bias on both practitioners and subjects of public agency activities. You will learn about the process of policy formation and review several important critiques of conventional policy analysis. Substantively, we focus on three key areas: education policy, environmental justice, and police-community relations. During the semester you will engage in small- and large-group discussions, complete two research assignments, and prepare a final "Race and Policy Project" on a subject of your choosing. Regular attendance, active class participation, and extensive reading are expected.

MPA 2227. Dismantling Global Racism: Getting inspired by resilient local communities from around the world.

This course examines the nature and impacts of racism with a global approach. Building on the experiences of resilient post-conflict local communities around the world and on the theories and practices of Transitional Justice, we will explore tools and frameworks to innovate and efficiently dismantle racism in organizations, communities, and societies. Adopting a comparative approach, we will study materials and examples of successful antiracist initiatives coming from Africa, the Middle East, Europe, Asia, and the Americas, and mobilize diverse academic fields: political sciences, history, genocide studies, psychology, sociology, literature, and cinema. We will articulate our understanding of racial domination and develop approaches to dismantle it with the other forms of oppression.

MPA 2228. Communication on the Political and Global Stage.

Students may or may not go into government, politics, or other forms of public service, but wherever they go and whatever they do, including as global citizens, they will consume news and may shape the contours of public debate by their own participation or decision not to participate. Certainly, all will be affected by it. This course seeks to answer the question from the unique perspective of public communicators: how do we communicate issues and messages on the public stage, to insiders and outsiders, whether domestically or in the world? The objective of the class is not just to encourage a new understanding of the complexities of public communication, but to learn how to bring those skills to whatever vocation and career path you may choose.

MPA 2229. Principles and Practices of Stakeholder Engagement.

This class will introduce you to various types of policy stakeholders, from executives to the mass public. You will identify those actors, the combination of authorities, powers, interests, and constraints each one possesses. This framework for viewing stakeholders will enable you to strategize about how to engage different actors when and where they intervene in the policy process. As a policymaker, analyst, or advocate, you will have to contend with stakeholders that possess formal authorities to shape the policy process. These stakeholders will determine whether the problems that concern you reach the agenda; whether your preferred solution is adopted; how that policy solution is implemented; whether it diffuses from one political venue to another; and whether the policy endures, or reshapes politics, succumbs to termination or reform. We will catalog those authorities and powers and observe how they apply in real policy situations.

MPA 2230. Issues for Future Diplomats.

To prepare students to advocate in this world, we have designed a course with twelve exercises, each involving an issue, a new challenge, and an activity to hone their skills. In each session, the exercise will require practical skills (like speaking, concise writing, and information gathering) and outreach efforts to influence, negotiate and advocate. Students will carry out these exercises individually and in small groups. The goal of the course is to introduce students to some of the issues and practices that will prevail as they seek to influence governments and societies for whatever cause or the entity they represent. By looking at how to shape and influence the new economy, new global problems, new finance, and new dangers students will gain an understanding for engagement in future world affairs.

MPA 2231. Activating Change for Climate & Sustainability.

Taking the class as a metaphor of the outside world, we will explore and propose our own respective path(s) for climate policy while focusing on the class's individual and collective willingness to act. While the topic of the class is climate policy, the primary material of our work will be yourself, as a participant of this collective effort.

MPA 2445. Policy Analysis and Problem Solving.

This course introduces students to concepts and tools relevant to making public decisions informed by social values. It equips students to define problems and to systematically develop and compare policy options available to public actors. In short, the course teaches students to "think like a policy analyst" and reason in the public interest. In addition, the course is attentive to the political and institutional context in which policy decisions are made.

MPA 2450. Economics of Government Intervention.

This course considers the cases for and implications of government intervention in the economy. When is government intervention desirable? Why is it desirable? What are its consequences?

MPA 2451. Exchange Scholar Program.**MPA 2455. Statistics for Public Policy.**

Covers social and economic statistics and their role in public policy research. Among the topics explored are descriptive and inferential statistics, measurement, sampling, and multivariate analysis.

MPA 2460. Economics for Public Policy.

Examines issues in government spending and tax policy. Conceptual topics include the normative assignment of responsibility with federal systems and the equitable distribution of income. Specific policy applications are covered.

MPA 2465. Financial Management For Public, Health, and Not-for-Profit Organizations.

This course focuses on financial aspects of not-for-profit organizations. The objectives of this course include helping students (1) learn the basics of not-for-profit accounting and the construction of their financial reports, (2) become more intelligent users of the financial statements of nonprofit organizations such as private colleges, hospitals, charities, and cultural institutions and (3) better understand the factors that affect the financial condition and financial performance of such entities.

MPA 2475. Policy Problems of the 21st Century.

This course provides a forward-looking analysis of public policy and inequality. By the end of this course you will be able to: Analyze how advocates and policymakers use data to frame policy problems Evaluate how stakeholders at the state and local levels have sought to address inequality Through class participation and exercises, you will also practice several applied skills that good policymakers use and develop throughout their careers: Using descriptive data to frame a context and a policy problem Breaking down a complex social and political problem into its components Defining policy tasks in terms that recognize the relevant constituencies ("stakeholders") and assess political feasibility. Gain experience in public-facing writing, including issue briefs and op-eds.

MPA 2475A. Policy Problems of the 21st Century: Social Policy.

This course provides a forward-looking analysis of public policy and inequality with a focus on the United States. It examines eight intertwined issue areas that any effort to reduce inequality must confront: 1.) job quality and "bad jobs"; 2.) place winners and place losers; 3.) work, family, and policy; 4.) the supply of affordable housing and housing insecurity; 5.) climate threats and inequality 6). criminal justice: the school to prison pipeline; 7) the digital divide, algorithms, and inequality; 8) immigration. In each, we pay special attention to how racial and ethnic, and gender inequalities interact with these policy domains to reinforce inequality. The focus of the class is on the United States but in each of these domains we will draw comparisons from different parts of the world to understand how the United States is similar or different.

MPA 2475C. Policy Problems of the 21st Century: Digital Peacebuilding.

Digital Peacebuilding examines the policy challenges encountered in fostering peace within and among states in the Twenty-First Century. The course considers the utility of various peacebuilding interventions (e.g., foreign intervention, foreign aid, diplomacy, ceasefires and peace treaties, peacekeeping, courts, and elections), and the integration of digital technologies (e.g., artificial intelligence, virtual reality, cryptocurrencies, drones, satellites, crowdsourcing, and social media platforms) in these interventions.

MPA 2476. Global Environmental Policymaking.

Global environmental policymaking has a mixed record. In this course, we examine three stages of the policy process --- identifying problems, negotiating solutions, and implementing agreements --- to explore the conditions that lead to effective governance. We will ask: under what circumstances do countries negotiate treaties to resolve environmental problems, and when are these agreements effective? Our cases include plastics, whaling, ozone depletion, and especially global climate change. We will also focus on learning to write for policy audiences.

MPA 2480. Selected Topics in Health Economics.

This course equips students with econometric tools to evaluate health programs and policies. Focusing on causal inference methods—such as randomized experiments, differences-in-differences, instrumental variables, regression discontinuity, and synthetic controls—students learn to assess and design rigorous studies that inform public health decisions. Emphasis is placed on applying economic theory in real-world contexts and interpreting evidence for impact evaluation. Students will carry out a hands-on research project using statistical software to test a theory-driven hypothesis. By the end of the course, students will be prepared to contribute to evidence-based public health practice and policy evaluation. This course assumes prior exposure to basic regression and microeconomic concepts. It is open to advanced undergraduate and graduate students

MPA 2545. An Introduction to Public Finance in Multilevel Democracies.

This course will introduce students to the fundamental political, institutional, and technical issues associated with sub-national governance and public finance reform multilevel democracies. The course requires no prior experience with either intergovernmental finance or fiscal issues. Its central purpose is to explore how politics and policy shape the way responsibility for regulating, financing, and managing public services get defined and divvied up between levels of government in both federal and unitary states.

MPA 2555. Environmental Policy, From the Ground Up.

The seminar will examine selected environmental issues at local, national and international (especially Global South) levels which are at the center of widespread public concern. We will give critical consideration to some of the key ideas, concepts, discourses and approaches underlying public solutions to those concerns. The seminar will draw on literature and concepts from the fields of public policy and administration, science and technology studies, feminist theory, Africana Studies, and indigenous knowledge systems, as well as on practitioners' knowledge.

MPA 2580. Pandemic Game Changers.

Pandemic Game Changers will examine the public health and public policy issues vital to mitigating pandemic risks. It will afford students opportunities to analyze scenarios, identify and hone policy solutions, and learn how to convince decision-makers to take the steps needed to address the public health crises that pandemics cause. Students will be required to participate in interactive Q&A with field experts, perform a group analysis of an outbreak scenario, make a written and oral analysis of policy solutions for a biosecurity or biosafety risk, and provide a policy memo and persuasive oral briefing outlining views and potential next steps on one specific pandemic-related public policy issue.

MPA 2601. Envisioning and Building Prosperous, Inclusive Communities.

Great communities do not happen by accident. Great communities take vision, thoughtful planning, participation and an inclusive civic engagement plan. The top communities in our country engage diverse leaders, acknowledge the complex and inextricable tie between community and economic development, are accountable – measuring their progress, and are fiercely competitive. This course will focus on the planning, creation, and implementation of successful community development plans from across the country. Specific topics that will be covered include: Collective Impact, the utilization of data, the role of sustainability, health, education, art, transportation, and parks, evaluation methodology, communication, and working with local governments.

MPA 2602. Poverty, Redistribution, and the Future of Work.

A changing economy is providing fewer paths to a middleclass existence. Worldwide, absolute poverty has declined, yet most people around the globe still subsist on living standards most Americans would consider to be near-poverty levels. What can be done? Is it true that the poor we shall have with us always? Are governmental actions, economic evolution, or technological changes the cause – or the cure? We will be particularly interested in the future: Will jobs still exist, what will they look like, and what will that mean for the structure and distribution of wealth and income?

MPA 2603. Leading for Impact.

Students in Leading for Impact will explore multiple leadership paradoxes such as: in every context, people are both more connected than ever—mostly digitally—and at the same time more socially and politically polarized, and lonely, than ever. Engaging with the concepts of diversity, equity, inclusion, and belonging in an authentic and vulnerable way is critical for leaders. Creating impact requires a thorough understanding of the problem at hand. A common mistake policy-makers, politicians, executives, or social business founders make is to address the problem they want to tackle as if it were “technical” i.e. only requiring expertise and appropriate tools. However, wicked problems have “adaptive” aspects: their root causes and their impact have to do with people's beliefs, values, habits, or behaviors. Leaders need to use Emotional Intelligence to leverage their own strengths as well as the conditions that enable success,

MPA 2604. The Corporation and Public Policy.

This course examines corporations as instruments of government policy and as significant policy setters in their own right. Rather than taking a fixed viewpoint about the proper location of executive authority, the course will examine the changing boundaries of private and public decision-making. Through selected readings paired with case studies, the course investigates a range of critical policy problems: the underlying purpose of corporate organization; climate change and environmental sustainability; consumer safety in the gig economy; labor standards in transnational supply chains; corporate responsibility and health in developing regions.

MPA 2605. Translating Evidence into Economic Policy.

The objective of this course is, precisely, to offer those insights to students interested in a career in policymaking by providing case studies of the most important and challenging policy questions of our lifetimes. By the end of the course, students will have deepened their understanding of the most important policy challenges from an array of different policy questions and studying the evidence around them, with a special focus on quantitative methods useful to analyze those questions.

MPA 2606. Public Policy and Politics in Partisan Times.

This course explores the causes and consequences of partisan polarization, focusing on the impact of polarization on the development and implementation of American national policy. The course examines both historical and contemporary examples of successful and unsuccessful policy-making in such a climate, as well as the role of effective leadership and political entrepreneurship in the promotion of policy that can build wide support and overcome the barriers to adoption.

MPA 2675. Science and Technology Policy in the Global South.

Using both theoretical ideas and empirical examples, this seminar will explore the relationships among science, technology, society, and public policymaking in the Global South, in places where local science and global science often collaborate and sometimes clash. The class will investigate, from a variety of perspectives, how the governance of science and technology in various parts of the Global South is influenced by their past experiences, forms of public science organization, systems of knowledge, civic epistemologies and regulatory frameworks and strategic agendas for development, as well as the knowledge claims and concerns of social movements, and tensions in power and social relations.

MPA 2700. Lessons (Un)Learned in Public Health and Humanitarian Response: A Historical Perspe.

This course is premised on the belief that public health experts rarely understand the full nature of previous humanitarian health crises and argues that a better understanding of historical events will improve our response to future challenges. Through thoughtful reflection and interactive discussion, we will explore the oft-repeated themes that continue to challenge public health and humanitarian response to this day and examine the progress we've made as a field. Most importantly, we will question why lessons identified so often fail to become lessons learned.

MPA 2710. GIS and Public Policy.

This seminar presents an introduction to the theory and practice of social science Geographic Information Systems (GIS) as applied to public policy analysis. We will cover a variety of topics, such as the geographical basis of policy issues, spatial mapping, and use of ArcGIS software to study a wide range of policy issues. The course will involve discussions, hands-on computer laboratory exercises, take-home problem sets and a Practical Exam.

The goals of the class are: 1) learning how to use GIS software and techniques, 2) database development and editing 3) spatial modeling techniques, and 4) using GIS to study policy issues.

MPA 2715. Education Governance in Comparative Perspective.

This course will examine some of the governance issues associated with these trends by pairing critical readings with case studies. We will begin by surveying the historical relationship between how education gets defined as a public good, and systems of finance and governance. We will then examine the very particular trajectory of school governance and finance in America.

Course Goals: Robust understanding of how the competing, and hard-to-measure objectives (e.g. civic virtue, economic competitiveness, equal opportunity, personal growth) that people invest in schooling shape how education is defined as public good, and how it is governed and finance.

MPA 2725. Smart Policy.

The purpose of this course is two-fold. Students will read, analyze and understand the current research literature in the behavioral economics of policy reform. Second, they will continue themes and projects started in the RIPL Smart Policy Consultancies, and use data collected as well as the RIPL database to design a Smart Policy Innovation and a test of that innovation. Smart Policy Innovations will be considered for the RIPL Smart Policy Fellowship for 2016-2017.

MPA 2730. The Political Economy of Hard Policy Problems.

This class tackles the “hard problems” of public policy. While governments are cajoled and enjoined to produce economic growth, do something about economic inequality and social mobility, and improve the life chances of millions through purposive action, actually delivering in these areas of policy is incredibly hard. These areas constitute “hard problems” for policy for two main reasons. Economically, we don’t have much of a clue about how to do many of these things. Politically, there are powerful interests and entrenched ideas that like these areas of policy just as they are and work hard to keep them “hard problems.”

MPA 2735. Women and Nations.

See the linkage between the security and situation of women and the security and situation of the nations in which they live. Understand the roles women play in world society as producers, reproducers, agents of cultural continuity and change, and to render women “visible” in international and national affairs. Explore in greater depth women’s choices about education, family, and work in the developing world, and how these affect and are affected by national and international forces and influences.

MPA 2765. System Dynamics: Policy Analysis for a Complex World.

The course studies why so many public policy problems are challenging and often lead to disappointing results or outright failure. Students learn to conceptualize a social problem as a set of structures and policies that create dynamics and govern performance. The course introduces the tools of system dynamics for modeling and analyzing public policy. Using role playing games, simulation models, and management flight simulators, we develop insights essential to managing in a world characterized by dynamic complexity. Case studies include applications of system dynamics in healthcare, environmental policy, project management, and implementation of improvement programs.

MPA 2772. Disaster, Displacement and Response: A Practitioner, People-Focused Lens on Urban Policy & Practice.

Applying a practitioner’s view and working from scenarios will allow students to examine practical elements of delivery as well as the complexities of coordination in an emergent arena. This class will create both empathy and urgency - fueled by stories the class can explore together. The aim is to examine commonalities in the experiences of displaced people with respect to how cities respond across the world and to create a people-centered lens for examining effective responses.

Assignments will focus on creating convincing presentations – making a case for what works and what cities may learn from one another.

MPA 2775. U.S. Foreign Policy: The Institutional Basis.

This course will examine the institutions that influence American foreign and development policy. Institutions provide the organizational framework, rules and social structures that in turn impact on the policy positions of those who are part of them. The agencies and bureaus that make up the national security cluster have both professional expertise and bureaucratic qualities. We will delve deeply into these entities to understand better their jurisdictional authorities and professional perspectives. We will use case studies and role playing exercises to enhance understanding of these orientations and their impact on the policy process.

MPA 2796. The Historical Determinants of Public Health.

An ignorance of public health history is partly to blame for our imperfect response to COVID-19 in the United States. Throughout the pandemic, the reductive framing of public health’s greatest challenges—from addressing vaccine hesitancy, the rampant spread of pseudoscience and misinformation, or pervasive stigma and discrimination in communities of color—allowed our field to overlook the deep and undeniable historical roots of contemporary public health practice. This course will highlight the central role that historical determinants of public health continue to play in shaping health policy and response. Using the COVID-19 pandemic as a prism, students will critically examine the successes and setbacks of earlier eras in public health history, providing them with the historical framing necessary to better understand and advocate for impactful public health interventions in the present and future.

MPA 2800. Policy in Action Project.

The Policy in Action experience is designed to provide a rigorous and practical immersion in dealing with a real policy issue in a domestic or global community-based or institutional setting. The course focuses on experiential learning and creative problem-solving. Teams of students address real-world, complex, contemporary problems, explore policy and practice-based solutions, identify strategies for addressing feasibility concerns, and recommend future approaches to external partner organizations. Students conduct research to understand contemporary problems and issues and develop policy and practice-related solutions to address these issues and/or enhance an organization’s capacity.

MPA 2981. Independent Graduate Study.

This is an independent study course for the MPA program.

The School of Public Health

Through teaching and research, the Brown University School of Public Health trains future public health leaders, advances knowledge on pressing health challenges, and enhances population health and well-being for all. Our students *learn* public health by *doing* public health.

The School's mission is to improve the health of all populations, especially those most vulnerable, by producing world-class public health scholarship, forging strong community partnerships, and educating the next generation of diverse public health leaders. The School aims to achieve its mission by:

1. Rigorously preparing the next generation of diverse public health leaders, from undergraduates through postdoctoral fellows, to address the health needs of all people, including those of historically underserved or vulnerable populations
2. Generating world-class public health scholarship that addresses the health needs of all people, including historically underserved or vulnerable populations
3. Cultivating strong partnerships with communities and governmental entities in order to address the health needs of all people, including historically underserved or vulnerable populations
4. Ensuring that the School's infrastructure supports operational effectiveness, through enhanced philanthropy, improved financial practice, and expanded physical space

The School's values of Excellence, Equity, Diversity and Inclusion, Collaboration, Innovation, and Community Focus are critical to preserving and enhancing the health and well-being of humanity. Learn more about the School's Mission, Vision, & Values (<https://www.brown.edu/academics/public-health/about/mission-values/#:~:text=School%20Mission,of%20diverse%20public%20health%20leaders>).

Accredited by the Council on Education for Public Health (CEPH) in 2016, the School offers programs in the following degrees: Master of Public Health (MPH); PhD in Behavioral and Social Health Sciences; AM, ScM and PhD in Biostatistics; ScM and the Certificate in Clinical and Translational Research; PhD in Epidemiology; and PhD in Health Services Research. The School of Public Health offers two undergraduate concentrations: AB in Public Health and ScB in Statistics.

The School's small size and low student-to-faculty ratio translates to personal attention. From assistance in selecting coursework to advice on submitting grant proposals, faculty advisors in the School of Public Health work closely with students as they move through their studies.

For additional information regarding the School of Public Health and its programs of study and areas of research visit: brown.edu/academics/public-health/about (<http://brown.edu/academics/public-health/about/>)

Public Health Concentration Requirements

Public Health is an interdisciplinary concentration through which students examine a variety of health issues, including population health and disease, health policy, cross-cultural and international aspects of health, the organizational and social structures through which health services are delivered and received, and the public health system. Courses in the concentration allow students to explore the ways in which the social, political, behavioral and biological sciences contribute to the understanding of patterns of population distributions of health and disease. The concentration also provides students with courses in basic research methods and statistics necessary for problem solving and critical thinking in the emerging emphasis on evidence-based health care and public health.

Requirements for the Public Health Concentration

1. Core Courses (non-substitutable; 5 required for all students)

PHP 0310	Health Care in the United States	1

PHP 0320	Introduction to Public Health	1
PHP 0850	Fundamentals of Epidemiology	1
or PHP 2120	Introduction to Methods in Epidemiologic Research	
or PHP 2150	Foundations in Epidemiologic Research Methods	
PHP 1501	Essentials of Data Analysis	1
or PHP 1510	Principles of Biostatistics and Data Analysis	
or PHP 2507	Biostatistics and Applied Data Analysis I	
or PHP 2510	Principles of Biostatistics and Data Analysis	
PHP 1910	Public Health Senior Seminar (required of all non-honors seniors; FALL)	1
or PHP 1915	Public Health Honors Senior Seminar	
2. Environmental Health and Policy (select one of the following):		1
PHP 0720	Public Health and the Environment	
PHP 1101	World of Food: Personal to Global Perspectives on Nutrition, Agriculture and Policy	
PHP 1700	Current Topics in Environmental Health	
PHP 1720	Environmental Exposure Assessments in Practice (Rural Public Health)	
PHP 1725	Rural Public Health	
PHP 1730	Climate Risks and Health Solutions	
3. Health, Health Care Systems, and Policy (select one of the following):		1
PHP 0330	Health Law and Policy	
PHP 0650	From Manufacturer to Patient: Why is the Cost of Prescription Drugs So Darn High?	
PHP 1100	Comparative Health Care Systems	
PHP 1450	COVID-19, Public Health, and Health Policy	
PHP 1460	Public Health Law and Policy (I)	
PHP 1480	Introduction To Public Health Economics	
PHP 1580	Pandemic Game Changers: Preparing the Next Generation of Decision-Makers for Emerging Bio Threats	
PHP 1681	Reproductive Health, Rights and Justice	
4. Social and Behavioral Science for Prevention (select one of the following):		1
PHP 0400	Intro. to Health Disparities & Making Connection btw Structure, Social Determinants&Health Equity	
PHP 0700	Global Public Health Interventions	
PHP 1101	World of Food: Personal to Global Perspectives on Nutrition, Agriculture and Policy	
PHP 1300	Parenting Behaviors and Child Health	
PHP 1540	Alcohol Use and Misuse	
PHP 1551	Substance Use Prevention, Treatment, & Policy	
PHP 1610	Tobacco, Disease and the Industry: cigs, e-cigs and more	
PHP 1650	Race, Racism and Health	
PHP 1670	Public Mental Health: A Framework for Studying and Preventing Mental Disorders	
PHP 1680U	Intersectionality and Health Inequities	
PHP 1690	Technology and Health Behavior Change	
PHP 1920	Social Determinants of Health	
PHP 1998	Public Health Nutrition	
5. Global Health Elective (select one of the following):		1
PHP 0700	Global Public Health Interventions	
PHP 0720	Public Health and the Environment	
PHP 1070	Global Burden of Disease	

PHP 1580	Pandemic Game Changers: Preparing the Next Generation of Decision-Makers for Emerging Bio Threats	
6. Health Disparities Elective (select one of the following):		1
PHP 0400	Intro. to Health Disparities & Making Connection btw Structure, Social Determinants&Health Equity	
PHP 1460	Public Health Law and Policy	
PHP 1580	Pandemic Game Changers: Preparing the Next Generation of Decision-Makers for Emerging Bio Threats	
PHP 1650	Race, Racism and Health	
PHP 1680I	Pathology to Power: Disability, Health and Community	
PHP 1680U	Intersectionality and Health Inequities	
PHP 1681	Reproductive Health, Rights and Justice	
PHP 1796	The Historical Determinants of Public Health	
PHP 1810	Community-Engaged Research in Public Health	
PHP 1821	Incarceration, Disparities, and Health	
PHP 1822	Effective Health Communication With Medically Underserved Populations in an Applied Learning Setting	
PHP 1920	Social Determinants of Health	
PHP 1998	Public Health Nutrition	
7. Biology (select one of the following):		1
BIOL 0200	The Foundation of Living Systems	
BIOL 0380	The Ecology and Evolution of Infectious Disease	
BIOL 0420	Principles of Ecology	
BIOL 0470	Genetics	
BIOL 0500	Cell and Molecular Biology	
BIOL 0510	Introductory Microbiology	
BIOL 0530	Principles of Immunology	
BIOL 0800	Principles of Physiology	
PHP 2130	Human Biology for Public Health	
8. Public Health Elective (select any one PHP course OR one of the following Humanities/Fine Arts/Humanistic Social Sciences for Public Health courses)		1
AFRI 0550	African American Health Activism from Emancipation to AIDS	
AFRI 1060W	Policy, Culture and Discourse that Shape Health and Access to Healthcare	
AFRI 1060Z	Race, Sexuality, and Mental Disability History (HMAN 1973A)	
AFRI 1920	Health Inequality in Historical Perspective	
AMST 1600C	The Anti-Trafficking Savior Complex: Saints, Sinners, and Modern-Day Slavery	
AMST 1601	Health and Healing in American History (STS 1110, GNSS 1960B)	
COLT 0610Y	Women's Writing in the Arab World	
COLT 1810P	Literature and Medicine	
COST 0032	Music and Meditation	
COST 0100	Introduction to Contemplative Studies	
ENGL 1030C	Writing Science	
ENGL 1050R	Writing about Health and Healthcare	
ENGL 1140D	Writing Diversity: A Workshop	
ETHN 1750B	Treaty Rights and Food Fights: Eating Local in Indian Country	
GNSS 0090C	Reproductive Health: Science, Politics, and the Media	

GNSS 0120	Introduction to Gender and Sexuality Studies
GNSS 1300	Gender-Based Violence Prevention
HISP 0490A	Spanish for Health Care Workers
HISP 0750Q	Health, Illness and Medicine in Spanish and Spanish American Literature and Film
HIST 0150H	Foods and Drugs in History
HIST 0270B	From the Columbian Exchange to Climate Change: Modern Global Environmental History
HIST 0286A	History of Medicine I: Medical Traditions in the Old World Before 1700
HIST 0286B	History of Medicine II: The Development of Scientific Medicine in Europe and the World
HIST 0537B	Tropical Delights: Imagining Brazil in History and Culture
HIST 1080	Humanitarianism and Conflict in Africa
HIST 1830M	From Medieval Bedlam to Prozac Nation: Intimate Histories of Psychiatry and Self
HIST 1960Q	Medicine and Public Health in Africa
HIST 1977I	Gender, Race, and Medicine in the Americas
HMAN 1975G	Planning the Family: Gender, Reproduction, and the Politics of Choice.
LACA 1503V	Health of Hispaniola
LITR 1151T	Poetry for Healing Territories
PHIL 0060	Modern Science and Human Values
PHIL 0520	Global Justice
SAST 0700B	Introduction to Modern South Asia: Public Health From Theory to Practice
TAPS 1281W	Arts and Health: Theory
TAPS 1281Z	Arts and Health: Practice

Total Credits **12**

Study Abroad/Study Away: The best semester to travel abroad/away is Spring of junior year. Courses taken away/abroad will likely NOT count for any of the concentration requirements, with the exception of the Elective requirement, and it must be a course related to a Public Health topic. Meet with concentration advisor and be prepared to provide syllabi for course being considered for transfer. Permission from concentration advisor is required.

Honors:

Honors Track, Classes of 2023 & Beyond

For Classes of 2023 & beyond, Honors track students enroll in PHP 1915, Public Health Honors Senior Seminar during Fall semester of their senior year as well as PHP 1980, Honors Thesis Prep during both semesters of their senior year to conduct research and write the honors thesis. Thus, for Classes of 2023 & beyond, fourteen courses are required for completion of the concentration requirements for an honors track student.

Please visit <https://www.brown.edu/academics/public-health/undergraduate/curriculum> (<https://www.brown.edu/academics/public-health/undergraduate/curriculum/>) for details or email the Director of Undergraduate Studies, Patricia Risica (patricia_risica@brown.edu) for more information.

Statistics Concentration Requirements

The Bachelor of Science degree in Statistics is designed to provide foundations that include basic statistical concepts and methodologies, and to expose students to the role of statistical thinking and analysis in interdisciplinary research and in the public sphere. To ensure deep rigorous understanding of the foundations and main methods of analysis in statistics, the program is composed of three parts: a) foundations in mathematics and computing, combined with an introduction to statistical thinking and practice; b) four core courses on the fundamentals of

statistical theory and data analysis; and c) more advanced material covering important areas of statistical methodology. A capstone project involving substantial data analysis or focused on methodology/theory is required. Students also have opportunities to acquire practical experience in study design, data management, and statistical analysis by working as undergraduate research assistants in projects in one of the participating academic departments or Research Centers at Brown.

Statistics equips individuals with the ability to analyze and interpret complex data, a skill essential in a wide range of industries including healthcare, finance, technology, and social sciences. With a solid foundation in statistical methods, students can solve real-world problems using quantitative evidence, making the concentration an excellent choice for those who want to apply mathematical reasoning to diverse and impactful fields.

The concentration is based on the premise that statistics is a scientific discipline that is essentially concerned with the art and science of data analysis and is best taught in conjunction with specific, substantive applications. To this end, the concentration is designed to provide a foundation of basic concepts and methodology, requiring students to take core courses in the discipline itself, and to expose students to a cross-section of statistical applications. Through either a capstone project or senior honors thesis, each student will carry out a major project of statistical data analysis.

The program requires **twelve** one-semester courses.

Pre-Requisites

Single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, single-variable calculus consists of MATH 0090 followed by one of MATH 0100, MATH 0170, or MATH 0190.

PHP 1501 Essentials of Data Analysis (AP Statistics with a score of 5 or another approved introductory statistics course may substitute for PHP 1501.)

Mathematical Foundations

APMA 0260 Linear Algebra and Multivariable Calculus for Applied Mathematicians Students may opt to take both Multivariable Calculus (MATH 0180, MATH 0200, or MATH 0350) and Linear Algebra (MATH 0520 or MATH 0540) to meet this requirement and count one of these courses towards their general elective requirements.

Statistical Inference and Modeling

APMA 1655 Introduction to Probability and Statistics with Theory
or MATH 1210 Probability
APMA 1660 Statistical Inference II
or MATH 1620 Mathematical Statistics
PHP 1560 Using R for Data Analysis
or PHP 2560 Statistical Programming with R
PHP 1511 Applied Regression Analysis

Numerical Methods (Choose 1)

APMA 0160 Introduction to Scientific Computing
APMA 1690 Computational Probability and Statistics
ENGN 1950 Advanced Numerical Methods for Data, Simulation, and Optimization

Track Electives (3)

Students can choose from the following tracks and must complete three courses within a track. Other courses may be used with the approval of the Director of the Statistics Concentration.

Health Data Science Track

PHP 0850 Fundamentals of Epidemiology
PHP 1480 Introduction To Public Health Economics
PHP 1855 Infectious Disease Modeling

PHP 1854 The Epidemiology and Control of Infectious Diseases

PHP 2514 Applied Generalized Linear Models

PHP 2516 Applied Longitudinal Data Analysis ((Half-credit))

PHP 2517 Applied Multilevel Data Analysis ((Half-credit))

PHP 2650 Statistical Learning and Big Data

PHP 2602 Analysis of Lifetime Data

Econometrics Track

PHP 1480 Introduction To Public Health Economics

ECON 1630 Mathematical Econometrics I

ECON 1640 Mathematical Econometrics II

ECON 1360 Research Seminar in Health Economics

ECON 1629 Applied Research Methods for Economists

ECON 1670 Advanced Topics in Econometrics

APMA 1200 Operations Research: Probabilistic Models

APMA 1720 Monte Carlo Simulation with Applications to Finance

Statistical Theory Track

APMA 1740 Recent Applications of Probability and Statistics

APMA 1670 Statistical Analysis of Time Series

APMA 1680 Nonparametric Statistics

APMA 1690 Computational Probability and Statistics

MATH 1630 Real Analysis I

PHP 2515 Fundamentals of Probability and Statistical Inference

or PHP 2520 Statistical Inference I

PHP 2610 Causal Inference and Missing Data

PHP 2530 Bayesian Statistical Methods

Interdisciplinary Track

Students may design their own track with the approval of the Director of the Undergraduate Concentration.

General Electives (Choose 2)

Students must choose two general elective courses. Pre-approved courses are listed below, but courses may also be chosen from those courses listed in the track electives. Other courses may be used with the approval of the Director of the Statistics Concentration.

APMA 1080 Inference in Genomics and Molecular Biology

APMA 1160 An Introduction to Numerical Optimization

APMA 1210 Operations Research: Deterministic Models

APMA 1710 Information Theory

APMA 1860 Graphs and Networks

BIOL 1435 Computational Methods for Studying Demographic History with Molecular Data

CSCI 1420 Machine Learning

CSCI 1430 Computer Vision

CSCI 1470 Deep Learning

CSCI 1491 Fairness in Automated Decision Making

CSCI 1520 Algorithmic Aspects of Machine Learning

CSCI 1810 Computational Molecular Biology

CSCI 1820 Algorithmic Foundations of Computational Biology

CSCI 1951A Data Science

ENGN 2520 Pattern Recognition and Machine Learning

SOC 1120 Market and Social Surveys

SOC 1340	Principles and Methods of Geographic Information Systems	
SOC 2230	Techniques of Demographic Analysis	
SOC 2960G	Spatial Data Analysis Techniques in the Social Sciences	
Capstone Project		1
PHP 1970 or PHP 1980	Independent Study Honors Thesis Preparation	
Total Credits		12

PHP 0100: As part of the capstone course or thesis, students should complete an online course, PHP 0100, at their own pace. This course is a requirement and is meant to give a broad overview of public health and it allows students to see different areas in public health where statistics is being used. The course does not require any additional credit and is completed as part of the independent study, PHP 1970/PHP 1980. Students who are in a double concentration in public health are exempt from this course.

Double Concentrations: Students may count up to three courses towards another concentration. This cannot include your capstone project or honors thesis. You must declare an additional concentration no later than your seventh semester.

Senior Thesis/Capstone: Statistics concentrators have the option to complete either a capstone project or an honors thesis. Students who complete a thesis and enroll in PHP 1980 for two semesters may count one semester towards their general statistics elective requirements.

Honors:

Students who wish to achieve honors must complete a senior honors thesis and obtain grades of A or S-with-distinction in at least 70% of the Brown University courses used for concentration credit.

Students pursuing a senior honors thesis undertake an independent research project over two semesters, under the guidance of a faculty advisor. Either the faculty advisor or an additional reader must be a faculty member in the Department of Biostatistics. Students are required to produce a manuscript on their project, which is submitted to the University. Thesis projects may involve a major data analysis, the design of a simulation study to assess the performance of a statistical method, or contributions to the development of new statistical methods.

Study Abroad/Study Away: Up to two courses taken elsewhere (study abroad or other transfer) may be applied to required courses. Meet with a concentration adviser to discuss; provide a syllabus for each course to be considered for transfer to your concentration plan.

The program is administered by the Department of Biostatistics, located at 121 South Main Street, 7th floor.

For additional information please contact: Roee Gutman, Box G-S-121-7; Telephone: 401-863-2682; Fax: 401-863-9182; e-mail: Roee Gutman (rgutman@stat.brown.edu)

Master of Public Health Graduate Program

The Brown MPH has a singular purpose: to train leaders in public health who are armed with the skills to conduct research, bring about policy change, and positively affect the health of populations. The program includes an internship, a thesis or a capstone, and the option of customizing your MPH with one of several concentrations.

The MPH Program has a 12 course credit requirement (11 standard courses and 2 half courses). In addition to the core courses listed below (4 standard and 2 half courses), MPH students must complete 4 concentration courses and 3 general MPH electives.

For further information on program curriculum, please visit: <https://mph.sph.brown.edu/curriculum>.

MPH Program Core Course Requirements

MPH Core Course Requirements

Students must complete one of the following Data Analysis course sequences:

Sequence 1:

PHP 2507	Biostatistics and Applied Data Analysis I
PHP 2508	BioStatistics and Data Analysis II
Sequence 2:	
PHP 2510	Principles of Biostatistics and Data Analysis
PHP 2511	Applied Regression Analysis
Sequence 3:	
PHP 2506	Biostatistics for Public Health Research
PHP 2060	Qualitative Methods in Health Research
PHP 2061	Qualitative Data Analysis in Public Health Research (MPH students following the PHP2506/2060 sequence must also take PHP2061 as either an elective or concentration course)

Students must complete one of the following Epidemiology courses:

PHP 2120	Introduction to Methods in Epidemiologic Research
PHP 2140	Principles of Applied Epidemiology
PHP 2150	Foundations in Epidemiologic Research Methods

Students must complete the following course:

PHP 2355	Designing and Evaluating Public Health Interventions

Students must complete the following two half credit courses:

PHP 2071	Applied Public Health: Systems and Practice
PHP 2072	Applied Public Health: Policy, leadership and communication

A five-year integrated Undergraduate/MPH (UG/MPH) program is also offered. This rigorous program in professional public health education is open to Brown undergraduates in any concentration. Students accepted into the program will complete the degree requirements for both their undergraduate degree and an MPH degree in a five-year period. Students must take 12 total course credits toward the MPH (5.5 during their first four years and 6.5 courses in the fifth year). For more information, please visit: <https://mph.sph.brown.edu/dual-degrees/ugmph>.

Dual Degree Program: Master of Public Health (MPH) and Master of Public Affairs (MPA)

The School of Public Health and the Watson Institute for International and Public Affairs offer a dual-degree Master of Public Health (MPH) and Master of Public Affairs (MPA) program. Emphasizing a learning by doing approach, this rigorous program will offer highly qualified applicants the opportunity to gain training in public health and public policy to prepare them to address the critical health policy issues in the United States and throughout the world. The dual degree program starts in summer and includes 17 course credits (14 full courses and 6 half courses) as well as an internship and a master's thesis. Students will benefit from the rich academic resources at the Watson Institute and the School of Public Health, as well as their extensive applied learning programs in Rhode Island, as well as throughout the United States and the world.

Program and admissions information can be found here: <https://mph.sph.brown.edu/dual-degrees/umphmpa>

Master of Public Health (Generalist) Graduate Program

The goal of the Master of Public Health (generalist) is to equip the next generation of public health leaders with the data analysis capabilities, public health knowledge and leadership skills to tackle the global health challenges of our time. To empower more people who can help meet those challenges, we've reimagined our generalist master's in public health degree as a 100% online master's in public health program.

The online MPH degree program is designed for working professionals throughout the United States and internationally.

The Master of Public Health (generalist) program can be completed across 6 consecutive semesters and has a 12 course credit requirement.

GPHP 2000	Using Biostatistics to Make Public Health Decisions
GPHP 2010	Using Epidemiology to Make Public Health Decisions
GPHP 2020	Using Survey and Qualitative Methods to Make Public Health Decisions
GPHP 2300	Social Determinants of Health/Equity in Public Health
GPHP 2310	Interventions at the Local, National and Global Scale
GPHP 2320	Evaluation of Public Health Programs
GPHP 2400	Health Care Systems & Policy
GPHP 2410	Comparative Health Care Systems
GPHP 2800	Public Health Leadership and Practice
GPHP 2810	Local-Global Public Health Leadership
GPHP 2850	Public Health Communications
GPHP 2900	Integrated Learning Experience (ILE)

Accelerated Master of Public Health Graduate Program

The Accelerated MPH for Clinicians is a fast-paced, in-person program designed to deliver an academically rigorous and comprehensive public health education to professionals with prior medical or clinical healthcare education. The program is comprised of 10.5-units (i.e., the equivalent of 42 semester credits) that students can complete in one year (July – May), beginning with an online session in the summer. The curriculum will enable clinical professionals to achieve a deep and broad understanding of public health at a pace that complements their existing experience. Drawing on expertise from faculty within biostatistics, epidemiology, health services, policy and practice, and behavioral sciences, the Accelerated MPH program is designed to transform clinicians into experts in public health.

The following nine courses form the curriculum through which students will develop the program competencies:

Summer Course (online)

PHP 2073	Leadership and Communication (2 units)

Fall Courses

PHP 2074	Needs Analysis and Program Planning (1.5 units including 80 hours of practicum)
PHP 2081	Health Policy and Equity
PHP 2120	Introduction to Methods in Epidemiologic Research
PHP 2506	Biostatistics for Public Health Research

Spring Courses

PHP 2030	Clinical Trials Methodology
PHP 2076	Integrated Learning Experience for Accelerated MPH Program
PHP 2727	Putting Research Into Practice with Implementation Science

Students must select one of the following two methods courses: PHP2040 or PHP2060

PHP 2040	Survey Research Methods
PHP 2060	Qualitative Methods in Health Research

For more information, please visit: <https://mph.sph.brown.edu/accelerated-mph>

Biostatistics Graduate Program

The graduate programs in Biostatistics offers comprehensive course work leading to a Master of Science (Sc.M.); a Master of Arts (A.M.) degree for

students in the 5th-year Master's program and Brown's Open Graduate Education Program; and the Doctor of Philosophy (Ph.D.) degrees. The Ph.D. program is intended to enable graduates to pursue independent programs of research.

Full details for the Biostatistics Doctoral Program can be found at <https://www.brown.edu/academics/public-health/biostats/academics/doctral-program> (<https://www.brown.edu/academics/public-health/biostats/academics/doctral-program/>).

The Sc.M. program provides training for application of advanced methodology in professional and academic settings. The Department of Biostatistics offers a 5th-Year Master's (<https://www.brown.edu/academics/public-health/biostats/academics/masters-program/5th-year/>) (A.M. degree) which is available to Brown Undergraduates.

Required courses for the Biostatistics Master's degree program are listed below. Additional details can be found on the Department's webpage: <https://www.brown.edu/academics/public-health/biostatistics> (<https://www.brown.edu/academics/public-health/biostatistics/>).

For more information on admission and program requirements, please visit <https://www.brown.edu/academics/public-health/admissions> (<https://www.brown.edu/academics/public-health/admissions/>).

The graduate programs in Biostatistics are designed to provide training in theory, methodology, and practice of statistics in biology, public health, and medical science. The programs provide comprehensive training in theory and methods of biostatistics, but is highly interdisciplinary and requires students to acquire expertise in a field of application.

Requirements for the ScM

Required Courses -ScM (7 biostatistics plus PHP 1001)

PHP 2515	Fundamentals of Probability and Statistical Inference (OR)	1
PHP 2520	Statistical Inference I	1
PHP 2514	Applied Generalized Linear Models	1
PHP 2516	Applied Longitudinal Data Analysis (1/2 course)	.5
PHP 2517	Applied Multilevel Data Analysis (1/2 course)	.5
PHP 2550	Practical Data Analysis	1
PHP 2560	Statistical Programming with R	1
PHP 2610	Causal Inference and Missing Data	1
PHP 2650	Statistical Learning and Big Data	1
PHP 1001 Scope of Public Health (online course)		

Electives (3 Courses)

Statistical Electives		
PHP 2030	Clinical Trials Methodology	1
PHP 2530	Bayesian Statistical Methods	1
PHP 2580	Statistical Inference II	1
PHP 2601	Linear Models	1
PHP 2602	Analysis of Lifetime Data	1
PHP 2605	Generalized Linear Models	1
PHP 2620	Statistical Methods in Bioinformatics, I	1
PHP 2980	Graduate Independent Study and Thesis Research	1-5
PHP 2590	Design of Experiments	1
PHP 2670	Simulation Models for Public Health Decision Making	1

Epidemiology Electives

PHP 2120	Introduction to Methods in Epidemiologic Research	1
PHP 2150	Foundations in Epidemiologic Research Methods	1
PHP 2200	Intermediate Methods in Epidemiologic Research	1

Programming and Data Science Electives

PHP 2561	Methods in Informatics and Data Science for Health	1
CSCI 1420	Machine Learning	1
CSCI 1470	Deep Learning	1
CSCI 1570	Design and Analysis of Algorithms	1
CSCI 1810	Computational Molecular Biology	1
CSCI 1820	Algorithmic Foundations of Computational Biology	1

Requirements for the AM

Required Courses -AM (4 biostatistics plus PHP 1001)

PHP 2515	Fundamentals of Probability and Statistical Inference (OR)	1
PHP 2514	Applied Generalized Linear Models	1
PHP 2550	Practical Data Analysis	1
PHP 2560	Statistical Programming with R	1
PHP 1001	Scope of Public Health (online course)	

Electives (4 Courses)

Statistical Electives		
PHP 2030	Clinical Trials Methodology	1
PHP 2516	Applied Longitudinal Data Analysis	.5
PHP 2517	Applied Multilevel Data Analysis	.5
PHP 2530	Bayesian Statistical Methods	1
PHP 2580	Statistical Inference II	1
PHP 2601	Linear Models	1
PHP 2602	Analysis of Lifetime Data	1
PHP 2605	Generalized Linear Models	1
PHP 2610	Causal Inference and Missing Data	1
PHP 2620	Statistical Methods in Bioinformatics, I	1
PHP 2650	Statistical Learning and Big Data	1
PHP 2980	Graduate Independent Study and Thesis Research	1-5
PHP 2590	Design of Experiments	1
PHP 2670	Simulation Models for Public Health Decision Making	1
Epidemiology Electives		
PHP 2120	Introduction to Methods in Epidemiologic Research	1
PHP 2150	Foundations in Epidemiologic Research Methods	1
PHP 2200	Intermediate Methods in Epidemiologic Research	1
Programming and Data Science Electives		
PHP 2561	Methods in Informatics and Data Science for Health	1
CSCI 1420	Machine Learning	1
CSCI 1470	Deep Learning	1
CSCI 1570	Design and Analysis of Algorithms	1
CSCI 1810	Computational Molecular Biology	1
CSCI 1820	Algorithmic Foundations of Computational Biology	1

Biostatistics (Health Data Science) Graduate Program

The online Master of Science in Biostatistics (Sc.M.), Health Data Science track, provides students with a strong foundation in biostatistical, health data science methods and rigorous training in applied skills to meet the growing demands of this industry and become future leaders in the life science and public health domains. This program is offered 100% online and designed to serve a broad and diverse audience of learners to

meet the pressing need for well-trained biostatistics professionals, both domestically and internationally.

The online Sc.M. in Biostatistics, Health Data Science track can be completed across 5 consecutive semesters and has a 9 course credit requirement.

BHDS 2000	Probability and Statistical Inference	1
BHDS 2010	Statistical Programming for Health Data Science	1
BHDS 2110	Methods I: Linear and Generalized Linear Models	1
BHDS 2120	Methods II: Extensions to Regression	1
BHDS 2020	Design of Observational and Experimental Studies	1
BHDS 2030	Causal Inference	1
BHDS 2130	Methods III: Statistical Machine Learning	1
BHDS 2040	Advanced Topics in Health Data Science	1
BHDS 2050	Problem-driven Biostatistics and Capstone Project	1

Total Credits **9**

Behavioral and Social Health Sciences Graduate Program

The Doctor of Philosophy (Ph.D.) program in Behavioral and Social Health Sciences is an interdisciplinary graduate program that trains graduate students who are interested in (a) analyzing the complex behavioral and social determinants of public health, (b) developing interventions to change behaviors and improve social contexts related to public health, and (c) employing behavioral and social science theory and methods to understand contemporary health problems and to develop interventions that improve the health of individuals and populations. The program puts substantive focus on diet, physical activity and obesity; alcohol/drug use and misuse; smoking/tobacco use and misuse; HIV and sexual health risk behaviors; chronic disease prevention and management; global health; LGBTQI+ health; mindfulness in health; and health disparities and culture.

For more information on admission and program requirements, please visit:

<http://www.brown.edu/academics/gradschool/programs/behavioral-and-social-health-sciences> (<http://www.brown.edu/academics/gradschool/programs/behavioral-and-social-health-sciences/>)

Clinical and Translational Research Graduate Program

The Master of Science in Clinical and Translational Research (CTR) is designed primarily for physicians, doctorally-trained basic scientists, and students in doctoral programs or medical school. The goal of the Master's in Clinical and Translational Research Program is to train clinicians and basic scientists to extend basic scientific research into the clinical arena, ultimately leading to improvements in individual and population health. By translating basic research into improved clinical outcomes, researchers and clinicians are able to provide new treatments to patients more efficiently and quickly.

Full details on the Master of Science in Clinical and Translational Research, including the most up to date list of course requirements, can be found at <https://www.brown.edu/academics/public-health/ctr/masters>

Note:

Starting in fall 2022, Brown will admit no new students to the ScM CTR program. The program will remain open until all enrolled students have graduated or completed their maximum time to graduate (i.e., five years from initial enrollment if enrolled full time). As with all degree programs at the Brown School of Public Health, the CTR ScM program is accredited by CEPH. The program will retain its accredited status.

Master's in CTR Requirements

Master's in CTR Requirements

Intro to Research Methods (Students must complete one of the following two courses)

PHP 2120	Introduction to Methods in Epidemiologic Research

PHP 2150	Foundations in Epidemiologic Research Methods

Biostatistics and Applied Data Analysis (Students must complete one of the following 2 courses sequences)

Sequence 1:

PHP 2507	Biostatistics and Applied Data Analysis I

PHP 2508	BioStatistics and Data Analysis II

Or

Sequence 2:

PHP 2510	Principles of Biostatistics and Data Analysis

PHP 2511	Applied Regression Analysis

Advanced Research Methods (Students must complete two of the following courses)

PHP 1560	Using R for Data Analysis

PHP 2030	Clinical Trials Methodology

PHP 2040	Survey Research Methods

PHP 2060	Qualitative Methods in Health Research

PHP 2180	Interpretation and Application of Epidemiology

PHP 2200	Intermediate Methods in Epidemiologic Research

PHP 2410E	Medicare: A Data Based Policy Examination

PHP 2415	Introduction to Evidence-based Medicine

PHP 2465A	Introduction to Health Decision Analysis

PHP 2561	Methods in Informatics and Data Science for Health

Scientific Writing (Students must complete the following course)

PHP 2090	Research Grant Writing for Public Health

Topics in CTR (Students must enroll in this half credit course two times to fulfill the one credit requirement)

PHP 2470	Topics in Clinical, Translational and Health Services Research

Students must complete two CTR electives found at <https://www.brown.edu/academics/public-health/education-training/masters/clinical-and-translational-research/scm-ctr-electives>

The Certificate in Clinical and Translational Research is designed for trainees who need a more structured and intensive experience than can be obtained from taking one or two courses as a special/non-degree student, but who do not need or are not in a position to pursue the full Master's Degree. Students in the Certificate Program in Clinical and Translational Research must complete four courses. Full details on the Certificate in CTR can be found at <https://www.brown.edu/academics/public-health/ctr/certificate>.

Certificate in CTR Course Requirements

Certificate in CTR Course Requirements

Research Methods (Students must complete one of the following courses)

PHP 2120	Introduction to Methods in Epidemiologic Research

PHP 2150	Foundations in Epidemiologic Research Methods

PHP 2300	Research Methods in Behavioral Science

Biostatistics and Applied Data Analysis (Students must complete both of the following courses)

PHP 2507	Biostatistics and Applied Data Analysis I

PHP 2508	BioStatistics and Data Analysis II

Students must complete one elective from the list found at <https://www.brown.edu/academics/public-health/ctr/certificate>

Epidemiology Graduate Program

The graduate program in Epidemiology offers comprehensive course work leading to the Doctor of Philosophy (Ph.D.) degree. Using sophisticated study designs, statistical analyses, field investigations, and laboratory techniques, epidemiology students investigate the multiple causes of a disease, disease distribution (geographic, ecological, and social), methods of transmission, and measures for control and prevention.

For more information on admission and program requirements, please visit: <https://www.brown.edu/academics/public-health/epi/home> (<https://www.brown.edu/academics/public-health/epi/home/>)

Health Care Leadership Graduate Program Requirements for the Master of Science in Healthcare Leadership

The ScM in Healthcare Leadership is administered by the School for Professional Studies in Coordination with the School of Public Health in terms of instruction and academic requirements.

HCL 2010	Healthcare Policy: Yesterday, Today, and Tomorrow	1
HCL 2000	Strategy and Implementation for High-Performance Health Care	1
HCL 2020	Leadership and Workforce Development	1
HCL 2150	Health Technology, Data, and Analysis	0.5
HCL 2070	Healthcare Finance & Cost Accounting	1
HCL 2060	Quality Improvement and the Learning Organization	.5
HCL 2080	The Critical Challenge: Capstone Project	1
HCL 2090	Leadership and Professional Development	.5
HCL 2100	Health Law	0.5
HCL 2200	Digital Health Innovations and AI in Healthcare	.5
HCL 2120	Health Economics: Jargon, Theory, and Analytical Methods	0.5
HCL 2140	Marketing for Health Care Transformation	.5
Total Credits		8.5

Health Services Research Graduate Program

The graduate program in Health Services Research offers comprehensive course work leading to the Doctor of Philosophy (Ph.D.) degree. The program seeks to develop scientists experienced in the use of state-of-the-art experimental and non-experimental research methods to investigate how people obtain access to health care, the components and impacts of health care costs, and what happens to patients as a result of care. Health services research aims to identify the most effective ways to organize, manage, finance, and deliver high quality care to benefit population health.

For more information on admission and program requirements, please visit: <https://www.brown.edu/graduateprograms/health-services-research-phd> (<https://www.brown.edu/graduateprograms/health-services-research-phd/>)

Courses

Biostatistics/Health Data Sci

BHDS 2000. Probability and Statistical Inference.

This course explores statistical concepts such as random variables, distributions, point and interval estimation, hypothesis testing, MLE, large-sample properties, bootstrap methods, and Bayesian methods. Emphasizing probability theory and mathematical statistics, the focus is on their application in biostatistics. Starting with foundational probability theory, the course progresses to statistical inference using data to understand unknown probability models in biomedical contexts. Key topics include fundamental probability ideas, foundational models, sample moments, sampling distributions, and practical applications in modeling.

BHDS 2010. Statistical Programming for Health Data Science.

Statistical computing is an essential part of analysis as it enables us to pose and answer meaningful questions. Statisticians need not only to be able to run existing computer software but also to understand how that software functions and how to interact with data in a computational setting. As programmers, we will practice constructing a solution through logic and translating that logic into code with a focus on using these skills in statistical applications. This course will ask you to think in a computational manner by giving you a peek under the hood of R, focusing on key building blocks, and developing good coding practices. You will also learn to read and evaluate others' code through group exercises and using existing libraries in R.

BHDS 2020. Design of Observational and Experimental Studies.

Introduces the basic concepts and types of experimental designs with a focus on their statistical properties. Concepts covered include randomization, replication, blocking, matching, nesting, control of variation, interaction, random and fixed factors, choice of controls, estimation of precision, and sample sizes. Types of designs to be covered include classical designs such as factorial, fractional factorial, split plot, randomized blocks, incomplete blocks, crossover, repeated measures, Latin squares, and central composite as well as more recent designs such as platform, adaptive, N-of-1, stepped wedge and dose finding. Concepts will be developed through examples, emphasizing proper analysis of each design.

BHDS 2030. Causal Inference.

This course provides conceptual and methodological foundations for causal inference. The course begins by discussing the difference between randomized trials and observational studies and providing frameworks to define and estimate causal effects in such settings. Common challenges in causal inference with observational studies, such as confounding and noncompliance will be discussed. It then covers causal inference methods for evaluating policy effects under different types of designs. Finally, the course covers some advanced topics, including directed acyclic graphs (DAGs) and causal mediation analysis.

BHDS 2040. Advanced Topics in Health Data Science.

The course covers advanced methodologies for conducting research with health data. It begins by introducing the basics of health data science and progresses to the management of large-scale databases such as health informatics and Electronic Health Records (EHR) data. Following this foundation, students will learn techniques for studying large health data, including machine learning methods, generative modeling, and the development of robust and interpretable models. Prediction modeling, including its application in pandemic surveillance, will also be covered. Toward the end, we will discuss the important topics of ethical considerations, regulatory compliance, and data security when conducting research using health data.

BHDS 2050. Problem-driven Biostatistics and Capstone Project.

For their capstone experience, students will work on a project in the area of their interest. The topics include (not limited to): performing a comprehensive literature review on a topic related to health data science, conducting a simulation study, developing software packages, performing a meta-analysis, developing prediction models, etc. Students will work with faculty supervisors to complete their capstone projects. They will submit a proposal at midterm and submit a complete paper and/or give a presentation of their work at the end of the semester.

BHDS 2110. Methods I: Linear and Generalized Linear Models.

This course offers a comprehensive foundation in statistical theory and the practical application of generalized linear models (GLM) for clinical and human health research. It will cover diverse applications of GLMs tailored to common outcomes found in health data, such as continuous, binary, count, and survival data. The curriculum spans from exploratory data analysis to model building, diagnostics, and predictive analytics, with an emphasis on applications of GLM theory for solving real-world data challenges. Case studies and examples will be drawn from various fields, including medical/pharmaceutical applications, public health, and social sciences. This course is specifically crafted for students enrolled in the online Master's program who seek to gain both hands-on proficiency and a solid conceptual grasp of regression analysis principles.

BHDS 2120. Methods II: Extensions to Regression.

This course is designed to equip students with the skills to navigate and analyze datasets of complex structures commonly encountered in biomedical research. The first half of the course will provide a foundation for statistical thinking in clinical and population health research involving longitudinal data. Topics will range from exploratory analysis, study design considerations, covariance structures, and modeling approaches for longitudinal data, including marginal and mixed effects generalized linear models for both continuous and categorical outcomes. Data and examples will come from medical/pharmaceutical applications, public health and social sciences. The second half of the course will provide a survey of advanced statistical methods for modeling and analyzing data of complex structures. Multilevel data structures are found in longitudinal studies, clustered designs, and many other settings where data are structured at multiple levels of aggregation.

BHDS 2130. Methods III: Statistical Machine Learning.

This course introduces modern statistical learning tools with a specific focus on those developed for big data. It covers three interconnected components: statistical machine learning methods, the underlying algorithms, and computational tools. The primary emphasis is on key techniques for comprehensive data analysis, including managing large datasets, exploring patterns, framing statistical problems, constructing efficient computational algorithms, and generating reports. Topics encompass data management, feature engineering, clustering, convex optimization algorithms, tree/ensemble methods, and predictive modeling. Upon completion, participants should be able to (a) manage and explore large data sources using techniques such as sampling, parallel processing, or other tools, (b) apply, evaluate, and interpret results from statistical learning tools, including clustering, decision trees, and neural networks, (c) understand the underlying assumptions and mathematical foundations of these methods, discerning how associated parameters influence outcomes, (d) compare the computational complexity of different statistical

Generalist Public Health

GPHP 2000. Using Biostatistics to Make Public Health Decisions.

The objective of the three-course data sequence is for students to develop the knowledge, skills, and perspectives necessary to use data to make public health decisions.

These three data courses complement each other, but do not have to be taken in a specific order. In this course, students learn core principles and methods of biostatistics and data analysis as they apply to public health case studies/current real-world examples. This course focuses on statistical principles as well as the applied skills necessary to answer public health questions using data, including the following: data analysis, data interpretation and the presentation of results. This course is intended to teach students both the basic knowledge required to develop and interpret quantitative studies as well as the skills to conduct basic statistical analyses.

GPHP 2010. Using Epidemiology to Make Public Health Decisions.

The goal of this course is for students to develop the foundational knowledge and skills of epidemiology that are needed to make public health decisions. In this course, students will learn the core principles and methods of epidemiological investigations and apply this knowledge to examples of real-world public health issues. Through group-based practice problems, discussions of epidemiological literature, and problem sets, students will use their knowledge of epidemiological methods and study designs to analyze public health data, critique published epidemiological studies, and make informed public health decisions.

GPHP 2010A. Using Epidemiology to Make Public Health Decisions.

The objective of the three-course data sequence is for students to develop the knowledge, skills, and perspectives necessary to use data to make public health decisions. These three data courses complement each other, but do not have to be taken in a specific order. In this course, students learn core principles and methods of epidemiologic investigations as they apply to public health case studies/current real-world examples. This course focuses on epidemiological methods and principles of study design and data analysis through analyses and critiques of published epidemiological studies as well as hands-on practice through weekly exercises and assignments.

GPHP 2020. Using Survey and Qualitative Methods to Make Public Health Decisions.

The objective of the three-course sequence is for students to develop knowledge, skills and perspectives necessary to use data to make public health decisions. These three data courses complement each other, but do not have to be taken in a specific order. Students learn and apply the theory of sampling and survey methods and their application to case studies from the first two methods courses. Topics include: survey design and planning; principles of sampling and survey terminology; questionnaire construction; protection of human subjects; data collection (including interviewing and data coding procedures); and application, presentation, and evaluation of results. The students will also be introduced to qualitative approaches to data collection and analysis. Methods covered include: participant observation, key-informant interviews, focus groups, innovative data collection strategies, and non-obtrusive measures. Students will learn and develop skills in: qualitative data collection and management, interviewing, transcript analysis using computerized software, triangulation between qualitative and quantitative data, and report preparation for qualitative studies.

GPHP 2300. Social Determinants of Health/Equity in Public Health.

There is mounting support for a social determinants of health approach across the world, from global, sociopolitical commitment to within-country action. In this course, students will examine the inequitable conditions in which people are born, live, work and age and how these conditions are propelled by inequities in power, money, and resources. Students will analyze structural, political, economic factors as well as how resource distribution decisions made outside the health sector contribute to health inequities. In the course, students will also explore innovative ways to reduce health disparities and work toward achieving health equity.

GPHP 2310. Interventions at the Local, National and Global Scale.

In this course students will learn about the role of theory, evidence, community engagement, ethics, cultural values, and cultural practices in health promotion intervention design. The course will focus on identifying population needs, assets, and capacities to inform intervention design. The course will also discuss intervention strategies across multiple levels of the socio-ecological framework and intervention implementation at the local, national, and global levels.

GPHP 2320. Evaluation of Public Health Programs.

This course will focus on how public health programs and interventions are evaluated. Students will learn about frequently used methods and planning tools as well as basic principles of budget and resource management to apply them to the development of an evaluation plan. Part of the evaluation is also assessing the impact of structural, socioeconomic, political, and organizational processes on the development, adaptation, implementation, and evaluation of public health programs and interventions.

GPHP 2400. Health Care Systems & Policy.

This course is designed to give students the skills and experiences they need to master understanding of health care systems, policy in public health, and systems thinking. Throughout the class, students will assess how the health care and public health infrastructures operate across multiple levels of government and the role of stakeholders, politics, and media in influencing public health-related policies. Building on skills related to leadership and communications, students will learn about policy design and implementation to improve the health status of populations.

GPHP 2400A. Healthcare Systems & Policy.

This course is designed to give students the skills and experiences they need to master understanding of health care systems, policy in public health, and systems thinking. Throughout the class, students will assess how the health care and public health infrastructures operate across multiple levels of government and the role of stakeholders, politics, and media in influencing public health-related policies. Building on skills related to leadership and communications, students will learn about policy design and implementation to improve the health status of populations.

GPHP 2410. Comparative Health Care Systems.

This course utilizes a comparative analysis framework for students to gain an understanding of health care systems in various high-income, middle-income, and low-income countries and analyze public health challenges as well as opportunities/strengths at these varying levels of economic development. Students will compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.

GPHP 2800. Public Health Leadership and Practice.

Leadership & Practice is part of a two-semester sequence of courses designed for students to develop and refine leadership skills to transition to leadership and management roles. These two courses complement each other, but do not have to be taken in a specific order. A large focus of these two courses is on the role of the students as leaders in their own organizations or in those in which they hope to work in the future. The first part of this course will introduce key ethical frameworks and concepts relevant to leadership in public health. Students will learn to apply ethical principles of public health to core concepts of leadership, governance, and management as well as how to develop vision, strategy and change management. Students will develop strategic plans that identify stakeholders and incorporate metrics to align operational strategies, goals and overarching mission.

GPHP 2810. Local-Global Public Health Leadership.

Leadership in Public Health is a two-semester sequence of courses designed for students to develop and refine leadership skills to transition to leadership and management roles. These two courses complement each other, but do not have to be taken in a specific order. A large focus of these two courses is on the role of the students as leaders in their own organizations or in those in which they hope to work in the future. In this course, students will learn to apply negotiation and mediation skills to address organizational or community challenges, integrate perspectives from other sectors and/or professions to promote and advance population health, and develop a strategic plan to guide an organization through changes caused by public health issues. Other leadership tools and techniques include mediating organizational change with available resources and integrating innovative and creative strategies.

GPHP 2850. Public Health Communications.

Effective communication skills are needed by leaders in public health settings. Public Health Communications is designed for students to develop communication skills to prepare them for the breadth of issues related to public health challenges. Students will learn and apply various communication strategies for different audiences and sectors and how to communicate audience-appropriate public health content, both in writing and through oral presentation. Students will learn to develop a communications plan for multiple audiences that addresses misinformation and conflicting data. In addition, students will learn the importance of cultural competence in communicating public health content to decision makers and will develop a public health campaign that demonstrates the utilization of a cultural competency framework.

GPHP 2900. Integrated Learning Experience (ILE).

As a culminating academic experience, students will complete a final project addressing a public health challenge. In this project, known as the integrated learning experience (ILE), students will apply the knowledge and skills learned through the MPH program and synthesize MPH competencies. Students will have the option to complete either a literature review or secondary data analysis project. The results of this project will be communicated through a paper, which will be structured as a scientific article that could be submitted to a public health journal, as well as a poster presentation. Students' final products will enable them to contribute to the body of scholarly knowledge on their topic area.

Healthcare Leadership**HCL 2000. Strategy and Implementation for High-Performance Health Care.**

In this course, you will learn about the challenges that make success in strategic planning and implementation so elusive. Then, you will learn how to mitigate those challenges by developing a High-Performance Mindset and ensuring alignment of the elements of the High-Performance Framework. The framework includes strategic planning and implementation, process improvement, and resource and organizational alignment. Ultimately, you will apply the framework to create value for your own organization and your Critical Challenge Project.

HCL 2010. Healthcare Policy: Yesterday, Today, and Tomorrow.

In this course, students appraise past and current political, legal, technological, and economic U.S. healthcare policy developments. Students critically examine the implementation of alternative methods of health services delivery and financing within multiple global healthcare systems. Participants question assumptions, think creatively, and consider integrated patient care solutions to prepare for change and new paradigms within the global healthcare sector.

HCL 2020. Leadership and Workforce Development.

In the rapidly changing healthcare landscape of today, leaders require critical leadership skills to guide their organizations. In this course, you will explore several essential leadership capabilities, specifically negotiation, conflict management, collaboration, team building, ethical challenges, work-force development and Diversity/Equity/Inclusion (DEI). You will have the opportunity to assess your personal leadership styles and build a robust plan for your personal, on-going leadership development.

HCL 2030. Data-Driven Decision Making: The Structure, Conduct, Review, and Evaluation of Research.

This course will provide an overview of the methods and applications of therapy economics, biostatistics and epidemiology in healthcare sector decision-making. Specific topics include: the application of therapy economics and economic evaluation to treatments, pharmacoeconomics and technology assessment; the assessment and interpretation of published epidemiological studies; institutional oversight of epidemiological research programs; the four key steps of statistical analysis (identification of scientific programs or problems of interest, collection of the required data, analysis and summary of data, and generation of a conclusion).

HCL 2040. Navigating the Regulatory Maze.

This course explores the culture of decision making as well as the structure and role of key US and international regulatory bodies. Students explore how health care is regulated with an eye towards understanding how existing regulations improve quality, enhance access, and control cost. The topics of risk management, public health, and product/drug regulation are emphasized.

HCL 2050. Info-Powr Patient Care: Electr. Health Records, Healthcare Info Techn. + Medical Information Systems.

This course will provide an overview of the major aspects of information technology (IT) as they relate to both the causes of and the solutions to current problems in healthcare. Issues of standardization, integration, communication and patient engagement will be stressed, and the types of strategic planning for and governance of information systems will be explored. During the course students will be presented with real problems in the field of HIT and explore possible solutions.

HCL 2060. Quality Improvement and the Learning Organization.

In this course, students will explore quality improvement systems, principles, drivers, and other tools that maximize patient outcomes and help create a healthcare learning organization. Students will discover how quality improvement creates value, and how to ultimately evolve/grow cultures, including a "just" culture and a culture of learning within their organization. Students will also design and implement at least two rapid cycle tests of change within their organizations. The course will explore both technical challenges and adaptive challenges (the latter ultimately concerning how to creatively empower all employees to view daily improvement as a key part of job responsibilities).

HCL 2070. Healthcare Finance & Cost Accounting.

This course builds on fundamentals of financial accounting concepts and financial statement analysis tools to expand students' competencies and skill sets for managing healthcare costs. Using a case study approach, students focus on applying management accounting tools and techniques for strategic decision-making in the C-Suite including assessing healthcare services and products using the Quintuple Aim model; preparing real-time electronic dashboards using what-if scenario analysis; analyzing quarterly and annual year-over-year physician financial performance; and forecasting financial conditions for proposing premiums per member per month for value-based contracting.

HCL 2080. The Critical Challenge: Capstone Project.

In this project, supervised by Executive Master of Healthcare Leadership (HCL) faculty, students identify a critical challenge within healthcare and then work collaboratively to integrate knowledge from various perspectives and healthcare sectors and to apply relevant skills to develop possible solutions to their challenge. Students draw upon knowledge and skills from coursework with particular emphasis on collaborating across healthcare sectors, considering ethical implications, communicating effectively and developing creative and viable solutions.

Upon completion of this project, students will be able to successfully integrate knowledge of healthcare policy, strategic planning, regulation, management, marketing, healthcare research, quality improvement, finance and information technology to address a critical challenge within healthcare. Project outcomes should prove applicable to professional practice. This course spans two semesters.

HCL 2090. Leadership and Professional Development.

Leadership is a critical piece of the student experience for the Master of Healthcare Leadership (MHL). Designed as an integrated application, it spans the length of the program and is woven into the fabric of the other courses. In both residential and online settings, students will engage in discussions, reflections, lectures, simulations and experiential activities focused on their professional development as leaders. Students will be consistently challenged to apply the leadership theory and practice they are exploring in the program to their MHL team and personal work environment. They will also have opportunities to establish professional development goals and receive support from peers and faculty relative to those aspirations. By the end of the course, students should have improved their leadership skills and be confident in their ability to assume greater levels of responsibility.

HCL 2100. Health Law.

This course explores the major legal frameworks that govern US healthcare at the state and federal levels with a focus on legal relationships among patients, providers, payers, and institutions. Students will examine how the law regulates these relationships through informed consent; malpractice litigation; fraud and abuse restrictions pertaining to in-kind payments for healthcare services, devices, and pharmaceuticals; and antitrust laws to curb anti-competitive practices in healthcare consolidation. In addition to exploring the role of law in regulating the healthcare system, students will consider broader biomedical ethical issues and legal principles in the delivery of healthcare, such as abortion, experimental treatments, human subject research, end-of-life decision-making, including refusal of treatment, physician-assisted suicide, and organ donation. This course will connect these topics to practical executive skills related to negotiation, evaluation of risk, & effective engagement of legal counsel at the leadership level.

HCL 2110. Epidemiology and Biostatistics for Healthcare.

This course will introduce the principles and methods of epidemiologic investigations and biostatistics as they apply to the healthcare context. We will illustrate the methods by which studies of the distribution and transmission of diseases in populations (including disease outbreaks and epidemics) can contribute to an understanding of etiologic factors and can help inform treatments. We will introduce various study designs, including randomized trials, cohort studies, and case-control studies. We will also introduce the building blocks of evidence-based medicine, i.e., systematic reviews and meta-analyses. Quantitative and analytic methods covered during the course include measures of morbidity and mortality, statistical concepts, and measures of diagnostic test accuracy and treatment effectiveness.

HCL 2120. Health Economics: Jargon, Theory, and Analytical Methods.

This course is intended to provide a basic foundation in the methods and application of health economics; the concepts, topics, cases, and exercises are intended for healthcare leaders delivering care, paying for and producing healthcare goods and services, as well as those regulating, managing, and overseeing the delivery of healthcare. This course provides a high-level overview, understanding, and working knowledge of economic principles and methods applied in the healthcare sector. Applications to real healthcare delivery and financing issues are emphasized throughout the course, with students gaining experience analyzing health policy decisions that arise from basic economic choices that must be made concerning the efficient and equitable production, allocation, and consumption of healthcare resources. Upon completion of this course, students will demonstrate a technical understanding of the theory, principles, and methods of health economics.

HCL 2130. Data Analytics.

This course will introduce the principles and methods of data analytics as they apply to the healthcare context. We will illustrate the methods by which big data can contribute to an understanding of the underlying problems and challenges confronting our healthcare system. We will also introduce a number of case studies illustrating how analytics can solve strategic and operational issues. Students will work in their teams to understand and solve the case studies.

HCL 2140. Marketing for Health Care Transformation.

In today's rapidly changing healthcare market, leaders require critical marketing skills to help them guide the transformation of their organizations. In this course, you will develop several essential marketing skills, specifically in customer listening, segmentation & positioning, branding, social media, pricing, and product innovation. This course is specifically designed to discuss marketing in the healthcare context with a mix of examples from payers, providers, and the life science spaces. You will have the opportunity to apply the newly acquired knowledge. Upon completion of this course, you will be able to leverage strategic marketing constructs and frameworks in daily healthcare leadership situations that will be critical for changing behaviors of different stakeholders within the healthcare environment. You will also be able to use these tools and frameworks to help you proactively identify and address gaps in Diversity, Equity & Inclusion (DEI).

HCL 2150. Health Technology, Data, and Analysis.

Challenges and opportunities abound as healthcare has raced into the digital age. Emerging technology and vast pools of data create both significant challenges and industry changing opportunities. This course will provide you with background and context for exploiting these changes. The first part of the course tracks the evolution of information technology and electronic medical records. It explores the decisions you must make, and the tradeoffs associated with planning and using this new technology. It prepares you to deal with the future of Cyber Security, Artificial Intelligence, Block Chain products and Quantum Computing. The next is will introduce the principles and methods of data analytics, and pitfalls to avoid, as they apply to the healthcare context and social determinants of health. The final part dedicated to the principles and methods of epidemiologic investigations and biostatistics in the healthcare context.

HCL 2200. Digital Health Innovations and AI in Healthcare.

This course will provide an overview of the design, evaluation, and deployment of digital health innovations in the healthcare setting. This course will also cover key aspects of artificial intelligence (AI) that is increasingly poised to impact the practice and delivery of healthcare. Through examination of primary literature, students will gain insight to the promises and challenges of digital health and AI in clinical and public health contexts.

Public Health**PHP 0060. Complexities and Challenges of Global Health.**

Global health refers to the health and wellbeing of all of the world's populations, regardless of geography, country, or citizenship. Many of today's most pressing issues, from climate change to political conflict and population displacement, have profound implications for health. This course will introduce students to fundamental topics in global health, and it will encourage them to approach global health issues through a lens of equity and responsibility toward people and populations beyond United States' borders. Students will develop a framework for understanding contemporary health challenges and learn how responses to these complex problems require collaboration across health and non-health sectors of society. This course will challenge students' assumptions about world health while strengthening their skills in data literacy and critical analysis.

PHP 0080. Epidemiology of Hope: Historical Perspectives on Public Health in the Ocean State.

What can we learn about the world's most pressing public health challenges by looking to the past? This first-year seminar aims to introduce learners to the history of communities across Rhode Island, using the stories of everyday people to explore how key historical developments have led to changes in the health of populations over time. Blending methods from a range of disciplines, we will work together to develop our capacities for critical analysis and interpretation, putting scientific knowledge about the drivers of health and well-being in their historical context. In doing so, this seminar aims to prepare to engage meaningfully in public health activities in local communities across the Ocean State.

PHP 0300A. Pandemics and Global Epidemics.

This online summer-session course will provide an intensive introductory-level learning experience on several important pandemics and global epidemics throughout history. The course will begin by covering the basic biology of infectious diseases; the different ways infectious diseases can spread throughout populations; what makes an infectious agent successful; and how changes in population structure and rapid advancements in population movement impact infectious diseases. We will then review important pandemics and global epidemics throughout time, including the 1350 bubonic plague, 1918 Spanish flu pandemic, HIV/AIDS global epidemic, and the coronavirus outbreaks. We will examine the basic characteristics of each of these diseases, how they are believed to have spread to humans, how they spread globally, what prevention and control measures were implemented, and what was learned. The course will conclude with a discussion of the concept of "pandemic preparedness."

PHP 0300B. The Interplay Of Ethics, Politics, and Science in Public Health.

Vaccine requirements, taxation of soda and cigarettes, communication campaigns on healthy lifestyles – these public health interventions have saved lives. These different measures illustrate the range of approaches in public health, from laws that force individuals to take action to persuasive strategies to convince people to do so. These approaches also raise questions: When is it justifiable to employ coercion to achieve public health gains? Can persuasion be manipulative? What groups may be empowered, or marginalized, by these measures? In this course, we will explore how scientific evidence, socio-political forces, and ethics intersect to frame public health issues, policies, and research. This course will help students develop analytical skills that can be employed to examine controversial topics and evaluate public health programs critically. These skills can be applied to varied contexts and settings, being foundational in students' professional and academic careers.

PHP 0310. Health Care in the United States.

Introduction to the health care delivery system. An overview of the U.S. health care financing, delivery and regulatory system. Considers the interaction between paying for and providing and assuring the quality of health services; changes in one component of the system inevitably affect the others. Addresses the balance between employer funded health insurance, publicly funded health insurance and the consequences of not being insured. Six discussion sections will be arranged. Open to undergraduates only. This is a core class for the concentration in public health.

PHP 0320. Introduction to Public Health.

An introductory overview of the U.S. Public Health System with an emphasis on the core functions of public health, challenges and strategies for working with communities, and specific health issues that impact the health of the population. Presents a comprehensive overview of the environmental and behavior factors associated with health promotion and disease prevention.

PHP 0330. Health Law and Policy.

PHP 0330 provides an overview of how law shapes the U.S. health care system, including key health policy aims of access, quality, affordability, and equity. "Health Law" includes the laws and public policies that apply to the health care system or affect health care delivery. Health law profoundly shapes the U.S. health care system and the health and welfare of the population. The law has an important role in advancing (or retrenching) health equity through enforcement of individual rights and structuring the distribution of resources within the society. This course will cover core health law topics, including the regulation of health insurance and financing, quality, competition, provider-patient relationships, reproductive health care, and antidiscrimination in health care. The course will surveying the historical development and existing health law and policy and apply policy evaluation frameworks to engage in policy analysis.

PHP 0400. Intro. to Health Disparities & Making Connection btw Structure, Social Determinants&Health Equity.

Course provides an introduction to the examination of health disparities in the U.S. Through assigned readings, lectures, guest speakers, and class discussions—this course will provide a broad overview of health disparities in the United States and examine them through intersecting structural and social determinants (e.g., race and ethnicity; gender; immigration status; socioeconomic position; age; sexual orientation; policy). This course also examines how stigma, residential segregation, implicit bias and the debates around genetics also contribute to health disparities. Lastly, we will also critically delve into the ethical dimensions, the role of social networks as well as behavioral health and public policy interventions. Community leaders will be invited to discuss their respective organizations, discuss ongoing community-university partnerships, advocacy, and networking.

PHP 0650. From Manufacturer to Patient: Why is the Cost of Prescription Drugs So Darn High?

In 2015, estimates of drug spend in the United States was about \$457 billion and could be as high as \$610 billion by 2021. The reasons for the continued escalating costs of prescription drugs are unclear. In this course we will examine the complex chain of discounts, rebates and markups that impact the price of a prescription drug from the manufacturer's list price to the time it is dispensed to the patient. We will examine the role of major stakeholders in the drug supply chain including the manufacturer, wholesalers and distributors, pharmacy benefit managers and health plans. PHP 0310, Healthcare in the United States, is a prerequisite. Students who feel they have adequate background and understanding of health insurance, Medicare and Medicaid and model of care delivery and financing but have not taken PHP 0310 should contact instructor for override. Students must have basic knowledge of terms associated with managed care and healthcare issues routinely written about or featured in the news.

PHP 0700. Global Public Health Interventions.

This is an introductory course designed to provide an overview of social and behavioral global health interventions. This course will introduce the history of global public health interventions and the philosophy of global public health including its core values, concepts, and functions. It will present an overview of design, implementation, and evaluation considerations for behavioral and social interventions in global settings with a particular focus on settings of resource scarcity. Furthermore, this course will focus on understanding the socio-economic, behavioral, biological, and other factors that impact human health and contribute to health disparities globally. To encourage participative learning, the class will collectively decide on 4-5 health topics to dive deeper into and apply knowledge learned at the beginning of the course to global health topics of interest.

PHP 0710. Introduction to Modern South Asia: Public Health From Theory to Practice (SAST 0700B).

Interested students must register for SAST 0700B.

PHP 0720. Public Health and the Environment.

This course approaches global public health through the lens of environmental determinants. We will examine our world's changing environment and its relationship to health with particular focus on environmental health challenges in low- and middle-income countries (LMICs). Students will explore important environmental issues that impact population health and apply public health perspectives to understanding determinants of disease and contextualizing and addressing global health challenges.

PHP 0850. Fundamentals of Epidemiology.

What is epidemiology? It is the study of the occurrence and distribution of health-related states and processes in specified populations and the application of this knowledge to control health problems. This course will provide learners with a strong foundation in the concepts and methods needed to describe the burden of a disease in communities, identify what causes these poor health outcomes, and evaluate the impacts of interventions meant to improve health.

PHP 1040. Focus Groups & Interviews for Health Research - Qualitative Methods: The Basics.

This asynchronous, online course provides an ideal introduction to the design and conduct of qualitative research studies. We will focus on a simplified yet rigorous approach to the collection of interview, focus group, or textual data and methods to produce reliable research findings. We will address key elements necessary for publication in a scientific journal. You will learn how to construct a conceptual model, select and implement an approach to data collection, minimize bias, plan for subject recruitment, develop a data management plan, and apply thematic analysis using basic functions of NVivo qualitative analysis software. Although the focus of this course is on health topics, the qualitative methods employed apply to a wide variety of domains including social sciences, education, program evaluation, business/market research, and political science.

PHP 1070. Global Burden of Disease.

This is an advanced introduction to global public health, defining and critically examining key topics and concepts through an interdisciplinary lens. From historical efforts in mid-20th century international health assistance, to the early 21st century explosion of global health funding, to current efforts to decolonize global health and engage in more equitable global partnerships, this course examines major social and scientific developments. Readings, lectures, in-class discussions and small groups explore changes in the underlying causes of morbidity and mortality during global social, economic and health transitions, the biological and social ecology of global disease patterns, and efforts to improve health in under-resourced settings. Guest lecturers offer different perspectives on the global burden of disease. An in-depth research paper worth 40% of the final grade is the scholarly centerpiece of course; this is a rigorous semester-long project. There are two exams.

PHP 1100. Comparative Health Care Systems.

Focuses on principles of national health system organization and cross-national comparative analysis. Emphasizes application of comparative models to the analysis of health and health-related systems across nations. Addresses research questions related to population health and systems' performance.

PHP 1101. World of Food: Personal to Global Perspectives on Nutrition, Agriculture and Policy.

This course explores food and nutrition in the US and around the world through the lens of public health, economics, and agriculture. The hybrid setting requires students to engage in and learn about the local Providence community and their own community at home from perspectives likely not previously noticed. Students will read from many sources; will review documentary films; and will write for several audiences.

At the completion of this course, students will:

- Describe how nutrients are consumed through foods
- Explore food consumption in the US and abroad
- Describe US agricultural production techniques
- Propose policy changes to the current food system

PHP 1160. The Global Burden of Mental Illness: A Public Health Approach.

Provides an introduction to the classification, epidemiology, etiology, treatment and potential prevention of psychiatric disorders from a population perspective. Reviews the magnitude and social burden associated with mental disorders worldwide and opportunities to enhance prevention and treatment.

Covers concepts and methods used to study mental illness at the population level, including definitions of "normality" and "pathology", current classification systems and measurement approaches to assess psychopathology and severity and cross-cultural issues.

Covers the prevalence, risk factors, and etiology of major disorders of children, adolescents and adults, including autism spectrum disorders, attention deficit disorders, mood and anxiety disorders, schizophrenia and substance use disorders. PHP 0850 OR prior coursework in psychology, epidemiology, sociology or related fields.

PHP 1300. Parenting Behaviors and Child Health.

Parents play an integral role in developing, supporting, and managing children's health-related behaviors. We will examine how parenting influences child behaviors and health outcomes across development, from infancy through adolescence. We will explore parenting styles, knowledge, attitudes, and practices, including specific behaviors in various domains such as food parenting and sleep parenting. Using socio-ecological models and a community-engaged approach, we will investigate how sociodemographic characteristics, culture, family structure, the physical environment, and other contextual factors impact parenting and subsequently child health behaviors and outcomes. We will discuss of the unique experiences and stressors of diverse and/or non-traditional families including single parent households, families in poverty, LGBT families, and immigrant and/or racial/ethnic minorities. Finally, we will examine parenting as a modifiable intervention target to improve child health. Through it all, students will understand how parenting behaviors shape child health.

PHP 1400. HIV/AIDS in Africa: A Multidisciplinary Approach to Support HIV/AIDS Care and Treatment Programs.

The course is intended to challenge students from different disciplines to develop strategies to address the challenges of establishing and sustaining HIV/AIDS care and treatment programs in Africa. The course will begin with a general introduction to HIV/AIDS to provide a foundation wherein students will obtain a basic scientific and sociological understanding of the disease. Discussion topics on: the impact of AIDS, introducing antiretroviral therapy in Africa, monitoring and evaluating ARV therapy scale up and developing a country wide plan for a national laboratory system to support HIV/AIDS care and treatment will be facilitated through the use of case studies. Enrollment limited to 25 juniors and seniors. Graduate students with permission of instructor.

PHP 1450. COVID-19, Public Health, and Health Policy.

The impact of COVID-19 on US society has been profound. Caused by the newly emergent SAR-COV2 virus, the pandemic required public health practitioners and healthcare systems to pivot to keep the public safe under challenging circumstances. In the US, local municipalities, state governments, and the federal government developed varying, and at times conflicting, policies to guide the public health response. Using a case-study approach, this course will explore how public health and health policy intersected and clashed in responding to this 100-year pandemic. We will examine how different states and federal agencies responded to COVID-19 and learn from leaders directly involved in the pandemic response. Due to the limited class size, enrollment preference will be given to Juniors, Seniors, MPH and graduate students.

PHP 1460. Public Health Law and Policy.

Laws and policies shape public health in profound ways. The U.S. Constitution frames and limits government authority to protect and promote public health. It also provides protections for individual rights that often are in tension with public health's focus on the common good. Federal, state and local laws and policies structure the distribution of society's resources and—as interpreted, implemented and enforced—can have serious implications for health equity. The COVID-19 pandemic has exposed deeply polarized views among Americans about the role of government in public health and has laid bare vast structural health inequities. This course will explore the Constitutional foundations of public health law; how public health powers are distributed across different levels and branches of government; legal and policy strategies for addressing infectious and chronic diseases and injuries; and the role of laws and policies in structuring—and remedying—health inequities.

PHP 1480. Introduction To Public Health Economics.

This course builds an understanding of the healthcare delivery and financing systems from a health economics perspective. It will draw examples that illustrate the production of and demand for health, healthcare, and health insurance. The goals of the course are twofold. First, it will provide the basic intuition of the fundamental economic models such as health production, demand for healthcare and demand for insurance. Second, it will introduce key empirical findings in the public health economics literature. Emphasis will be placed on key theoretical insights as well as practical and public health policy implications.

PHP 1501. Essentials of Data Analysis.

This course covers the basic concepts of statistics and the statistical methods commonly used in the social sciences and public health with an emphasis on applications to real data. The first half of the course introduces descriptive statistics and the inferential statistical methods of confidence intervals and significance tests. The second half introduces bivariate and multivariate methods, emphasizing contingency table analysis, regression, and analysis of variance. This is designed to be a first course in Statistics. The course is intended for Public Health or Statistics concentrators. Others can register with instructor's permission. There are no prerequisites.

PHP 1510. Principles of Biostatistics and Data Analysis.

This course is the first in a two-part sequence (the sequel being PHP 1511: Applied Regression Analysis), designed to provide students with a broad-based exposure to modern methods and applications of probability and biostatistical inference. It is geared toward students concentrating in statistics and other students who desire a course that combines the mathematical underpinnings of statistical methods with timely applications in the biological, life and health sciences and related fields. Applications to real data from a variety of studies are used throughout the course to illustrate the materials, but the emphasis is on the principles of inference and the underlying theory. This course will also give students experience manipulating and analyzing data using the R statistical software package with RStudio interface. Students will work with statistical software during the homework assignments, but this is not a course in R.

PHP 1511. Applied Regression Analysis.

This course provides a survey of regression techniques for outcomes common in public health data including continuous, binary, count and survival data. Emphasis is on developing a conceptual understanding of the application of these techniques to solving problems, rather than to the numerical details. Extensive use of the computer will be made for analysis of datasets.

PHP 1540. Alcohol Use and Misuse.

Reviews the epidemiology of alcohol use, abuse, and dependence and examines its neurobiological and behavioral underpinnings. Covers etiology including physiological, genetic, psychological and social cultural influences, and prevention, brief intervention and treatment considerations. Course background in psychology, sociology, or public health is recommended. Recommended prerequisites: PHP 0320 and CLPS 0010. Enrollment limited to 20 juniors, seniors, and graduate students.

PHP 1550. Substance Use and Vulnerability to Addiction.

This course will examine how we classify substance use, substance misuse, and substance use disorders and how substance use impacts population health, including exacerbating health disparities. We will critically examine and compare prominent models of why people become addicted to substances. Multilevel factors influencing vulnerability will be analyzed, including individual factors such as biological susceptibility, personality, and co-occurring psychiatric disorders; interpersonal factors such as peer use and familial support; community factors such as access to alternative reinforcers and positive group identity; and sociopolitical factors such as systemic bias, racism, and stigmatizing policies and practices. Using the socioecological model as a guiding framework, students will reflect on their own risk and protective factors as they consider the complex influences that predispose some people and population groups to substance misuse more than others.

PHP 1551. Substance Use Prevention, Treatment, & Policy.

This course will focus on the public health response to substance misuse and addiction. We will critically examine substance use-related policies, including evaluating their positive impacts as well as their potentially damaging consequences, particularly for racial and ethnic minority communities. We will discuss the key tenets of mutual help programs, behavioral treatments, and pharmacotherapies for addictions and discuss their efficacy, cost effectiveness, population reach, and capacities for addressing health inequities. Finally, we will discuss how a range of substance use prevention and harm reduction programs are developed and evaluate evidence for their effectiveness in the context of existing health inequities. Suggested prerequisites are one epidemiology course: PHP 0850, 2120, or 2150. Enrollment restricted to juniors, seniors and graduate students. Others with instructor permission. PHP1550 is recommended but not required.

PHP 1560. Using R for Data Analysis.

This hands-on course teaches foundational skills in data analysis and programming using R. Students will learn to summarize and visualize data, implement statistical analyses, and produce reproducible reports with Quarto. Key topics include understanding the base data structures in R, simulating from probability distributions, conducting an exploratory data analysis, implementing hypothesis testing, and larger programming structures such as loops and functions. The course also focuses on writing clean, understandable, and modular code by employing good coding practices. Students will gain experience in designing code to build an end-to-end data analysis pipeline. This course is taught as a flipped course.

PHP 1580. Pandemic Game Changers: Preparing the Next Generation of Decision-Makers for Emerging Bio Threats.

Pandemic Game Changers will examine the public health and public policy issues vital to mitigating pandemic risks. It will afford students opportunities to analyze scenarios, identify and hone policy solutions, and learn how to convince decision-makers to take the steps needed to address the public health crises that pandemics cause. Students will be required to participate in interactive Q&A with field experts, perform a group analysis of an outbreak scenario, make a written and oral analysis of policy solutions for a biosecurity or biosafety risk, and provide a policy memo and persuasive oral briefing outlining views and potential next steps on one specific pandemic-related public policy issue.

PHP 1600. Obesity in the 21st Century: Causes, Consequences and Countermeasures.

The scope of obesity knowledge is too large to cover during one single course, therefore we will focus primarily on obesity-related health outcomes, assessment of obesity, obesity epidemiology, social and behavioral correlates of obesity, obesity and stigma, policy and interventions across population groups. The readings for this course are multi-disciplinary in nature and integrate epidemiological, biological, sociological, political and philosophical perspectives. This course is specific to the United States and thusly all readings will reflect this contextual focus. Enrollment limited to 30.

PHP 1610. Tobacco, Disease and the Industry: cigs, e-cigs and more.

This class will help students gain knowledge about tobacco use and cigarette smoking, nicotine addiction, novel new products, and the tobacco industry. We will cover the link between smoking, disease, and death; smoking prevalence and nicotine dependence; novel products such as e-cigarettes and Modified Risk Tobacco Products; the role of the tobacco industry; behavioral and pharmacological smoking cessation treatments; community, organizational, and media campaigns; tobacco policy; and, global tobacco control. The course is designed as a seminar course emphasizing class discussion and debate, as well as in-depth discussion of the assigned readings. Suggested prerequisites PHP 0850, PHP 2120, or PHP 2150

PHP 1650. Race, Racism and Health.

The primary aim of this course is to expose students to state-of-the-science conceptual and methodological approaches to critically analyze and identify strategies to address racial and ethnic health disparities. A multidisciplinary approach using readings from disciplines such as sociology, medicine, and biology will be used to provide a foundation for examining scientific literature and conducting intervention research on racial and ethnic health disparities.

PHP 1670. Public Mental Health: A Framework for Studying and Preventing Mental Disorders.

This course provides a framework for studying and preventing mental disorders. Key concepts in public health and epidemiology will be applied to mental and behavioral health disorders including depressive, anxiety, and substance use disorders. Major topics of this course include: 1) classification systems for mental disorders, 2) public health surveillance of mental disorders, 3) the burden, epidemiology, and determinants of mental disorders, and 4) strategies for mental disorder treatment and prevention, with a focus on health policy.

PHP 1680I. Pathology to Power: Disability, Health and Community.

This course offers a comprehensive view of health and community concerns experienced by people with disabilities. Guest speakers, and hands on field research involving interactions with people with disabilities will facilitate the students gaining a multi-layered understanding of the issues faced by people with disabilities and their families.

PHP 1680U. Intersectionality and Health Inequities.

This interdisciplinary seminar course examines health inequities in the US using an intersectional lens. Intersectionality addresses how multiple power relations and systems of oppression impact the lived experiences of multiply marginalized groups in historical and social context. During this course, we will discuss the historical and theoretical underpinnings of intersectionality and its conceptual and methodological applications to public health. We will also examine how multiple forms of discrimination – including racism, sexism, classism, heterosexism, cisgenderism, xenophobia, and ableism – shape health inequities among diverse multiply marginalized groups in differential and compounding ways. This course will also address how multiply marginalized communities have resisted oppression and discrimination and promoted their own health and well-being through community organizing efforts and social movements. Finally, we will identify the implications of using an intersectional approach to addressing health inequities for research, policy, and practice.

PHP 1681. Reproductive Health, Rights and Justice.

This course will explore how reproductive health, healthcare and freedom are regulated in the United States. The course will apply an reproductive justice framework that investigates laws, policies and practices affecting reproductive rights and bodily autonomy, but that also applies an intersectional lens to consider how race, gender, sexuality, class, ability, and immigration status affect reproduction and parenting for marginalized communities. We will also explore how religion and ideas of morality shape laws, policies and practices implicating reproductive health, bodily autonomy and notions of reproductive justice. Topics will include: eugenics, sterilization, contraception, abortion, criminal fetal endangerment laws, substance use during pregnancy, reproductive rights of incarcerated populations, access to reproductive healthcare, assisted reproduction, surrogacy, maternal health disparities, the child welfare system, and policies related to parenting and family health. Readings will include public health, law and policy analysis and landmark legal opinions.

PHP 1685. Digital Innovations & Artificial Intelligence in Healthcare.

The way that Americans (and people from around the world) are receiving health care is changing rapidly. Instead of going to the doctor's office, people are receiving care via apps and video visits. Instead of seeing a therapist, people are going to AI chatbots. Instead of waiting for a patient to present with a complication, doctors are proactively monitoring patients' chronic illness via Bluetooth-enabled devices. What is the landscape of these changes? What is working and what is not working? In other words, which new models are improving quality, access, and health care affordability? How do you assess that? How are health systems incorporating these changes? How should "we" (i.e., society) regulate and pay for these new models of care? These are the questions we try and address in this class. This course provides an overview of digital health applications

PHP 1689. Technology and Mental Health: Evidence, Ethics, and Innovation.

This course aims to provide you with knowledge and skills in evaluating and designing technology-driven support for mental health. It also seeks to enable you to develop critical perspective on the role of technology plays in mental health. The course has three major themes, which will be covered sequentially: (a) evidence on technology-mediated mental health interventions, (b) the impact of technology on psychosocial health, and (c) questions of equity, accessibility, and ethics that arise as a result of the intersection of technology and mental health.

PHP 1690. Technology and Health Behavior Change.

Lifestyle behaviors like poor diet, low physical activity, drug/alcohol use, and poor medication use contribute to some of the top causes of morbidity and mortality globally, including heart disease, diabetes and many cancers. Changing these behaviors is difficult and requires substantial, long-term effort and commitment on the part of both patients and providers. This course is a survey of computing systems and technologies that are designed to help users make healthier choices. We will explore how and why these systems work, the theories behind them, and how to find/evaluate the evidence supporting them, using both popular industry products and more experimental programs as examples. Students interested in gaining hands-on experience with these technologies and learning more about the processes behind their features should take this course.

PHP 1695. Effective Communication in Networked Information Ecosystem.

This course, which was designed for MPH students and advanced undergraduates, will provide a comprehensive understanding of the ways in which the contemporary information environment has impacted the production, consumption and dissemination of information. This course considers the good, bad and ugly when it comes to the contemporary information environment, providing a thorough theoretical grounding as well as practical training for effective communication, whether it's talking to your conspiratorial uncle around the dinner table, disseminating a new piece of research, or launching a population level health behavior change campaign. The course will draw from a range of case studies from the past few years, as well as bringing in real-time examples as the course progresses.

PHP 1700. Current Topics in Environmental Health.

This course is designed to introduce students to the field of environmental health, and demonstrate how environmental health is integrated into various aspects of our lives, both directly and indirectly. Topics to be covered include: toxic metals, vector-borne disease, food safety, water quality, radiation, pesticides, air quality, hazardous waste, risk assessment, and the role of the community in environmental health. Several topics will be presented by guest speakers so that students can learn from the expertise of professionals in the field. Enrollment limited to 65.

PHP 1710. Climate Change and Human Health.

Global climate change is occurring and these changes have the potential to profoundly influence human health. This course provides students with a broad overview of the diverse impacts of projected climate change on human health, including effects of changing temperatures, extreme weather events, infectious and non-infectious waterborne threats, vector-borne disease, air pollution, the physical and built environment and policies to promote mitigation and adaptation. Students will explore multiple sides of controversial issues through lively and informed class discussions, writing exercises, and participation in a series of end-of-term debates. Enrollment is limited to 20 students.

PHP 1720. Environmental Exposure Assessments in Practice.

Exposure assessments are the key to linking environmental contaminants to human health. This course will provide you with a detailed overview of environmental exposure assessment and its role in providing tools and metrics for defining exposures in epidemiological studies. This includes the design of community and personal monitoring studies, the techniques and equipment used for sampling and analysis, and the interpretation of data. Simultaneously, students will develop and carry out an environmental exposure assessment in the local community and will also learn about and put into practice topics such as community engagement, community surveying, environmental justice, and public health communication strategies.

PHP 1725. Rural Public Health.

This course will be anchored by a class research project, where together, we will work through a public health topic in real-time. The overarching goal of this class is to provide students with a solid basis for understanding public health issues in rural settings, and how to carryout, thoughtful, and impactful public health studies and environmental exposure assessments in rural communities. For the Spring 2024 semester, students enrolled at Brown University and Tougaloo College will develop a public health research project based in Gloster, Mississippi, a rural community of only 897 residents, grappling with pollution coming from one of the largest wood pellet manufacturing companies in the world. We will leverage a current and ongoing air pollution monitoring network and public health study to examine the relationship between air quality and community health.

PHP 1730. Climate Risks and Health Solutions.

Climate risks are no longer theoretical. This course provides students with a broad overview of the health consequences of climate change resulting from changing temperatures, extreme weather, air pollution, and water quality. The course will introduce students to practical solutions that both reduce greenhouse gas emissions and improve human health. These solutions include energy efficiency and decarbonization in buildings, electrifying transportation, changing food production, and engagement with healthcare organizations. Students will be exposed to a range of practitioners working to implement solutions in a variety of sectors and will gain practical skills needed to support the development of regulations, policy, and programs. Assignments will give students experience developing written materials and practicing oral skills to engage in climate policy work. Note that enrollment is limited to 20 students.

PHP 1796. The Historical Determinants of Public Health.

An ignorance of public health history is partly to blame for our imperfect response to COVID-19 in the United States. Throughout the pandemic, the reductive framing of public health's greatest challenges—from addressing vaccine hesitancy, the rampant spread of pseudoscience and misinformation, or pervasive stigma and discrimination in communities of color—allowed our field to overlook the deep and undeniable historical roots of contemporary public health practice. This course will highlight the central role historical determinants of public health continue to play in shaping health policy and response. Using the COVID-19 pandemic as a prism, students will critically examine the successes and setbacks of earlier eras in public health history, providing them with the historical framing necessary to better understand and advocate for impactful public health interventions in the present and future.

PHP 1802S. Human Security and Humanitarian Response: Increasing Effectiveness and Accountability.

Disasters, natural and anthropogenic, pose significant threats to human security. Effective humanitarian action is important for both short and long-term responses to complex emergencies. The array of factors contributing to the economic and human losses experienced in both natural disasters and complex humanitarian emergencies are vast and complicated, and the strategies employed to mitigate and heal the damage caused by these disturbances must be equal to the task. This course covers diverse topics including the role of NGOs, UN agencies, local governments, peacekeepers and military in humanitarian response; economic impact of humanitarian aid; the evidence base for humanitarian interventions.

PHP 1810. Community-Engaged Research in Public Health.

This course will provide students with the foundational knowledge, perspective, and skills to conduct community-engaged research. While this course will introduce a spectrum of community-engaged research approaches, we will focus primarily on the community-based participatory research (CBPR) approach. We will begin with an introduction to community-engaged research's concepts and principles and a brief history on the theories that shaped CBPR, including how power/privilege influence the way each individual approaches research. We will then move through case studies of CBPR projects and how specific methods can be applied within CBPR. We will end with examples on how CBPR can be used to help shape health policy and advocacy. Students will engage in interactive learning through facilitated discussions, case studies, and reflective activities, will learn real-life applications of CBPR from invited guest speakers and work in groups to complete a community-engaged project.

PHP 1820. Designing Education for Better Prisoner and Community Health.

This course will provide the needed background and context for understanding the multiple issues and challenges facing prisoners and the national justice and health systems that impact their lives. In addition to contextual background, students in this course will attain the knowledge and skills needed to develop a final practical, real world health communication/ intervention project that addresses one or more health literacy challenges facing people who are incarcerated and other low income, medically disenfranchised individuals. Students interested in taking the course must contact the professor directly for an application to obtain an override.

PHP 1821. Incarceration, Disparities, and Health.

This survey course is designed for students who want to interrogate the central role that public health policies and practices play in creating and sustaining the nation's epidemic of incarceration. The course will focus on individuals who have experienced incarceration and the under-resourced, low-income, and medically disenfranchised communities from which these individuals come and to which most will return. Students will learn about the lived experiences of those directly impacted by the criminal legal system through invited speakers who have been incarcerated. Experts who work at the intersection of the criminal legal and health systems will also be invited to the class. Undergraduates who have taken PHP 0310 and PHP 0320 and MPH candidates will have priority for enrollment. Unfilled spaces in the class will be available to undergraduates who have not taken PHP 0310 and PHP 0320.

PHP 1822. Effective Health Communication With Medically Underserved Populations in an Applied Learning Setting.

This course is designed to provide a foundational understanding of the creation, use, and impact of health communication tools for low-income, medically underserved audiences. The course is group and project-focused. Student project teams will conduct focus groups and key informant interviews with 1) individuals who have been directly impacted by the epidemic of incarceration and 2) experts in the community, to conceptualize, develop, and prototype health communication projects. Projects may address health literacy needs faced by individuals and their communities and/or advocacy needs designed to address systemic or structural health barriers. The course will explore how health communication can be used to effectively address stigma, connect audiences to resources and education, to engage public audiences with emerging concerns, and drive data and advocacy. Learning objectives: - Complete a health communication project or campaign with a small team of other students and

PHP 1830. Harm Reduction as Public Health.

This course explores harm reduction as a public health framework and social movement rooted in dignity, justice, and care for people who use drugs (PWUD). Co-designed with local harm reduction professionals, it centers lived experience while providing students with historical, political, and practical foundations. Core topics include harm reduction philosophy and principles; drug criminalization, stigma, and racialized policy; and current drug trends. Students will examine U.S. and global harm reduction policies and programs, service models, emerging technologies, and the contributions of the harm reduction workforce. Weekly spotlights address communities disproportionately affected by drug-related harms, including people of color, gender-diverse individuals, and people experiencing housing instability. Through case studies, guest speakers, and community-based learning, students will develop an evidence-informed, community-driven harm reduction intervention tailored to a specific population and setting.

PHP 1854. The Epidemiology and Control of Infectious Diseases.

Course objectives are to introduce students to methods and concepts in the study and control of infectious diseases. By the end of this course, students will have a solid foundation in the distribution, transmission, and pathogenesis of major infectious diseases that affect human populations. We will investigate methods to design and evaluate public health strategies to prevent or eliminate infectious diseases, including: outbreak investigation, disease surveillance, infection control, screening, and vaccination. The course is open to undergraduate students who have completed PHP 0320 or PHP 0850, and to graduate students who have completed or are concurrently enrolled in either PHP 2120 or PHP 2150.

PHP 1855. Infectious Disease Modeling.

This course will introduce infectious disease modeling and its applications. Students will learn to build computational models of infectious disease, fit models to data, leverage models to develop predictions, and target public health interventions. We will explore how models were used during the COVID19 pandemic, and are being used to project the health effects of climate change. We will introduce core mathematical underpinnings including dynamical systems and statistical approaches for model fitting. Students should be familiar with calculus and have prior coding experience in R, Python or Matlab. There are no required prerequisites but students in the Applied Epidemiology MPH sub-concentration should email the instructor before enrolling.

PHP 1856. A One Health Approach to Emerging Public Health Issues.

One Health describes an approach to disease monitoring, research, and prevention that stresses the natural linkages between human populations, animal and plant populations, and the environment broadly. Students will learn how the One Health framework relates to classic epidemiological concepts and can be applied to conduct more effective zoonotic and vector-borne disease surveillance. This course emphasizes systems-thinking, multi-disciplinary approaches to research, and collaborative partnerships. Active learning strategies such as case studies will be used to demonstrate real-world application for emerging public health issues such as climate change and pandemic preparedness.

PHP 1880. Meditation, Mindfulness and Health.

This course provides an overview on the relation of meditation and mindfulness (the ability to attend in a nonjudgmental way to one's own physical and mental processes during ordinary, everyday tasks) with various health outcomes and disease risk factors such as depression, anxiety, diet, substance use, and cardiovascular disease. Mechanisms by which mindfulness may influence health will be addressed. The course will assess studies in the field for methodological rigor, and students will be taught strengths and weaknesses of current research. Students will be taught various mindfulness practices including direct experience with mindfulness meditation.

PHP 1885. Measuring Mindfulness.

Recently, the cover of Time magazine declared a "mindful revolution" due to its popularity and growing body of research suggesting that mindfulness may help to treat a number of health-related problems from general stress to anxiety to addiction. However, little is known about the underlying mechanisms of how it works. This course will investigate the many ways that mindfulness is measured (e.g. self-report, behavior, EEG, fMRI etc.), and use these as a doorway for our own experiential exploration of what mindfulness is for ourselves.

PHP 1890. The Craving Mind.

We are creatures of habit. Driven by biological processes set up to help us survive, our minds are constantly craving experiences and substances—from smartphones to romance to alcohol—and this craving leads to habit formation. This course will explore the behavioral and mental processes that foster craving and consequent habit formation, the impact these have on individual and societal health, and how we can "hack" our own neurobiological reward circuitry using practices such as mindfulness, to foster greater health and wellbeing. Priority given to Public Health concentrators; all others with instructor permission.

PHP 1895. Mindfulness Epidemiology.

This course focuses on developing skillful application of epidemiologic methods to understand the health effects of mindfulness. Focus will be on study design (clinical trials, observational studies, and systematic reviews/meta-analyses), causal inference, confounding, bias, mediation, effect modifiers, generalizability, and methodological strengths/limitations of the field. Students will create a methodologically rigorous protocol for a mindfulness study.

PHP 1900. Epidemiology of Disorders and Diseases of Childhood and Young Adulthood.

Students will learn about diseases and disorders of childhood and young adulthood, including allergies, autism, eating disorders, obesity, endometriosis, and migraines. Students will learn how these disorders are defined, how many youth are impacted, and the age-appropriate epidemiologic methods to study disorders and diseases during childhood, adolescence, and young adulthood, respectively. For the final project, students will pick a disease or disorder of interest that occurs during childhood, adolescence, or young adulthood, synthesize the results from multiple epidemiological studies, and concisely present this information in both a written report and an oral presentation.

PHP 1910. Public Health Senior Seminar.

This dynamic course is designed to provide an overarching capstone experience to seniors graduating with a bachelor's degree in Public Health. This class is intended to help students gain in-depth knowledge of public health by utilizing and strengthening both oral and written communication skills. These skills will facilitate communicating with diverse audiences through a variety of media and working in teams. Critical skills such as literature searches, use of bibliographic software, critiquing the literature, working in teams, and writing research papers will be practiced. Current public health topics that are timely will be discussed and public health successes, failures, and areas that need more work and effort will be explored. The course is designed as a seminar emphasizing class discussion, interaction, and debate regarding differing perspectives, as well as in-depth discussion of the assigned readings.

PHP 1915. Public Health Honors Senior Seminar.

This dynamic course will provide an overarching public health experience for students in the public health honors track. Students will strengthen oratory, writing, and teamwork skills. The course will add structural support for students beginning their thesis experience. This will include literature review and appraisal, scientific writing, data presentation, and communication of findings to scientific and lay audiences. The instructor is formally trained in Internal Medicine, public health, health policy and clinical epidemiology which will be brought to the classroom. This seminar course will emphasize class discussion, interaction and debate regarding differing perspectives on each topic area, as well as in-depth discussion of the assigned readings.

PHP 1920. Social Determinants of Health.

The course provides an overview of social determinants of health. Examples of topics include health effects of educational attainment, social integration, neighborhood socioeconomic characteristics, racial discrimination, gender, income inequality, childhood socioeconomic circumstances, parental neglect, and job strain. Mixed teaching methods are used, including small group discussions, problem-based learning and guest lectures. Open to graduate students and advanced undergraduates.

PHP 1950. Adolescent and Young Adult Health.

The course will cover the mental and physical health of adolescents and young adults and factors that influence their health, including self-identity, sexual orientation and gender identity, race, weight status, and socioeconomic status.

PHP 1960. Epidemiology of Chronic Disease.

This course provides an in-depth exploration of chronic disease epidemiology, equipping students with the skills to assess disease burden and evaluate key chronic disease studies. Students will learn to access and interpret state and national data sources, identify key risk factors for chronic diseases, and synthesize findings from scientific literature. Emphasis is placed on critical appraisal of epidemiologic studies and the application of data to inform public health practice. By the end of the course, students will be prepared to characterize chronic disease patterns in populations and effectively utilize surveillance data to support prevention and intervention efforts.

PHP 1964. Cancer Epidemiology and Prevention.

This course is aimed at enhancing the knowledge and skills central to the application of epidemiologic methods to cancer screening, prevention, and control. We will exam cancer incidence and trends in the U.S. and globally, interpret their implication for cancer etiology, and critically analyze current evidence regarding the role of various major risk factors on human cancer risks. The class will focus on the impact of major environmental, occupational, and lifestyle risk factors on cancers of high public health significance.

PHP 1970. Independent Study.

A special project may be arranged in consultation with an individual faculty sponsor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHP 1980. Honors Thesis Preparation.

Two semesters of PHP 1980, Honors Thesis Preparation, will be devoted to the development and implementation of an Honors project, and of the writing of the Honors Thesis for the Public Health Concentration.

PHP 1998. Public Health Nutrition.

Public health nutrition is an interdisciplinary field focused on promoting health and reducing disease risk by improving the nutritional status of populations. The goal of this seminar is to introduce the basic principles of public health nutrition with a focus on the United States. Students will gain an understanding of the science behind government-issued dietary recommendations and learn about methods of dietary assessment, determinants of food intake and nutritional status, and individual-level and environmental-level interventions to improve diet. The course will emphasize the ways in which environmental factors and public policy can influence the nutritional status of diverse population groups. Through discussions and debates, students will explore and critically discuss current public health nutrition controversies, such as taxation of less healthful foods, nutrition restrictions on food stamp purchases, federal agricultural policy, and school food policy among other contested topics.

PHP 2000. Foundations of Public Health.

All incoming students must enroll in PHP 2000: Foundations of Public Health. This online, asynchronous, self-paced, non-credit, and no-cost course provides a broad overview of the field of public health as required by the School of Public Health's accrediting body, the Council on Education for Public and Health (CEPH). Students are encouraged to enroll in the course as soon as registration opens and, if possible, to finish it before their credit-bearing courses begin. Devoting this approximately one-week period to the course will enable them to acquire foundational knowledge that will support them in their coursework and lower the burden of their workload during the semester. Students are expected to complete PHP 2000 by the end of their first semester.

PHP 2015. Foundations of Spatial Analysis in Public Health.

The distribution of power and privilege in society directly shapes where we live and what opportunities we have available to us for achieving optimal health and well-being. Describing how sociopolitical forces shape our neighborhoods and communities can help us understand how and why health and disease vary over space and time. In this course, we will use a combination of didactic lecture sessions and interactive tutorial sessions to develop our knowledge and skills as spatial thinkers and understand how geographic information system applications like ArcGIS can be used to collect, analyze, and visualize spatial data to inform, evaluate, and improve public health programs. In small groups, we will work together to conduct spatial analyses using data from programs delivered by the Rhode Island Department of Health to learn and apply best practices for conducting spatial analyses and communicating their results.

PHP 2018. Epidemiology of Cardio-Metabolic Health.

This course surveys the entire landscape of the nutritional, biochemical, and genetic aspects of cardiometabolic health addressing issues of obesity, diabetes, metabolic syndrome, and their micro- and macro-vascular complications. Students will learn about both the descriptive and analytical epidemiology of these seemingly distinct but clearly clustered disorders including the so-called metabolic syndrome comprehensively and in-depth. International comparison of prevalent data in different social contexts will also be reviewed, so that strategies for prevention by either changing our cultures or natures can be appreciated and debated with a better understanding of the related issues confronted by public health and medical professionals.

PHP 2019. Measurement Issues in Health Care.

Provides a theoretical and practical basis for measurement in health care. Introduces measurement theory, scale development, and criteria to be considered when choosing measures in clinical practice and research. Practical exercises include questionnaire development and a written research protocol for the development and validation of a new measure. Prerequisites: PHP 2120, 2130.

PHP 2023. Maternal and Child Health in the United States.

This is a graduate level course focused on maternal and child health in the United States.

While some reference will be made to the experience in other countries, the focus of the course will be on the United States. A broad range of health conditions will be covered, with an emphasis on leading causes of mortality and morbidity. In addition, we will examine the range of programs designed to prevent or address important health threats.

PHP 2024. Engaged Scholarship in Maternal and Child Health.

This overall goal of this course is to help students develop the knowledge, skills and perspectives necessary to make contributions in the field of maternal and child health, with a particular focus on community-based or community serving interventions, research and evaluation. This includes the short-term goal of helping students prepare for internship, thesis or capstone work and the long-term goal of providing training for students' future career in the field of maternal and child health. In the course students will:

- expand their knowledge of current research in maternal and child health and explore the community context of the research.

- develop or refine a skill set that has applications in community-based interventions, research or evaluation.

- complete a community-based or community serving project as part of the Hassenfeld Child Health Innovation Institute 's Community of Learners.

PHP 2030. Clinical Trials Methodology.

We will examine the modern clinical trial as a methodology for evaluating interventions related to treatment, rehabilitation, prevention and diagnosis. Topics include the history and rationale for clinical trials, ethical issues, study design, protocol development, sample size considerations, quality assurance, statistical analysis, systematic reviews and meta-analysis, and reporting of results. Extensively illustrated with examples from various fields of health care research. Recommended prerequisites: introductory epidemiology and statistics. Pre-requisites: (PHP 2120 or PHP 2150) and either PHP 2508, 2510, or 2520. Open to graduate students only.

PHP 2040. Survey Research Methods.

Emphasizes the theory of sampling and survey methods and their application to public health research. Topics include: survey design and planning; principles of sampling and survey terminology; questionnaire construction; protection of human subjects; data collection (including interviewing and data coding procedures); and application, presentation, and evaluation of results. Suggested prerequisites: PHP 2120 or PHP 2140, and PHP 2508 or 2510. Open to graduate students only.

PHP 2060. Qualitative Methods in Health Research.

Introduces qualitative approaches to data collection and analysis in health research. Methods covered include: participant observation, key-informant interviews, focus groups, innovative data collection strategies, and non-obtrusive measures. Students will use applied projects to develop skills in: qualitative data collection and management, interviewing, transcript analysis using computerized software, triangulation between qualitative and quantitative data, and report preparation for qualitative studies. Enrollment limited to 20 graduate students.

PHP 2061. Qualitative Data Analysis in Public Health Research.

This intermediate/advanced graduate seminar focuses on various interdisciplinary approaches to the analysis of textual data, including thematic analysis, grounded theory, phenomenology, and narrative and discourse analysis. Students will explore the philosophical underpinnings of these qualitative data analysis approaches and consider their application in the context of critical theories and methodologies, including intersectionality. Students will also learn practical skills involved in qualitative data analysis, including codebook development, coding, developing themes, categories, and conceptual models, writing memos, and disseminating findings to diverse audiences. The course centers issues of power, ethics, positionality, and reflexivity in the context of qualitative research with minoritized populations and discusses community- and arts-based participatory research approaches. The course also addresses methods for combining qualitative and quantitative research findings in the context of a mixed-methods research approach. Students will have the option to analyze their own or others' qualitative data.

PHP 2071. Applied Public Health: Systems and Practice.

Applied Public Health is a two-semester sequence of courses designed to give students the skills and experiences they need to master understanding public health and health care systems, policy in public health, leadership, communication, interprofessional practice, and systems thinking. This will be achieved through a combination of lectures, in class exercises, homework assignments, and practical experience in a public health setting. The first course in the sequence (PHP 2071) is taken in the Spring of your first year.

PHP 2072. Applied Public Health: Policy, leadership and communication.

Applied Public Health is a two-semester sequence of courses designed to give students the skills and experiences they need to master understanding public health and health care systems, policy in public health, leadership, communication, interprofessional practice, and systems thinking. This will be achieved through a combination of lectures, in class exercises, homework assignments, and practical experience in a public health setting. The second course (PHP 2072) is taken in the Fall of your second year.

PHP 2073. Leadership and Communication.

The objective of this two-unit (i.e., 360-hour) course, which students will take online in the summer prior to arriving on campus, is to enable students to become public health leaders who can communicate effectively with a wide variety of audiences. Students will learn leadership principles, such as, how to create a vision, advocate for policies and programs, build coalitions, and use negotiation and mediation strategies. Students will build on their oral and written communication skills, by writing an op-ed delivering a presentation to their peers and interacting with public health leaders and elected officials. Students will also learn from leading experts in the fields of leadership and communication related to public health.

PHP 2074. Needs Analysis and Program Planning.

In this 1.5-unit (i.e. 270-hour) service-learning course, students will conduct a needs analysis in an actual clinical health care site, where they will spend a minimum of 80 practicum hours. The practicum portion of the course counts as their Applied Practice Experience (APE). Students will receive information on the APE requirements in the summer before the fall semester. Students will consider levels of intervention including the individual; families or small groups; organizations such as schools, worksites, health care settings; communities; the media; policy and environmental changes. Students will identify personal and environmental factors that affect public health and develop skills in needs assessment, formative research, cultural sensitivity, behavior change theories, intervention mapping, process and impact/outcome evaluation and dissemination. Students will critique intervention studies and gain experience in developing a behavior change intervention.

PHP 2076. Integrated Learning Experience for Accelerated MPH Program.

The ILE allows students the opportunity to synthesize their public health competencies at the end of the accelerated MPH program. The course will be conducted in a didactic and workshop style format so the attendees will have an experience of how to approach and identify public health topics of interest and how to advance public health messaging, policy, and research. The course will help students become familiar with how to guide and implement findings of clinical medical research to public health policies, conduct research and special attention to ethics of human subjects research and focus on the regulatory procedures for conducting ethical research in clinical settings.

PHP 2077A. Capstone: Policy Brief.

The Integrated Learning Experience (ILE) is designed to enable MPH students to synthesize learning across their core courses, concentration courses, and practicum experiences. Historically, the Brown School of Public Health has required a thesis for the ILE, however, students may now complete a thesis or a capstone course as their ILE. The thesis is the better option for those who want to conduct academic research with a mentor in an independent study-type format, the capstone course is for those who prefer an applied project in a classroom setting. Policy Brief: Students who choose to enroll in the policy brief section will learn to examine policy options to address emerging issues, analyze the possibilities, and communicate recommendations as a policy brief. Students will design their brief to provide decision makers with analysis-based recommendations on a specific issue or problem.

PHP 2077B. Capstone: Program Proposal.

The Integrated Learning Experience (ILE) is designed to enable MPH students to synthesize learning across their core courses, concentration courses, and practicum experiences. Historically, the Brown School of Public Health has required a thesis for the ILE, however, students may now complete a thesis or a capstone course as their ILE. The thesis is the better option for those who want to conduct academic research with a mentor in an independent study-type format, the capstone course is for those who prefer an applied project in a classroom setting. Program Proposal: Students who opt to take this section of the capstone course will craft a grant proposal for a health-promotion or disease-prevention program. The proposal may request funding for the design, implementation, or evaluation of the intervention.

PHP 2077C. Capstone: Data Brief.

The Integrated Learning Experience (ILE) is designed to enable MPH students to synthesize learning across their core courses, concentration courses, and practicum experiences. Historically, the Brown School of Public Health has required a thesis for the ILE, however, students may now complete a thesis or a capstone course as their ILE. The thesis is the better option for those who want to conduct academic research with a mentor in an independent study-type format, the capstone course is for those who prefer an applied project in a classroom setting. Data Brief: Students who choose to enroll in the data brief section will apply epidemiologic and basic biostatistical skills from prior coursework to summarize evidence to answer real-world public health problems. Students will work to answer independent research questions using available data, with consideration of population context. Results will be summarized graphically

PHP 2080. Public Health Law and Policy.

The global COVID-19 pandemic has brought to the forefront the important role that law – at the federal, state and local levels – plays in public health. Law not only organizes and structures the authority of government actors to intervene to protect the public's health, it also molds the social environment in which people live, shaping access to resources needed to stay healthy. This course will explore the tensions between public health laws and policies and individual rights and freedoms. What authority should the government have to compel individuals, groups and businesses to conform to health and safety standards to promote the common good? What happens when public health intervention infringes on individual rights and liberties? How do laws and policies, and the ways in which those laws and policies are implemented and enforced, affect health equity and justice?

PHP 2081. Health Policy and Equity.

The objective of this course is to provide students with a broad overview of the role of policy in population health, relevant equity-focused frameworks, the organization of the US healthcare system, comparative healthcare systems, and the policymaking process. This course will teach and assess students' competency to: Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings Apply ethical principles to public health practice Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence Evaluate policies for their impact on public health and health equity.

PHP 2090. Research Grant Writing for Public Health.

This course focuses on providing knowledge and experience in creating high quality public health research grant applications. Course objectives include developing significant and innovative scientific hypotheses, learning principles of effective written communication, and developing a research grant application suitable to submit for funding. Designed for Public Health School PhD students, post-doctoral fellows, and Masters students with advanced degrees (e.g. MD, PhD). Prerequisite: PHP 2120 or PHP 2150 or instructor permission.

PHP 2090A. Research Grant Writing for Public Health-Part A.

PHP 2090A is the first in a two-course sequence that enables students to gain hands-on experience in creating high-quality, competitive public health research grant applications. The sequence will focus on writing training- and early-career applications tailored to the National Institutes of Health (e.g., F- and K-series grants). In PHP 2090A, students will draft their specific aims with guidance from their mentor(s), obtain foundational knowledge about the NIH grant submission process, learn about the peer review process, understand the content of NIH grant sections, and develop the foundations of their full grant proposals. They will do this through directed readings, pre-recorded lectures, assignments, instructor-led seminars, and consultation with their primary academic mentors. In PHP 2090B, students will develop a full proposal and receive peer and faculty feedback on it.

PHP 2090B. Research Grant Writing for Public Health-Part B.

PHP 2090B is the second in a two-course sequence that enables students to gain hands-on experience in creating high-quality, competitive public health research grant applications. The sequence will focus on writing training- and early-career applications tailored to the National Institutes of Health. In PHP 2090B, students will develop a full NIH proposal (e.g., F- or K-series or R03/R21), provide feedback to and receive feedback from their peers on proposal documents, and obtain in-depth knowledge of how to design and conduct robust, rigorous, and impactful research studies. They will do this through directed readings, in-person lectures, assignments, and consultation with their primary academic mentors. Topics covered in the course will include basic statistical power calculations, presentation strategies, research misconduct and ethics, picking and managing mentors, and effective budgeting.

PHP 2120. Introduction to Methods in Epidemiologic Research.

Epidemiology quantifies the distribution and determinants of health in populations, with the goal of reducing the burden of negative health outcomes. This intensive introductory course is intended to provide graduate students with a strong foundation in key epidemiological concepts and methods so they can be critical consumers and users of epidemiological research. Students will learn the core principles of study design, calculating measures, and appraising and communicating research through lectures and readings of published epidemiological studies as well as applied practice through exercises and assignments. This is a graduate-level course aimed at Masters' and PhD students. The course is not open to first year students or sophomores but may be available for advanced undergraduates with the instructor's permission.

PHP 2130. Human Biology for Public Health.

This course provides basic principles of human biology and its applications to public health. Examples of biology topics include the cardiovascular system, endocrine system, immune system, nervous system, genetics, cancer, cardiovascular disease, HIV/AIDS, and depression. Examples of applied topics include strengths and weaknesses of using biomarkers, accuracy and precision of biological measures, quality assurance and quality control methods for using biomarkers for public health research. Mixed teaching methods are used, including small group discussions, problem-based learning and guest lectures. Prerequisite: PHP 2120 (may be taken concurrently) or instructor permission. Enrollment limited to 20 graduate students.

PHP 2140. Principles of Applied Epidemiology.

Epidemiology quantifies the distribution and determinants of health in populations, with the goal of reducing the burden of negative health outcomes. This intensive introductory course is the first in a methods sequence (followed by PHP 2210 and PHP 2180) and is intended to provide graduate students with a solid foundation in epidemiological concepts in relation to public health. They will use this foundation to build a methodological skill set to enable being critical consumers, users, and producers of research. Students will learn the core principles of research design, bias and confounding, and applied public health and be able to apply their knowledge to critically evaluate and synthesize findings from epidemiological studies and begin producing and communicating their own research products. Collaborative learning is a key component of the course design.

PHP 2150. Foundations in Modern Epidemiologic Methods.

The overall objective of this course is to provide students with a strong foundation in epidemiologic research methods. This is the first of a three- or four-course sequence in epidemiological methods aimed at students who expect to eventually conduct their own epidemiological research. The course is designed for students enrolled in a PhD program in the School of Public Health, or who are completing the MPH epidemiology concentration. There will be a strong quantitative focus in this course, and the typical student will also have some introductory knowledge of epidemiology. PHP 2507 or 2510 should be taken concurrently. Undergraduate students, fifth year MPH students, or graduate students not in a public health program may request instructor permission (override) through CAB from the instructor.

PHP 2160. The Global Burden of Mental Illness: A Public Health Approach.

Provides an introduction to the classification, epidemiology, etiology, treatment and potential prevention of psychiatric disorders from a population perspective. Reviews the magnitude and social burden associated with mental disorders worldwide and opportunities to enhance prevention and treatment.

Covers concepts and methods used to study mental illness at the population level, including definitions of "normality" and "pathology", current classification systems and measurement approaches to assess psychopathology and severity and cross-cultural issues.

Covers the prevalence, risk factors, and etiology of major disorders of children, adolescents and adults, including autism spectrum disorders, attention deficit disorders, mood and anxiety disorders, schizophrenia and substance use disorders.

PHP 2180. Interpretation and Application of Epidemiology.

Epidemiologists are professionals who strive to study and control factors that influence the occurrence and distribution of disease and other health-related conditions and processes in defined groups, populations, and societies. In observing, analyzing, and predicting the experiences of whole groups of people, epidemiologists aim to produce knowledge about causal mechanisms with the goal of informing policies, practices, and programs aimed at improving population health. This course will provide you with opportunities to apply the methods covered in previous courses to public health challenges of the past, present, and future while exploring the varied roles of epidemiologists in society.

PHP 2190. Epidemiologic Synthesis and Application.

This doctoral-level capstone course integrates and extends knowledge from the epidemiologic methods core sequence. Since epidemiology is often described as the scientific arm of public health, this course situates epidemiologic methods within a broader scientific context, encouraging students to reflect critically on the discipline's assumptions, methods, and purpose. Students will synthesize foundational and advanced epidemiologic concepts while exploring what it means to practice epidemiology in an increasingly computational and AI-driven world. Assignments are designed to reinforce learning through realistic qualifying exam questions, hands-on coding, statistical modeling, and evaluations of studies. Students also apply concepts to their own research interests, culminating in an informal presentation.

PHP 2200. Intermediate Methods in Epidemiologic Research.

This second course in epidemiologic methods reinforces the concepts and methods taught in PHP 2150, with in-depth instruction in issues of study design, assessing threats to study validity including confounding and selection bias, and analyzing data with standard regression models. The course emphasizes hands-on learning and includes a combination of didactic lectures, discussions of methodologic papers, and a required laboratory component where students will learn to apply the concepts learned in class to real-world problems. Prerequisites: PHP 2150 and either PHP 2510 or PHP 2507, and PHP 2511 or PHP 2508 (which either can be taken concurrently) or permission of the instructor.

PHP 2210. Surveillance Methods for Applied Epidemiology.

This course will further develop students' skill set by applying methods directly to public health data, building off the epidemiological foundation established in PHP 2140. While focused on applied methods and surveillance practices, epidemiological principles will be emphasized such as assessing systematic and random error in sampling, study design, and data collection. Students will apply these core principles to critically evaluate and synthesize findings from epidemiological studies and begin producing and communicating their own research. Collaborative learning is a key component of the course design. Key course topics include the role of surveillance in public health; the development of case definitions and the collection of data; the assessment of common accuracy limitations in surveillance or secondary data; approaches for cleaning complex data; descriptive statistics generation; sampling and stratification methods; program and policy evaluation; and effective communication in public health practice. If a student has taken only PHP 0850 or an undergraduate biostatistics course, they may be able to take this course with the instructor's permission. The corequisite for this course is an intermediate biostatistics course (PHP 2508, PHP 2511, or equivalent).

PHP 2220B. Nutritional Epidemiology.

This course provides a comprehensive and systematic review of contemporary issues in human nutrition that require the application of epidemiologic principles and quantitative methods. Substantive topics range from the assessment of molecular etiologies for health and disease outcomes to evidence-based development of clinical guidelines and public health policies for foods and dietary supplements. This course is designed for graduate trainees in public health or the division of biology and medicine, visiting fellows, and advanced undergraduates who want to understand or conduct research in human nutrition and dietary assessment related to health and diseases.

PHP 2220E. Topics in Environmental and Occupational Epidemiology.

This course introduces students to the epidemiological study of historical and contemporary environmental/occupational agents, focusing on study design, biases, and methodological tools used to evaluate and extend the evidence linking exposures to human disease. The course will discuss applications, strengths, and limitations of different study designs and their use in studying specific environmental agents. Didactic lectures and student-led discussions will be used to provide students with a basic understanding of and the tools to apply/extend their knowledge of specific environmental agents (endocrine disruptors) and special topics (children's neurodevelopment). Prerequisite: PHP 2120, PHP 2150, or equivalent. Undergrads with PHP 0850 and instructor's permission.

PHP 2220F. Reproductive, Perinatal and Early Childhood Epidemiology.

This course provides an overview of topics related to reproduction, pregnancy, maternal and child outcomes of pregnancy, and long-term consequences related to reproductive health. Methodological issues unique to reproductive and perinatal epidemiology are discussed, as well as general epidemiologic methods as applied to topics in reproductive and perinatal health. Class sessions will include lectures and discussions of published research studies, with active student participation expected. After several introductory lectures, students will select topics and be responsible for organizing a presentation and discussion under the instructor's supervision.

PHP 2220H. The Epidemiology, Treatment and Prevention of HIV.

The purpose of this seminar is to use HIV as an example to introduce students to a variety of methodological issues in the epidemiologic study of infectious diseases. While we will study the treatment and prevention of HIV in detail, emphasizing the current state of knowledge and critiquing the most recent literature, this course aims to use HIV as an example to better understand the variety of methodological issues in global and domestic infectious disease epidemiology today. Enrollment limited to 25 students. Prerequisites: PHP 0850 or PHP 1854 (undergraduates); PHP 2120 or 2150 and PHP 2508 or 2511 (graduate students).

PHP 2232. Modern Foundations of Causal Inference in Epidemiologic Research.

This course explores the development of causal inference in epidemiology through a close reading of influential methodological papers published between 1976 and 2010. Picking up where Sander Greenland's 1987 anthology of key epidemiologic methods left off, we trace major innovations that have shaped modern thinking about causality. Our focus is not only on understanding the methods themselves, but also on cultivating the skills needed to engage with complex ideas: reading deeply, presenting clearly, and leading thoughtful discussion. Students will practice distilling challenging material, contextualizing each paper historically and conceptually, and communicating technical content with clarity. Although grounded in epidemiology, the course reflects the interdisciplinary nature of causal inference today, incorporating contributions from biostatistics, econometrics, computer science, and related fields. This is a reading- and discussion-intensive course designed to develop both conceptual fluency and professional communication skills in causal inference.

PHP 2235. Pandemics in Global Perspective: From HIV/AIDS to COVID-19.

The objective of this course is to examine key epidemiological methods used for studying and preventing global pandemics. Focusing on two pandemics that played out on different time scales, HIV/AIDS and COVID-19, students will use these two examples of pandemics to better understand the natural history, distribution, pathogenesis, transmission and prevention of infectious diseases globally. We will pay particular attention to issues of disease measurement and the complexities of gathering and interpreting data during an ongoing crisis. We will explore the transmission events that fueled the pandemics under consideration; the social, political and disease dynamics that exacerbated the spread of these infections; efforts to stem their flow, from non-pharmaceutical interventions like social distancing (and the HIV equivalent of limiting the number of sex or needle-sharing partners) to biomedical interventions including therapeutics and vaccines.

PHP 2250. Advanced Quantitative Methods in Epidemiologic Research.

This course provides students with conceptual and quantitative tools based on counterfactual theory and causal diagrams (e.g., DAGs) to make causal inference using data obtained from observational studies. Causal diagrams will be used to provide alternative definitions of, provide clarifications regarding, or inform minimizing common biases. Non-, semi-, and fully parametric methods for minimizing bias will be discussed. These methods include standard regression, instrumental variables, propensity scores, inverse probability weighting, and marginal structural models. Settings when such methods may not be appropriate will be emphasized. Prerequisite: PHP 2200 and 2511; or PHP 2200 and 2508; or instructor permission.

PHP 2260. Applied Epidemiologic Data Analysis.

This course will lead students through the process of writing a journal-style manuscript based on performing applied epidemiologic data analysis using statistical software (i.e., SAS). This course is best suited for students who already have a research idea in mind and data in hand prior to the start of the course or are able to develop a research question based on de-identified publicly available population-based datasets that will be recommended in the course. Course enrollment is restricted to graduate students.

PHP 2300. Research Methods in Behavioral Science.

This course provides a broad overview of the research methods typically used in behavioral and social health sciences research. Students will learn to evaluate qualitative and quantitative public health research critically, to design their own research protocol, and to conduct a systematic review of the literature on a health outcome of their choosing. Prior coursework in research methodology and quantitative methods is recommended but not required. Open to public health graduate students and advanced undergraduates concentrating in public health. Enrollment limited to 15.

PHP 2310. Physical Activity and Public Health.

This course examines physical activity and health with an emphasis on the development of behavioral interventions to increase physical activity. Students gain knowledge of the impact of physical activity on health outcomes as well as differences in physical activity among subpopulations. They are introduced to behavioral theories, intervention design approaches, measurement issues, and methods that are relevant to physical activity. Through seminar discussions, a group project, and presentations, students engage with the material and gain skills in the development and evaluation of behavioral interventions. Students with an interest in behavioral interventions and physical activity will benefit from taking the course. Recommended prerequisites: PHP 2300 or PHP 2340 or PHP 2355. Enrollment limited to 15. Open to graduate students and seniors concentrating in Public Health.

PHP 2325. Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes and Disparities.

As with many health-related outcomes, the prevalence of ill health is unequally distributed across populations, with certain community features playing significant roles in shaping health. In this course, we will explore the features of place and the associations with health behaviors and health outcomes. The readings for this course are multi-disciplinary in nature and integrate epidemiological, biological, sociological, political and philosophical perspectives. This course is specific to the United States. The course activities will culminate with neighborhood audits, presentations, and policy briefs. Due to the course structure and activities, it is limited to 12 graduate students.

PHP 2330. Behavioral and Social Approaches to HIV Prevention.

This course examines concepts, approaches, and empirical findings from behavioral and social research to prevent HIV transmission. Students will become familiar with behavioral theories, social epidemiological principles, intervention design, and debates within the field of HIV prevention. A particular focus of this course is on the linkages between science and HIV prevention practice/policy. Students will conduct weekly readings, engage actively in seminar discussions, and participate in small-group presentations and research activities. Prior coursework in public health research methodology is recommended. Prerequisites: Graduate student or senior public health concentrator. Enrollment limited to 15 advanced undergraduate, graduate and medical students.

PHP 2340. Behavioral and Social Science Theory for Health Promotion.

This course will help students become familiar with behavioral and social science theories commonly used for planning disease prevention/health promotion interventions. In addition to review of specific theories, topics to be discussed include: how theories are developed and tested; challenges and potential pitfalls in using theory for intervention planning; and creation of causal diagrams based on concepts from theories. Graduate students only. Enrollment limited to 25.

PHP 2345. Affect, Emotion, and Health Behavior.

The purpose of this class is to learn about and discuss theory and research on affective determinants of health-related behaviors across multiple behavioral domains. The common thread through the entire course is that health-related behavior is the dependent variable and affect or emotion is the putative determinant. That is, this is a course about how affect and emotion influences health-related behavior. Although we will, in some instances, discuss the effects of health-related behavior on affect and emotion, emotion and mood are NOT considered to be the outcome of interest.

PHP 2355. Designing and Evaluating Public Health Interventions.

Previously listed as PHP 1740. Examines health behavior decision-making and elements for design of health promotion interventions. Covers theories of health behavior (focusing on primary and secondary prevention), principles of intervention design, and reading of research literature. Emphasizes psychological, social, and proximate environmental influences on individuals' health-related behaviors. Restricted to undergraduates in the AB/MPH program, and graduate students. Prerequisite: PHP 0320 or equivalent. Enrollment limited to 35.

PHP 2360. Developing + Testing Theory-Driven, Evidence Based Psychosocial and Behavioral Health Interventions.

This is a graduate-level course designed to provide students with the knowledge and research skills necessary to develop and ultimately test a theory-driven, evidence-based psychosocial or health behavior change intervention. Drawing on research, theory, and practice, students learn how to conduct formative research to inform the content, structure, and format of an intervention, set goals/objectives, develop intervention materials/messages, and evaluate outcomes – all while taking into account factors such as gender, sexuality, race/ethnicity, poverty, culture, social-support/social-capital, etc. Research methods that are relevant for examining efficacy, including study-design, power/sample size calculations, fidelity monitoring, randomization, control conditions, measures selection/assessment, data collection, etc. are covered. Prerequisite: PHP2340 or instructor permission

PHP 2361. Proseminar in Health Behavior Intervention Research.

This course is required for doctoral students in Behavioral and Social Health Sciences. Students will consider advanced topics related to designing, implementing, and evaluating behavioral and social interventions to promote health. The course is designed as a proseminar, emphasizing discussion of primary readings and presentations by experienced intervention researchers.

PHP 2365. Public Health Topics in LGBTQ+ Communities.

This seminar is designed for graduate students interested in health disparities and determinants of health in LGBTQ+ populations (also referred to as sexual and gender minority populations). Students will become familiar with key epidemiological reports, behavioral and social science theories/frameworks, intervention studies, and scientific debates related to the determinants of and disparities affecting the health of LGBT and sexual and gender minority populations. The course will focus primarily on US populations, but will also include global LGBTQ+ and sexual and gender minority populations. Readings and discussion will be considered in light of social, policy, and cultural contexts that frame the lives of LGBTQ+ populations.

PHP 2370. Etiology of Substance Use Disorders.

This course will help students become familiar with behavioral, genetic, neurobiological, and cultural factors related to the onset and course of substance use disorders. In addition to review of specific theories, empirical evidence supporting models will be covered as will the integration of evidence across models. Priority will be given to postdoctoral fellows. BSHS students should take the class for a grade (ABC/NC), special students/postdocs should choose S/NC grade option

PHP 2371. Psychosocial and Pharmacologic Treatment of Substance Use Disorders.

Intended to provide an overview of the history of the treatment of substance use disorders; assessment methods designed to determine progress in substance use treatment; and the current most common types of psychosocial and pharmacologic treatments for substance use. Enrollment limited to 20 graduate and medical students. Instructor permission required. BSHS students should take the class for a grade (ABC/NC), special students/postdocs should choose S/NC grade option.

PHP 2375. Communicating Science to Lay Audiences.

There is a growing need to translate scientific evidence to lay audiences as a way to foster trust in science and facilitate uptake of behavior changes and evidence-based best practices in health policies. However, many researchers do not have the training to disseminate their research to lay audiences. In this course, you will engage in hands-on training to develop lay summaries, animated video scripts, policy briefs, infographics, op-eds and presentations. Each class will be devoted to a few readings and discussion followed by in-class practice of the assigned deliverable. You will focus on one specific article for most activities, lay summary, video script and presentation, and the article related topic area for the policy brief, infographic and op-ed. We will focus on three topic areas - HIV, substance use and obesity. This course is limited to 12 students.

PHP 2380. Health Communication.

This class will explore Health Communication, with a focus on behavioral and social science interventions delivered through health communication programs. The course is structured so that basic building blocks (i.e., definitions of health communication, public health context for health communications interventions, theories of health communication and health behavior change) are presented sequentially early in the semester. Students will synthesize knowledge and demonstrate their understanding of the role of health communication through a final research project. Seniors with concentration in Public Health may enroll with instructor's permission. Enrollment limited to 20 graduate and medical students.

PHP 2400. The U.S. Health Care System: Case Studies in Financing, Delivery, Regulation and Public Health.

Reviews the development of the health care delivery, financing and regulatory control systems in the U.S. and reviews the literature on the relationship between health system structure and the services used and health outcomes that populations experience. A case-study approach is used to understand the inter-relationship between financing, delivery and regulatory components of the health system and their implication for public health by drawing on epidemiological, economic, political and sociological principals. Prerequisites: Graduate standing or PHP 0310 and instructor permission.

PHP 2410B. Interpreting Population Data for Health Services Policy.

Health services research frequently uses existing datasets based upon surveys of, and utilization records collected on, defined populations. Computer technology also makes it possible to link databases. Quality of datasets is crucial for using analyses to make proper recommendations for health policy. Course gives students the opportunity to consider the advantages and disadvantages of using existing health services datasets for investigating health policy issues.

PHP 2410E. Medicare: A Data Based Policy Examination.

This course will explore the role of Medicare as America's health insurer for the elderly and disabled through the use of real Medicare insurance claims data, examining how Medicare policy changes in financing and regulation have affected the delivery and receipt of medical services. At the end of the course students will: 1) know the history of important Medicare policy changes; 2) be able to construct aggregated patient case mix acuity adjusted measures of provider quality using insurance claims data; 3) be able to conduct policy analyses using Medicare claims data that are sensitive to standardized coding schemes. Enrollment limited to 15 graduate students. Prerequisite: PHP 2120, 2508, or 2510. Instructor permission required.

PHP 2411. Introduction to Health Policy Analysis.

In this course, students will learn about historical and contemporary state and federal health policies and the methods used to evaluate their efficacy, with a major focus on the Medicare program. Students will learn how to use statistical analysis software to manage and analyze real Medicare claims data, which are the main data source for landmark health services research studies.

PHP 2415. Introduction to Evidence-based Medicine.

Unbiased assessments of the scientific literature by means of research synthesis methods are critical for formulating public health policy, counseling patients or prioritizing future research. We focus on the methods and uses of systematic reviews and meta-analyses and their applications in medicine and health policy. After course completion, and with some direction, students will be able to undertake a basic systematic review or meta-analysis. Enrollment limited to 15. Prerequisites: PHP 2120, 2150, or 2460; and PHP 2507/08 or 2510/11 (2508 and 2511 may be taken concurrently); and clinical background or training in basic concepts in medicine (must discuss with instructor).

PHP 2428. Health Justice.

Health justice conceptualizes the ways in which health inequities are rooted in laws, policies, and practices that structure the opportunity to be healthy. This course will explore the deeply embedded, historical and legal underpinnings of racial, ethnic, gender-based and ableist health inequities in the U.S. We will consider how specific laws and policies—as written, implemented, and enforced—drive persistent health inequities. Further, we will analyze law and policy reforms focused on remedying health inequities. Topics will include: the role of civil rights, human rights, and reproductive rights in health justice; policy-driven structural inequities—such as, economic inequality, place-based disparities, and mass incarceration; how past and current discrimination and stigma influence the health of marginalized groups; and intersectoral frameworks for public health, medicine, and law to promote health justice.

PHP 2440. Introduction to Pharmacoepidemiology.

The course will focus on substantive topics in pharmacoepidemiology, including relevant principles of pharmacology, inference from spontaneous case reports, study design considerations, premarketing pharmacoepidemiology, common data sources for pharmacoepidemiologic studies, drug utilization review, adherence, and the development, implementation, and assessment of therapeutic risk management policies. The course will also focus on issues in pharmacovigilance, including the legal and historical basis of pharmacovigilance, evaluation of individual adverse drug events, signal detection, active safety surveillance, and medication errors. A clinical background is not required. Prerequisites are PHP 2507, PHP 2508, PHP 2510, or PHP 2511, AND PHP 2120 or PHP 2150, or permission.

PHP 2445. Minding the Gap: The U.S. Healthcare Safety Net.

The right to access affordable, quality health care in the US is not guaranteed. During our nation's history, a patchwork quilt of programs, referred to collectively as the safety net, has been crafted to address health care needs for a wide range of people who fall through the cracks. This course examines its structure, function, and effects. We introduce key features of the safety net: access, cost, quality, and outcomes. We pay particular attention to the nation's largest program, Medicaid. We highlight the unique challenges facing vulnerable groups: legal and illegal immigrants, homeless populations, veterans, and people with disabilities.

PHP 2446. Health Care Financing and Delivery.

The purpose of the course is to foster your development into a health services and policy researcher. To accomplish this, the course involves a general survey of substantive issues in payment and financing in healthcare. By the end of the course you should have knowledge of the main institutions, policy issues, and research areas and questions related to payment and financing in US healthcare. You should also have an initial understanding of where the most promising and pressing areas of research lie within this field. Thus, this course is about the past, present, and future of the field.

PHP 2450. Measuring and Improving the Quality of Health Care.

The quality of health care in the United States is in urgent need of improvement. This course will focus on the science of measuring and improving the quality of health care. Topics will include quality assessment, patient safety, medical errors, public reporting, financial incentives, organizational change, and health care disparities. Students will engage in a team-based quality improvement project. Open to graduate and medical students only.

PHP 2451. Exchange Scholar Program.**PHP 2455A. Health Services Research Methods I.**

Health services researchers use theories, models, and data to understand the health care system, assess the effectiveness of interventions (at multiple levels of the healthcare system), and inform health policy decisions. This course reviews the application of statistical and epidemiological principles to the design and analysis of health services research studies. The goal is to familiarize students with common study designs and methods in health services research, so that they can critically review the published literature and use these approaches in their own research.

PHP 2455B. Health Services Research Methods II.

Health services researchers use theories, models, and data to understand the health care system, assess the effectiveness of interventions (at multiple levels of the healthcare system), and inform health policy decisions. This course reviews the application of statistical and epidemiological principles to the design and analysis of health services research studies with a focus on causal inference methods. Methods and topics we will cover include panel data designs, difference-in-difference, synthetic controls, GEE, random and fixed effects, survival analysis, missing data, IV, propensity scores, research ethics, and statistical methods to study equity. This doctoral level course is the continuation of PHP2455A, and students are recommended to take both in sequence, however students with sufficient epidemiologic or econometric training may enroll with instructor permission.

PHP 2465A. Introduction to Health Decision Analysis.

Many decisions in health are value-laden, involve competing objectives, or must be made under uncertainty. Health decision analysis is a structured approach to thinking through such decisional problems. This course introduces decision analysis and cost-effectiveness analysis for public health and clinical problems. It covers basic theory for decisionmaking; principles and techniques for mathematical modeling; and implementation, by analyzing archetypical decisional problems in health. Pre Requisites: Some facility with mathematical notation and basic concepts in probability (advanced undergraduate students can enroll after instructor approval). Recommended course: DATA 1010, MATH 1610, or APMA 1690.

PHP 2470. Topics in Clinical, Translational and Health Services Research.

Through a combination of mini-courses and seminars, students will explore concepts, gain knowledge and develop skills in a variety of public health areas. To receive a half credit for this course, students will be required to successfully complete 70 units. Units must be pre-determined by the course instructor and the unit instructor. Units are generally based on the number of in-person contact hours and the number of outside of class/homework hours required for a mini-course or seminar. Students must receive special permission from the instructor or be accepted to the Clinical and Translational Research Summer Institute to enroll.

PHP 2480. Selected Topics in Health Economics.

This course equips students with econometric tools to evaluate health programs and policies. Focusing on causal inference methods—such as randomized experiments, differences-in-differences, instrumental variables, regression discontinuity, and synthetic controls—students learn to assess and design rigorous studies that inform public health decisions. Emphasis is placed on applying economic theory in real-world contexts and interpreting evidence for impact evaluation. Students will carry out a hands-on research project using statistical software to test a theory-driven hypothesis. By the end of the course, students will be prepared to contribute to evidence-based public health practice and policy evaluation. This course assumes prior exposure to basic regression and microeconomic concepts.

PHP 2490. Methods in Pharmacoepidemiology.

This course will cover applications of epidemiological, biostatistical, and other methods to the study of outcomes of medical interventions (drugs, vaccines, biologics, devices, and procedures) in large numbers of people. The course will focus on more advanced study designs (e.g., sequential target trial emulation) and analytic methods (e.g., high-dimensional propensity score estimation). Methods for evaluating the robustness of study results (i.e., sensitivity and stability analyses) will also be discussed. Formal frameworks of causal inference will be used throughout the course and will be applied to substantive topics in pharmacoepidemiology, vaccine epidemiology, and medical device epidemiology. Prerequisites: PHP 2120, PHP 2140, or PHP 2150; and PHP 2507 or 2510; and PHP 2200; and PHP 2508 or PHP 2511; or instructor permission.

PHP 2506. Biostatistics for Public Health Research.

This course will provide a foundation in statistical thinking for public health research. It is primarily intended for MPH students on the qualitative research track and MPH students in the accelerated program for clinicians. Others can register with instructor's permission. Students will learn the use and evaluate the appropriateness of statistical methods for analyzing medical and public health data, and learn how to interpret and present statistical findings. They will also gain hands-on experience using statistical software for data analysis.

PHP 2507. Biostatistics and Applied Data Analysis I.

The objective of the year-long, two-course sequence is for students to develop knowledge, skills and perspectives necessary to analyze data to answer public health questions. The year-long sequence focuses on statistical principles as well as the applied skills necessary to answer public health questions using data, including: data acquisition, data analysis, data interpretation and the presentation of results. Using lectures, labs and small group discussions, we focus on evaluating data sources, refining research questions, univariate and bivariate analyses, and presentation of initial results. Prerequisite: understanding of basic math concepts and terms. Enrollment limited to 50 students. Instructor permission required.

PHP 2508. BioStatistics and Data Analysis II.

Biostatistics and Applied Data Analysis II is the second course in a year-long, two-course sequence designed to develop the skills and knowledge to use data to address public health questions. The sequence is completed in one academic year, not split across two years. The courses focus on statistical principles as well as the applied skills necessary to answer public health questions using data, including: acquisition, analysis, interpretation and presentation of results. This spring semester course focuses on regression, interpretation of results, and communication of results. Prerequisite: PHP 2507. Enrollment limited to 50. Instructor permission required.

PHP 2510. Principles of Biostatistics and Data Analysis.

Intensive first course in biostatistical methodology, focusing on problems arising in public health, life sciences, and biomedical disciplines. Summarizing and representing data; basic probability; fundamentals of inference; hypothesis testing; likelihood methods. Inference for means and proportions; linear regression and analysis of variance; basics of experimental design; nonparametrics; logistic regression. Priority given to students in School of Public Health graduate programs. All others with instructor permission. Limited to PhD students and MPH Epidemiology Concentrators MPH students not in the Epi concentration should take 2506 or 2507

PHP 2511. Applied Regression Analysis.

Applied multivariate statistics, presenting a unified treatment of modern regression models for discrete and continuous data. Topics include multiple linear and nonlinear regression for continuous response data, analysis of variance and covariance, logistic regression, Poisson regression, and Cox regression. Prerequisite: APMA 1650 or PHP 2510. Open to advanced undergraduates with permission from the instructor.

PHP 2514. Applied Generalized Linear Models.

This course provides a survey of generalized linear models (GLMs) for outcomes including continuous, binary, count, survival and correlated data. This course will work through the basic theories of GLMs. Emphasis will be on understanding the implications of this theory and the applications to solving real data problems. Extensive use of computer programming will be required to analyze the data in this class. This course is designed for graduate and advanced undergraduate students who will be analyzing data and want to develop a practical hands on toolkit as well as understanding of the theoretical underpinnings of regression. Non-Biostatistics graduate students who have taken APMA1650, PHP2515, or PHP2520 (or an equivalent course) can request instructor permission to enroll.

PHP 2515. Fundamentals of Probability and Statistical Inference.

This course will provide an introduction to probability theory, mathematical statistics and their application to biostatistics. The emphasis of the course will be on basic mathematical and probabilistic concepts that form the basis for statistical inference. The course will cover fundamental ideas of probability, some simple statistical models (normal, binomial, exponential and Poisson), sample and population moments, point and interval estimation, and hypothesis testing. Examples of their use in modeling will also be discussed.

PHP 2516. Applied Longitudinal Data Analysis.

This course provides a survey of longitudinal data analysis. Topics will range from exploratory analysis, study design considerations, GLM for longitudinal data, covariance structures, generalized linear models for longitudinal data, marginal models and mixed effects. Data and examples will come from medical/pharmaceutical applications, public health and social sciences.

This course is designed for graduate and advanced undergraduate students who will be analyzing data and want to develop a practical hands on toolkit as well as understanding of the theoretical underpinnings of regression. Students in this class will need an understanding of how to work with Stata. Prereq is: PHP 2511 or PHP 2514; PHP 2508 with Permission from Instructor.

PHP 2517. Applied Multilevel Data Analysis.

This course provides a survey of multilevel data analysis. Topics will range from structure of multilevel data, basic multilevel linear models, multilevel GLM, Model testing and evaluation and missing data imputation. Data and examples will be drawn from medical, public health and social sciences. Students will be using real data throughout this course.

This course is designed for graduate and advanced undergraduate students who will be analyzing data and want to develop a practical hands on toolkit for multilevel analysis. Students in this class will need an understanding of how to work with R. Prereq is: PHP 2511 OR PHP 2514; PHP 2508 with Permission from Instructor.

PHP 2520. Statistical Inference I.

First of two courses that provide a comprehensive introduction to the theory of modern statistical inference. PHP 2520 presents a survey of fundamental ideas and methods, including sufficiency, likelihood based inference, hypothesis testing, asymptotic theory, and Bayesian inference. Measure theory not required. Open to advanced undergraduates with permission from the instructor.

PHP 2530. Bayesian Statistical Methods.

Surveys the state of the art in Bayesian methods and their applications. Discussion of the fundamentals followed by more advanced topics including hierarchical models, Markov Chain Monte Carlo, and other methods for sampling from the posterior distribution, robustness, and sensitivity analysis, and approaches to model selection and diagnostics. Features nontrivial applications of Bayesian methods from diverse scientific fields, with emphasis on biomedical research. Prerequisites: APMA 1650, PHP 2510, PHP 2511, or equivalent. Open to advanced undergraduates with permission from the instructor.

PHP 2550. Practical Data Analysis.

Covers practical skills required for successful analysis of scientific data including statistical programming, data management, exploratory data analysis, simulation and model building and checking. Tools will be developed through a series of case studies based on different types of data requiring a variety of statistical methods. Modern regression techniques such as cross-validation, bootstrapping, splines and bias-variance tradeoff will be emphasized. Students should be familiar with statistical inference as well as regression analysis. The course will use the R programming language.

PHP 2560. Statistical Programming with R.

Statistical computing is an essential part of analysis. Statisticians need not only be able to run existing computer software but understand how that software functions. Students will learn fundamental concepts – Data Management, Data types, Data cleaning and manipulation, databases, graphics, functions, loops, simulation and Markov Chain Monte Carlo through working with various statistical analysis. Students will learn to write code in an organized fashion with comments. This course will be taught using both R and Julia languages in a flipped format. Non-Biostatistics graduate students who have taken PHP 2510 (or an equivalent course) can request instructor permission to enroll.

PHP 2561. Methods in Informatics and Data Science for Health.

The goal of this course is for students to develop a solution that uses data science and informatics approaches to address a biomedical or health challenge. This course will teach informatics and data science skills needed for public health and biomedicine research. Emphasis will be given to algorithms used within the context of biomedical research and health care, including those used in biomolecular sequence analysis, electronic health records, clinical decision support, and public health surveillance. This course has been developed as a Course-based Undergraduate Research Experience (CURE), where students will gain experience with the scientific method, its application, and presentation.

PHP 2580. Statistical Inference II.

This sequence of two courses provides a comprehensive introduction to the theory of modern inference. PHP 2580 covers such topics as non-parametric statistics, quasi-likelihood, resampling techniques, statistical learning, and methods for high-dimensional Bioinformatics data. Prerequisite: PHP 2520. Open to advanced undergraduates with permission from the instructor.

PHP 2590. Design of Experiments.

Introduces the basic concepts and types of experimental designs with a focus on their statistical properties. Concepts covered include randomization, replication, blocking, matching, nesting, control of variation, interaction, random and fixed factors, choice of controls, estimation of precision, and sample sizes. Types of designs to be covered include classical designs such as factorial, fractional factorial, split plot, randomized blocks, incomplete blocks, crossover, repeated measures, Latin squares, and central composite as well as more recent designs such as platform, adaptive, N-of-1, stepped wedge and dose finding.

PHP 2601. Linear Models.

This course will focus on the theory and applications of linear models for continuous responses. Linear models deal with continuously distributed outcomes and assume that the outcomes are linear combinations of observed predictor variables and unknown parameters, to which independently distributed errors are added. Topics include matrix algebra, multivariate normal theory, estimation and inference for linear models, and model diagnostics. Prerequisites: APMA 1650 or 1660, or taking PHP 2520 concurrently.

Note: The course will cover fundamental and advanced topics in linear models, and concepts related to the generalized linear models will not be covered during the course.

PHP 2602. Analysis of Lifetime Data.

Comprehensive overview of methods for inference from censored event time data, with emphasis on nonparametric and semiparametric approaches. Topics include nonparametric hazard estimation, semiparametric proportional hazards models, frailty models, multiple event processes, with application to biomedical and public health data. Computational approaches using statistical software are emphasized. Prerequisites: PHP 2510 and 2511, or equivalent. Open to advanced undergraduates with permission from the instructor.

PHP 2605. Generalized Linear Models.

This course will focus on the theory and application of generalized linear models (GLM), a unified statistical framework for regression analyses. Specifically, we will focus on using GLMs to model the categorical outcomes. The GLM for categorical outcomes include logistic regression, proportional odds model, and Poisson regression. Maximum likelihood estimation and inference will be introduced in the GLM context. The students are expected to have knowledge of probability and inference (at the level of APMA1650, APMA1660, or PHP2520), knowledge of matrix algebra (at the level of MATH0520), knowledge of regression analysis (at the level of PHP2511) and knowledge of R.

PHP 2610. Causal Inference and Missing Data.

Systematic overview of modern statistical methods for handling incomplete data and for drawing causal inferences from "broken experiments" and observational studies. Topics include modeling approaches, propensity score adjustment, instrumental variables, inverse weighting methods and sensitivity analysis. Case studies used throughout to illustrate ideas and concepts. Prerequisite: MATH 1210 or PHP 2511 or PHP 2580.

PHP 2620. Statistical Methods in Bioinformatics, I.

Introduction to statistical concepts and methods used in selected areas of bioinformatics. Organized in three modules, covering statistical methodology for: (a) analysis of microarray data, with emphasis on application in gene expression experiments, (b) proteomics studies, (c) analysis of biological sequences. Brief review and succinct discussion of biological subject matter will be provided for each area. Available software will be introduced. Intro level statistics (PHP 2507/2508 or PHP 2510/2511) recommended. Other students should contact instructor. Intro to software R and Bioconductor tools provided in lab. Open to advanced undergraduates with permission from the instructor.

PHP 2650. Statistical Learning and Big Data.

This course will introduce modern statistical learning tools with a focus on tools developed for big data. It covers three interconnected components: statistical machine learning methods, the underlying algorithms, and computational tools. This course will focus on the principal techniques to analyze data from start to finish: managing large data, exploring patterns, framing statistical problems, building efficient computational algorithms, and writing reports. Topics will include data management, feature engineering, clustering, convex optimization algorithms, tree/ensemble methods, and predictive modeling. Non-biostatistics students who have taken 2510 and 2511 may request permission to enroll.

PHP 2670. Simulation Models for Public Health Decision Making.

The primary objective of this course is to provide a survey of commonly used simulation models in Public Health Research including cohort/population-based, microsimulation, agent-based, and compartmental models. Emphasis will be on the applications of these models to inform decision making, such as in cost-effectiveness analysis (CEA) and comparative effectiveness research (CER). Basic concepts of the design and analysis of simulation studies will be covered. The course will also provide an overview of statistical methods for developing these models, including parameter calibration, validation, predictive accuracy, uncertainty propagation, and reporting practices. Students will have the opportunity to learn more about the development and application of simulation models in Public Health by attending presentations from accomplished scientists in the area, who will give guest-lectures during the semester. Prerequisites: The course is primarily intended for Graduate Students conducting research or interested in a relevant research area. Students should have prior knowledge of probability and statistical inference (e.g., PHP2510, PHP2515) and regression analysis (e.g., PHP 2511, PHP2514). Familiarity with R, Python, or other similar programming languages is also advisable. Students who wish to take the course may also contact the instructor to determine whether they have the required knowledge and ask for an override code.

PHP 2690A. Statistical Methods for Design and Analysis of Randomized Trials.

Modern account of methods for the design and analysis of trials in health research, with emphasis on randomized studies. Intended for students familiar with introductory statistics at the level of PHP2510 or PHP2515 and regression analysis at the level of PHP2511 or PHP 2514/2560. After an examination of the typology of trials, the discussion will turn to the building blocks of trial design, including goals and endpoints, methods for intervention assignment, and use of blinding. The rest of the course will be devoted to statistical methods for designing, implementing, and analyzing the results of trials. Although the emphasis will be on frequentist methods, the course will also discuss how trials can be approached within the Bayesian statistical paradigm. Causal inference thinking will be introduced early in the course. Examples from published trials will be used to illustrate concepts and methods.

PHP 2690I. Optimization Algorithms in Data Science.

This course provides a comprehensive exploration of advanced algorithmic techniques, with a strong emphasis on optimization algorithms and their applications in statistical and data-driven contexts. Students will gain a deep understanding of fundamental algorithm principles and optimization strategies, enabling them to tackle complex problems in data science, machine learning, and operations research. Students will also be introduced to object-oriented programming in python.

PHP 2690J. Meta-Analysis: Synthesizing Evidence From Different Data Sources.

This course will introduce the principles underlying meta-analysis, the statistical combination of results and data from multiple studies and data sources, and its application to provide unbiased assessments of evidence in a variety of scientific disciplines including public health, medicine, genetics and social science.

PHP 2691. Statistical and AI-Powered Methods for High-Dimensional Genomics Data Analysis.

This course will introduce both statistical methods and modern AI techniques for analyzing high-dimensional genomics data. Students will engage with a range of statistical methodologies, including Bayesian inference, hierarchical models, and non-negative matrix factorization, alongside advanced AI tools such as deep learning, machine learning, and ensemble methods. The curriculum covers applications such as differential expression analysis, gene set enrichment analysis, and integration of multi-omics data sets. Practical sessions include data preprocessing, model selection, interpretation of genomic data, and visualization of results. Prerequisites include coursework in statistics, proficiency in R or Python, and a basic understanding of genomics.

PHP 2700. Lessons (Un)Learned in Public Health and Humanitarian Response: A Historical Perspective.

Public health challenges complicate the response to humanitarian crises around the world, including disease outbreaks, war, and forcible displacement. Although the common narrative in our field is that the complex social, political and ideological challenges we're facing is unprecedented, an examination of the history of public health in acute crises reveals that many struggles confronting us today are neither entirely novel nor unique. This course posits that public health experts rarely understand the full nature of previous crises, and argues that a better understanding of historical events will improve our response to future crises. Through thoughtful reflection and interactive discussion, we will explore the oft-repeated themes that continue to challenge public health and humanitarian response to this day, and examine the progress we've made as a field. Most importantly, we will question why lessons identified so often fail to become lessons learned.

PHP 2710. Interdisciplinary Perspectives on Disability and Death in the Global South.

This course is a seminar for students interested in global health and it also counts as a global health selective course for undergraduate. Topics include the evolution of global health, how a simple solution saved millions of children, why pregnancy remains a leading cause of death for women in low-income countries, the role of equity in achieving better health outcomes, and how leveraging technology can promote improved health outcomes. A series of guest lecturers with diverse backgrounds and global health experience will join us on a journey to foster critical and integrative thinking and writing about the leading causes of illness, disability, and death in low- and middle-income countries (LMICs), as well as potential solutions to prevent and alleviate the burden of diseases.

PHP 2720. Implementing Public Health Programs and Interventions in the Global South.

This course will focus on theory and methods related to the development, adaptation, implementation, and evaluation of public health interventions in the Global South. This course will focus on the influence of social, structural, political, and organizational processes on all aspects of development and evaluation of public health interventions in the Global South. We will cover the field of implementation science and critically analyze approaches for the evaluation of ongoing global public health programs. We will focus on the issue of how evidence-based interventions translate to practice and policy and the evaluation of the implementation of interventions in the "real-world."

PHP 2727. Putting Research Into Practice with Implementation Science.

The objective of this course is for students to learn the principles of implementation science to ensure the successful translation of evidence-based research into practice. Building on the foundation of PHP 2074: "Needs Analysis and Program Planning," this course will teach students how to assess the results of interventions and address systematically identified impediments to sustainability and scalability. Students will also learn to use systems thinking tools and frameworks to determine the factors that promote or impede the adoption and sustainability of health-related interventions. This is a required AMPH course. This course is open to PhD students and residential two-year MPH program students. For two-year MPH students, PHP 2355 and PHP 2072 are the pre-requisite courses. Doctoral students will only be admitted with permission of the instructor.

PHP 2730. Including the Excluded: Global Health Ethics.

This course explores the ethics of global public health engagement. Global health implementation is fraught with ethical conundrums. These ethical conundrums include the process of generating rigorous evidence, championing health as a human right, engaging global partners in meaningful collaborations, and implementing complex programs in low-resource settings. These ethical challenges are driven by North-South inequities and by differences in socioeconomic backgrounds, culture, language, and other intersectional identities. This course introduces scholars to global health ethics as a framework for tackling health disparities, grappling in a scholarly and practical way with the complex fabric of global health research, policy, and practice.

PHP 2740. Learning Global Health by Doing Global Health: Global Health Thesis Seminar.

This course prepares students for constructive engagement in cross-cultural research. The course aims to familiarize students with global funding priorities and research approaches, and to ask questions about meaningful cross-cultural engagement. Part I (Weeks 1-5) covers global health research priorities and writing a small grant proposal. Part II (Weeks 6-12) focuses on acquiring skills and knowledge to plan and implement a global health project, including strategies for community and stakeholder engagement, the challenges and opportunities of cross-cultural research, and tools for project implementation. This course is a research fieldwork preparation seminar intended to prepare students for global field-based research.

PHP 2760. Critical Perspectives in Global Health.

An overview of social theory and analytical approaches relevant to the study of global health topics and their social context. Students learn writing skills and analytical tools and methods for in-depth analyses of global health topics, including social science critiques of global health policy and practice. The goal is for students to learn the skills to conduct critical social analysis of global health issues using qualitative or quantitative data, or mixed methods approaches, on topics ranging from patterns of disease prevalence, to health systems functioning, to community-level project implementation and evaluation. Suitable for students writing theses or papers for publication.

PHP 2950. Doctoral Seminar in Public Health.

The purpose of this seminar is to facilitate discussions of current scientific literature in epidemiology, biostatistics, health services, behavioral and health sciences, and public health in general. The main goal is to expose students to current methodological issues and controversies, in an effort to integrate knowledge across disciplines. This seminar is only open to doctoral students in Epidemiology, Behavioral and Social Health Sciences, Biostatistics and Health Services Research.

PHP 2980. Graduate Independent Study and Thesis Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHP 2981. Graduate Independent Study and Thesis Research (half-credit).

Half-credit independent study research course consisting of 90 credit hours of supervised independent work. Intended for master's students. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHP 2985. MPH Independent Study for Thesis Preparation and Research.

This optional half credit course may be taken up to two times during preparation for the MPH degree. It provides MPH students with self-directed thesis research and preparation time under the guidance of a thesis advisor. Prior to taking this course the student and advisor must reach agreement as to what constitutes satisfactory completion of the course (e.g., completion of a satisfactory literature review, attainment of specific thesis benchmarks, or completion of the thesis). Please check Banner for the correct section number and CRN to use when registering for this course.

PHP 2988. SPH Doctoral Teaching Experience (TE).

The Teaching Experience (TE) independent study is designed to enable graduate students to expand practical teaching skills as course coordinators/instructors under the mentorship of an experienced instructor. While the TE is a primarily a learning opportunity for doctoral students, secondarily, the activities associated with the TE should add value to the class by enhancing the experience of students enrolled in the course and assisting the faculty instructor with administration and delivery of the course. TEs are generally arranged according to student interests and goals and then approved by the student's Graduate Program Director. Once approved, a student will register for the independent study section with the instructor teaching the TE-associated course. Students should consult their Graduate Program Handbook for more information.

PHP 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

PHP XLIST. Courses of Interest to Concentrators in Community Health.

The Division of Master's and Professional Programs

The Division of Master's and Professional Programs, in coordination with academic departments, delivers nearly 40 master's degree programs across residential, professional and online formats. These programs embody Brown's commitment to research, collaborative learning, and interdisciplinary, student-centered education. Within the Division, the School of Professional Studies oversees the University's professional master's programs and portfolio of short programs.

The Division's Center for Master's Student Excellence serves as a central hub for our 2,000+ master's students, providing community building, professional development opportunities and streamlined access to essential resources.

The School of Professional Studies

The School of Professional Studies, part of the Division of Master's and Professional Programs, offers three professional master's programs, including an executive MBA in partnership with the IE Business School in Madrid Spain, as well as three early-career fully online master's programs. The School also develops and manages a portfolio of short programs, certificates and mindfulness offerings.

Professional Master's Programs (<https://professional.brown.edu/degree/>)

- Master of Science in Healthcare Leadership (<https://professional.brown.edu/healthcare/>)
In partnership with the School of Public Health, the accredited one-year hybrid master's program is designed for working professionals focused on building leadership skills within the complex healthcare industry.
- Master of Science in Technology Leadership (<https://professional.brown.edu/technology/>)
In partnership with the School of Engineering, the one-year hybrid master's program equips leaders across industries with the strategic leadership skills to manage technological change in today's global economy.
- Executive Master of Business Administration (<https://emba.brown.edu/>)
In partnership with IE Business School, the Executive MBA is an accelerated, 15-month hybrid program designed to build the business framework and leadership capacity to better serve people, organizations and society.

Online Master's Programs

- Master's in Management (<https://professional.brown.edu/academics/online-masters/management/>)
The 16-month, online master's in management equips early-career professionals with foundational business skills and an ethical and human-centered management perspective.
- Master of Science in Organizational Leadership (<https://professional.brown.edu/academics/online-masters/organizational-leadership/>)
The 16-month, online master of science in organizational leadership equips working professionals to confidently lead organizations by managing critical relationships, navigating complex environments and guiding diverse teams to achieve mission essential goals.
- Master of Science in Business Analytics (<https://professional.brown.edu/academics/online-masters/business-analytics/>) (Effective 26-2027 Academic Year)
The 16-month, online master of science in business analytics equips working professionals to focus on developing data analytics and

leadership skills that can be applied to a business, government, non-profit, or educational setting.

Business Administration Graduate Program

In partnership with IE Business School, the Executive MBA is an accelerated, 15-month hybrid program designed to build the business framework and leadership capacity to better serve people, organizations and society.

EMBA 2700	Managerial Economics	.75
EMBA 2600	Financial Accounting	.5
EMBA 2930	Leading People, Teams and Organizations	.5
EMBA 2210	Shared History of Slavery & Capitalism	.25
EMBA 2840	Competitive & Corporate Strategy	.5
EMBA 2820	Marketing Management	0.5
EMBA 2860	Strategy at the Intersection of Business & Society	.25
EMBA 2900	Entrepreneurial Management for Executives	.75
EMBA 2990	Ethical Leadership	.25
EMBA 2110	Society & Culture in the Age of Globalization	.5
EMBA 2620	Cost Control	.5
EMBA 2450	The Global Economy: Past, Present, and Future	0.5
Microeconomics for Managers (new required course)		.25
EMBA 2100	Ethnographic Research Methods	.25
EMBA 2970	Inclusive Organizational Leadership and Development	0.25
EMBA 2910	Empower Your Negotiation	.25
EMBA 2550	Thinking About Thinking About Management	.25
EMBA 2000	Entrepreneurial Opportunities in Developing Regions	.75
EMBA 2310	Climate Change at the Intersection of Business and Society (change from Natural Collections)	.5
EMBA 2540	Global Trends Seminar Series	1
EMBA 2530	Key Reflection Project	1
EMBA 2830	Operations & Supply Chain Management	.75
EMBA 2610	Financial Management	.75
EMBA 2850	Technology & Innovation Strategy	.25
EMBA 2810	Managing Communities of Work	.5
EMBA 2960	Data for Good	0.25

Master in Management Graduate Program

The online Master's in Management (MiM) program will extend Brown University's commitment to preparing professionals to become innovative and ethical business leaders. By offering a comprehensive and flexible curriculum tailored to current industry demands, the Master's in Management program will equip graduates with the necessary skills to thrive in dynamic and competitive environments. The online Master's in Management (MiM) will focus on developing skills and knowledge in management principles and practices. It is designed for individuals who have recently completed their undergraduate studies (0-5 years of experience post-bachelor's) and want to kickstart their careers in management or related fields, but lack foundational skills. The MiM will cover a wide range of subjects including finance, marketing, operations, human resources, strategy, and organizational behavior in order to provide students with a comprehensive understanding of business management concepts and prepare them for leadership roles in various industries.

Organizational Leadership Graduate Program

The online Master of Science in Organizational Leadership (ScM OL) program will extend Brown University's commitment to preparing professionals to become innovative and ethical business leaders. By offering a comprehensive and flexible curriculum tailored to current industry demands, the Master of Science in Organizational Leadership program will equip graduates with the necessary skills to thrive in dynamic and competitive environments. The online Master of Science in Organizational Leadership will provide students with leadership skills that can be applied to a business, government, non-profit, or educational setting, and will fulfill Brown University's commitment to preparing professionals who can lead and innovate in various sectors. The ScM OL will cover a wide range of subjects including organizational planning, dynamics of leadership, finance, team building, conflict resolution and negotiation, communication and other management skills.

Courses

EMBA 2000. Entrepreneurial Opportunities in Developing Regions.

This course utilizes team-based experiential learning methods for the further development of skills in business opportunity creation. It builds upon the courses on entrepreneurial management and ethnographic research methods to investigate a business opportunity that participant teams create within, or stemming from, a developing region. The course leverages field work in a specific complex developing regional economy that serves as a proxy for such developing regions more broadly. Upon completion of the course, participants should be able to develop business opportunities in complex, developing regions and have a greater appreciation of the potential and challenges these regions represent.

EMBA 2100. Ethnographic Research Methods.

This course develops basic skills in learning to use ethnographic research methods, the hallmark of anthropology and a crucial methodology for analyzing why people behave the way they do. Concentration is on the two key elements of ethnographic methodology: participant observation and interview techniques. Students apply these techniques in assigned course project work.

EMBA 2110. Society & Culture in the Age of Global Contradictions.

In the past five decades, the flows of commodities, ideas, people, norms and resources across international borders have accelerated exponentially. Driving these dynamics are not only market forces, but also social networks, cultural diffusions, environmental events and institutional transformations. The implications of globalization and its antagonists become particularly acute when we consider challenges that transcend borders, such as COVID-19 and climate change, interacting simultaneously with the effects of increasing challenges of nationalism, isolationism and extremism. What are we to make of these contradictions? This course draws on analytical tools from the social sciences to make sense of the rapidly changing nature of global society that can help you unpack and analyze the complex interactions that drive globalization and the resulting societal transformations.

EMBA 2210. Shared History of Slavery & Capitalism.

Over five meetings, we'll study specific aspects of the history of the Atlantic slave trade and the plantation regimes of the Americas. At the same time, we will explore key principles of historical reasoning and argumentation: the reliance upon evidence to support interpretation; the appreciation of contingency and the specificity of time and place; skepticism towards claims of the universality of experience and the inevitability of outcomes. Finally, in seeking to unravel the paradoxical relationship of free markets to unfree people, we will bring historical perspective to questions about commodities and liberties that remain urgent in the current global economy.

EMBA 2220. The Political Economy of Development.

The goal of this unit is to introduce executives in the MBA Program to the politics economic & social development, with a focus on both long-run historical determinants of development and the more recent effects of globalization and neoliberal reforms on economic growth and inequality. To put these issues in context, the unit addresses debates about development in Latin America and Sub-Saharan Africa.

EMBA 2230. The Imprint of Time, Space, and Place on our Bodies: Understanding Health Disparities.

Health is a fundamental human right regardless of where one is born or the social conditions one is born into. Disparities remain for the most vulnerable populations & communities, even with developed low-cost, evidence-based strategies. This course interrogates health disparity conundrums; explore social determinants of health through experiential learning; highlight pathologies of power driven by historical, political, and economic forces through discussion and debate, and using case-based learning; examine opportunities for achieving health equity, guided by social justice approach and utilizing a capabilities paradigm; define ethical challenges in tackling health disparities due to power differentials across countries, communities, populations.

EMBA 2300. History, Culture, and Politics in South Africa (change from Globalization and the Arts).

We will begin with colonialism and address the way twentieth century South African history inflected colonialism in unique ways, from the Boer War to the Apartheid State. Then on the monumental project of changing a nation state from racist authoritarianism to democratic citizenship across a diverse and highly unequal population in terms of access to resources (an inequality burdening South Africa to this day). If one asks what the humanities might contribute to understanding and explanation in this regard, it is the demand to read such history in an interdisciplinary, synergizing way, ranging across law, politics, art, architecture and culture.

EMBA 2310. Climate Solutions at the Intersection of Business and Society.

This course is designed to introduce you to the most recent science of climate change and its impacts in the coming decades, allowing us to see mitigation of climate change and adaptation to its impacts not only as moral imperatives but also as an opportunity for commercial actors in the coming years and decades. The course discusses the scientific foundation for a goal of net zero greenhouse gas emissions, and then explores how that is operationalized in businesses, in investing, and by governments. The final deliverable asks you to explore emissions reductions or adaptation strategies in your own company.

EMBA 2400. Global Markets.

This course investigates the institutions and regulations governing our global economy. Recent events have shown that traditional national regulations (or lack thereof) are no longer adequate yet international accords over aid, trade, labor standards and a host of other issues are fiercely and frequently contested by competing interests. The results of these debates, and the resulting economic systems and policies will determine winners and losers in the new global economy. Understanding the interaction between this political-economic-regulatory environment and individual firms and industries is key to determining both the possibilities for and constraints on global business in today's fast changing economy.

EMBA 2420. Game Theory, Risk and Strategy.

This course provides a strategic understanding of how economic principles shape business decision-making in an increasingly complex and competitive world. It focuses on equipping executives with the tools to think critically about decision processes, manage risk, and optimize strategies. Participants will learn how models can simplify complex problems and guide strategic choices, how to navigate competitive environments using game theory, and how to make more informed decisions in the face of uncertainty. The course also addresses key challenges like managing incentives, addressing information gaps between parties, and understanding how behavioral biases impact both consumer choices and organizational strategies. By discussing fundamental concepts of Microeconomics, the course aims to enhance participants' ability to make smarter, more economically sound decisions that drive business success.

EMBA 2450. The Global Economy: Past, Present, and Future.

We consider not only the growth of income per capita, but also other measures of well-being. Delving into the roots of growth entails understanding investment in skills and the institutional environment in which firms and workers operate. We will focus on the question of whether the "Western" model is the best choice of institutional and economic structure. We then turn to explicitly examine the process of technological progress and a discussion of income inequality. We will then discuss how globalization affects growth and inequality. We then examine how the role of the state may or may not change in coming decades in response to ongoing economic disruption. Finally, we examine two issues that will have enormous implications for economic, social, and political developments: first, the phenomenon of persistent sub-replacement fertility, and second, climate change.

EMBA 2520. Public Speak Your Mind and Your Heart.

What you say, how you say it, and how you make it relevant to the audience, can turn an idea into a power horse. And many ideas are dumped daily because their originators do not present them in a dynamic and convincing way. Presentation skills rank among the most practical for financial managers: nothing will give you a more immediate competitive edge than the ability to communicate orally in a fluent and confident manner.

EMBA 2530. Key Reflection Project.

The Key Reflection Project (KRP) is a culminating academic project where students integrate and apply the knowledge acquired during the program to examine an idea or solve a challenging problem that is within their area of influence or personal interest. The project must mirror the spirit and learning objectives of the program, which are based on the awareness of social complexities and critical analysis of business issues. The pedagogical objective is for students to practice the application of the multidisciplinary learnings of the IE Brown program to real and complex problems that they face in their own workplaces.

EMBA 2540. Global Trends Seminar Series.

This seminar aims to foster awareness and discussion on trending issues that have an impact on managerial work. The Series will concentrate on two highly imbricated fields: Global Leadership Awareness and Technology Trends. Students will be exposed to insights and discussion from speakers that will share their ideas about the state of the art of geopolitics, emerging AI developments and social implications of the integration of technology in the world of work. The seminars will take place either during the residential periods in Madrid and Providence or via webinars during the online periods.

EMBA 2550. Thinking About Thinking About Management.

The complexity involved in corporations nowadays is daunting, as issues related to globalization are adding to the classic issues of corporate and competitive strategy. This course has two main objectives. First, it provides an organizational theory perspective and thereby complements the previous courses of strategy and management. Second, it seeks to develop your critical thinking through specific reading of the material assigned and continuous connections with practical examples.

EMBA 2600. Financial Accounting.

This course will emphasize the understanding of how financial statements are created and how accounting decisions affect these statements. The course will teach the theory emphasizing the use of accounting as a tool for decision-making and problem solving. The objective of the course is not to memorize accounting rules and perform "bookkeeping" activities. However students will have to practice some bookkeeping in order to understand deeper issues that go beyond it. Students will also learn the problems associated with accounting subjectivity and flexibility while evaluating the appropriateness of accounting policies and estimates.

EMBA 2610. Financial Management.

This course focuses on the fundamentals of corporate finance. The objective of corporate financial theory is to maximize the value of the business. In this context financial decisions can be broken down in two basic decisions (1) how much to invest and what assets to invest in, and (2) how to raise the necessary cash. This course provides a framework to answer the first question: how the firm should make the investment, or capital budgeting decision, in order to increase shareholder value.

EMBA 2620. Cost Control.

Students, as future managers, will utilize the output of cost systems (the primary internal information systems in a firm). Students will gain an understanding of cost accounting systems, including a familiarization with: the goals of cost accounting systems; the fundamental features and design of cost accounting systems; and the various uses of the data provided by cost accounting decisions. A sound understanding of these issues is necessary to interpret cost accounting system outputs; to transform them from data to information and knowledge. Without this understanding, cost accounting data is often mis-interpreted and/or mis-applied leading to erroneous decision making.

EMBA 2700. Managerial Economics.

This course will attempt to provide students with a framework to understand the main economic variables that affect business activity and country risk. It will begin with a brief look at the microeconomy and the basic concepts underlying supply and demand and market structure. It will then focus on the macroeconomy, the main economic indicators such as GDP, inflation and unemployment and the business cycle, and evaluate how changes in these indicators affect business prospects. It will outline the operation of fiscal and monetary policy and how and why policy decisions are made, to give students the tools to anticipate key policy decisions. Finally, it will look at international trade, exchange rates and the processes of economic integration to determine their costs and benefits and their impact on the business environment. Students will learn to apply these tools to actual country data.

EMBA 2810. Managing Communities of Work.

The objectives of this course are to enable participants to: discuss the psychological, social and strategic contexts in which HR processes and principles operate; describe and appraise the social and strategic benefits of "general management" expending time and resources on "employee issues"; analyze and critique people-based processes relying on their psychological, social and strategically oriented business merits; assess the relevance of HR policies the impact on business outcomes as a function of factors such as the market, the industry or the culture of the organization; and, reflect upon emerging people topics in today's organizations, which impact the managerial profession.

EMBA 2820. Marketing Management.

This course is designed to provide students with a deep understanding of the fundamental principles of marketing and marketing strategy making. The focus will be on getting to know the basic techniques of defining and segmenting a target market for goods or services, building a brand with a meaningful positioning, and then integrating product, price, promotion and distribution to offer a superior marketing mix leading to a long-term competitive advantage. Finally, students will be given an insight into consumer behavior and brand management, as well as understanding the role played by different marketing tools such as marketing research.

EMBA 2830. Operations & Supply Chain Management.

This course provides an introduction to the basic aspects of the operation of the firm by presenting an integrated vision of those concepts and techniques and an understanding of the new role of operations and supply chain management in the overall strategy of the firm. The course structure initially addresses issues related to operations strategy, followed by a focus on systems and supply chain management. The course closes with a consideration of operations in practice.

EMBA 2840. Competitive & Corporate Strategy.

This introductory course to the area of strategic management aims to provide students with a thorough understanding of the internal and external factors that shape a firm's ability to create value. Students will be familiarized with tools to analyze industries, firm resources and competitive interactions, both on the individual business and the corporate level. Perhaps most importantly, the courses strive to instill a strategic mindset that will enable students to go beyond a simple application of tools to derive a deep understanding of firm competitive behavior in order to enhance their own firm's performance in any given situation.

EMBA 2850. Digital Technology & Business Strategy.

In this course, students will learn what it means to be an information-based organization, and how digital technologies-enabled processes to create and capture value for organizations. They will learn where digital is going, where it fits into organizations, and how to govern it. Through case studies, research reports, hands-on exercises, and interactive discussions, participants will learn to:

- Align digital technologies with organizations' business goals, and communicate those goals
- Set business and technology priorities based on those goals
- Apply concepts, tools and techniques to design appropriate digital business models
- Analyze innovation initiatives in the digital space
- Evaluate digital transformation strategies of a business

EMBA 2860. Strategy at the Intersection of Business & Society.

This course builds on the principles of strategic management to build an understanding of the impact of society on firm strategy and to learn to shape, accordingly, superior business strategies. The course addresses: stakeholder strategy (creating shared value); issue management (how social movements impact firm strategy); links between social performance and financial performance; communicating corporate strategy in line with social expectations in a social media era; and staying competitive in a global and digital era.

EMBA 2900. Entrepreneurial Management for Executives.

This course provides a forum for the in-depth examination of mindsets, methods, and managerial activities that follow the entrepreneurial process from opportunity recognition to growing new ventures, whether as startups or within existing businesses. In particular the course will examine the role of finding a fit between one's passions, skills and markets in the pursuit of opportunities and facilitate an understanding of the stages in the entrepreneurial process: opportunity recognition, customer discovery and market validation, solution validation and crafting of the business model.

EMBA 2910. Empower Your Negotiation.

This course is a high impact 5-sessions program to effectively improve your negotiation skills and knowledge by combining rigorous theoretical instruction and real practical exercises. Away from the magic recipes of a normative approach, the program has been designed to enhance participants to exercise the "art of negotiation" as an effective tool that they will be able to use throughout their professional careers and personal lives, within the current framework of our diverse and multicultural societies. This program will use relevant practical cases and by discussing these cases with the instructors during a process of five differentiated steps, one per session of the course.

EMBA 2930. Leading People, Teams and Organizations.

This course focuses on advancing students' understanding of how to lead and manage with the aim of increasing personal and organizational effectiveness. It is designed to address several fundamental aspects of managing and leading people. These include understanding and influencing group behavior and performance, working with and managing people on a one-on-one basis, and leading, motivating and aligning people behind a common vision or direction. This course places a particular emphasis on increasing students' self-awareness as leaders and their ability to address the challenges of leading change in organizations.

EMBA 2960. Data for Good.

Students learn about the modern practice of data analytics, beginning with the principles undergirding data science as it is used in for-profit enterprises. We explore hypothesis-driven problem-solving, the wide range of data sources including "alternative data," and techniques for aggregating and analyzing data. This body of data and knowledge constitutes the supply side of the problem. We next look at the demand side: the range of social concerns that can be addressed using data analytics, such as public health, poverty, and housing.

EMBA 2970. Inclusive Organizational Leadership and Development.

Through an interdisciplinary lens, we will examine the following: How do we experience and understand diversity and difference? How has the field of DEI changed over time and specifically since 2020? How do principles of equity and inclusion shape systems that affect individuals, families, communities, and society? How can leaders effectively use data to inform DEI decisions and drive greater business results? IE Brown students will explore the contours of difference and the dynamics of diversity, privilege, and oppression in international contexts. Building on standard models of multicultural competence that emphasize knowledge, awareness, and skills, they will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for driving systemic programs through equity and empowerment. The goal is to promote DEI enablement and values-based approaches for advancing DEI within organizations.

EMBA 2980. Technology & Innovation: A Global Perspective.

This course aims to help participants to develop a deep understanding of innovation and technology as a global phenomenon. The course will emphasize the global nature of innovation and technology exploring how different approaches to innovation emerge as response to different competitive, social, technological and economic environments. This understanding of innovation as a global phenomenon will be used as a tool to gain a better appreciation of some of the current technology battles, their evolution and more likely outcome.

EMBA 2990. Ethical Leadership.

The purpose of this course is to explore ethical issues that leaders confront in a rational, practical, and responsible way to enable you to address them effectively when you confront them in your lives. This course works to close the gap between the personal moral choices of an individual and the business challenges presented by organizational life. This course will raise your awareness surrounding selected ethical systems, explore ethical challenges leaders face, create an awareness of the implications of decisions, and provide you with a system to guide your own and others' ethical choices.

Departments, Centers, Programs and Institutes

Africana Studies

Located in the historic Churchill House on the campus of Brown University, the Department of Africana Studies is the intellectual center for faculty and students interested in the artistic, historical, literary, and theoretical expressions of the various cultures of Africa and the African Diaspora. Central to the intellectual work of the department is the close collaboration of artists and scholars in examining relationships between academic and artistic knowledge about the world and human experience. Our commitment to rigorous scholarship and robust student and community development is grounded in a truly global understanding of the reach and implications of the Africana World.

For additional information, please visit the department's website: http://brown.edu/Departments/Africana_Studies/

Africana Studies Concentration Requirements

The concentration in Africana Studies critically examines the artistic, historical, literary, and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. Central to the work of students and faculty in the concentration is the close collaboration of artists, scholars, and writers in examining relationships between academic and artistic knowledge about the world and human experience. Concentrators work closely with faculty members in developing new knowledge about the world and human existence through the critical and comprehensive study of the peoples and cultures of Africa and the African Diaspora. Concentrators are encouraged to study abroad in Africa, the Caribbean, and/or Latin America and to acquire language competency in a language other than English spoken in Africa and the diaspora.

Africana Studies presents a different conceptual paradigm that connects the global black experience. Africana Studies engages issues about historical and contemporary responses to local and global crises. It engages with how people of color create their own knowledge culturally and politically. It is oftentimes a critique of how forms of knowledge are produced. Concentrators acquire a host of interdisciplinary skills that allow them to ask questions about the world around them, and forms of knowledge production while developing critical analytical skills. Our concentrators deploy these skills in other classes, enriching their own general intellectual development.

In order to develop requisite competency in the discipline of Africana Studies, concentrators must complete nine (9) semester-long courses offered by or cross-listed with the Department. Seven (7) courses must have an AFRI prefix or be offered by Africana Studies core faculty. Two (2) courses can be cross-listed. In some cases, Concentrators may petition the Department to accept other appropriate courses. Of these 9 courses, the following Africana Studies courses are **required**:

- AFRI 0090 (<https://bulletin.brown.edu/search/?P=AFRI%200090>) An Introduction to Africana Studies
- AFRI 1330 (<https://bulletin.brown.edu/search/?P=AFRI%201330>) Africana Studies Junior Seminar
- AFRI 1360 (<https://bulletin.brown.edu/search/?P=AFRI%201360>) Africana Studies: Knowledge, Texts and Methodology—Senior Capstone Seminar (Spring ONLY)

Students studying abroad during the second semester of their junior year will be required to take the seminar during their senior year. If there is a documented conflict with another concentration's senior seminar, students should consult with the DUS.

The Department strongly encourages foreign study in Africa, the Caribbean, and Latin America.

The Department also encourages the acquisition of language competencies, in addition to English, which are spoken in Africa and the diaspora. Since no continental African language is permanently offered at Brown (to date), concentrators who study abroad and acquire certified competency in any African language are welcome to petition the department for competency credit.

For more information about the concentration, please contact the Director of Undergraduate Studies.

Honors in Africana Studies

Africana Studies' concentrators with outstanding academic records (demonstration of excellent research and writing skills from course selections to grades) may be admitted to the department's Honors Program.

Students interested in pursuing honors should identify a faculty sponsor in Africana Studies (chosen from Core Faculty or affiliated faculty after Chair agreement) in their 6th semester and begin working on their thesis project during the summer before their senior year. By the end of the sixth semester, while working in consultation with a faculty advisor, the student must submit a rough draft of the project proposal. **Please visit the department website for proposal guidelines (<https://www.brown.edu/academics/africana-studies/sites/brown.edu/academics/africana-studies/files/uploads/Final-ProposalGuidelines.pdf>)**. This preliminary plan should include a timeline for completion of the thesis and is not to exceed one (1) typewritten page. This plan should also include a bibliography that students have developed with their thesis advisor to guide their summer reading.

By the end of the summer, the Honor's candidate should be familiar with the secondary works in the field. (Secondary readings should be extensive and be incorporated into the final proposal, due **Monday, September 26, 2022**.) The student should also identify a second reader at this point.

The final work plan/proposal, not to exceed three (3) typewritten pages, should incorporate the summer research findings and updates to the completion deadline. The final proposal must be approved and signed by a committee, comprised of the faculty advisor who is to direct the Honor's thesis, the second reader, and the concentration advisor. By the end of week three of the first senior semester, the thesis advisor should inform the Director of Undergraduate Studies by email that the proposal has been approved.

The Honor's candidate should complete at least one chapter of distinguished quality while enrolled in an independent study with their faculty advisor during the first semester of the senior year. Students must enroll in at least one, preferably two, semesters of independent study to work on their thesis.

For students completing graduation requirements by the end of **Semester I (Fall)**, a first complete draft of the thesis should be completed by **the last Friday in October**. Final drafts must be submitted by **the last Friday in November**. For students completing graduation requirements by **Semester II (Spring)**, a first complete draft of the thesis should be submitted by **the last Friday in February**. The final draft of the thesis should be submitted by **the last Friday in March**. Students must submit bound copies of the final thesis to the department and to each of their readers, along with an electronic copy of the completed thesis to the Academic Department Manager. All students are expected to formally present their thesis projects in the Department of Africana Studies in **early April** at a time to be determined. After this presentation, a department committee will make recommendations for honors to the Director of Undergraduate Studies and students will receive notification of the recommendation.

Africana Studies Graduate Program

The Department of Africana Studies at Brown University is the intellectual center for faculty and students interested in the critical study of the artistic, cultural, historical, literary and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. The department has one of the leading faculties in the discipline. Members of the faculty have received many prestigious honors and awards such as the Gish Award, the Andrew Carnegie Fellowship, the Guggenheim Fellowship and the MacArthur Fellowship, in addition to successfully competing for fellowships and

grants from the Ford Foundation, the Fulbright Program, the Woodrow Wilson Foundation, the National Endowment for the Arts and the National Science Foundation.

Our fifth-year M.A. provides training for students interested in doctoral studies or pursuing careers as teachers or in professions related to Africana Studies, with a thorough grounding in critical thinking, research and scholarship at one of the most prestigious centers of research and scholarship in the United States. Our program is organized to provide students with the opportunity and flexibility to design a program of study that addresses intellectual interests and career ambitions.

The department of Africana Studies offers a graduate program leading to the Ph.D. in Africana Studies. For more information on admission and program requirements, please visit the website: <http://www.brown.edu/academics/gradschool/programs/africana-studies-0> (<http://www.brown.edu/academics/gradschool/programs/africana-studies-0/>)

Students admitted to the 5th year M.A. must complete six courses (beyond the two courses taken as undergraduate students and applied to their master's degree). The eight courses (including the two taken as undergraduates) must include three of the core topical classes (AFRI 2101 [Methods] is required + 2 of the other core classes offered) in the Africana Studies graduate program. At least four of the remaining courses must be with core or affiliate Africana faculty. Students will take the core courses already in place for the doctoral program. That will integrate them into the overall graduate community in the Department.

Program Requirements

3 Core Courses

AFRI 2101	Methods in Africana Studies (*Students must register for 2 additional core courses below)	1
AFRI 2002	Theories of Africana Thought: Literary and Expressive Cultures	1
AFRI 2001	Theories of Africana Thought: Intellectual History and Critical Theory	1

4 of the remaining courses must be with core or affiliate Africana faculty

AFRI 2010	Black Transnational Feminism	4
HIST 2970C	Rethinking the Civil Rights Movement	
PHUM 2020	Methods in Public Humanities	
AFRI 2015	Revolt and Revolution in the Black World	
AFRI 2020	Afro-pessimism and Its Kin	
AFRI 2300	Black Critique: Black Critical Theory - History, Literature, Politics, the Human Sciences of Being	
ENGL 2901P	Black Feminism: Roots, Routes, Futures	

Courses

AFRI 0001. From Octavia Butler to N.K Jemisin, Black Feminist and Queer Theories in Science-Fiction and Fantasy.

Through the analytical lenses offered by Black feminist and queer theories, this course engages works of Black speculative fiction as modes of theorizing questions of race, gender, sexuality, class, environmental justice, interpersonal politics and more. Through course readings, seminar discussions, and creative writing projects, students will critically analyze works of speculative fiction written by Black authors and broaden their knowledge of Black speculative literature, with a particular focus on science fiction and fantasy.

AFRI 0005. Resistance in Black Popular Culture.

This course examines the terrain of black popular culture and its enduring yet shifting relationship to forms of social and political resistance employed by African-Americans in the US. This course offers a deep dive into two complex, related questions central to the field of Black Cultural Studies: 1) what is "black popular culture" and what can we learn by studying it in a social context? 2) How do black popular cultural forms both reproduce the status quo as well as enable black people to resist the status quo? In this course, we will engage with major texts and key theoretical concepts from Black Cultural Studies to help us analyze black popular cultural works via in-class listening and viewing of popular media to consider both the normative and resistive dimensions of black popular culture in a social context.

AFRI 0005A. Resistance in Black Popular Culture.

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AFRI 0090. An Introduction to Africana Studies.

This course introduces students to the vibrant and contested field of Africana Studies by critically exploring and analyzing the links and disjunctures in the cultural, political, and intellectual practices and experiences of people of African descent throughout the African diaspora. Beginning with a critical overview of the history, theoretical orientations, and multiple methodological strategies of the discipline, the course is divided into three thematic units that examine intellectuals, politics, and movements; identity construction and formation; and literary, cultural, and aesthetic theories and practices in the African diaspora.

AFRI 0101. White Supremacy.

This class focuses on the long history and present circumstance of white supremacy, on its unchanging character and regular reinvention. Drawing together decades of scholarly work, the class envisions white supremacy as a structure, an ideology, a culture, and a psychology - and as the keystone of historical experiences we now often see as distinct: genocide, apartheid, nativism, segregation, settler colonialism, racialized policing, and personal prejudice. At the close of the semester, students should have a solid historical understanding of white supremacy and a strong sense of how these disparate experiences are linked.

AFRI 0110B. The Last Professors.

Addresses the profound effects of contemporary economic, political, and social changes on the role and function of the university in the 21st century. A primary concern of the seminar is to critically analyze how and in what ways the transformations in the broader society challenges, constrain, and, at times, frustrate critical intellectual activity. The seminar will draw on a broad and diverse set of readings ranging from classic statements by Cardinal Newman and W.E.B. DuBois to contemporary critical analyses by Henry Giroux and Adolph Reed, Jr. Enrollment limited to 19 first year students.

AFRI 0110C. Autobiography of the Civil Rights Movement.

Most of the rich written history of the civil rights movement originates from first-hand accounts documented in oral histories and autobiographies. This interdisciplinary course plots the milestones of the civil rights movement through the lens of several autobiographies. The aim is to critique autobiography as a historical document as well as use it to tell the stories of the civil rights movement. We will compare and contrast different texts, analyze content and map a history of the era. Students will work with a writing fellow to develop one critical paper and one autobiographical paper. Enrollment limited to 19 first year students.

AFRI 0120. Philosophy of Race and Gender.

Prejudice of many kinds, such as racism and sexism is so embedded in our modern social institutions, and so traditional and pervasive that we often fail to notice it. Furthermore, race and gender have been used repeatedly to explain differences. This course is a rigorous examination of the philosophical meanings of race and gender, from a variety of historical, anthropological and feminists perspectives.

AFRI 0130. This is America: Reimagining the American Saga.

History offers us a framework to appraise the forces and conditions that have formed people's shared experiences. Because of this, the histories we tell are often explanatory. They delineate how we arrived at this moment and tell us which people and what events were most consequential. But what happens when the people who look like you are not part of the story? Or if their inclusion amounts to cameos in support of a larger narrative that ultimately minimizes or ignores their contributions? This course reimagines American history by placing in the foreground the people and events often marginalized or forgotten in traditional appraisals of the past. Through a review of historical sources, literature, oral histories, and evidence found in popular culture, this class offers a more inclusive retelling of the American saga.

AFRI 0140. First Lady of the Struggle: Mary McLeod Bethune and Global Black Freedom.

This course will focus on the life and legacy of Mary McLeod Bethune through an examination of her activism in the areas of education, politics, women's rights issues, civil rights issues, and world affairs. Throughout the course of her 79 years, she rose from humble beginnings in South Carolina, the daughter of formerly enslaved parents, to work with presidents and world leaders. She was born during the period of Reconstruction, and passed away the same year as the ruling of Brown vs. Board of Education was made, which will allow for a study of her participation in laying the foundation for the Modern Civil Rights Movement. Students will also gain experiential learning by visiting historic sites which preserve the legacy of Bethune, including the Mary McLeod Bethune Council House-National Historic Site and the Carter G. Woodson Home-National Historic Site.

AFRI 0160. Twentieth-Century Africa.

Twentieth Century Africa delves into the complex and problematic narratives surrounding Sub-Saharan Africa, examining how the continent has been historically misrepresented, misunderstood, and "mistaken" in various contexts. We critically analyze the notion of "Mistaking Africa" focusing on deconstructing stereotypes, challenging misconceptions, and promoting a more nuanced understanding of Sub-Saharan Africa's diverse cultures, histories, and contemporary realities. Students will read literature, analyze popular culture, and examine primary sources to study European imperialism and racism; colonial systems of forced labor and wage labor; African resistance and collaboration; the Christianizing and westernizing effects of colonial education; the transformation of gender, class, and ethnic identities, and African nations' struggle for political autonomy.

AFRI 0170. Afro-American History and Society Before 1800.

Focuses on the history of Africans and persons of African decent in the part of North America that now constitutes the U.S. Centers on the 18th century, but gives some attention to the 17th and 19th centuries as well. Most of the readings are devoted to the English colonies, but some concern themselves with Dutch, French, and Spanish settlements.

AFRI 0190. Caribbean History and Society Before 1800.

Examines some of the themes important in the multiracial societies of the Caribbean from the 17th through the early years of the 19th century. Explores Creole societies, plantation economies, ethnicity, maroon societies, class and racial divisions, acculturation, syncretic religions, and patterns of slave resistance. Danish, Dutch, English, French, and Spanish settlements are studied.

AFRI 0200. Modern Caribbean History and Society.

This course will critically examine five themes in modern Caribbean history and society: What is the Caribbean? Nationalism, religion, economic development, and popular culture. These themes will be discussed with reference to the different geographical, racial, cultural and political spaces, which comprise the Caribbean.

AFRI 0205. Race and Labor: Black Workers and the Transnational Labor Movement.

This is a discussion-based, seminar-style class on the relationship between race and labor globally from the age of emancipation through the Civil Rights Movement. While this course will focus on the labor struggles of Black American workers and activists, we will also examine movements from throughout the African Diaspora in order to incorporate a Diasporic, comparative lens. Beginning with an interrogation of race and labor history within fields of historical study, the course will move along chronological and thematic axes to investigate the changes in wage labor structure, the nature of plantation economies, agricultural and industrial production, domestic and service work. It centers the experiences of Black workers through a critical Black feminist lens that centers the role of Black women's knowledge production in the construction of modern labor movements.

AFRI 0210. Afro Latin Americans and Blackness in the Americas.

This course focuses on the position of Blacks in the national histories and societies of Latin America from slavery to the present-day. Emphasis is on a multidisciplinary engagement with issues and the exposure of students to the critical discussion of national images and realities about blackness and Africa-descended institutions and practices. The role of racial issues in national and transnational encounters and the consequences of migration of people and ideas within the hemisphere are explored.

AFRI 0220. From Emancipation to Obama: Journeys in African American History.

This course explores African American History through the lens of black freedom struggles. The struggles take all forms, between black and white from local to national levels, within and between black communities, and between men and women. This course assumes some familiarity with basic U.S. History and will utilize a variety of primary sources from autobiographical material to visual art and music as well as the usual monographs and articles. Aside from reading, students will be required to work with a writing fellow on 2 papers. There are also 2 exams.

AFRI 0280. Race, Slavery, Modernity and Knowledge.

This course will review some of the central texts that constitute the different meanings of modernity and discuss how these texts became part of our framework for thinking about modernity, the human self and its different representations. The course will also engage texts that make attempts to complicate the meanings of modernity through a set of engagements with the issues of slavery, colonialism and race. Some key words in the course are: modernity, knowledge production, double-consciousness, social construction of race, racial slavery, coloniality.

AFRI 0300. Performing Ethnography and the Politics of Culture.

This course introduces students to the practice of fieldwork observation (ethnography) as a research method to investigate how culture is enacted and communities are formed and sustained. Regular opportunities to observe and participate in Black cultural events and institutions in and around Providence. Opportunities to sample local cuisines and to visit community gardens, religious institutions, and other cultural sites will develop students' capacity to conduct research. These experiences, combined with the course readings and other assignments, will teach students how to analyze and disseminate their findings in writing and through a final creative project.

AFRI 0370. African American Novels of the 1970s.

Literary historians generally agree that in the 1970s, in the U.S., there was a significant increase in the publication of diverse forms of African American literature. The 1970s is also often described by scholars as a decade in which there was a renaissance of African American women's writing as well as the publication of several experimental African American literary works. In this seminar, we will study this lively period in African American literary history primarily through novels, some of them recently republished or adapted into other forms. What idea of African American literature do we get when we read novels from this era? What questions were asked in 1970s African American novels that we continue to ask now? Novels we will likely read include detective fiction, diaristic fiction, satirical fiction, a love story, and historical fiction.

AFRI 0400. Badmen and Blues Women Explorations in African American Culture.

This course is designed to demonstrate to students the importance of Black interiority and the interpersonal in the struggle for Black liberation in America. It will offer students an opportunity to familiarize themselves with a variety of texts from across the Black radical tradition. What makes this course unique, however, is the parts of these texts that will be emphasized. Where others might prioritize politics and public spectacle, this course will direct students towards the personal – love lives, childhoods, personal awakenings, etc. – to show how these parts of the Black lived experience informs the development of politics and consciousness.

AFRI 0410. After the Uprisings: Abolition and Black Studies.

This small, discussion-based seminar will examine the concept of “abolition” and its relationship to Black Studies. In the aftermath of the uprisings of 2020, abolition has become part of popular discourse in ways hardly imagined by some of its theorists and practitioners. The framework is most often aimed at carceral structures such as police, prisons, and surveillance, yet some interpretations of abolition take aim at the state, borders, and even the world. This seminar will explore the varied discourses of abolition and invite students to wrestle with the theoretical and practical difficulties the framework is confronted with, such as questions of law, politics, gender, and temporality. A key site of inquiry will be the methods of struggle proposed to get from the present to the anticipated abolitionist future. What “pathways to abolition” are prioritized, while others fall off the table?

AFRI 0411. Reading Revolt: Blackness, Politics, and Morality.

This discussion-based seminar considers the critical question of Black revolt and its relationship to politics and morality. From the slave revolts of the 1800s century to the Black revolutionary movements of the 1960s, we will cover recurrent themes related to Black revolt through an interdisciplinary array of historical and literary sources, as well as scholarly texts. Discussions will focus on the various contributions of Black thinkers and actors who have faced the issue of revolt, and how they confront around ideas surrounding sovereignty, violence, and politics. Critically we will consider the question: What is at stake in Black revolt? Throughout the course we think comparatively across multiple contexts (enslavement, colonization, systematic oppression) to consider how the relationship between Blackness and revolt emerges, shifts, and what it means for our foundational concepts of Western order such as politics, morality, and rationality.

AFRI 0420. Cannabis Legalization: Race, Education, and Policing.

This course investigates issues related to policing, race, education and the legalization of cannabis. It examines Silicon Valley's innovations, foreign and domestic venture capital funding, and the “Big Cannabis” industry. We also explore race-related disparities in policies related to the selling and policing of cannabis, and the economic impact cannabis legalization has had on funding for public education and public schools. We will also explore various community and policy strategies to address race-based arrest and incarceration rates pre-legalization, race and gender-based differences in licensing programs for cannabis entrepreneurs, and the health impacts of cannabis processing plant placements which tend to be heavily clustered in poor, urban communities of color. We will invite local elected officials, nonprofit groups working on the topics, dispensary founders from the local area, and hopefully, cannabis funders and entrepreneurs to provide us with first-hand perspectives.

AFRI 0500. Globalization, Media and Culture.

This course is designed to examine the changing global landscape and its impact on society, culture and will draw on analytical tools from the social sciences to make sense of the rapidly changing nature of global society. In the past three decades the flows of commodities, ideas, people, norms, resources across international borders has accelerated exponentially. Driving these dynamics are not only market forces, but also the media, social networks, cultural diffusions, institutional transformations. This course focuses on the social structures, institutional and organizational forms, political processes and cultural practices that mediate the encounter of the global and the national.

AFRI 0510. Love Stories in African Literature and Film.

In African cinema and modern African literature, the genre of the love story is often used by artists as a medium for addressing various socio-political issues. In this seminar, we will discuss African love stories as complex narratives about romantic relationships, as political fiction, and as spaces where African artists reflect on romantic love, romantic desire, and the idea of romance. In what ways do African love stories published in the twentieth century still speak to us today? How do twenty-first century African artists use love stories to confront contemporary societal concerns?

AFRI 0520. The Making of Ghana: The Life & Times of a Black Nation.

This course investigates the relationship between history, memory, and Blackness in the making of the West African nation, Ghana. This is a study abroad course, that will include a trip to Ghana. Topics will include the trans-Atlantic slave trade, the “Scramble for Africa” and the early colonial era, the achievements of Ghanaian Independence in the 1950s and 60s and the constructions of national and racial identities in contemporary Ghana. We will also examine how such moments have been and continue to be performed in the public sphere. While in Ghana, we will hear lectures by leading Ghanaian scholars and artists, tour relevant historical sites, and attend performances in a variety of cultural locales.

AFRI 0550. African American Health Activism from Emancipation to AIDS.

This historical survey course examines African American activism and social movements from Emancipation to the contemporary period through the lens of African American access to health resources. By paying close attention to how social and cultural aspects of medicine impact access and quality of care by race, gender, and sexuality, the course examines how segregation, poverty, incarceration, and policing shaped activism and healthcare. The course develops a sense of how African American activists crafted responses to different historical crises including Reconstruction, Jim Crow, Civil Rights, and the War on Drugs by the demands they made for specific resources.

AFRI 0551. Bodies, Race, and Resistance: Africana Perspectives on Health Inequality.

This course examines the historical foundations and contemporary realities of health inequality in the United States through an Africana Studies lens. Students will study how racism, structural inequities, and systems of power shape health outcomes across race, class, gender, and citizenship. We will investigate themes including slavery's medical legacies, segregation and Jim Crow health systems, immigration and exclusion, incarceration and the carceral state, and the persistence of race-based medicine. At the same time, we will highlight Black communities' strategies of resistance, resilience, and advocacy for health justice. The course combines historical and contemporary case studies to equip students with a critical understanding of the past and its implications for today's health challenges.

AFRI 0560. Psychology of the Black Experience.

This course is designed to facilitate understanding of African American psychological experiences. We begin by critically reviewing historical approaches to the psychological study of Black people. We then shift to an examination of the themes, and research currently being generated by those involved in the quest for scholarly self-definition and for redefinition of the psychological fabric of the Black experience.

AFRI 0570. 20th Century Black Feminist Thought and Practice in the U.S.

This course will explore the ways that black women in the U.S. have experienced racial and gendered discrimination as well as what sorts of strategies (e.g., political, intellectual, narrative, and creative) black women have devised in response. We will be especially concerned with elements of African-American feminist thought and its articulation in writings, music, literature and practice/activism in the 20th century U.S. Enrollment limited to 80.

AFRI 0580. Black Theology.

"In this era of Black Power... theology cannot afford to be silent." This lecture course will plumb the depths of James H. Cone's statement by critically interrogating the cultural, political, and theoretical dimensions of the development and evolution of Black Theology. The course will consider the nature and task of theology with particular reference to its contested role in American public life, the complex relation between theology, race, and radical politics, and the connections and disjunctures between Black Theology and the fields of history, literature, and philosophy.

AFRI 0600. Race, Gender, and Urban Politics.

This course will introduce students to the methods and practice of studying black urban life with a primary focus on US cities. We will critically examine the urban cultural studies debates concerned with race, gender, class and sexuality. The approach of the course will be interdisciplinary, drawing upon works from anthropology, literature, history, music, and film. Topics include tourism, immigration, poverty, popular culture, gentrification, violence, and criminalization.

AFRI 0610. Black Student Protest from Jim Crow to the Present.

This is a history-driven class about black student protest. It puts this history in direct dialogue with other kinds of student protests over the long twentieth century. The point of the class is to ground conversations about contemporary protest culture in an historical context that extends well beyond Brown, that moves into the deep history of higher education and education more generally, and that reveals the intersection of protest with other global, national, and local plotlines. It is, as well, meant to think about how all of these histories have been represented popularly and politically in the very recent past.

AFRI 0620. African-American Life in the City.

This course examines the social and cultural history of black urban communities by examining the foundation of black communities in Chicago, New York and Los Angeles. We will examine how migration and the intersections of race, class, culture and gender shape life in urban places, reveal the structural forces that define black urban communities, and explore urban African-American expressive forms. Enrollment limited to 45.

AFRI 0630. Drama and War in Africa: New Voices.

This course is an historical, political and topical examination of the subject of War on the African continent as seen through the lens of artistic response. Class discussions will be based on the different Stage, Screen and Radio Dramas that will serve as course materials. We will analyze reflections by African artists and scholars on the violent conflicts that have characterized the region's recent history, as well as closely related international perspectives, such as those evident in *Hotel Rwanda* and *The Last King of Scotland*. We will also explore how political actors have used performative techniques, and will specifically examine the ways that other members of society (especially women and children) deal with such crises. Canonical African dramatists like Fugard, Ngugi, Soyinka and Ousmane will be referred to, but emphasis will be laid upon the New Voices emerging from a range of African nations, including Rwanda, Uganda, Congo, Senegal, Sudan and South Africa, that have engaged with the subject of war.

AFRI 0640. Contemporary Issues in African Politics and Culture: Thinking Africa Differently.

Using an interdisciplinary methodology this course will examine three current issues in African societies: War, Violence and Sovereignty; the Politics of Gender in the African postcolony and the meanings of History, Trauma and Public Memory in some African societies. We will undertake this examination by "thinking about Africa differently," that is by thinking about these three issues outside of the dominant set of images, tropes and ideas that have conventionally constructed a particular version of Africa.

AFRI 0660. Activist Scholarship: Research and Writing for Social Change.

How can research advance the global social justice struggle? This course will emphasize the idea that education has never been a politically neutral undertaking. Students' research can have social impact in the university and beyond. We will engage a variety of disciplinary fields to theorize key concepts such as intersectionality of oppression and resistance, power, hegemony, social justice, and activist research. Students will be required to carry out an original research project that tackles a pressing societal problem we face today.

AFRI 0670. Global Black Radicalism.

The decade from the mid-Sixties until the mid-Seventies witnessed the rise of Black Radicalism as a global phenomenon. The emergence of Black Power in the US, Brazil and the Caribbean, the consolidation of liberation struggles in Portuguese Africa and the rise of a Black Consciousness trend in Apartheid South Africa all represent key moments. What led young activists to embrace "Black Power"? What led to the emergence of Marxist movements in Portuguese Africa? What events in the Caribbean gave ascendancy to radical tendencies? And what forces contributed to the decline of these movements? This course seeks to answer these questions.

AFRI 0690. Gospel Titans, Divas, and Dynasties.

The course will explore some of contemporary black gospel music's most celebrated artists, as a lens into gospel music history and the challenges of commercializing religious folk music. This course will explore gospel music performance and commerce as defined by artists such as The Clark Sisters, who were recently celebrated in the biopic *The Clark Sisters: First Ladies of Gospel*, which first aired on the Lifetime network Sunday, April 12, 2020. The course will also explore other gospel music-making families, such as The Winans, The Staples Singers, Mary Mary, and The Crouchers.

AFRI 0700. Freedom Films.

"Freedom Films" is a First Year Seminar which will focus on historical documentary films related to the Southern Civil Rights Movement of the 1960s. We will analyze how these films reflect, change, and inform our views of the traditional Civil Rights Movement and how some offer contrasting narratives of that movement. We will also examine how and in what ways the films accurately and adequately reflect the historical realities of the Southern Civil Rights Movement based on readings and research. Enrollment limited to 19 first year students.

AFRI 0710A. Racial and Gender Politics in Contemporary Brazil.

Brazil is commonly understood as an example of a "racially democratic" nation, but as scholars have recently shown, racism permeates all aspects of Brazilian society. This course traces the development of the theorization of race, racial identity and race relations in contemporary Brazil. The approach of the course will be interdisciplinary, drawing upon works from anthropology, literature, history, music, and film. Topics will include colonialism and enslavement, nationalism, social activism and popular culture. We will also consider how Brazilian social relations differ from or conform to other racialized patterns in other nation-states in the Americas. Particular attention will be placed on the interrelationship between race, gender, class, and nation.

AFRI 0710B. Ethics of Black Power.

In his now classic text *Blood in My Eye*, George Jackson writes "All revolution should be love inspired". This course will plumb the depths of Jackson's remark by critically interrogating the ethical dimensions of the Black Power concept and the cultural, ideological, and political interventions influenced by the conceptual revolution. We will assess the ethical parameters of the various ideological tendencies that influenced the conceptual formulation and political articulation of Black Power including Black Nationalism, Feminism, Liberalism, Marxism-Leninism-Maoism and Pan-Africanism.

AFRI 0720. More Than Words: Contemporary Afro-Brazilian Fiction and Culture.

This lecture/seminar course delves into Brazil's Black legacy through contemporary creative productions. We will focus on how the dimensions of race, class, ethnicity, gender, and sexuality are portrayed in Brazilian literature and cultural expression forms. Through the lens of Brazilian Black feminism, we will examine how race relations have influenced Brazil's national identity. The curriculum integrates theoretical and critical readings from Black Brazilian female intellectuals, intersecting with various mediums such as fiction, graphic novels, films, music, and visual arts. These mediums serve as powerful tools to confront Brazil's history of slavery, challenge the notion of racial democracy, and foster positive transformations in Afro-Brazilian representation.

AFRI 0750. Race and Political Theory.

This course examines how the investigation of race in political theory impacts the subfield's conception of democracy, freedom, justice, equality, citizenship, political representation, the public sphere, and the political in general. To this end, the course will survey classic and contemporary works that interrogate race with the aim of better understanding the normative and descriptive political knowledge within the field, while shaping our own.

AFRI 0760A. Rastafari Studies.

This course will introduce students to the theoretical frameworks, methods, and practice based application of engaging with the Rastafari movement. We'll critically examine literature produced about Rastafari & the community-based activism of the movement in the context of African & African Diasporic movements from the 1930s to the present. Approach of the class is interdisciplinary and thematic, drawing upon works from Africana studies, literature, history, music, and film. Students will be able to engage with Rastafari guest speakers and read the most recent literature in Rastafari studies. Special emphasis will be placed on gendered anti-Black racism and Rastafari woman's community activism.

AFRI 0760B. Raggae, Rastafari and Revolution.

Bob Marley in the song *Revolution* declares, "Revolution Reveals." Beginning from this frame this course will examine the history of Rastafari since it was formed in the late 1930s as an Afro-Caribbean religious practice. It will examine how the emergence of raggae music in Jamaica in the late 1960s mixed and then became one central ingredient of what has been called "conscious music" in the period of the flowering of anti-colonial and black radicalism in the 20th century. The course will explore how raggae music became a form of subaltern language rethinking questions of nation and history in the Caribbean and Africa.

AFRI 0800. Theorizing Racism.

Why does racism persist in the twenty-first century? How has racism changed over time? Are the vast majority of Americans racist? Or does racism largely exist without racists? Is racism a problem we can overcome? Or is it a permanent feature of American democracy? This lecture course will examine these questions through a critical reconstruction of the most prominent theories of racism in the social sciences and humanities, identifying the concept's central problem space, while simultaneously opening up the question, what, if anything, can be done to intervene on this stubbornly persistent problem. Along the way, we will also interrogate related concepts like racial injustice, racial prejudice, race relations, racial inequality, white supremacy, antiblack racism, and herrenvolk democracy.

AFRI 0807. Racism, Segregation, Poverty and Public Education in the United States.

Using film, podcasts, legal history, memoir, sociology and social history, this course focuses on the past and present state of education in the United States as it both produces and ameliorates social inequality. The course explores how both primary schools, as well as colleges and universities both reflect and reproduce inequalities of opportunity along race and class lines.

AFRI 0808. Banned Black Books: Race, Power & Public Education.

This course examines the politics of book bans in public education, historically and contemporarily. It engages fundamental questions about who can read, what they can read, when they can read and why, at various points in US history, they can't read select Black books in U.S. K-12 schools, colleges, universities, and public libraries. Critically, we consider the politics of censorship, the educational nature of social control, and ongoing debates about freedom as an unfinished political project. The course centers literary, policy, historical and theoretical analyses of book bans, and considers competing efforts to defend freedom and protect children. At its core, this course examines reading (books and society) as a political exercise central to the power, practice and preservation of democracy.

AFRI 0830. How Structural Racism Works.

This lecture course is an exploration of structural racism: the normalized and legitimized range of policies, practices, and attitudes that routinely produce cumulative and chronic adverse outcomes for people of color. With a special focus on African-Americans in the post Civil Rights Era, we will explore how structural racism "works" intersectionally and in compounded ways in housing, criminal justice, education, employment, and media. We will also consider cultural, political and social challenges to structural racism as well as the role and impact of colorblind ideology and behavioralism as dominant countervailing explanations for racial disparities.

AFRI 0840. Monuments, History, and Memory in the United States.

In the wake of the killing of George Floyd, monuments tied to the violent histories of slavery, colonialism, and white supremacy have received renewed interest and debate. Protestors and individuals have defaced, toppled, and petitioned for the removal of Confederate monuments and statues to the white male power elite. This symbolic retributive violence and sometimes ritual care signals a challenge to the long-lived monument. This reading course explores public monuments and the ways in which artists and communities have negotiated history and the politics of memory and remembrance in the United States. We will evaluate the meaning and purpose of monuments that define American public spaces, investigating the problematic narratives and historic controversies surrounding such objects. The removal of monuments asks us to question whose histories have been forgotten, ignored, or suppressed, and what monumental justice might look like.

AFRI 0850. Queerness in Caribbean Literature.

This course examines 20th & 21st century Caribbean Literature with an emphasis on how histories of gender and sexuality contest and confirm understandings of diaspora, personhood, and colonialism.

AFRI 0880. Hip Hop Music and Cultures.

This course will explore both the history of the emergence of Hip Hop and the heated debates that surround it: aesthetics, censorship, sexism, violence, musical theft, originality, authenticity, the politics of cross-racial exchanges, urban black nihilism, and corporate influences on culture. These debates will be framed by our consideration of urban black life, African-American cultural formations, gender, representation, technology, commodification, pleasure and politics. Enrollment limited to 200.

AFRI 0890. Narratives of Power.

Close readings and critical discussion of some of the most influential discussions of power in the past two centuries. Seeks to develop an appreciation of the complexity and elusiveness of discourses of power.

AFRI 0900. More than the game: An Episodic Study of Sports and Agency in U.S. History.

Did you know that William Edward White—a first baseman on Brown's 1883 national championship team—was and likely the first person of African descent to play major league baseball? White hit the field as a member of the Providence Grays 68 years before Jackie Robinson suited up for Brooklyn. This course examines the history of athletes activism and considers how sports reflected and sometimes helped to shape cultural, social, political, and economic realities in the U.S. By examining certain pivotal episodes, this class appraises how individual—and sometimes collective—acts of athleticism helped traditionally marginalized peoples to critique and challenge exclusionary systems and mores.

AFRI 0950. History, Literature and the Caribbean Novel.

This course examines the ways in which literature is influenced by major historical events with special reference to the literatures of the Caribbean. Students will undertake a critical examination of the fictional representation of Europe's encounter with Africa and Asia in the Americas.

AFRI 0980. Fela Kuti: African Freedom from Afrobeat to Afrobeats.

Miles Davis famously described Fela Kuti (1938-1997) as "the future of music." Beyoncé's attempt "to do something that sounds like Fela" saw her compose an unpublished 20-track album. Arguably Africa's most prolific and controversial artist of the twentieth century, Fela continues to be invoked as musical genius and as icon of popular struggle. This course invites students to explore the complexities of Fela's art and activism. We mobilize his life/work as a springboard for examining emergent debates about African identity—from postcolonial masculinity to the creative logics of African cities, from contemporary African youth culture to the gendered politics of cultural memory.

AFRI 0990. Black Lavender: Black Gay/Lesbian Plays/Dramatic Constructions in the American Theatre.

Study of plays with African-American LGBTQ+ content, primarily manuscripts, with a focus on thesis paper development. Creative writing option. Participation in the Black Lavender Experience required. Cross-listed with TAPS. Gender and Sexuality.

AFRI 1010C. Race, Gender, Ethics and Environmental Justice.

African Americans, Gender, Ethics and Environmental Justice examines the role of African Americans in the larger environmental history conversation. It utilizes a gendered lens to investigate how African American interpreted their natural surroundings and contributed to the development of 20th century American environmental consciousness. This course is reading and writing intensive.

AFRI 1020A. Black Cultural Studies.

No description available.

AFRI 1020B. Freedom in Africana Political Thought.

This course will be a comparative analysis of freedom as a central value in political thought. It will do this by comparing the knowledge and practices of freedom to slaves in the Haitian Revolution, the ideas of freedom in the Civil Rights Movement, and then finally, the conceptions of freedom in South Africa. Enrollment limited to 30.

AFRI 1020C. The Afro-Luso-Brazilian Triangle.

Examines three historical components of the South Atlantic in terms of history, culture, and contemporary political and economic consequences. European colonialism in Africa and Brazil constitutes the baseline for this exploration, but the long and tardy nature of Portuguese colonialism in Africa in comparison with other European colonial powers, especially in its post-World War II manifestations, is our starting point. Enrollment limited to 40.

AFRI 1020D. Race, Rights and Rebellion.

Provides an in-depth examination of different kinds of social movements. Emphasis will be placed on the theoretical and methodological distinctions among the various kinds of social protests and social movement actors. From anti-slavery revolts to struggles for independence to anti-apartheid movements, key concepts will include power, resistance, subaltern, hegemony, identity politics and consciousness.

AFRI 1020E. Race and Visual Culture.

This is a sophomore seminar on race and visual media, including everything from high art on canvas to lowbrow film, from the comic book superhero Black Panther to the Black Panther Party, from the avant-garde to the burlesque, from the web to graffiti to homemade t-shirts. People who sign up for the class should be prepared to read a lot and talk a lot, to regularly get to the RISD museum, to watch a lot of stuff on OCRA, and to maybe take a field trip or two to Boston's MFA and some similar sort of place. Curiosity is required.

AFRI 1030. Contesting the Carceral State.

This course introduces students to the study of crime and justice through Black, feminist, queer and prison abolitionist frameworks, with a particular focus on narratives by people of African descent in the U.S. since 1965.

AFRI 1040. Decolonized Bodies, Spirit Bodies: Tracing the Indigenous Knowledge of Africans.

This course is a comprehensive study of the indigenous bodies of knowledge of rituals as they permeate the wholeness of the existence of African people referencing Yoruba nation of West Africa. It will integrate visual art methods with Rites and Reason Theatre's Research-to-Performance Method, where students will explore and trace the hidden legacies of the indigenous people of Africa in visual arts, music, dance, fashion, poetry, story-telling as a way of understanding the impacts of slavery, colonialism and decolonization of indigenous knowledge. Students will have the opportunity to study selected enduring indigenous festivals, organize and stage performance as knowledge production.

AFRI 1050A. Advanced RPM Playwriting.

Third level of RPM Playwriting; for students that have successfully completed RPM Playwriting and Intermediate RPM Playwriting (workshop). Instructor permission.

AFRI 1050B. Africana Feminism.

No description available.

AFRI 1050D. Intermediate RPM Playwriting.

Second level of RPM Playwriting; for students that want to continue developing their RPM plays or want to begin a new project (workshop).

AFRI 1050E. The REAL: A Research to Performance Project.

The course introduces students to the Black Arts Movement (BAM), an era from approx. 1965-1975 of politically charged, socially relevant art making designed to uncover, liberate, connect, and transform Black people. BAM artists used ritual, poetry, music, song, dance, and theatre to identify, disrupt, and examine human thought and action that produced and sustained racism, poverty, colonialism, and sexism. In our class, students will study BAM manifestos, poetry, and plays designed to transform audiences. These course readings will be augmented by regular, on-your-feet, interactive workshops in BAM performance techniques such as improvisational theatre, agit-prop, and the choreopoem. Along the way, we will also dive into the origins of Brown's own Rites & Reason Theatre (est. 1971), and the importance of community-engaged participant research in the African American theatre tradition.

AFRI 1050G. Narrating the Radical Self.

How black women in the United States and elsewhere have written about their lives in autobiographies will be the focus of this course. We will discuss black women's use of autobiographical writing to document their own individual experiences in political movements as well as to provide key insights into how black people throughout the black diaspora have organized in recent history. Enrollment limited to 20.

AFRI 1050H. Introduction to Post-Colonial African and African Diasporic Theatre.

This class will explore plays/theatrical works and ideologies of a selected group of playwrights from Africa, the Caribbean, and the United States. Exploring Culture, Creativity and Theatre practices, the course will focus on the ways in which these artists have syncretically responded to varied forms of colonization and creolization. This class will also pay attention to the Post Colonial Social and historical context that continues to impact and influence these modes of artistic production.

AFRI 1050K. Special Topics in RPM Playwriting: Playwriting Strategies From Contemporary Black Theatre.

A study of Aristotle's Poetics in relation to Dubois' four principles of black theatre and Audre Lorde's essay "The Master's Tools." What makes black theatre "black"? We will analyze plays from the 20th Century African-American canon as sites of aesthetic resistance to "normative" American Theatre; and write our own one-act plays based upon our discoveries. Prerequisite: Course is restricted to students who have taken any Africana Studies RPM Playwriting course, Theatre Arts Introduction to Playwriting, Literary Arts Intermediate or Advanced playwriting courses, or has playwriting experience.

AFRI 1050L. RPM Playwriting: Advanced and Staging.**AFRI 1050M. Roots of African American Fiction: Oral Narrative through Richard Wright.**

This course will employ a variety of narrative forms -- oral folktales, WPA narratives, slave narratives, short stories by European and American writers -- will also investigate the multiple traditions of African American fiction.

AFRI 1050P. Art and Civic Engagement: Creativity/Reality.

The primary objective of this course is to learn about and reflect upon public art and communities. This course will use selected public art and artists' ideologies as a framework for exploring culture, creativity, politics and practices and focus on the ways in which these public art works and artists' responses to varied forms of internal and external operators and stimuli successfully and unsuccessfully give voice to aspects of the environment, history, culture, social justice, health, politics and the imagination. This course will also pay attention to arts organizations, government agencies, history, power relations, human resources as well as leadership and the political that continues to influence public modes of artistic production.

AFRI 1050Q. New Narratives in African American History: The Art and Craft of Poetic and Creative Non-Fiction.

This seminar examines various examples of creative and poetic non-fiction, pertaining to race and the African American experience. While touching upon historic examples and precedent, emphasis will be on contemporary works, including the genres of poetry, drama, the narrative, the memoir, the travelogue and the personal essay. The course will explore what these works offer to the knowledge, popularization and perception of black history and to the shaping of cultural dialogue on blackness and race. Enrollment limited to 25.

AFRI 1050R. The History of Afro Futurism and Black Science Fiction.

Any class called The History Of Afro Futurism and Black Science Fiction automatically begs the question -- "Well, what isn't futuristic about being Black in America?" The entire history of Black America can be seen as a fundamentally futurological and science fictional enterprise -- a perpetual biding on hope and struggling for change endeavor that frequently employs far flung visions of tomorrow and other more oblique speculative stratagems in pursuit of outcomes barely foreseeable in the near-present. Enrollment limited to 25.

AFRI 1050S. Comparative Slavery and Slave Revolts: Slave Rebellion in the Americas, 1725-1865.

This course explores the history of slave revolts in North and South America and the Caribbean. It examines how acts of resistance transformed the lives of enslaved Africans and their relationships with white Americans, Europeans, and free and enslaved people of African descent. We will consider in what ways geography shaped the aims of a slave rebellion, how is a successful slave revolt determined, and what are the implications of slave unrest and its aftermath in local slave societies and in the Americas? This class will focus on insurrections in Jamaica, Saint Domingue (Haiti), the United States, Cuba, and Brazil.

AFRI 1050T. Slave Resistance and Moral Order in Environmental History.

This course is designed to examine the avenues by which enslaved persons redefined and re-appropriated the natural landscapes that kept them in bondage into direct forms of cultural and political resistance during the antebellum period. We will investigate rice production in South Carolina, the Dismal Swamp, maroon societies, Negro Spirituals, and the Black Judeo-Christian ethic to understand how the natural environment and the institution of slavery shaped slave resistance in the United States. This course is reading and writing intensive.

AFRI 1050V. Rhythm and Resistance.

This course will investigate the crucial cultural and political contributions of the African Diaspora in the formation of the contemporary Americas through an analysis of the rhythms they have produced in different national settings. We will use these rhythms as a guide to understand the peoples, places and conditions under which they were created and sustained. Through classroom discussion and historical and music-analysis students will understand the relationship of these rhythms to larger issues like nationalism, migration, colonialism, globalization, the politics of sexuality, gender and race and to understand the different meanings and practices of resistance.

AFRI 1050W. Transnational Hispaniola: Haiti and the Dominican Republic.

This course will examine the historical, political, and cultural development of the island of Hispaniola, currently divided in the countries of Haiti and the Dominican Republic. In this course we will call into question popular narratives that portray Haiti and the Dominican Republic as locked in an ahistorical, continuous conflict and explore the island's long history of Haitian-Dominican collaborations and networks. Over time, the two countries have developed different understandings of race, ethnicity, and national identity. This course will therefore engage in a comparative survey of the interwoven dynamics of race and national construction in the making of both nations.

AFRI 1050X. Slavery, Materiality, and Memorialization.

The institution of slavery ended in the Americas in the 19th century, but its official conclusion says little about the ways in which its legacies are materially present and memorialized today. This course is designed to place the material aspects of slavery in conversation with less tangible dimensions of how slavery is or isn't remembered and publicly acknowledged. Students will be introduced to the social and economic dimensions of transatlantic slavery, conduct archival research, and visit sites in the Providence area in order to inspire critical dialogue about how the material realities of slavery affect our past, present, and future.

AFRI 1060A. Africa Since 1950.

This seminar offers a survey of post-colonial African history, while probing the challenges of writing post-colonial history. Readings and discussions will focus on histories that bridge the colonial and post-colonial periods. How robust are these periods? What can historians draw from post-colonial theory? How can historical narratives account for both the colonial legacy and post-colonial dynamism. Enrollment limited to 20; instructor permission required. Students with a background in African history or contemporary African social science will be given priority. Interested students should email the professor at Nancy_Jacobs@brown.edu.

AFRI 1060C. Contemporary African Philosophy.

An examination of some of the most influential work on problems of identity and being, theology and theodicy, time and history, method and evaluation, race and racism, postcoloniality and liberation in contemporary African philosophy. Readings include the work of Anthony Appiah, Frantz Fanon, Kwame Gyekye, Pauline Hountondji, D. A. Masolo, John Mbiti, Kwame Nkrumah, Léopold Senghor, Tsenay Serequeberhan, among others.

AFRI 1060D. The Harlem Renaissance: Art, Literature, and Classic Women Blues.

In this undergraduate course, we will focus on the Harlem Renaissance, also known as the New Negro Movement, the important African American artistic and socio-cultural moment that dates roughly from 1919-1934. Organized as an interdisciplinary course, we will examine the historical context of the period; the literature including novels by Jean Toomer and Nella Larsen; the art including the painting of Aaron Douglas, the sculpture of Richmond Barthé, and the photography of James Van Der Zee; and classic female blues with a focus on the music and lyrics of Gertrude "Ma" Rainey and Bessie Smith. We will also read a range of writers from the period including Marita O. Bonner, W. E. B. Du Bois, Marcus Garvey, Langston Hughes, Zora Neale Hurston, Alain Locke, Elise Johnson McDougald, and George S. Schuyler.

AFRI 1060E. West African Writers and Political Kingdom.

Do West African writers have a role to play in the changing political landscape of their countries? An examination of the ways and means through which a select group of West African writers have dealt with issues that relate to the role of the state in the management of individual and group relations, the politics of gender, civil and military relations, and the construction of new forms of civil society. Enrollment limited to 20.

AFRI 1060F. Philosophy and Race.

This advanced seminar in Africana philosophy will examine critical texts and thinkers that articulate the problems, methods, and techniques for interrogating the interrelationships between the discourse of philosophy and modern conceptions of race. The seminar will move to consider contemporary engagements in this area by drawing on readings and thinkers from analytical, continental, feminist, marxist, and pragmatist philosophical traditions.

AFRI 1060G. Black Radical Tradition.

This advanced seminar in Africana philosophy will explore the contours of insurgent forms of Africana social and political philosophy. With a temporal focus on the twentieth century, we will concern ourselves with explicating the dominant themes, theoretical orientations, and methodological understandings that in/form constructions and articulations of the varieties of Africana feminism/womanism, black nationalism, Marxism-Leninism-Maoism, Pan-Africanism, and radical democracy. Enrollment limited to 20.

AFRI 1060H. Racial Frontier in South African History.

This seminar will focus on racial categories in South Africa. We will explore dynamic categories of race from the 17th through 20th centuries. Topics include the relationship of race and class; racial violence; the transmission of culture and knowledge across racial boundaries; intimate relations over racial boundaries; segregation; and race and nation. We will give attention to critiquing the ways that historians have represented race and the ways that conceptions of the category have evolved within the discipline, but the emphasis will be on recent scholarship. Students will be expected to participate actively in the seminar, to write one book review, and one research paper. Enrollment limited to 20.

AFRI 1060I. Africana Philosophy of Religion.

Who, or rather, what is God to the oppressed? This advanced seminar in Africana philosophy will examine the various theories, methods, and arguments that engage perennial questions that arise when contemplating God. The seminar will focus on questions of philosophical method and theological exposition while also being critically attuned to modes of social and cultural analysis and critique, particularly those perspectives inspired by forms of critical theory, feminist theory, and Marxist theory. Limited enrollment.

AFRI 1060K. African Literature After Achebe: Emerging African Writers.

In this course we will analyze how contemporary, emerging and marginally-read African writers contest the traditional and widely-held interpretations, understanding and assumptions of African literature. We will read and think about African literature in the contemporary post-colonial and post apartheid moment in Africa. Authors discussed include Dambudzo Marechera, Zoe Wicomb and Binyavanga Wainaina, among others.

AFRI 1060L. Varieties of American Philosophical Experience.

In contrast to Pragmatist and European-oriented views of American philosophy, this course will emphasize the colonial dimensions and features of American philosophy that emerged out of the colonial soil of early America. Out of this soil sprang extended debates between Native Americans, Euro-Americans and African Americans over the legitimacy of the hegemony that Euro-Americans were establishing over increasing portions of North America. This course views American philosophy as having within it two opposing traditions that have been engaged in ongoing angry dialogues: the dominant or Prosperian tradition of Euro-Americans and the subjugated or Caliban tradition of Native Americans and African Americans.

AFRI 1060M. African Environmental History.

This seminar will be devoted to the study of the environment and power in the history of sub-Saharan Africa. The goals for this class are that you learn more about the history of Africa, about the ways that relations with the environment shaped its human history, about the construction of environmental knowledge and its repercussions, and about historical research.

This course also has an applied dimension. Eight African environmental professionals visiting Brown through the Watson Scholars of the Environment (WISE) program will also participate in the class. In their final course project, students will conduct research of use to the WISE fellows on historical cases related to their training at Brown. (For more information see http://www.watsoninstitute.org/ge/watson_scholars/).

This course qualifies as a capstone seminar in the history department. Enrollment limited to 20 students. Instructors permission required. Interested students should email the instructor at Nancy_Jacobs@brown.edu with a description of their interests and background.

AFRI 1060Q. The New Science of Race: Racial Biomedicine in the 21st Century.

This course draws on film, news media, scientific discourse, and social theory to engage biomedicine's most controversial investigations of race and the social scientific questions they have provoked. The course asks: How is contemporary science imagining, constructing, and producing knowledge about race? What are the social, political, and cultural implications of this knowledge? Students will be introduced to important science studies methods that we will apply to historical and contemporary research agendas. No prior knowledge of science or racial theory is required. Enrollment preference will be given to juniors and seniors. Limited to 20.

AFRI 1060R. Comparative Africana Literatures and Criticism.

Caribbean, African American and African literature has been called engaged literature with explicit commitments to memory, history and ways to think about the political. This course will explore a set of writers, their novels, critical essays and their practices of criticism. It will examine anti-colonial, post-colonial writers as well as African American writers who in the words of Toni Morrison, "rip that veil drawn over proceedings to terrible to relate." We will in this course read the works of George Lamming, Patrick Chamoiseau, Toni Morrison, Richard Wright, Edwidge Danticat, Yvonne Vera, Zoe Wicomb and Njabulo Ndebele.

AFRI 1060T. South Africa since 1990.

South Africa transformed after 1990, but the past remains powerful. This seminar explores the endurance and erosion of the apartheid legacy, as expressed in historical and fictional narratives. We begin with transition to majority rule and continue with the administrations of Mandela, Mbeki, and Zuma, connecting the formative histories of these leaders with the changing dynamic of politics. We end with narratives about the ways that ordinary people experienced new times. The syllabus includes scholarly works in history and politics, biography, fiction and film. Two short writing assignments and a major research paper. Enrollment limited to 20 juniors and seniors.

AFRI 1060U. An Introduction to Africa.

Africa invokes myriad images in the global imagination. It figures in debates on the evolution of humans; in the formation of capitalism, and even as a counterpoint to discourses on human progress. This course interrogates how "Africa" gets mobilized in popular discourse in the US and beyond. How might we reconcile the idea of Africa with contemporary conditions of the African continent? We will not only examine Africa through a broad range of disciplinary perspectives; but also become familiar with social, cultural, political and economic diversity of the African continent. We will engage the disciplines of history, economics, politics, cultural studies and gender studies among others.

AFRI 1060V. Black Transnationalism.

This seminar explores the complex dynamics of Black transnationalism during the twentieth century, focusing on the global visions; transnational activities; and transracial political alliances of people of African descent worldwide. The course highlights several key areas of inquiry including the role of race, ethnicity, religion, gender, nationality, class and sexuality in shaping Black transnational movements and discourses. It also explores the connections between Black transnationalism and other philosophies including Pan-Africanism, Black nationalism, and cosmopolitanism. Course readings will represent a combination of primary and secondary sources that reflect the geographical breadth of the African Diaspora including Africa, the Americas, and Europe.

AFRI 1060W. Policy, Culture and Discourse that Shape Health and Access to Healthcare.

The global discourse on health and access to healthcare are shaped by narratives that often conflate health with being about the healthcare system rather than about where we live, the policies, the politics, and narratives/discourse that shape them. Global health also tends to promote a perspective that it is about those people over there and has nothing to do with us here. This course will create a platform that ties the global to the local. We will discuss how political and cultural discourse on race, class, and gender create the conditions that allow social inequalities to thrive.

AFRI 1060X. African Development.

Course takes an interdisciplinary approach to introduce contemporary development issues in Africa. Drawing on literature from political sciences, economics, sociology and history, it explores the challenges of development in the continent since independence, as well as investigates the influences of governance, institutions, conflicts and external forces in Africa's development trajectories. This is an applied course that would utilize both theoretical and policy analytical approaches to examine the political and socioeconomic dynamism in contemporary Africa. This course is guided by questions, such as: Why have most African countries remained underdeveloped, poor and susceptible to conflicts (many of which seem intractable)?

AFRI 1060Y. Sex, Violence and the Policing of Black Struggle.

This seminar considers some of the historical dimensions and diverse manifestations of the relationship between sex and violence across the eras of black social movement in order to inquire into the nature of a society structured in antiblackness. We consider violence, gender, sex, and freedom across an interdisciplinary terrain, dealing with problems of representation, punishment, policing, and self-determination. The real significance of iconic black lives lost to policing in recent days and years lies within this realm of sexual violence, beyond an examination of law and policing.

AFRI 1060Z. Race, Sexuality, and Mental Disability History.

This seminar investigates the fraught entanglement of mental disability with race and homosexuality beginning with late 19th Century ideas of scientific racism and the invention of the homosexual body in African American communities. By tracking changes in Psychiatry and Psychology through the 1960s and 1970s, the course examines the impact of the Civil Rights and Gay Rights movements on sustaining contemporary mental health diagnosis of "gender dysphoria" associated with Trans people. The course will further examine several approaches to queer, trans, and gay history from the fields of color critique, black feminism, and disability studies. Enrollment limit is 20.

AFRI 1065. Performing Africa.

Course engages storytelling, photography, movement as creative strategies with which to probe the idea of Africa. We'll explore historical and contemporary discourses that have shaped understandings of Africa in the West; examine the social and imaginative worlds constructed by African artists; study performative pieces that explore the multifaceted realities of what it means to be African today. Course asks students to imagine themselves as creators and curators, rather than merely consumers or critics, of African images. We'll engage the possibilities and limits of several performance strategies in appreciating a diverse continent with such a contested global image. Performance experience not required.

AFRI 1070. RPM: Traditional and Contemporary Elements of Intertribal Indigenous Theater in America.

Utilizes Rites and Reason Theater's research-to-performance method of developing new play scripts to examine the development and relationship of the colonial Euro-American art form, theatre, to its existence within the Indigenous intertribal (Native American Indian) communities in America.

AFRI 1075. Providence Housing Ecosystem, Development, Displacement and Gentrification.

This course will exam what are the influences and power dynamics that shape where we live. We will focus on Providence. From the perspective of marginalized communities often with limited power, we will consider how to change these dynamics. We will consider how government planning policies and housing speculators, impact housing stability, create value and shape the environment in which we live. We will consider the relationship-based channels which encourage social cohesion across neighborhoods and/or social disruption and upheaval caused by market-rate housing and development policies, as well as the discourse on housing and development that influence housing speculation forces.

AFRI 1080. The Life and Work of W. E. B. Du Bois.

From the publication of *The Souls of Black Folk* in 1903 until his death in Ghana sixty years later, W. E. B. Du Bois remained one of America's most penetrating analysts of what he called "the color line." Students read and discuss a selection of Du Bois's writings from his career as journalist, essayist, sociologist, historian, poet, political leader, and pioneering Pan-Africanist. Prerequisite: one course in AC, AF or US History.

AFRI 1085. The Black Vote: A Critical Interrogation of a Concept.

"The black vote" as a concept, simultaneously captures a truth and obscures reality. It reflects the truth that no other racial group comes close to the uniformity of Black Americans' voting behavior within American electoral politics. Yet, it also obscures the diversity of political opinions and ideological dispositions that animate a dynamic black American public. If voting is an essential means to give citizens voice and their share in self-rule within a democracy, this course explores what it means for the stability of American democracy that the black vote does not reflect the political diversity of the black community.

AFRI 1090. Black Freedom Struggle Since 1945.

Lecture course that examines the extended history of the mass civil rights movement in the U.S. Starting at World War II, we consider the roles of the courts, the federal and state governments, organizations, local communities, individuals and various activist strategies in the ongoing struggle for African American equality, focusing on African American agency, particularly in the South, but also in Boston, Mass. Sources include photographs, documentaries, movies, letters, speeches, autobiographies, and secondary readings. Requirements: Weekly readings, documentary viewings, 4 short papers, 2 exams.

AFRI 1090A. The Civil Rights Movement.

This lecture course unpacks the history of the Black mass civil rights movement in the United States as part of the Black Freedom Struggle using a range of sources and methods. Moving thematically and focusing primarily on the South, the course considers the roles of the courts, the government, organizations, local communities, and activist individuals in the ongoing struggle for social, political and economic equality. Sources include photographs, documentaries, movies, letters, speeches, autobiography, and secondary readings. By the end of the course, students will have a grasp on how to critically analyze primary sources but also develop tools for more general critical analysis and writing. Moreover, students will understand why history matters.

AFRI 1095. Black Women's Science Fiction and Fantasy Novels: The Future Then & Now.

Black women's science fiction and fantasy (SFF) are read as "freedom dreams." In this 13-week course we will discuss how these genres confront historical black trauma and glean present meaning about Black being and futurity. We straddle two of the most prominent literary eruptions: 1979-1989 when neo-slave narratives became popularized and 2015-2021 when Black SFF literature proliferates anew, particularly in children's categories. Beginning with Octavia Butler's acclaimed *Kindred* and concluding with Tracy Deonn's instant bestseller *Legendborn*, we will examine how Black SFF stages cross-temporal conversations attempting to repair the ontological ruptures of historical trauma and recuperate Black being.

AFRI 1097. AI, Health Data, and Race.

AI and health data are reshaping the future of medicine, public health, and human well-being. However, the ways AI engages with race and health data raise critical questions: Who is included in health data? How do AI-driven models transform medical knowledge? What innovative possibilities exist for AI in healthcare beyond narratives of bias and harm? Drawing on an Africana Studies perspective, this course offers an expansive exploration of these questions, balancing critical perspectives with an exploration of AI's potential to advance health, improve diagnostics, and create new knowledge systems. The course also investigates how race, AI, and health data intersect across medical innovation, digital culture, and policy landscapes. Through hands-on AI experiments, case studies, and discussions, students will develop a deeper understanding of how the convergence of race and data-driven technologies can both reflect and transform human health.

AFRI 1098. Black Digital Humanities: Black Technocultures.

What difference does Blackness make to the study of technology? This course relies on this question to foreground two important elements within the Black Digital Humanities (Black DH). First, Black scholarly approaches to the impact of technology on and in Black life and vice versa. Second, Black scholarly explorations of Black digital life and expertise. We will take a broad approach to Black DH, thinking generally about the transformative interplay between Blackness and digital technology, the extent to which digital projects can "recover" Black histories within the archive, and methodological approaches to the study of tech and digital life within Black Studies. Drawing on Black epistemologies, students will analyze digital technologies to propose new and different questions about how Blackness both (re)shapes technology and the "human" in the humanities.

AFRI 1099. Alternative Technofutures: Black Speculative Visioning for a Better Tomorrow.

In the last decade, we have witnessed the acceleration of technological experimentation and production. As such, this class explores the role that Black speculation plays in helping us envision and create technocultures beyond empire. Together, we will explore imperialism and colonialism as they manifest in our digital age, paying particular attention to how digital technologies like predictive algorithms, machine learning, surveillance, and data extraction extend and innovate on these systems of power. After initial grounding in the study of technology, speculative art and literature, and speculative design, we will pivot to "labs" where you will be able to read and analyze Black speculative works, develop a Black speculative method based on these works, and apply that method to your design of a technological tool that addresses a social problem.

AFRI 1100A. Comparative Identity Politics in Africa.

This course is a comparative analysis of identity politics in Kenya, Nigeria and South Africa. Africa is a heterogeneous region with ethnic and religious diversity. The course will introduce students to social identity theory and processes of identity politics and discuss how identity processes unfold in difference areas of political discourse.

AFRI 1100B. The Caribbean: Cultures, Politics, Histories and Literature.

The Caribbean archipelago has brought forth a new awareness of the region not as a fixed entity of islands as previously viewed; rather, it is a diverse group of islands that are not only geographically linked but share a common history of slavery and colonialism. This course aims to present students with an opportunity to delve into substantive multidisciplinary (social science and literary) texts that seek to analyze, expose and deconstruct forces that continue to shape the Caribbean.

AFRI 1100C. Slavery and Empire in the United States.

Between the American Revolution and the Civil War, the United States grew into the largest slaveholding society in the modern world. This course focuses upon this history to examine the centrality of slavery and empire in the making of the United States. Crucial to the formation of racial capitalism, U.S. slavery's growth was driven forward by unprecedented economic transformation and territorial conquest. This slavery-based expansion was defined by settler warfare that remade the United States into a vast, continental empire. Yet, in the face of unprecedented violence, enslaved people themselves brought about the end of slavery. Through an examination of this history and its legacies, the course will also introduce a range of sources documenting histories of resistance and subversion.

AFRI 1100X. Black Speculative Fiction: World-Making and Alternative Universes, Science Fiction and Fantasy.

This class surveys the genre, including the work of George Schuyler, Nalo Hopkinson, Samuel R. Delaney, N.K. Jemison, Octavia Butler, Coslon Whitehead, and Tananarive Due, along with everything related, from comic books to album covers to filmic re-writings of canonical science fiction and fantasy works. The goal is to understand the history of the genre, its relationship to histories of anti-blackness and ideologies of black liberation, and its contributions to speculative fiction more broadly.

AFRI 1110. Voices Beneath the Veil.

VBV is an interdisciplinary exploration of African-American history and cultures through the analyses of Black authored plays from 1858 to the present. The course focuses on the development of a thesis paper, which includes an incremental re-writing process.

AFRI 1111. Systemic Racism and Modes of Resilience.

Over the past several years there has been much public discussion about systemic racism, and its role in perpetuating racial inequality. What is systemic racism? What role does it play in society and how have African Americans responded to it? This course will use the lens of "systemic racism" to explore the interconnections between policies and practices that create a network of devastating forms of racial discrimination and disadvantage; conditions that have shifted over time and have made it difficult for black communities, and individuals within them, to flourish. And yet, systemic racism does not have the final word. We will also consider how African-American communities have developed various modes of resilience in cultural, spiritual/religious, artistic, and other facets of life.

AFRI 1112. What's Popping: The Contemporary Black Theatre Workshop.

Open to all Brown students, this course introduces students to contemporary (post-1980) Black theatre history, theory, and artistic practice. Students will read, analyze and interpret a range of influential plays such as *What to Send Up When It Goes Down*, *Hurt Village*, *Twilight*, *Topdog/Underdog*, *Choir Boy*, *Boothcandy*, *Diary of a Mad Black Woman*, and *Fences*. Course work includes opportunities to perform scenes and monologues, see live theatre in and around Providence, and devise original performance works through in-class writing, movement, and improv theatre exercises. The semester culminates in an Artists Salon featuring students' work. No previous acting, improv, movement, directing, playwriting or Black theatre experience required. No prereqs. All are welcome.

AFRI 1120. The Folk: African American Folk Traditions and Cultural Expressions.

A research, development, and performance workshop designed to explore, examine, and articulate various folk traditions and cultural expressions of African Americans. The course examines the unique history and heritage of African Americans through the creative manifestations of their cultures, e.g., storytelling, dance, music, poetry, and style. The emphasis of the course is on creative writing and in-class performances informed by research and analysis.

AFRI 1130. Black Feminist Thought and Womanist Theology.

Examines the historical contributions and contradictions of African American protofeminists and contemporary African American feminists and womanists. Emphasizes political critiques and theological writings. Examines historical contributions to black feminist thought; contemporary intersectional analyses of race, class, gender, sexuality, and ideology; and political advocacy and religiosity in contemporary womanist theology.

AFRI 1135. Reading with Black Caribbean Women Writers.

This course asks what it means for us to read Black Caribbean women's writing, not only in relation to their words, but also to the lived experiences, stories, worlds and possibilities they engender. We will survey a group of twentieth century Black Caribbean women writers who move through the Caribbean, North America, Europe, Africa, and Latin America. We will cover themes from enslavement, colonialism, independence movements, feminisms, racial formation, sexuality, and migration in order to evaluate the aesthetic, cultural, and imaginative realms that Black Caribbean women create. Materials will include novels, poetry, interviews, short stories, and literary criticism. Texts not originally written in English are provided in a translation.

AFRI 1140. Women, the State and Violence.

Examines the role of black women in 20th-century political movements, including with the turn-of-the-century antilynching campaigns, the southern civil rights movement, the black liberation movement, and contemporary educational activism for human rights. Central concerns include history of American radicalism and analyses of antiracist experiences, and the politics stemming from African American women's leadership. Prerequisites: AF 150 and/or AF 125.

AFRI 1145. The Black Hero.

This course is an exploration of the notion of a "Black hero." African American history and culture is replete with individuals who all share the label of "hero." However, what exactly makes a hero? And more importantly what kind of political and cultural work is being serviced by invocations of the term? How is it that Barack Obama, Michael Jordan, and the Black Panther – a politician, an athlete, and a fictional character – can all share this same title? Through discussions and readings, students will examine a range of examples of "Black heroes" and offer critical reflections on their relationships to specific kinds of politics as well as vectors of class, gender, and sexuality.

AFRI 1150. Afro-Caribbean Philosophy.

An introduction to the field of Afro-Caribbean philosophy. The first half focuses on the history of the field, identifying its African background and surveying some of its major schools, such as the Afro-Christians, the poeticists, the historicists, and existentialists. The second half consists of a more intensive comparative focus on the ontologies and epistemologies of two of these schools.

AFRI 1160. Public Health in Africa: History, Politics, and Practice.

Examines the ways in which medical knowledge has been produced in sub-Saharan Africa. Treats all medical discourses and practices-including biomedicine and "indigenous" and pluralist medicines-as culturally-based systems of knowledge production. Explores the political economy of health and disease and the role of medicine and medical practices (hygiene, epidemiology, demography) in producing and maintaining power in both the colonial and postcolonial periods.

AFRI 1170. African American Women's History.

This course examines the cultural, economic, political and social history of Black women in the United States from slavery to the present. Through a variety of secondary and primary sources, film and other multimedia, the course explores the myriad ways that African American women have experienced and resisted the "double burden" of racism and sexism in United States history. The course will consider the legacy of slavery and how African American women have defined their own identities as individuals, wives, mothers, community leaders, activists and theorists. Paying careful attention to their diverse experiences, the course will examine Black women's participation and leadership in a variety of institutions, organizations and social movements. Major course themes include labor, politics, internationalism, religion and family.

AFRI 1180. Visual Cultures of the Afro-Americas.

This course will examine how the visual modalities of power operate to ascribe, authenticate, and contest meaning within the Afro-Americas, understood here to include Afro-Caribbean, Afro-Latin American and African-American cultures. We will query the complex histories and technologies that constitute the social life of vision in the Afro-Americas, while cognizant of the fact that the field of visibility cannot be understood from single point of view. We will consider images made of and images made by peoples of African descent throughout the Americas as we attend to the reception, interpretation and reproduction of images, as well fields of invisibility. Enrollment limited to 20 juniors and seniors.

AFRI 1181. Black Women Visual Artists Global Contemporary Art in the United States.

This class examines Black women visual artists of the African Diaspora who are based in the United States and are part of the global contemporary art scene. We will study how race, gender, sexuality, and ethnicity have forged and continued to shape Black female identity and creative production. The course is organized around three themes: (re)presenting the Black female body; globalization and migration; and performing/visualizing self and community.

AFRI 1190. Haiti: A New World, A Free World.

Course examines the dual Haitian Revolution as a pivotal moment in the making of the modern world. It reviews the various historical interpretations of Haitian events, examines how these events contribute to or troubles our ideas about modern politics and notions of freedom as well as our conceptions of revolution. Course engages in these issues by working through three archives: Vodou Religion; The Art of the Revolution and the conventional historiography about the revolution, and will be tied to a joint Brown/RISD exhibition on Haitian Art. Enrollment limited to 15 juniors/seniors concentrating in Africana Studies, Visual Art, History; 15 RISD students.

AFRI 1190A. Framing Haiti: History, Culture, Politics + Literature.

In broadest terms, the objective of this multidisciplinary course will be to introduce students to the varied "nature" of the Haitian society and its fluid and dynamic culture, and then attempt to make historical and socio-anthropological sense of the country in relation to the region as a whole (particularly to the United States and Dominican Republic). Throughout the course we will discuss the dynamics of power in the realm of governance, with particular emphasis placed on the notion of struggle for sovereignty and the culture of resistance (through the arts) that forms the fundamental character of the national culture.

AFRI 1200. Gospel Music from the Church to the Streets.

Black gospel music has informed popular music artists including Beyoncé, Elvis, and Chance the Rapper. This course surveys African American gospel music as it is implemented for worship, evangelism, and popular consumption. Beyond analysis of key musical and lyrical characteristics of gospel, this class gives attention to the religious and sociocultural contexts that inform gospel composition and performance. Gospel music is integrally connected to the worship traditions of black American Pentecostals, Baptists, and Methodists. Consequently, this course is also a musical introduction to African American Christianity. Classes include interactive demonstrations in addition to discussion of audio/video recordings and required texts.

AFRI 1200X. The Art and Imagination of Josephine Baker.

This class is a seminar-style exploration of the art and imagination of Josephine Baker, the 20th century's most famous Black celebrity. Baker was an iconoclastic political thinker, a race-bending globetrotter, and a figure of outsized historical consequence. Her biography sheds light on many of the major dynamics of Black history, including the long histories of civil rights and human rights, and of radicalism and internationalism. Students will study Baker's body of artistic work, her role in many of the major social movements of the century, and her legacy right up to the present. The aim is to leave the class with a deep and thorough knowledge of her life, her ideas, and her politics.

AFRI 1210. Afro-Brazilians and the Brazilian Polity.

Explores the history and present-day conditions of Afro-Brazilians, looking specifically at the uses of Africana in contemporary Brazil, political and cultural movements among Afro-Brazilians, domestic politics and its external dimensions, and Brazilian race relations within a global comparative framework. Texts from a variety of disciplines. A reading knowledge of Portuguese is not required but students so advantaged should inform the instructor.

AFRI 1212. Rethinking 'Black Music'?

In an interview with Red Bull Music Academy, the oft-cited progenitor of "neo-soul," D'Angelo, rebuffed the industry's attribution of the sub-genre to his music. The singer suggested that he simply makes "black music." This course asks students to reflect on two guiding questions: 1) What is black music? 2) What does black music do? We will use an undisciplined approach to black sonic cultures that includes material from black studies, cultural studies, and history. Each class will consist of deep listening to an album and robust discussions. Assigned readings will equip students to note the historical and contemporary conditions that shape the formation and reception of black music by critics and general audiences. Rather than trying to uncover the meanings intended by artists, students will consider what their art does relative to the social climate in which they emerge.

AFRI 1215. The Visual Culture of 1930s: Race, Gender, and the Laboring Body.

The 1930s mark a moment of extraordinary change in the United States. The Great Depression precipitated a rethinking and reordering of the federal government's response to economic, political, and social institutions. As part of this rethinking, the federal government sponsored an unprecedented number of art projects, creating jobs for thousands of painters, sculptors, photographers, printmakers, architects, filmmakers, writers, and actors. However, the New Deal art projects of President Franklin D. Roosevelt were not the only response to the changing times. The 1930s also saw the rise of leftist political artists and the strikingly conservative art forms of the so-called "Regionalist" painters. In this seminar, we will consider the federal art projects of President Franklin D. Roosevelt, social realism (broadly conceived), and the world's fairs of the period—sometimes called the "Century-of-Progress" expositions.

AFRI 1230. Black Protest Music.

This course surveys African American protest music through research and performance. At every point in American history, African Americans have crafted music to speak out against racial injustices. This course highlights the music of three specific moments in African American history: 1) spirituals of the enslaved; 2) music of the classical phase of the Civil Rights movement; and 3) burgeoning protest music of the Black Lives Matter (BLM) movement. Students study the sociocultural contexts informing the performances of the Fisk Jubilee Singers, Mahalia Jackson, Nina Simone, Kendrick Lamar, and Beyoncé, among others. Students gain critical analytical skills for engaging music as cultural production, commodity, and vehicle of activism. Ultimately, this course equips students to situate BLM music within the longer history of African American musical activism, and it provides space for students to perform and compose black protest music.

AFRI 1234. The Black Radical Imagination.

This course offers an examination of early historical attempts to address arguably the two most basic questions of the Black freedom struggle in America: what exactly constitutes freedom? And how is this freedom to be attained? Using three broad themes – escape, salvation, and revolution – it surveys, highlights, interrogates the development of Black political creativity from mid-19th to mid-20th century. Through close reading of primary and secondary source documents, students will be introduced to a range of significant political moments, movements, and theories that chart the evolution of the American Black radical tradition during this period. Topics include the New Negro Movement and the notion of a Talented Tenth, Pan-Africanism and the 1920's Back to Africa Movement, the Black Women's Club Movement of the early 20th century, the NAACP "We Charge Genocide" campaign, etc.

AFRI 1237. How We Remember: Collective Memories of Slavery and Colonialism in Contemporary Nonfiction Cinema.

This course is organized in two parts; in the first, we examine five ethnographic and documentary films seeking to comprehend the significance of visual reconstructions of different colonial periods and legacies. We critically analyze bias and injustice in visual historical reconstructions instead of letting them go unaddressed. In the second part of the course, we focus on education and focus on the use of films in class. We study and compare digital learning companions that are complementary to some of the assigned films. As a final project, we use the digital platform Skalar to create a website collecting materials from course assignments. During the semester, we have three guest lectures by directors and education specialists who have used films and digital tools to teach the core topics of this course.

AFRI 1250. Women in the Civil Rights Movement.

This seminar focuses on women in the civil rights movements, spanning the years of 1955-1968. This course examines issues of gender, race, sexuality, social protest, nonviolent civil disobedience and self-defense during the height of activism against apartheid in the United States and for civil rights.

AFRI 1260. The Organizing Tradition of the Southern Civil Rights Movement.

This seminar aims to fill in some of the gaps of the official canon by emphasizing that the modern (1954-1966) southern civil rights movement was not as it is mainly portrayed, a movement of mass protest in public spaces led by charismatic leaders; but rather, a movement of grassroots community organizing - quiet day-to-day work. Enrollment limited to 40.

AFRI 1270. Slavery, Democracy, and Racial Violence in the Americas.

This seminar will provide students with an introductory course about the origins of racial violence in the Americas. After a short theoretical introduction, the course will analyze the enslavement of Indigenous peoples and Africans and their descendants as a fundamental instrument of European colonialism and the expansion of capitalism. The following section will describe the role of slavery in the making of constitutional regimes and criminal justice systems across the continent during the Age of Revolutions. Finally, the last classes will focus on the legacies of slavery after emancipation by analyzing phenomena such as lynching, capital punishment, police brutality, and incarceration. The seminar will also illuminate the formation of different racial and legal regimes in the Americas by offering a transnational perspective that integrates the United States, Jamaica, Haiti, Cuba, and Brazil as components of a longue durée Atlantic history.

AFRI 1275. Memory, Movements, and Mississippi.

This course explores the history of Mississippi through the lens of race, culture, and politics focusing on the mass of movements for civil rights to the present. Students will understand the complexities and contradictions of race, politics, and memory in the United States and have opportunities to articulate these intricacies in assignments – building communication skills for future work. Students will also advance critical reading skills and analytical writing, discussion, and oral presentation skills applicable beyond an academic setting. It accompanies the experiential component and the January trip to the state through the Bonner Program. Instructor override required.

AFRI 1280. Writing About Race in the Post Civil Rights Era.

This seminar is an explanation of the transformation of racial policies, relations and rhetorics since the end of the civil rights era in the United States. We will examine the complex ways race has remained central to US society and yet has dramatically shifted- examining terms such as: color-blind society; integration; political race, racialized (and gendered) community formation. Enrollment limited to 20.

AFRI 1310. Say Her Name: Black Women and the Carceral Experience Since 1865.

The death of George Floyd has increased national attention to police brutality and mass incarceration. However, the death of Breonna Taylor has not garnered as much attention, nor have the experiences of imprisoned Black women. This course examines the experiences of captive Black women from the mid-nineteenth century to the present and will probe the prison-industrial complex as well as asylums and other mental health spaces as carceral spaces. Themes will interrogate the criminalization of Black women, definitions of insanity, and activism surrounding Black women's incarceration.

AFRI 1330. Africana Studies Junior Seminar.

This junior seminar course is designed to support students' growth as academic writers and will prepare them to better complete their culminating senior thesis projects. While specifically geared towards Africana Studies concentrators, the class is open to any undergraduate student who has successfully completed AFRI 0090: An Introduction to Africana Studies and at least four semesters of coursework overall towards the Bachelor's degree. Course materials will delve deeply into the history, spaces, peoples and cultures of the African Diaspora, exploring a selection of critical writings, performance pieces, fiction and non-fiction works by leading scholars and artists.

AFRI 1360. Africana Studies: Knowledge, Texts and Methodology.

This course will explore the issues of Africana Studies as a discipline by engaging in a series of critical readings of the central texts, which laid the protocols of the discipline. The course will also raise issues of knowledge production and methodologies. This course is a senior capstone seminar. Open to all senior Africana Studies concentrators; others by instructor permission only. Enrollment limited to 25.

AFRI 1410. Africans and the West: Studies in the History of Ideas.

This course will examine the political thought of a selection of Africana thinkers from the period of slavery to the 20th century. It will examine the political thought of thinkers like, Franz Fanon, Ida B. Wells, Cugoano, CLR James, W.E.B. DuBois and Rastafari. The course will be an exploration of black radical intellectual tradition and its different meanings.

AFRI 1420. Caribbean Imaginations: Writing and Cultural Production.

In the global imagination, the Caribbean is either thought of as a place for vacation or a place of extreme violence. This course calls for a deeper engagement with the region and its diaspora by surveying the writing and cultural production of the Caribbean to unpack the varying meanings of a Caribbean imagination in the historical and present moment. We will cover themes ranging from enslavement, indentureship, colonialism, racial formation, gender and sexuality, class, and migration to understand the various transformations in Caribbean literary and expressive cultures. Students will evaluate the aesthetic and political contributions that these imaginative works put forward in a broader understanding of the Caribbean. Materials include novels, short stories, poetry, film, music videos, and visual art. Readings will be inclusive of the Anglophone, Hispanophone, Francophone, and Dutch Caribbean.

AFRI 1430. Lincoln in the Archive: Material Culture, Representation, and Race.

AFRI 1430 explores the Charles Woodbury McLellan Collection of Lincolniana in the John Hay Library. We will consider this extensive archive dedicated to Abraham Lincoln including the material objects, the many images of Lincoln, the visualization of the Emancipation Proclamation, and how race is represented in the collection. Students will engage the collection to create and publish a digital exhibition through the platform, CultureConnect

AFRI 1440. Theorizing the Black Diaspora.

This seminar will focus on the theorization of the black diaspora as a way to explore the various articulations of colonialism, gendered racism and resistance against that racism throughout African-descendant communities. Course readings will highlight the scholarship of black women who have contributed to the internationalization of radical black vis-a-vis theories of diaspora, transnationalism, transformative politics, identity formation, and community.

AFRI 1441. Caribbean and Latin American Migration: Race, Gender, Community.

This course explores key issues in migration, especially as they relate to Latin America and the Caribbean. Viewing migration through multidisciplinary lenses, it explores the historic and contemporary forces behind the movement of people across the region; global and regional Migration regimes and their limitations; the implications of gender, race, ethnicity and class on migrant experience; the social effects of migration, especially on families; migrant survival strategies; and migrants contributions to their adopted countries, among others. The course draws from literature, film alongside academic texts representing a wide range of disciplinary perspectives to illustrate the varied approaches to think about migration and the people at the center of this phenomenon.

AFRI 1460. Tell the Story: The Afro-Diasporic Experience Through Documentary Film.

Documentary films have grown into an influential art form that has influenced politics, culture, social movements and how we see the world. They are relied on to sort out fact from fiction in an increasingly complex world where the lines continue to blur. Through film screenings, lectures, readings, critical analysis and group discussions, the course examines the changing nature of the documentary as it relates to how films documenting the Black Experience are conceived, told and distributed in different mediums. We will also look at how these films have been influenced as much by technology and ethical, social, cultural and political movements, as it has by the individual choices of the filmmakers.

AFRI 1470. Southern African History.

This course examines major themes of the history of southern Africa from the earliest times until 1994, with a heavy emphasis on historiographical debates. Our discussions of the South African past will always be informed by a consideration of the approach of the scholars who have interpreted and presented it as history. Our major questions concern the origins of historical change and the creation of racial groups. We will probe the significance of race in South African history but also the limitations of its explanatory power. Readings are arranged at three levels. First, we will be reading primary sources, to gain experience in working with the evidence that informs historical work. Second, we will be working through a concise textbook that summarizes the major themes of South African history. Third, we will be reading specialized scholarly books and articles, chosen to illustrate recent discussions about the interpretation of South Africa's past. The course will meet twice a week for lecture and discussion groups will meet once a week.

AFRI 1480. The Black Digital Humanities.

What is the relationship between race, digital technology, and power? This question is the basis for studying and building with the "The Black Digital Humanities," a space and tool to consider the intersections between Blackness, humanity, and digital technology, an umbrella term that includes all electronic devices, systems, and resources that produce, process, or store information. In this course, students will spend the semester exploring the ways digital technology offers opportunities to revisit, reconsider, and reimagine knowledge about the Black experience in the United States and beyond. Drawing on Black epistemologies, students will utilize, adapt, and attempt to break digital technologies to both analyze and build things that help us pose new and different questions about the human. Course readings will include texts in digital studies, new media, and the digital humanities.

AFRI 1500. Incarceration, Education, and Political Literacy.

This seminar (w/out audits) in politics and social justice is open to juniors/seniors. Captivity has become a critical political-social phenomenon in U.S. democracy, given that the United States has over two million people in prison/jails/INS detention centers. This two-part, one-year long course examines and maps (using cyber technology) captivity and criminality in the United States, focusing on race, gender, politics and literacy. Students are strongly urged to take both semesters; the second semester course as practicum, with training in cyber-technology and community-based learning/literacy, is open only to those who complete the fall course (Pt I) and the grade option for the second part of the course will be S/NC. Pre-Semester writing assignment required; see syllabus on WebCt for details.

AFRI 1500A. Black Life in the Post-Industrial City.

This course explores key themes in African American life in post-industrial U.S. cities. Relying on scholarly and historical sources and films, we will examine the complicated interplay of race, class, ethnicity, and gender dynamics in the transformation of black urban life in the late twentieth-century, the structures that have defined black urban life, and various expressive cultures and modes of resistance that have emerged out of the urban context. While not required, it is beneficial for students to have a working knowledge of twentieth century American history, and African American history in particular.

AFRI 1500B. Black Women Thinkers: Alternative Genealogies of Black Radical Thought.

This seminar examines contributions of Black women as major thinkers within the Black radical tradition, and provides a critical genealogy of Black feminist activists, writers and scholars contributing to social movements in the 20th century. Throughout the course, we will ask the following questions: What methods do Black women use to form critical thought? How is Black women's knowledge disappeared and devalued within academic and activist contexts? Finally, how can we recover and center those histories within our work? Assignments include short writing assignments, a final paper, and a collaborative digital humanities project. Introduction to Africana Studies preferred.

AFRI 1510. Making and Remaking Blackness in the Western World.

This course is an interdisciplinary survey of cultural, social, and political expressions of Blackness among people of African descent in the Western World, primarily the United States, and the social forces that create various understandings of this identity. Black experiences of and reflections on what it means to be Black are articulated in writing, visual and performing arts, music, and social media. Students will read, listen, and view a wide of set of materials that reflect people of African descent and their negotiation, rejection, and reimagination of different forms of Blackness in affirmative and complex ways from the 18th century to the present. Primary and secondary texts will comprise the course readings and range from cultural studies, philosophy, critical race theory, sociology, political science, literature, and history, among other areas.

AFRI 1540. Black Popular Cultures.

This course is an historical and topical examination of the development of black popular cultures. We will explore the debates about popular culture and specifically examine the ways that race (as well as gender, sexuality and class) shape these debates. In addition we will explore specific black popular cultural practices (music, dance, film, radio, theater, etc.) as well as the larger contexts for their production and reception. Instructor permission required.

AFRI 1580. Contemporary African Women's Literature.

The aim of the course is to introduce students to novels like Head's *A Question of Power*, El Saadawi's *God Dies by the Nile*, Adochie's *Half of a Yellow Sun* and other major prose works by contemporary African women writers. It will present the African woman as a writer, her environment and her commitments. The emphasis is on the writing of continental African women, but will include works of other women writers. For a brief but necessary historical background to the course, it will be introduced with selections from Margaret Busby's *Daughters of Africa*. Enrollment limited to 25.

AFRI 1600. Caribbean Popular Culture: Reggae, Dancehall, and Calypso.

Whether interrogating the aesthetics and moralizing philosophies that compose reggae music, examining the manifestations of skin bleaching depicted in dancehall culture, or mapping the global routes calypso music occupies with an agenda to theorize Caribbean cultures—the course centers popular music as sites of politics, pleasure, clashes, and identity-making.

AFRI 1620. Black New Orleans: A Research Seminar.

Examines the development of a unique African/ American cultural and political identity in New Orleans. The seminar focuses on the development of the Faubourg Tremé, the oldest free black community in the United States, and covers the period from 1718 until 1899. Topics include: slavery and resistance; relations between enslaved and free blacks; social and political agitation; and the resulting early development of the nation's Civil Rights movement and legislation. There is discussion also of the formation and continued tradition of artists' and artisans' guilds; Creole language (e.g., Creole slave songs, proverbs); NOLA relationship to the Caribbean and Latin America. Enrollment limited to 20.

AFRI 1630. Modernist Africana Poetry of the Americas.

Focus on origins of Modernism among Africana authors of the Americas, with emphasis on the poetry, poetics and poetry movements of Brazil and Latin America, the Caribbean and US from 1888 through the first half of the 20th century. Begins with an overview of innovations wrought by Rubén Dario of Nicaragua, arguably the first modernist poet, and continues with the Harlem Renaissance of the 1910's and 20's; the Brazilian writers at the center of the Week of Modern Art of 1922; Caribbean writers of the Negrismo and Négritude movements; concludes with the work of such US and Anglophone Caribbean poets as Gwendolyn Brooks, Robert Hayden and Martin Carter. Enrollment limited to 20.

AFRI 1640. Development, Dependency, and Decline in Africa, 1950-2025.

This course on the history of Africa begins as European empire unraveled after the Second World War and ends with a look toward the future. Development was high on the international and national agenda in the mid-twentieth century, but the most conspicuous outcome of the following decades was dependency and decline. Yet the story is more mixed than has been represented in American headlines; it was not one of pre-determined and constant failure. More than ever, at the beginning of this new millennium, conditions across the continent have diverged. What are current signs for future development or continuing crisis?

AFRI 1651. The Other African Americans? Comparative Perspectives on Black Ethnic Diversity.

This course explores the immigration, integration and identification of Black Africans and Black Caribbeans in the United States from sociological, historical, and cross-cultural perspectives. The seminar critically examines questions such as: what are the meanings Black immigrants attach to being Black in the U.S.? When, how and why do Black Africans and Black Caribbeans stand in solidarity with African Americans, and vice versa? How and why does 'culture' matter for group success? How do ethnicity, social class, gender, citizenship and sexuality complicate and challenge notions of a unified Black group? At its core, the seminar examines intra-racial and inter-ethnic similarities and differences, conflicts and collaborations that animate the lived experiences of native and new Blacks in the U.S.

AFRI 1710A. Political Visions and Community Formations.

This course aims to consider the depths of connection between forms of racialized, gender, class and sexual oppression vis a vis the creation and maintenance of community and intimate social bonds among the oppressed. We will read sociologists, historians and others who have worked at this intersection and musicians and writers such as: Morrison, Bambara, Baldwin, Hill-Collins, Hansberry, soul and neosoul artists. Instructor permission required. Enrollment limited to 20.

AFRI 1750. Eastern African History.

A lecture course examining the history of Eastern Africa from earliest times until 1963. The area includes the Great Lakes region, the Horn of Africa, Madagascar, and the East African Coast. The major topics are: precolonial interactions, the development of states and stateless societies, contact with other Indian Ocean people, the slave trade, colonial rule, and independence movements.

AFRI 1760. How Europe Underdeveloped Africa.

This course draws on Guyanese historian and political activist, Walter Rodney's landmark text, *How Europe Underdeveloped Africa*, to examine the historical and structural forces that have shaped Africa's economic, political, and cultural landscapes. Through the lenses of colonialism, imperialism, and race, students will analyze how European and U.S. exploitation, along with global power dynamics, have influenced African development. Key themes include the transatlantic slave trade, gradual imperial expansion, extractive colonial policies, and post-independence neocolonialism. In addition to Rodney's work, students will read African literature to critically explore the relationship between racism and imperialism and its lasting effects on Africa's position in the global order.

AFRI 1761. Modern Africa.

This course is an interdisciplinary study of the external and internal structural forces that have shaped Africa's economic, political, and cultural landscapes since 1800. Key themes in the course include the transatlantic slave trade, gradual imperial expansion, colonial policies, and post-independence neocolonialism. Students will read African history and literature as well as watch films to critically explore African development over time and space.

AFRI 1800. Race, Empire and Modernity.

Taking Cicero's notion of empire as "ways of life", this course will survey the history of empires as forms of rule. It will explore how race has been deployed in the various types of empire. The course will pay particular attention to empires in modernity since 1492. The course will think about the various technologies of rule and their discourses of power.

AFRI 1820. Contemporary African Political Philosophy.

This course examines some contemporary responses to the human condition in Africa. Topics will include Democracy, human rights, instability, social justice, identity, community and solidarity. These topics will be approached through the works of Canonical figures such as Leopold Senghor, K. Nkrumah, Frantz Fanon, Steve Biko and the recent analytical (T. Kiroso), Hermeneutical (T. Serequeberhan), Existential (L. Gordon) Historicism and poeticism (P. Henry) and Postcolonial Mislocation (M. Diawara).

AFRI 1850. The Civil Rights Movement: History and Legacy.

Explores the origins, conduct and complex legacy of the Civil Rights Movement. Topics include: historical roots of the movement; the campaign against legal segregation; the birth of S.N.C.C.; Black Power; the impact of the Cold War, Vietnam and the coming of African independence; and the movement's impact on other political struggles, including movements among women, Latinos, and Native Americans.

AFRI 1920. Health Inequality in Historical Perspective.

Seminar takes a historical perspective to explore causes of health inequality. Draws on studies from the 19th century-present. Examines socio-political and economic context of health/disease, focusing on how race, class, and gender shape the experience of health, disease causality, and public health responses with emphasis on the COVID-19 pandemic. Includes health consequences of immigration and pandemics, incarceration, race-based medicine. Enrollment restricted to 20, second and third-year students.

AFRI 1930. Race, Difference and Biomedical Research: Historical Considerations.

This advanced seminar places the current debate over race, health, and genetics in historical context. An overarching goal is to understand how the social world informs the scientific questions we ask, design of research studies, and interpretation of findings. How have the theories and practices of biomedical science and technology produced knowledge of "race" and racial difference historically? How does race relate to gender and class? What are the implications of this debate for understanding health inequality? Previous coursework in Africana Studies preferred. Enrollment limited to 20; instructor permission.

AFRI 1950. Philosophy, Literature and the Caribbean Novel.

This is a thematic course on the philosophical and literary themes which emerge from the Caribbean novel and writing in general.

AFRI 1955. History and Memory in Africana Literature.

Focuses on the close reading of nine works by writers of African descent - encompassing a variety of eras, forms and genres, stretching from the slave narrative to more contemporary settings. The thrust is to examine how each writer wrestles with issues of history and memory, with particular attention to the sometimes explicit, sometimes implicit interest in ideas and modes of expression that are rooted in African culture. Enrollment limited to 20 sophomores, juniors, and seniors; preference given to Africana Studies and English concentrators.

AFRI 1968. 1968: A Year in Review.

In 1968 students' walked-out at Brown, leading to the 1969 creation of the Rites and Reason Theatre and later the formation of Afro-American Studies, now the Department of African Studies/Rites and Reason Theatre. 1968 was also a global year of contention, confrontation and change, with consequences that continue to resonate into the present. This class harnesses the multiple narratives and studies of our faculty across the campus and alumni who took part in the 1968 walk-out. Classes blend lecture and discussion. Speakers assign appropriate reading to coincide with their topics. Requirements include mandatory participation to planned anniversary events.

AFRI 1970. Independent Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

AFRI 2001. Theories of Africana Thought: Intellectual History and Critical Theory.

This course will be a close reading of the various ideas, theories and practices of the thinkers, writers, artists and activists whose work and practices have constituted an Africana intellectual tradition. In conducting this review we will examine questions around the formation and the history of thought and intellectual traditions in general. We will also think about the various fields of knowledge which have shaped Africana thought. The course therefore will spend some time working through the different meanings of intellectual work and critical thought and theory. Enrollment limited to 12 graduate students.

AFRI 2001A. Race and Migration in the diaspora-Latin America and the Caribbean.

This seminar focuses on a critical and often neglected dimension of the Black experience in Latin American and the Caribbean. It introduces students to a particular aspect of the field of Africana studies, that takes account of the particular historical experiences and critical theoretical perspectives that shape the social construction and functioning of race in the region. It introduces students to some of the key thinkers around race in Latin America, the Caribbean and the US, to better understand how ideas of race cross boundaries and intersect to generate specific racial hierarchies. It pays particular attention to how ideas around race respond to broader global forces. It uses migration within Latin America and the Caribbean as a concrete instance for exploring historic and contemporary manifestation of anti-Black racism, and as sites for community building and resistance.

AFRI 2002. Theories of Africana Thought: Literary and Expressive Cultures.

A preoccupation of Africana Studies involves the central, highly contested role of the notion of what constitutes black culture in the modern world. To what degree can we claim aesthetic and other distinctions between black cultures in the Diaspora and other western cultural practices and expressive forms? What role did enslavement, forced migration and segregation play in shaping Africana culture in the modern west? These cultural debates play a central role in literary, musical, philosophical, aesthetic, historical and sociological analyses of the culture of people of African descent frame this graduate course.

AFRI 2005. Monuments, Counter-Monuments, and the Representation of the Slave Past.

This course is concerned with the memorialization and representation of the slave past through monumental form in the Atlantic world. Beginning with a range of theoretical considerations of the concepts of monument and counter-monument, we engage the writings of Ana-Lucia Araujo, Stephen M. Best, Huey Copeland, Cheryl Finlay, Saidiya Hartmann, Katherine McKittrick, Sowande' M. Mustakeem, Christina Sharpe, Marita Sturken, Lisa Woolfork, James Young, and others. Using these various approaches and theories, we examine monuments located in a range of countries including Benin, Ghana, Senegal, England, France, the Netherlands, Brazil, Haiti, Jamaica, Barbados, Guadeloupe, and the United States.

AFRI 2100. Black Transnational Feminism.

This graduate seminar brings together methodological and theoretical approaches to interpreting the significance of race, gender, sexuality and nation in the rich literature on Black transnationalism. The course will explore how Black feminist thought has informed the development of the field, placing special emphasis on foundational and emergent scholarship. The course underscores the varied ways Black feminist scholarship has been crucial for understanding the complex dynamics of Black internationalist thought and praxis. Course readings will represent a combination of primary and secondary sources that reflect the geographical breadth of the African Diaspora, including Africa, the Americas, and Europe.

AFRI 2015. Revolt and Revolution in the Black World.

From 18th Century slave revolts to the iconic Haitian Revolution, the Grenadian Revolution of 1979 and the 2019 popular uprisings in the Sudan, revolts and revolutions have undoubtedly occupied a hallowed place in the political imaginaries of the Black World. Reading narratives from a select group of instances, we will explore, against the broader theoretical work on global revolutions, the more specific meaning of revolution in Africana history and literature. The overriding question is, in the face of disappointing outcomes, tragedy and collapse, can the history of Black revolt and revolution still provide a framework for thinking about radical change in the 21st Century, or should we move beyond it?

AFRI 2020. Afro-pessimism and Its Kin.

As an intellectual project, Afro-pessimism has developed an interpretation of the unique position of black people within a world they say the transatlantic slave trade and anti-black racial solidarity has made. Through close reading, this seminar will begin by critically engaging the core texts of Afro-pessimism, move on to contextualize its central claims about black ontology, social death, civil society, and the world within its canon (e.g. Saidiya Hartman, Orlando Patterson, Hortense Spillers and so on) and critically engage an ever-expanding scholarship that takes up, expands, and contests the Afro-pessimist project (e.g. Fred Moten, Christina Sharpe and so on).

AFRI 2050. History of Black Travel.

The history of Black travel, marked by both challenges and triumphs, illuminates the complexities of broad themes in US and global history, including citizenship and belonging, freedom, power, racism and discrimination, inequality, and segregation. Drawing insights from a range of primary and secondary sources the course explores various forms travel, including fun and leisure, military service, expatriation, migration, and goodwill tours. The course begins with a discussion of the forced migration of African peoples to the Americas and concludes with contemporary Black travel tours abroad. It grapples with the varied meanings of travel and migration for people of African descent, and it brings together methodological and theoretical approaches to interpreting the role of race, gender, sexuality, class, and nation in shaping the history of Black travel. Course readings will reflect the geographical breadth of the African Diaspora.

AFRI 2100. Race and the Modern World.

Race and the Modern World is a team taught interdisciplinary graduate seminar that critically examines the intersections of ideas, institutions, ideologies, and practices that have defined race and processes of racialization in the modern era. The seminar will closely examine the theoretical and methodical issues in the critical study of race; the politics and political theories of race; the imbrications of discourses of race, culture, and public life; the political economy of race; and the intellectual history of the discourse of race with an emphasis on the university as a key site in the production of racial knowledge. Enrollment limited to 20.

AFRI 2101. Methods in Africana Studies.

This graduate seminar brings together various methodological and theoretical approaches to interpreting Africana life, culture, thought, and politics. Placing special emphasis on emergent scholarship that shapes and reshapes the discipline of Africana Studies, we examine a selection of humanistic and social scientific studies of various local, national, and international contexts. Texts demonstrate the ways in which innovative interdisciplinary methods are crucial for understanding the complexity of the Africana world. We will give attention to the strategies scholars utilize to formulate their research questions, design their methodologies, and create new ideas that contribute to the advancement of Africana Studies scholarship.

AFRI 2102. Interdisciplinary Methods and Africana Studies.

This graduate seminar focuses on interdisciplinary methodology and Africana Studies. The seminar explores how students and scholars in Africana Studies use interdisciplinary methods developed in the social sciences and the humanities in novel and innovative ways. Students will critically examine key methodological issues in Africana Studies and how and in what ways these issues are similar to and differ from such disciplines as economics, history, sociology, and literature. Prerequisite: a prior undergraduate or graduate level methods in Humanities or Social Sciences. Enrollment limited to 20.

AFRI 2104. Theorizing the Black Diaspora.

This seminar will focus on the theorization of the black diaspora as a way to explore the various articulations of colonialism, gendered racism and resistance against that racism throughout African-descendant communities. Course readings will highlight the scholarship of black women who have contributed to the internationalization of radical black vis-a-vis theories of diaspora, transnationalism, transformative politics, identity formation, and community. This course is open to upper level concentrators in Africana Studies by permission of instructor. Enrollment limited to 19.

AFRI 2105. Professionalization Seminar.

This course explores the mechanics of a doctorate degree in Africana Studies. We will explore the constitution of our field through the elaboration of exam lists and narratives, query its pedagogical application in the design of undergraduate syllabi, and begin to outline and enact our participation in the profession both within and beyond the academy. At the end of this class, students will have constructed a portfolio that will assist their progress towards a degree and provide the tools with which to chart pathways once a degree is in hand. A key component of the professionalization courses is the construction of an undergraduate syllabus by each student, which will subsequently be revised and discussed during the dissertation proposal defense, and which will be taught in either the first semester of the student's fourth or fifth year.

AFRI 2300. Black Critique: Black Critical Theory - History, Literature, Politics, the Human Sciences of Being.

This class is about re-figuring black radical thought as a field of interdisciplinary critical theory. Working with the corpus of writers like Sylvia Wynter, WEB Du Bois and Frantz Fanon the course will seek to grapple with the practices, questions and ideas of Black thinkers around questions of the human, the figure of the black fugitive, the significance of enslaved labor to the capitalism, Black internationalism, black feminism and the ways in which questions of history have been reconfigured in Black thought. The course is an reading intensive one and is open to all graduate students.

AFRI 2303. Black Feminism and the Politics of Care.

"caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare" (Audre Lorde) This course focuses on Black feminist thought through the lens of care as both theory and lived experience from the late twentieth century to the present. Care in the context of the course is a radical epistemology and praxis that might be defined as, in the words of Aisha K. Finch "to be about the business of living with people, sharing in and amplifying their life force, recognizing their value and worth." Through the critical examination of a number of texts, the course will examine the multifaceted concept and practice of care in Black people's lives as a contest against state power and a means of survival and joy.

AFRI 2450. Exchange Scholar Program.**AFRI 2502. Race and Nation in the Spanish Caribbean.**

For five centuries, the Caribbean has stood at a crucial crossroads in the unfolding history of the Americas, Europe, and the African diaspora. This seminar engages in a comparative survey of the interwoven dynamics of race and national construction in the making of the Spanish-speaking Caribbean. The focus of the seminar will be placed on the on-going centrality of race in these island nations. Drawing on a range of readings in history, music, poetry and anthropology, this course will explore the overlapping historical contexts of Cuba, Puerto Rico, and the Dominican Republic.

AFRI 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

AFRI 2980. Graduate Level Independent Reading and Research.

A program of intensive reading and research. Section numbers may vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

AFRI 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

AFRI XLIST. Courses of Interest to Concentrators in Africana Studies.**Fall 2025**

The following courses may be taken for concentration credit. Please see the sponsoring department for the time and location of each course.

Cogut Institute for Humanities

HMAN 1300A Decolonizing Data: Approaches from Caribbean Digital Humanities and Beyond

English

ENGL 1710J Modern African Literature

ENGL 0710B African American Literature and the Legacy of Slavery

ENGL 1191B Special Topics in Nonfiction Writing: Fugitive Letters: The Prison Notebooks

ENGL 1711L Contemporary Black Women's Literature

Ethnic Studies

ETHN 1612E Black Archival Experiments

History of Art and Architecture

HIAA 2880 Architecture and the Making of Human Difference

Humanities

HMAN 1977O The Black Outdoors

Literary Arts

LITR 1110Y Verse Africa: A Critical Reading & Writing Workshop

Spring 2026

The following courses may be taken for concentration credit. Please see the sponsoring department for the time and location of each course.

English

ENGL 0710Q

American Studies

The Department of American Studies at Brown remains committed to the interdisciplinary study of the American experience, drawing on a range of methodologies and practices to understand American society and cultures. As one of the oldest departments of American Studies, Brown's program has an almost seventy year history of activist teaching faculty fully engaged in research; prize-winning and productive graduate students who now teach their own students around the world; and curious and exciting undergraduates who use their educations in a wide range of fields from medicine to law; from social work to library science. Faculty and students have together pioneered new avenues in transnational research, exploring the role of the United States in the world and the importance of the world in the United States, and expanded our research and teaching into digital scholarship.

For additional information, please visit the department's website: <https://www.brown.edu/academics/american-studies/>

American Studies Concentration Requirements

The concentration in American Studies seeks to understand American society and cultures as emerging from historical and contemporary processes at work in local, national, and global contexts. Concentrators study four broad themes: social structure and the practices of identity, space and place, production and consumption of culture, and science, technology, and everyday life. Study abroad is supported and encouraged.

Interested students may contact the director of undergraduate studies.

A concentrator in American Studies will be able to:

- Analyze texts, contexts, and data from multiple disciplinary and historical perspectives
- Synthesize research as verbal, visual and/or digital presentations
- Explore the theory and/or practice of the engagement of scholarship with a broader public
- Understand how American society and cultures have been and are being shaped by global flows of people, goods and ideas
- Experiment with new media as critical tools for scholarship

Concentrators have gone on to a vast variety of careers, including law, public humanities, politics, public service, academics, business, creative arts, and medicine.

Requirements for the American Studies Concentration

In consultation with the Concentration Advisor, each concentrator develops an individualized program of study of **10 courses** (or 12 courses for those completing an Honors Thesis). Three of these courses must be linked to an **individual focus** formulated by the student when the concentration is declared. The focus is the flexible core of the concentration: each student builds a coherent and dynamic interdisciplinary cluster of related courses that develops their compelling interest in some aspect of American experience.

Required concentration courses & capstone portfolio:

- **One gateway course** from the AMST 0600 "Questions" series.
- **Four seminars above the 1000-level, including a Senior Seminar.**
 - The Senior Seminar is any AMST 1900-series course taken during the senior year. Students may take as many AMST 1900 courses as they wish; however, for the course to count as the Senior Seminar it must be taken during the senior year.
 - The three other seminars may be listed in American Studies or Ethnic Studies, or in another department if linked to the student's focus area (requires concentration advisor approval; a maximum of 3 courses outside of AMST/ETHN can count toward the concentration).
- **Five additional elective courses, four of which must be above the 1000-level.** These may be seminars or lecture courses listed in American Studies or Ethnic Studies, or in another department if linked to the student's focus area (requires concentration advisor approval; a maximum of 3 courses outside of AMST/ETHN can count toward the concentration).
- **Senior Capstone ePortfolio (ungraded, detailed below).**
- **Honors Thesis (optional):** Concentrators hoping to pursue honors should take the Honors Seminar, AMST 1800, in the spring of their junior year. AMST 1800 counts as one of the four required 1000-level seminars listed above. Students pursuing honors are also required to take two independent study courses (AMST 1970) in their senior year in order to complete the honors thesis. These independent study courses raise the total number of required concentration courses to 12.

WHAT we study

American Studies at Brown is concerned with four broad themes:

- Social Structures and the Practices of Identity
- Space and Place
- Production and Consumption of Culture
- Science, Technology, and Everyday Life

HOW we study

American Studies at Brown emphasizes four intersecting approaches that are critical tools for understanding these themes:

- Cultural and Social Analysis
- Global/International Contextualization
- New Media Understandings
- Publicly Engaged Scholarship

Courses in the AMST 0600 "Questions" series introduce students to American Studies by showing how a shared set of core questions can guide the investigation of myriad topics in this interdisciplinary field. Each course in the series engages with at least 3 of the following questions:

1. How does [subject] shed light on issues of identity, place, and power in the United States?
2. How does [subject] reveal contestations over citizenship, culture, and belonging in American society?
3. How does [subject] help us understand histories and practices of social change in the United States?
4. How does [subject] illuminate the international, transnational, or imperial relations that have shaped American politics and cultural practices?

Critical Native American and Indigenous Studies Concentration Requirements

Critical Native American and Indigenous Studies (NAIS) is an interdisciplinary concentration offered through the American Studies department focused on research, teaching and engagement with the social, cultural, artistic, ancestral, heritage, legal and political aspects of Native American and Indigenous peoples in the historical and contemporary periods. It emphasizes the integrated study of indigeneity within contemporary U.S. borders, also extending across the Americas, to Oceania and to other parts of the world. This concentration builds on Brown University's strengths and history of engagement with critical theory, studies and pedagogy, and with topics of social justice, inequality, power structures and structural violence. Through courses across four breadth areas (Creative Expressions; History, Politics and Policy Issues; Language and Identity; Systems of Knowledge and Belief: Fundamentals of Indigenous Living, Society and Wellness) and including foundational and capstone courses, concentrators explore topics and research projects focused on further supporting the interests, concerns and needs of Indigenous peoples in the Western Hemisphere and globally.

This critical approach is also grounded in Indigenous-centered knowledge production, in addition to engagement with topics such as: decolonial scholarship and practices (and the further defining of those terms); Indigenous self-determination and political and social justice; Indigenous activism and sovereignty struggles; the politics of land, dispossession and heritage studies; critiques of racial capitalism and extractive economies; issues of policing, incarceration, criminalization and violence against women; environmental justice and global environmental change; health and economic disparities; structural racism; language loss; cultural and intellectual property rights; and human rights advocacy.

Prospective concentrators should visit the Native American and Indigenous Studies website ([https://www.brown.edu/academics/native-american-and-indigenous-studies/](https://www.brown.edu/academics/native-american-and-indigenous-studies/native-american-and-indigenous-studies/)) to learn more about the concentration and associated faculty, courses and affiliated staff.

To declare the Critical Native American and Indigenous Studies concentration, visit Advising Sidekick (<https://ask.brown.edu/home/>).

Contact Mack Scott (mack_scott@brown.edu) (donna_rae_gould@brown.edu) for additional information and advising. Dr. Scott serves as the CNAIS Director of Undergraduate Studies (DUS).

Requirements

ETHN 1200K	Introduction to Native American and Indigenous Studies	1
Four (4) courses at the 1000-level related to a focus area of study (determined by the student, in consultation with the NAIS DUS and faculty advisor), also serving to prepare for the capstone requirement; these courses may be from different breadth areas.		4
Four (4) Elective Courses from across the Concentration Breadth Areas		4
Concentration breadth areas are:		
1) Creative Expressions (Arts, Literature and Language)		
2) History, Politics and Policy Issues		
3) Language and Identity		
4) Systems of Knowledge and Belief: Fundamentals of Indigenous Living, Society and Wellness (Environment, Medicine, Biology, Health, Psychology, Public Health, Philosophy, Religion)		
These courses must be at the 1000-level		
At least two breadth areas must be included in the overall course of study, with a minimum of two courses in a breadth area outside of the focus area of study (if that is connected to only one breadth area); electives provide an opportunity for expansion beyond the focus area.		

No more than two Independent Study Project (ISP or GISP) courses counting towards fulfillment of the concentration.

Courses that are not NAIS designated (in the list of concentration courses) may count toward the concentration if agreed upon by the department faculty advisor and NAIS DUS and closely connected to areas of study.

NAIS 1900	Critical NAIS Capstone Course	1

Total Credits	10

Double Concentrations: Students concentrating in Critical Native American and Indigenous Studies and another discipline may count no more than two courses towards both concentrations.

Transfer credits: Credits for courses taken at other institutions may be applied to the Critical NAIS concentration following review by the department faculty advisor and the NAIS DUS. No more than four (4) transfer courses can be applied toward this A.B.

Language Study:

Through a focus on the Language and Identity Breadth Area, students may include one year (two courses) of language study (determined by the student and faculty advisor, which could be met through a DISP or a GISP course). The language may be an Indigenous one but does not need to be; rather, it should align closely with the goals and interests of the concentrator and could contribute to research and learning goals through access to records, manuscripts and other documents not in English. Students not focusing on Language and Identity may also be interested in language study and are encouraged to include that in their Concentration if it contributes to their goals and objectives.

Honors Thesis or Project (Optional):

Students may choose to complete their Critical NAIS concentration with honors by completing an honors thesis or project, in addition to other course requirements and the 10 credits needed to complete the concentration. To successfully complete Honors in the Critical NAIS concentration, a student must:

- outline a viable research project
- have the support of at least one faculty advisor
- submission and approval of a thesis or project proposal to the faculty advisor and NAIS DUS.

Thesis Requirements:

- Good academic standing at the University and in the concentration (see below)
- Completion of a thesis based on extended independent research under the guidance of a Brown University faculty advisor(s)
- Enrollment in two thesis preparation courses (with thesis advisor) over the final year of undergraduate study (in the fall and spring semesters of final year)
- Submission of an Honors Thesis/Project outline and application for honors designation within the Critical NAIS concentration (to the NAIS DUS and faculty advisor(s)) at the end of the third year of study or by Sept. 30 of the final year. A final proposal of a five-page, double-spaced project description along with a bibliography of relevant sources should be submitted following approval of the thesis/project outline.
- Completed thesis submitted to the NAIS Faculty Director and thesis faculty advisor no later than the third week of April (for May graduation) or the first Monday of December (for winter graduation).

Academic Requirements:

- At least two consecutive semesters in good academic standing at the time of application (submission of honors prospectus)
- The Honors Thesis must earn an A (or a recommendation for Honors) from two faculty readers, in addition to fulfilling all other concentration requirements.

If a student completes an honors thesis that is not conferred honors status, the two semesters of research and writing would constitute completion of the Capstone course (NAIS 1900).

Ethnic Studies Concentration Requirements

Ethnic Studies is an interdisciplinary, comparative concentration that examines the construction of race and ethnicity in social, cultural, historical, political, and economic contexts. Concentrators develop individual programs based on areas of focus in consultation with faculty advisors, drawing from courses in the humanities and social sciences. Typical areas of focus are social issues (such as inequality, education, or health), cultural production and the representation of racial groups, processes of racialization, the historical formation of transnational communities and of diaspora, and the history of particular ethnic or racial groups.

The Ethnic Studies concentration emphasizes the histories of diverse racial groups within and across the borders of the United States, including examining issues of diaspora, migration, social movements, and the political economies of social inequality and racial formation. Concentrators strive for intellectual fluency in a range of critical approaches to race and ethnicity across disciplines, and demonstrate this fluency through the composition or creation of a significant piece of original research or creative work.

Requirements

In consultation with the Concentration Advisor, each concentrator develops an individualized program of study of **10 courses** (or 12 courses for those completing an Honors Thesis). Five of these courses must be linked to an individual focus area formulated by the student.

Required courses:

- **ETHN 1000 "Introduction to Ethnic Studies"**
- **Any three courses from the ETHN 1200 "Topics in Ethnic Studies" or ETHN 1750 "Advanced Topics in Ethnic Studies" sequence**, or similar 1000-level electives listed under AMST (with approval from the concentration advisor).
- **Five additional courses** that address the student's **focus area** and prepare them for the capstone experience. These may be listed in AMST or ETHN, or in another department if linked to the student's focus area. (Outside courses require concentration advisor approval; a maximum of 3 courses outside of AMST/ETHN can count toward the concentration).
 - **Up to two** ETHN or AMST courses below the 1000-level may count toward the focus area (for instance, a first-year seminar and a sophomore seminar).
 - **Up to one** of the focus area courses may be a **Department Independent Study Project (DISP)**, undertaken with an American Studies/Ethnic Studies faculty member and offered under an ETHN course number.
 - If you intend to pursue honors, one of the focus area courses should be the **AMST 1800 Honors Seminar** (taken during the junior year).
- **ETHN 1900 "Senior Seminar in Ethnic Studies"**. In this spring semester course, senior concentrators collectively reflect on their experience in the concentration and the current state of the field, while also designing/completing a senior capstone project (or completing the honors thesis, if pursuing honors).
- **Honors Thesis (optional)**: Concentrators hoping to pursue honors should take the joint **AMST/ETHN Honors Seminar, AMST 1800, in the spring of their junior year**. Students pursuing honors are also required to take **two independent study courses (ETHN 1920)** in their senior year in order to complete the honors thesis. These independent study courses raise the total number of required concentration courses to 12.

Honors:

Students who hope to pursue Honors are encouraged to take AMST 1800 (<https://bulletin.brown.edu/search/?P=AMST%201800>), the Honors Seminar, in the Spring of their Junior year, in preparation for submitting an Honors thesis proposal. Admission to Honors candidacy requires an academic record providing evidence of the student's ability to do Honors

work. At least half of the student's grades in courses counted toward the concentration must be grades of A or "S with Distinction", and Honors proposals must include a recommendation form completed by a faculty member who has taught a class requiring a significant research paper. Students pursuing Honors are required to take two independent study courses in their senior year, in addition to the regular concentration requirements (for a total of 12 credits), in order to write their Honors thesis. Guidelines for completion and submission of the thesis are on the department website.

American Studies Graduate Program

The department of American Studies offers a graduate program leading to the Doctor of Philosophy (Ph.D.) in American Studies.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/american-studies>
(<http://www.brown.edu/academics/gradschool/programs/american-studies/>)

Courses

American Studies

AMST 0070. An Introduction to Africana Studies (AFRI 0090).
Interested students must register for AFRI 0090.

AMST 0085. The Christian Right (RELS 0085F).
Interested students must register for RELS 0085F.

AMST 0090A. 7 Hours and 55 Minutes: Sex, Work, and Migration in Global Contexts.

Diving into global debates, surround gender, sex, migration, and labor, this course considers forms of work that are inflected by race, gender, class, nation, and ability. Our course title, "7 Hours and 55 Minutes," draws its inspiration from an advocacy game developed by the Empower Foundation, Thailand's first sex worker rights organization. The game asks participants to consider Thai sex worker understandings of sex work, within the context of an 8 hour working day. It examines how the global legal and civilian regulation of gendered bodies is met with vital forms of resistance and community organizing. Each week, our seminar will explore one book, article, documentary film, cultural artifact, or the mixed media artistic productions.

AMST 0090C. Eco-Identity: Representation in Nature.

This course examines the histories and theories of visual and textual media from an ecocritical perspective, specifically focusing on how film, media, photography, literature, and visual art represent relationships between humans and nature. Beginning with settler colonialism and the frontier myth and ending with notions of queer ecology and the supercrip narrative, this course builds upon the canon of eco-arts through encompassing a range of perspectives and methodological approaches. By putting contemporary theories of nature and identity (race, gender, sexuality, disability, etc.) in conversation with art, students will gain a comprehensive view of how humans' view of nature has shifted over time and who does or does not "fit" in nature according to the American public imaginary.

AMST 0150B. Boston: A City Through Time.

This interdisciplinary seminar for first year students will examine the City of Boston from its seventeenth-century origins to the present day. Among the topics covered will be architecture, city planning, physical expansion, political leadership, urban renewal, historical preservation, park development, racial and ethnic tensions, and suburban sprawl. Includes a Boston tour. Enrollment limited to 19 first year students.

AMST 0150C. Bodies of Knowledge: Gender, Race and Science.

This course examines how science and medicine have located racial and sexual differences in the human body and gendered the natural world from the seventeenth through the twentieth centuries, with a focus on the nineteenth and twentieth centuries. We will consider historical changes in the production of scientific knowledge about gender, race, and sexuality, as well as debates about who participates in scientific work.

AMST 0150D. The West in the American Imagination.

No region has such a purchase on Americans' collective imagination as the West. No region is so drenched in misrepresentation and mythology. In this seminar, we will use fiction, film, and works of history to explore the American West as both historical reality and wellspring of collective myth. Enrollment limited to 19 first year students.

AMST 0150E. Skill: From Flint-knapping to the Maker Movement.

What does it mean to be skilled? How do mechanical and material knowledge, expertise in the use of tools, and physical ability allow us to make and repair things? How do actions, words, images and artifacts embody skills? How do skills fit into social and cultural settings? How have ideas about skills changed over time? In this course we will read the writings of skilled craftspeople, scholars, and cultural critics; observe skilled practitioners in a variety of areas; learn new skills, and write about them.

AMST 0150F. What Does A Woman Want?.

This course is an introduction to psychoanalysis and its vexed and productive relationships to women and feminism. Freud asked his famous question: "What does a woman want?" after years of clinical practice and theoretical speculation. Woman's desire remained a mystery to him, but the attempt to solve it has given rise to a rethinking of human sexuality, of gender, of social structures, and of creativity. We will read foundational texts by Freud and by feminist disciples and critics of psychoanalysis theories. The literary texts will be read as critiques of theoretical positions, as well as examples of particular historical constructions of gender. The course is broadly interdisciplinary and explores the boundaries and intersections of different disciplinary practices and frameworks. Enrollment limited to 19 first year students.

AMST 0150I. Race, Sex, and Biology: A Cultural History of Differences.

Are your race, gender, and sexual orientation biologically pre-determined? This course traces the history and cultural implications of theories of racial and sexual differences. We examine three "scientific" theories -- Darwinism, eugenics, and genetics -- in popular culture, public policies and social movements, and consider how these social constructs both empowered and disempowered women, homosexuals, and racial minorities. Enrollment limited to 19 first year students.

AMST 0150J. The Boy Problem.

Focusing on the beginning, middle, and especially concluding decades of the 20th century, this course examines the ways in which both expert and popular discourse in the US have conflated male adolescence with social pathology and have constructed an image of the teenage boy as both symptomatic of and responsible for the nation's ills. Particular attention will be paid to issues of gender, race, and class. Primary source readings and original research will be emphasized. Enrollment limited to 19 first year students.

AMST 0150K. Culture, Communities, and Change.

Studying varied organizations such as museums, community arts groups, rock bands, and dance companies, this seminar works on three levels. Students consider the role of cultural production in local, national, and international economies and lives; think about methods for studying creative communities; and write the "biographies" of Providence cultural organizations. Issues of tourism, representation, hierarchy, urban space, and social change as well as questions about who puts culture to work and the role of cultural workers will be addressed. We will consider public humanities, engaged scholarship and community organizing as methods as we explore the Providence cultural scene. Enrollment limited to 17 first year students.

AMST 0150L. Object Histories: The Material Culture of Early America (HIST 0550A).

Interested students must register for HIST 0550A.

AMST 0150M. 95 North: New York Fictions.

In this course we will consider humanity's fate in twentieth-century and postmillennial Gotham. Through a broad range of literature and film that treats New York as a destination unto itself, 95 North examines the city's representational status as our nation's de facto capital by focusing on its most undemocratic and antisocial features (e.g., widespread disaffection, racial animus, gentrification, vice, and criminality). Writers include James Weldon Johnson, Saul Bellow, LeRoi Jones, Frank O'Hara, Samuel R. Delany, Jay McInerney, Diana Son, and Teju Cole.

AMST 0150N. Color Me Cool.

This seminar is an introduction to graphic novels produced in the U.S. since 1985 and will train you in critically interpreting graphic novels. We will pay close attention to the relationship between the visual and textual components of the novels. While we will draw on many critical reading tools, we will use Scott McCloud's *Understanding Comics* to give us a shared critical vocabulary. I may use one superhero graphic novel as a point of contrast, but the course will focus on graphic novels such as Alison Bechdel's *Fun Home*, Adrian Tomine's *Shortcomings* and the like.

AMST 0150P. The Teen Age: Youth, Society and Culture in Early Cold War America.

An interdisciplinary and multimedia exploration of the experiences, culture, and representation of youth in the United States from the end of World War II through the beginning of the Vietnam War. Enrollment limited to 19.

AMST 0150R. Science in the Public Eye.

This course examines the relationship between science and popular culture in modern America. We will examine the representation of science and technology in films, museums, education, and advertising, as well as the role of political culture in scientific practice and controversies. Topics will range from the history of debates about vaccines to concerns about nuclear power. We will also consider the role of science and medicine in reinforcing as well as challenging social and racial inequalities over the past century.

AMST 0150T. Latina Popular Culture.

This first-year seminar explores Latina representation in U.S. popular culture from the 1940s to the present. We will be analyzing different "texts" ranging from film, television, music, print, and digital media in our discussions of Latina subjectivity. We will consider how media form and genre shapes the production and consumption of Latina identities. Additionally, we will focus on how issues of race, ethnicity, class, gender, sexuality, and age shape our understanding of Latina representation across time and place. How have Latinas been portrayed within mainstream popular culture? How do audiences and consumers receive/reinterpret prevailing themes and tropes? How have Latina creatives reimagined and reclaimed dominant imagery? This class is a writing-designated (WRIT) course and has no prerequisites.

AMST 0170A. American Slavery On Screen.

Since the advent of American cinema, antebellum slavery has remained an abiding topic of interest for filmmakers and theatergoers alike. From Thomas Edison's *Uncle Tom's Cabin* (1903) to Steve McQueen's *12 Years A Slave* (2013), our infatuation with the peculiar institution appears as relevant to our nation's ongoing discussions about race and civic belonging as it was to those antislavery debates that precipitated the Civil War. This course examines the various ideological ends to which cinematic slavery has been put to use.

AMST 0170C. Race, Class, and Girlhood.

This seminar provides an introduction to girlhood studies, both historically and theoretically, and positions girls at the center of popular culture analysis. In particular, this course examines the intersections of race, class, and gender in the construction of "girlhood" within the U.S. Through an analysis of different forms of popular culture, students in this course will gain an understanding of the politics of production and consumption and the diverging disclosures around what it means to "be a girl".

AMST 0170D. Musical Youth Cultures.

This sophomore seminar explores how and why young people form communities around popular music. We will discuss readings and documentary films about musical subcultures, media circulation, and how young people make music meaningful in their lives. The course requires critical engagement with a variety of popular music genres and cultures, as well as reflection on our own musical production and consumption practices. Major topics include punk, hip-hop, metal, rock, and club music; popular music and intersectional identity (including race, gender, sexuality, ethnicity, and disability); fan communities; activist musical collectives; music-sharing technologies; the politics of style; and ethnographic theory and method.

AMST 0170E. Black to the Future: Race as Science Fiction.

Charting an interdisciplinary path, this course will teach students literary and visual analysis through fiction, film, comics, and graphic novels to explore debates in the 20th and 21st century around how to read blackness. What is the relationship between the history of African Americans and the speculative genre? What tools does it afford African American writers and artists that other genres of fiction do not? How does Black science fiction in both literary and visual form, teach us how to see and read blackness otherwise? Key artists include George Schuyler, W.E.B. DuBois, N.K. Jemison, Janelle Monae, Octavia Butler, among others.

AMST 0170F. Religion, Sex, Citizenship (RELS 0842).

Interested students must register for RELS 0842.

AMST 0170G. Native American Boarding School Histories.

Native American boarding schools, whose institutional motto was: "Kill the Indian, Save the Man," were implemented as part the official US Federal Indian Policy in the late 1800s. This sophomore seminar highlights both the histories of these schools and their contemporary reverberations, especially as it has recently culminated in several organizing gains. Throughout this course students will trace the emergence of boarding schools as an integral component of settler colonialism. Students will also gain an understanding of settler colonialism as a structure that continues to dispossess Indigenous people from their lands, resources, and knowledges. As such, it is important to contextualize the boarding school system as a tool oriented toward achieving these same goals.

AMST 0170H. Brown v. Board of Education and the History of School Desegregation (EDUC 0610).

Interested students must register for EDUC 0610.

AMST 0190A. Selling Love, Selling Sex: Romance in Popular Culture.

Where do our beliefs about love and romance come from? Is it true that "sex sells"? This course examines representations of love in advertising and popular culture from the 1920s, 1950s, 1980s and the present. We'll compare texts such as *Ladie's Home Journal*, *I Love Lucy*, and *Dynasty* to *Maxim*, *Desperate Housewives*, and *Mad Men*. Enrollment limited to 17 first year students and sophomores.

AMST 0190B. Histories of Memory/Memories of History.

This course examines the role of historical narratives in popular culture and politics, using memoir, films, newspapers, political cartoons, and scholarship to think about how such narratives build and break local, national, and transnational communities, serve and interrupt different kinds of political agendas, and reform the way we orient ourselves to the way we live and to those with whom we live. How is the past made? By whom? Topics will include the Holocaust, the Vietnam War, Columbus, memorials, and holidays. Enrollment limited to 17 first year students and sophomores.

AMST 0190C. American (Mass)culinities: Sexuality, Race and Aesthetics.

This course explores masculinity in American popular cultures since 1945. Starting with theories of homosociality, racial and gender formation at the turn of the century, to modern and post-modern cultural productions that visualize or narrativize "masculinity" including novels, films, and video. Through frameworks of psychoanalytic theory, queer theory and critical race theory we think about masculinity as narrative, as a set of discourses, an epistemology, an aesthetic and privileged form of Americana. How we understand the politics of race and sexuality through images of male bodies? What it means to decouple masculinity and men? What are the relationships between gender/genre? Enrollment limited to 17 first year students and sophomores.

AMST 0190D. Popular Music and the City.

This course will examine the relationship between popular music and its sociocultural context by concentrating on three urban music forms; blues, soul, and hip hop. Readings will focus on: (1) concepts such as audiences, the music industry, cultural infrastructure, and race; (2) processes such as urbanization, demographic change, and the politicization of popular music. Enrollment limited to 17 first year students and sophomores.

AMST 0190E. It's the End of the World As We Know It: Zombie and Apocalypse Narratives in American Pop Culture.

Zombie narratives originated as part of racist colonial ideologies prevalent in Haiti and the Caribbean, and have since become a means of social and political critique. This course charts how the zombie has been re-appropriated and redeployed in American culture. Taking an interdisciplinary approach, we examine zombie and apocalypse narratives in film, literature, comics, and video games. Enrollment limited to 17 first year students and sophomores.

AMST 0190F. Beyond the Tourist Trap: The Past, Present, and Future of Asian American Urban Spaces.

Beyond the lure of the "exotic" food, cultural festivals, and distinctive architecture of Chinatowns, Little Tokyos, Filipinotowns, Koreatowns, Little Saigons, and Little Indias, Asian American spaces are at once historical remnants of an exclusionary past and the current embodiment of the diversity of ethnic communities. This class seeks to understand such spaces by considering the people involved — those within and outside of the community — and the complex relationships among community groups. Texts will include histories, maps, works by urban planners, and a field trip to Boston's Chinatown. Enrollment limited to 17 first year students and sophomores.

AMST 0190G. The Fringe is the Fabric: Anti-Immigrant Movements in the United States.

This course traces nativist anti-immigrant movements and violence in the United States. Starting in the colonial period and ending with contemporary issues, the course demonstrates how anti-immigrant movements occur across place and time and serve to police the boundaries of U.S. citizenship. The course relies on fiction, documentary films and other historical texts to highlight continuing violent conflicts. We focus on the use of "vigilante" violence and put contemporary discussions of immigration in a new frame. Enrollment limited to 17 first year students and sophomores.

AMST 0190H. Junkies, Robots, and Fight Clubs: Revisioning the "American Dream" in US Popular Culture.

From fembots to fightclubs, this course explores our obsession with revisions of the American Dream. We examine film and literary translations of three recycled stories—Rags-to-Riches, the Open Road, and Domestic Bliss—to better understand how we narrate the "American" experience and consider how these nationalizing narratives construct race, class, and gender. Films and texts include "Stepford Wives," "Easy Rider," and "Wall Street." Enrollment limited to 17 first year students and sophomores.

AMST 0190I. Re-Thinking Political Aesthetics: Beauty, Modernity, and Justice in the Americas.

The United States and the Americas have always been spaces of intertwined artistic, political, and religious expression. Yet, in the growing field of political aesthetics, works of European modernism are prized while examples from the Americas are rarely mentioned. This course examines the philosophical texts used to frame the field of political aesthetics, as well as food in the colonial diet of New Spain, painting during the Civil War, photography and the New Negro movement, jazz and the Beat generation, and other case studies of American expression that engage, complicate and re-construct the relationship between art and politics.

AMST 0190J. Four-Color Creatures: Race, Gender, and Monstrosity in American Comic Books and Popular Culture.

This course explores the relationship between race, gender, and monstrosity in American popular culture, particularly in comic books and graphic novels. Utilizing the concept of the monster as a metaphor, we examine the intersection of these discourses to interrogate how monstrosity informs our collective understanding of the other and affects the representation of race and gender in contemporary print ephemera and visual culture. To compliment our understanding of these materials, we engage with scholarship in the emerging fields of Monster Studies and Comic Studies to highlight the way that these artifacts embody larger trends within American society.

AMST 0190K. The American War/Vietnam War: Politics, Struggle, and the Construction of History in the US/Vietnam.

What Americans call the "Vietnam War," the Vietnamese remember as the "War of Resistance against the United States for National Salvation." This class seeks to explore multiple American and Vietnamese perspectives on a prolonged conflict that profoundly shaped the nations' political, social, and cultural landscapes. We focus on differences and similarities in Vietnamese and American interpretations of the origins, conduct and denouement of the war. We examine war memories through memoirs, monuments, movies, documentaries, magazines, and newspapers, as well as in foreign and domestic policies. Enrollment limited to 17 first year students and sophomores.

AMST 0190L. Cry for Justice: Asian American Literature of Social Activism.

The fact that Asian American literature has a protest tradition makes it a powerful site to highlight and re-animate Asian Americans' overlooked histories and struggles for social justice. Through reading a variety of genres including poetry, fiction, autobiography, and memoir by authors from different Asian American communities, this course will examine the hidden history of Asian immigrant radicalism, dismantle stereotypes against Asian Americans, explore solidary and sustainable activism, and assert that literature has been and remains a fundamental site for Asian Americans' active resistance to racial, class, gender and sexual oppression.

AMST 0190M. Ecological (De)colonization: North American Environmental History, Justice, and Sovereignty.

This course investigates how historical and contemporary issues of resource capitalism, environmental justice, and settler colonization in the North American context are entangled. Students will come to understand that Indigenous sovereignty, and thus decolonization, is fundamentally concerned with land and water (i.e. the other-than-human environment). Students will receive an introduction to environmental history, learn to use primary sources, develop a theoretical toolkit to approach topics concerning settler colonialism and environmental/climate justice, and explore political and environmental solutions to the problems discussed.

AMST 0190N. Health as Morality in American Life.

This course examines the many ways in which the idea of health is morally constructed in American society and culture. Students investigate health as a moral value and study how conceptions of health affect individuals, shape culture, and organize society. Taking an interdisciplinary approach, we investigate how "health" constructs norms, stigma, and the experiences and practices of day-to-day life. Choosing from such topics as addiction, diet, vaccines, cigarettes, illness, disability, genetic testing, sex, and obesity, students write analyses about how moral constructions of health shape and are shaped by media, history, capitalism, politics, race, gender, and class.

AMST 0190O. Expressway Worlds: Landscape and Life on the Margins of U.S. Highways.

This course explores the history, legacy, and material presence of U.S. highways from the mid-twentieth to the present. Bridging diverse fields and ways of knowing, from cultural history to road ecology, it endeavors to defamiliarize a ubiquitous feature of life and landscape in the contemporary United States, the federal highway system, and invites students to critically re-encounter the same.

We will practice seeing, hearing, and feeling the lively traces of human and multi-species habitation in our midst. And we will consider the effects of interstate roads across time and space; on societies, ecologies, and landscapes.

AMST 0190Q. Archival Interventions: Tracing Knowledge, Power, and Memory through the Archives.

This course will examine the ways that power, knowledge, and memory are instantiated through a variety of record keeping practices. Through an exploration of analog and digital storage media, the institutions in which they reside, and an engagement with social justice approaches, feminist theory and queer theory, this course will seek to answer the questions: how are categories formed and what are the social ramifications of these choices? How do records enter certain institutions? Who is represented, in what ways, and who is excluded? This course will include guest lectures and field trips to local archives and libraries.

AMST 0190S. Los Angeles Plays Itself: Culture and Critique in the City of Angels.

Explores the history of culture produced in and about Los Angeles during the last century, examining representations of the city in literature, film, television, music, and theory. Texts ranging from detective novels to teen dramas to hip-hop songs will reveal the ongoing conversations and conflicts among Los Angeles's diverse inhabitants that have shaped its physical, cultural, and social landscapes. Enrollment limited to 17 first year students and sophomores.

AMST 0190T. Talking Social Reform: From Populism and Progressivism to Obama and McCain.

This course argues that two broad "languages" of social reform, coming out of the Populist and Progressive Movements of the late nineteenth century, have shaped the ways in which Americans understand politics. Students consider how the possibilities for contemporary reform and change have been informed by these languages. We will examine political texts discussing the New Deal, the eugenics movement, the Cold War, liberalism, and the New Left, among others. Enrollment limited to 17 first year students and sophomores.

AMST 0190U. Sports Mediated: Athletics and the Production of Culture in 20th Century America.

When we watch sports, we're watching more than a game. Newspapers, radio, television, and the internet produce athletic spectacles within certain cultural boundaries determined by profits, as well as by race, gender and class. The course questions how sports media played a generative role in late twentieth century American culture through three case studies: Michael Jordan's rise to sports stardom; the emergence of skateboarding as an "alternative" sport; and controversies surrounding transgender and transsexual athletes. Non-sports fans are welcome and encouraged! Enrollment limited to 17 first year students and sophomores. Instructor permission required.

AMST 0190V. Reading the City: Literary Tourism in New York, Los Angeles, Santo Domingo and Manila.

What shapes our conception of a city we haven't visited? Is it the novels we read or the films we watch? How do our ideas change when we tour or live there? This course investigates New York, Los Angeles, Santo Domingo, and Manila through the various social, political and sexual experiences portrayed in novels, creative nonfiction, poetry, and film. Mindful of our own role as reader-tourists, we will compare depictions of reading, visiting, touring, and living in cities especially with regards to issues of identity and its transformation. Enrollment limited to 17 first year students and sophomores.

AMST 0190W. Displaying Activism Then and Now: Making an Exhibition for Social Justice.

We will investigate the possibilities for activism and social relevance through museum exhibitions. We will create an exhibition at the John Hay Library that displays historical and contemporary activism, based on student choices of possible movements including queer rights, animal rights, and environmental concerns. Students choose objects, write labels, and act as curators for the exhibit. Enrollment limited to 17 first year students and sophomores.

AMST 0190X. Gendered Mobility: Migrant Women Workers in a Globalized Economy.

Today's women workers migrate at a historically unprecedented rate. This class looks at Third World women who migrate for work in global cities. We examine their experiences through the intersectional lens of gender, race, class, and nationality. We also question the social, political, and economic forces that drive migration and draw women workers to specific destinations. Finally, we will look at the multiple inequalities these workers confront and the ways in which they negotiate and challenge them. Enrollment limited to 17 first year students and sophomores.

AMST 0190Y. Dead or Alive?: The American West in Popular Culture.

This course traces the imagined Western frontier as seen in television, film, photographs, museum exhibits, art, tourism, amusement parks, performance, video games, and science fiction. It explores these imagined spaces through the lenses of popular and visual culture, placing the West within the larger social, cultural, economic, and political histories of the US. Both real and imagined, these images defined and consolidated the identities of Westerners and those who wanted to be Westerners. Enrollment limited to 17 first year students and sophomores.

AMST 0190Z. Queering the Archive: History and the Politics of Identity.

How is history made? Who makes it? Who benefits from how stories of the past are told? How might we queer the making of histories and how could this influence our futures? This course follows feminists, queer theory scholars, and activists in their journeys to critically analyze historical archives and open up queer readings of the past. We will spend time with variety of cultural texts including Cheryl Dunye's film *The Watermelon Woman*, Lara Kramer's performance piece *NGS (Native Girl Syndrome)*, and Octavia Butler's novel *Kindred* to think about historical knowledge production and its relationship to identity formation.

AMST 0191B. Race and Nation in the U.S.: Belonging, Longing, and Resistance.

This course examines how representations of race continue to be critical to the formation of the American nation. We will look at cultural and historical texts that grapple with how "race" is used to (1) define who does and does not belong to the U.S., (2) configure feelings of longing for a homeland, and (3) resist dominant narratives of national inclusion through visual art, performance, and stand-up comedy. The course will use Middle Eastern Americans as its primary case study of these larger themes, and will also incorporate many readings that touch on African American and Latinx experiences.

AMST 0191C. Race and Space: Segregation, Suburbanization, and Sites of Encampment.

Through a range of historical examples from the 20th century, *Race and Space: Segregation, Suburbanization, and Sites of Encampment* examines how interconnected forms of racial and spatial difference are produced, reproduced, and transformed in various U.S. locales. This class will provide students with a unique opportunity to conduct primary-source research in a number of archives and apply the course themes to local historical issues of race and space. Students will gain exposure to a wide variety of case studies, disciplines, methodologies, and approaches in which scholars are writing, thinking, and publicly displaying issues of race and space.

AMST 0191D. Cry for Justice: Asian American Literature of Social Activism.

What insights can literary genres, including poetry, fiction, autobiography and memoir, provide into the struggle for social justice and fight for inclusion in the United States? What role can Asian American literature play in addressing and illuminating past and present injustices? With these questions in mind, through reading protest literary works by Asian American authors, this course will examine the hidden history of Asian immigrant radicalism, dismantle stereotypes against Asian Americans, and assert that literature has been and remains a fundamental site for Asian Americans' active resistance to racial, class, gender and sexual oppression.

AMST 0191E. Objects as Texts: Materializing Race, Gender, and Sexuality.

What is the relationship between objects and identity? This course analyzes how material objects reflect and produce representations of identity, which map onto the body. Alongside a survey of cultural studies, feminist theory, and critical race studies scholarship, we will use specific objects—including, sugar, milk, vibrators, and Spanx—as case studies to critically consider how material culture informs and signals identity. With an emphasis on race, gender, and sexuality, we will read objects as texts and explore how materiality shapes politics, performance, and power.

AMST 0191F. No-No Boy: Experimental Scholarship on Asian-America.

This unique course seeks to bridge artistic work and scholarship in an exploration of the Asian-American experience. In this course, Julian Saporiti's *No-No Boy*, a concert project which fuses songwriting, video editing and academic research to look at topics such as Japanese Incarceration, Vietnamese Refugees, and the Asian diaspora more broadly in the US, serves not only as a course outline, but also as a model and jumping off point for those interested in using creative practices to pursue scholarly research and reach a public audience.

AMST 0191G. TV on History: Representations of the American Past on Commercial Television.

This course explores commercial television's influence on our understanding of the American past and the way that this sense of history, in turn, helps audiences to form cultural and political identities. We will discuss foundational methods for critical analysis of television as we use this inquiry to examine some of the guiding themes of American Studies. This class, which has a significant viewing component, traces the evolution of history-based programming in many genres and considers the message and impact of programs such as Ken Burns' *Civil War*, *Roots*, *Colonial House*, and *Mad Men*. Enrollment limited to 17 first year students and sophomores.

AMST 0191H. "My Body, My Choice?": Reproductive Politics in the U.S. since *Roe v. Wade*.

From waiting periods to mandatory ultrasounds, a record number of provisions aimed at restricting women's access to abortion were enacted in 24 U.S. states in 2011. Dubbed the "war on women" by numerous observers, these legislative battles evidence the difficulty in determining reproduction's "proper" place in governmental politics. But is there more to this battle than abortion? Beginning with *Roe v. Wade*, this course explores how welfare, labor, citizenship, the family, religion, and activism alter mainstream conceptions of reproductive politics. Using a variety of sources, including films and websites, we will consider what an expansive reproductive freedom might entail. Enrollment limited to 17 first year students and sophomores.

AMST 0191I. Identities on the Move: South Asian Americans in Popular Culture.

Interdisciplinary course looks at the migration, representation and cultural productions of the South Asian diaspora in the United States. We'll examine how category of "South Asian" was created as well as the ramifications of such a label: what does it mean to be South Asian in the United States? Through the examination of academic texts, as well as literature, television and film, we'll explore how South Asian Americans navigate the United States while at the same time, maintaining (or, in some cases, disrupting) connections to countries in the South Asian subcontinent. Enrollment limited to 17.

AMST 0191J. These Are The Breaks? Rethinking Black Performance in the 20th Century.

In this course students will look critically at cabaret, documentary film, theatre, dance, popular music, and museum exhibitions, rethinking the ways that Black performances have been configured in debates about American identity in the 20th Century. Rather than try to understand Black performance, and performers, in reductive aesthetic and political frameworks, students will read and write about them as heterogeneous and complex. Enrollment limited to 17 first year students and sophomores.

AMST 0191K. New Jack(ed) Cinema: Negotiating Race, Criminality, and Place in the Hollywood Film.

This interdisciplinary course engages critically with film to examine issues of race and criminality, and to better understand our collective, spatial, and personal identities. We study a sub-genre of films, from the 1990s, and investigate how these films interact and intersect with other cultural texts and narratives of race, criminality, sexuality, gender, and the American dream. Films studied include "Colors"; "New Jack City"; "Clockers"; "Boyz 'n the Hood"; and "Menace II Society"; while readings come from film studies, sociology, history, memoir, and policy studies. Enrollment limited to 17 first-year students and sophomores.

AMST 0191L. Are You Creative?: The Rise of a Modern Virtue.

Are you creative, or, even, a "creative"? Do you plan to be an entrepreneur, a writer, or an artist? Today, "creativity" is championed by education activists, fringe artists, and corporate CEOs alike. This course gives a critical perspective by tracing the biography of an idea through various fields. We will look everywhere for signs of creativity and focus on the relationship between creativity, work, and economic development, taking of Providence, RI, the "Creative Capital" as an example. We will talk to people involved in various aspects of the city's creative strategy to observe the effects of this powerful idea. Enrollment limited to 17 first year students and sophomores.

AMST 0191M. The Vietnam War and Visual Culture.

This course examines how our understanding of one of the most mediated armed conflicts of the twentieth century has changed. Why has "Vietnam" become a metaphor for imperial wars and how has it figured in cultural production within and beyond the United States? Considering photographs, films, and personal narratives beginning during the war and continuing into the present, we recognize the fictive and flexible nature of history and how even the worst experiences are made available for collective memory and mass consumption. The course works to decenter the United States and takes into account long-range ramifications and multiple voices. Enrollment limited to 17 first year students and sophomores.

AMST 0191N. Beyond Entrepreneurs, Adoptees, and G.I. Wives: Korean American Experiences.

What does it mean to be Korean American? This course explores the historical and contemporary experiences of people of Korean descent in the United States. In the broader context of U.S.-Korean/Asian relations and through the lenses of race, ethnicity, class, and gender, this course will examine the connections and differences in the lives of diverse Korean populations. The composition of these populations ranges from adoptees, military wives, and entrepreneurs to secondary migrants from Latin America. Throughout the semester, students will be familiarized with the central themes in immigration and ethnic studies such as diaspora, transnationalism, racial formation, and community formation. Enrollment limited to 17 first years and sophomores.

AMST 0191O. Revolting Bodies: Aesthetics, Representation, and Popular Culture.

Our understanding of ourselves and others are formed by visual images and bodily feelings that are social in origin. They make us feel (un)comfortable, sublime, ridiculous, grotesque. In this course we will examine how the materiality of the body grounds our metaphors about identity and subject formation. This course moves between cultural studies, queer theory, disability studies, science fiction, drama and film asking how representations structure the way we "know" and "see" bodies. Ultimately we will explore how revolting bodies—bodies that disgust, repulse, signal their difference—can become bodies in revolt—bodies that resist and imagine new possibilities.

AMST 0191P. Beyond Chinatown: The Past, Present, and Future of Asian American Spaces.

Beyond the "exotic" dishes, cultural festivals, and distinct architecture of Chinatowns, Little Tokyos, Little Manilas/Filipinotowns, Koreatowns, Little Saigons, and Little Indias, Asian American spaces are both historical remnants of racial oppression and the current home of diverse ethnic communities. Using field trips, films, first person accounts and scholarly explorations, this class examines such spaces by considering the people involved—tourists and residents—and how their complex relationship creates urban and suburban ethnic spaces. Students will workshop and revise papers as well as gain a grounding in approaches to Asian American studies, urban studies, and to the study of public spaces. Enrollment limited to 17 first year students and sophomores.

AMST 0191Q. Disbelieving the Evidence: Popular Opposition to 20th Century Public Health Initiatives.

Why do Americans reject programs that make them healthier? Many of the most effective public health initiatives in the 20th century encountered deep resistance. This course explores three initiatives (vaccination, fluoride, and black lung) that continue to generate skepticism or outright opposition. Students will practice several different styles of writing intended for different audiences, including an op-ed and a Wikipedia entry. This writing-designated course will appeal to students of public health, politics, and those interested in the social impact of medical research, as well as those wanting practice in science writing. Enrollment limited to 17 first year students and sophomores.

AMST 0191R. Fat, Messy, and Late: Unregulated Bodies in American Capitalism.

This course examines disorganized bodies in 19th and 20th century US history and how slenderness, neatness, and timeliness became virtues. Through these lenses we study capitalism working upon individual bodies; the way these "moral virtues" generate forms of self-regulation; and the way these forms of self-regulation perpetuate the status quo. We draw upon history, sociology, anthropology, and critical theory, starting each section in the 19th century and moving to the present. Using our personal experiences, we examine how belief systems become internalized. This interdisciplinary course welcomes community health and biology concentrators as well as humanities and social science concentrators. Enrollment limited to 17 first year students and sophomores.

AMST 0191S. Visualizing the Middle East: From National Geographic to the Arab Spring.

American visual media remains flooded with images, inspiring and hopeful, or horrifying and terrifying, of the peoples and places of the Near East. By examining National Geographic photography, Hollywood cinema, televised news programs, and images and videos encountered online, we examine how visual culture has both reflected and actively helped shape the relationship between the U.S. and the Near East. Students will experiment with a diverse methods of visual analysis, work with a class Tumblr site, and write and revise a series of essays. Enrollment limited to 17 first year students and sophomores.

AMST 0191T. American Identities: Memoir and Autobiography in the Twentieth Century.

How do we think about our own place in history? This writing-intensive seminar examines how individual Americans have explored the relationship between their identity and historical events, and introduces the legitimacy of using individual experiences to understand history. Themes include the gendering of domestic and public space, the formation of identity within families, class alignments, societal expectations of gender/sexuality, how American exceptionalism manifests itself at the individual level, and narrative (un)reliability. Our discussions center on autobiographies, memoirs, and films from authors such as Audre Lorde, Harry Crews, Malcolm X, Alison Bechdel, and Tobias Wolff.

AMST 0191U. Imagining the American Mind.

How are theories about our minds and brains represented in American culture? We use literature and film, psychology, neuroscience, philosophy, history and sociology to investigate how we imagine our minds, and the consequences of those representations for our ideas about race and gender, for our social lives and responsibilities, for our means to communicate to one another and, even, to know ourselves. Writing in different formats, students bridge the gap between the humanities and the human sciences. Concentrators in biology and neuroscience consider the cultural history of their research while humanities/social science students explore how culture ties to science.

AMST 0191V. American Capitalism and Its Critics.

In the wake of the Great Recession, many Americans have become disenchanted with capitalism, wondering whether the market economy harms more than it helps. This course introduces students to writers, artists, and activists from the past who shared that feeling and in plays, essays, films, and photographs protested the rise of capitalism in the United States. We will explore issues of power, poverty, profit, and equality through in-class discussions and four writing assignments. Students interested in history, art, literature, and economics will learn more about class, capitalism, and the history of American politics.

AMST 0191W. American Indian Law and Legacies.

From the U.S. Constitution to MTV and Urban Outfitters, this course traces the history and legacies of American Indian law and policy. Using a case studies approach, students will read legal documents alongside film, television, literature, blogs, poetry, photography, fashion, news articles, manifestos, and Twitter to explore the ways in which American Indian law and policy manifests in the daily lives of contemporary Indian people and Native nations. All students welcome! This course will be of special interest to those studying indigenous histories and cultures, American government, representations/memory, and law.

AMST 0191X. Troubled Pasts and Visual Cultural: Comparative Models from Providence to Pretoria.

This course examines the intersections of visual culture, commemorative politics, and individual and collective memories to analyze the politics of memory. We will look at debates over formal and informal engagements with the memory of three traumatic events: the "Dirty War" in Argentina, South African apartheid, and September 11th, 2001 in the US. Looking at the past as contested ground we will explore the challenges, ethics, and controversies around representing these events across a variety of mediums including film, art, music, and memorials. This class will be of interest to students of visual culture, cultural politics, and memory studies.

AMST 0191Y. Cradle of Democracy?: Race, Childhood, and U.S. National Identity.

From Elian Gonzalez to Trayvon Martin, children play an important role in political narratives concerning domestic and international affairs. Engaging with a range of texts—including blogs, films, and online exhibits—students will consider how the idea of childhood and the bodies of children have constructed our gendered and racialized sense of self. Such ideas about difference and belonging also emerge through children's material culture, and so students will create a children's book and multimedia website as well as visit the Providence Children's Museum.

AMST 0191Z. Food and Gender in U.S. Popular Culture.

Why is salad coded as feminine and steak as masculine? This course examine how gender is constructed and performed in sites across the U.S. food system, taking in farm fields, supermarkets, home kitchens, and restaurants. We explore food production, cooking, feeding, eating, and dieting, through a variety of food texts, including cookbooks, advertisements, and the Food Network. We will engage all of our senses (especially taste!), as we explore how gender intersects with other significant cultural categories and shapes everyday food experiences in the United States.

AMST 0192A. Unsettled Things: Objects and Knowledge in Nineteenth-Century America.

This course explores the history of collecting, with a focus on local museum and university collections. College Hill is home to numerous accumulations of things, from Civil War relics to Old Master paintings and fragments of taxidermy. Where did these objects come from? Why were they collected? How have their meanings and uses changed over time? How might we reconsider them today? Students will examine objects; read about collecting and the development of natural history, anthropology, history, and fine art; write research papers that incorporate material culture methodology; and co-curate an exhibition.

AMST 0192B. Give Me Color: Performing Interraciality in Film and Literature.

Through a reading of select critical theory, literary texts, and films, students will look critically at the ways in which race has been constructed and figured in U.S. culture post-1945, through the lens of interraciality. Decentering the dominant narrative of black-white interraciality, we will give equal attention to the role that Asian bodies play in complicating this binary. We will also investigate the potentiality of texts to challenge social norms or reclaim injurious identities. Authors include Jhumpa Lahiri, Celeste Ng, and Peter Ho Davies. Visual texts range from *Guess Who's Coming to Dinner* (1967) to *"San Junipero"* (2016).

AMST 0192C. Race in the Museum.

From the Smithsonian's National Museum of African American History and Culture to Walt Disney World's EPCOT theme park, this course examines how museums and cultural institutions address issues of race and identity. We will think critically about the display of race and difference in sites of leisure and consider how such institutions can be reclaimed as spaces for dialogue and action. At the end of the course, students will propose an original exhibition plan exploring these issues. This course will be useful for students interested in public history, visual culture, and critical race studies.

AMST 0192D. Social Memory and the 60s: From Nixon to Nostalgia.

The 1960s were watershed years in the US. From the Civil Rights movement to the Vietnam War, women's liberation to Woodstock, a series of revolutions occurred during this decade. How do we remember the 1960s? How do we understand its legacies embodied in texts, images, music, memorials, and rituals? This class uses the interdisciplinary methods of memory studies to answer these questions by analyzing primary sources and learning new collaborative research methods. Students interested in sociology, anthropology, and history will find new approaches to enduring questions about how societies remember and forget crucial events and experiences.

AMST 0192E. 20th Century American Borderlands Place, Politics, and Memories of Transition.

20th Century American Borderlands: Place, Politics, and Memories of Transition interrogates the shifting relationships among constructions of borders, race, and citizenship in the United States. This course offers a comparative analysis of the ways in which many ethnic groups in the 20th century encountered—and challenged—various geographic and political borderlands. The first half of the course offers a history of the Mexican and Canadian borders; the second half considers sites of "ambiguous belonging" within the United States. Students will consider categories of the "citizen," the "refugee" and the "immigrant," and how each is represented within contemporary U.S. contexts. WRIT DIAP

AMST 0192F. Whose Land? Tracing History and Memory in the Native Northeast.

This course explores local histories of the Native Northeast to introduce relationships between land, indigeneity, and settler colonialism. Students will learn about the Native peoples of present-day New England through readings of origin stories, historical documents, material culture, documentaries, poetry, mapping projects, and academic texts. We will consider the ways history is produced and reiterated in historical writing, popular narratives, and the land itself. Students will gain proficiency in decolonizing historical research methods and learn strategies for interpreting primary and secondary source documents in multiple short writing assignments, with opportunities for revision throughout the semester.

AMST 0192G. Japanese American Incarceration: Past & Present Encounters with the Racial State.

How do we situate the history of World War II Japanese American incarceration not as an exceptional moment of wartime hysteria, but as one example of an American tradition of racialized exclusion and incarceration in the service of white supremacy? How does public memory surrounding Japanese American incarceration shape our understanding of the relationships between immigration, race, exclusion, and incarceration today? Drawing from interdisciplinary sources from photographs to literature, academic texts, films, exhibits, and poetry, this course traces the history of incarceration in the United States as a mechanism of racialized social control by focusing on Japanese American history.

AMST 0192H. Blurred and Faded: Disrupting the Color-Line Through Photography.

Blurred and Faded: Disrupting the Color-Line Through Photography explores visual and literary representations of racial mixture. Focusing on Harlem Renaissance photography, this course considers the impact that depictions of racial-mixture have had on systems of racial classification. Over the semester, we will trace the visual resonance of these historical images in our contemporary moment. Readings include Nella Larsen's *Passing* and Jessie Redman Fauset's *Plum Bun: A Novel Without a Moral*.

AMST 0192I. Mapping Desire: Queer Spaces in Contemporary Literature.

What makes a space queer? How are queer spaces mapped, remembered, and debated within queer communities but also American culture at large? And what sorts of access does literature provide us to these spaces? This introductory course in American Studies aims to engage with these questions by setting students loose in the back roads, closets, and dance clubs of queer literature. Though issues of sex and sexuality will be at the heart of this course, our readings will also explore questions of race, gender, and nation. Authors include James Baldwin, Audre Lorde, Ocean Vuong, and Maggie Nelson.

AMST 0192J. Religion, Politics, and Culture in America, 1865 - Present (HIST 0253).

Interested students must register for HIST 0253.

AMST 0192K. Rethinking Sex: Critical Approaches to Compulsory Sexuality.

This course explores nonsexual ways of being and being-in-relation, investigating the ways in which our lives are structured not just by compulsory heterosexuality, but also by compulsory sexuality. Challenging the Freudian supposition that all human beings are sexual subjects, we will think critically about naturalized assumptions regarding sex, intimacy, attraction, and desire, opening up new frameworks, orientations, and language informed by queer and feminist discourse. We will engage sex as a form of political power whose influence extends far beyond the act of heterosexual intercourse itself, pervading and organizing our everyday lives along the lines of race, gender, ability, class, and religion. Texts will draw upon queer and feminist theory, cultural studies, disability studies, feminist science and technology studies, gender and sexuality studies, and popular culture.

AMST 0192L. Making Metropolitan "Man": The Politics of Human Being in Modern Urban Space.

The modern human subject, what is often understood as Man, is not a natural evolutionary state but an historically contingent and contested idea of what it means to be a person. This course places critical theories of the human into conversation with urban and geographic studies. How have dominant concepts of Man and its Others – Black, Indigenous, femme, queer; machine, animal, environment; and so forth – been constituted and challenged through cities and space? How might urban space make possible alternative humanisms that refuse metropolitan modernity's subjecting projects? The course takes a translocal lens while focusing on the American-Atlantic World since European conquest. Theory-intensive readings draw upon cultural studies; queer, ethnic, and Black studies; geography; history; and literary/aesthetic arts.

AMST 0192M. Martinique and the Black Radical Imagination.

What is the Black Radical Imagination? What are some of its most ardent sources of inspiration? What kinds of political horizons does it animate? How is it practiced? And how is it abused or misappropriated? This course analyzes the influence of the Caribbean island Martinique on contemporary discourses concerning the "Black Radical Imagination." We will survey literature from Martinican artists and theorists such as Suzanne Césaire, Aimé Césaire, Frantz Fanon, Simone Yoyotte, Lucie Thésée & Édouard Glissant. This course will also serve as an introduction to various idioms, methodologies, and paradigms in the field of American Studies.

AMST 0192P. Black Internationalism.

What is Black Internationalism? Who are Black internationalists? What are their motivations, demands, and strategies? This course explores African descended people's global collective struggle against white supremacy, more specifically, the political, intellectual, and artistic dimensions of the struggle, with a focus on U.S.-based actors. Crucial topics that the class will study include the international aspects of the Black freedom struggle in the United States, anti-colonial movements, struggles for social justice, Black feminism, and foreign policy. Class discussion will be framed around questions of gender, class, nation, and empire as well as the production of historical narratives. Students will engage with scholarly texts, most of them historical, as well as a wide range of primary sources produced by Black internationalists, including essays, speeches, and plays.

AMST 0192Q. Adjustment Dis-order: Social Science, the State, and Culture in 20th-Century America.

What do the social sciences claim to tell us about "us?" This course examines the history and politics of social scientific knowledge in the United States. We consider the emergence and deployment of ideas such as objectivity, rationality/rationalization, control, therapeutics, and privacy. What is the relationship between social science and social order? How has what is understood as "normal" served as description, prescription, and a locus of power? What role have the social sciences played in defining the ideal life in America? This course uses approaches from the disciplines of history, science and technology studies, and gender and sexuality studies to critically examine and interrogate the construction and maintenance of intersecting hierarchies of gender, class, and race, paying particular attention to their basis in material socioeconomic relations, reification in state authority, and their reflection in various forms of cultural production.

AMST 0192R. Art Writing: Politics of Viewing and Making.

In this seminar, we will examine texts in which the author writes about, toward, and to an art object. We will be interested in texts that demonstrate how writing about art reveals relations and politics. How does art orient itself toward various audiences, establishing intimacy, community, or antagonism, and how can art writing expose these triangulated relationships between the artist, art object, and audience? How do we live with art and how does it determine not only the content of our writing but our lives? Our readings will include a variety of ekphrastic texts, including poetry, memoirs, personal and lyric essays, academic essays, and theory, in addition to screening films and viewing visual art, performance, and digital media. We will connect aesthetics to theories of race, gender, decoloniality, diaspora, and queer and feminist of color critique.

AMST 0192S. Producing the Body: The Body as Performance of Power, Violence, and Possibility.

What is the relationship between bodies, violence, and liberation? When Black and brown bodies have historically been sites of colonial and gendered violence, what does it mean to center the body as a site of knowledge production? This course draws upon the emergent performance and aesthetic practices as disruptions of colonial violence; and their relationship to racialized, gendered, and sexual power dynamics. This course will deeply consider what it means to be (in)human, erotic reconfigurations of being, and fugitive practice. We will draw from frameworks in performance studies, Black feminism, women of color feminism, and queer theory to understand the body as a living archive of memory, violence, and liberation. Such attention to performance and aesthetic practices entail not only histories of conquest and genocide, but the creative and life-bearing practices that transcend these conditions of captivity and loss.

AMST 0192T. Trans*formative Ecologies.

What might be opened, invited, and made possible by thinking trans and ecological together? Trans*formative Ecologies understands trans and environmental study as co-articulate collaborators speaking to and working with each other as endeavors that unstick the fixities that organize our sociopolitical landscape, interrogate systems of power, and daringly imagine otherwise with an openness to change amid a climate of multiple urgencies. This seminar introduces students to conversations in trans studies and decolonial environmental humanities through key texts in both fields, with consideration to subaltern theories and methodologies, cultural geography, literary studies, creative practice, and visual & aesthetic culture. These approaches contribute to and diverge from canonical feminist and queer theory, and renegotiate the anthropocentric, Western framework that often dominates dialogue pertaining to environmental study. Brought together, these fields collectively scrutinize dominant modes of thinking, conventional approaches, and methods of inquiry.

AMST 0192U. What's Queer about Queer Media Now?

What makes media queer? Who does it represent? What does it do? The 21st century has seen a proliferation of LGBTQ+ representation in media through an apparently progressive political moment – from the repeal of Don't Ask, Don't Tell to federal legalization of same-sex marriage in the United States. However, these new media have also come up among increased censorship, book bans, and homo- and transphobic violence, in a reflection of the not-so-linear story of queer representation. By examining memoir, film, television, and internet cultures, we will explore these developments through a framework of queer that goes beyond sexual orientation, and consider the role of the non-normative under racial capitalism, heteropatriarchy, the carceral state, and United States empire across oceans.

AMST 0192V. The Art and Politics of Psychedelia.

This interdisciplinary, discussion-based seminar will introduce students to key concepts in cultural studies and critical theory by engaging the history, politics, and art of psychedelic drugs. We will trace the history of psychedelics and their aesthetic cultures from the mid-twentieth century to the present "psychedelic renaissance," taking up psychedelia as a cultural and aesthetic formation popularized in the 1960s that has since traveled and evolved. We will critically analyze the theoretical frames through which psychedelic drugs have been imagined and discussed in science, politics, media, and popular culture. We will think through questions of freedom, bodily autonomy, consciousness, hedonism, political radicalism, capitalism, and labor. Throughout, we will consider how artists and writers have represented the supposed ineffability of ecstatic or transcendent experiences in art, performance, literature, and media.

AMST 0253. Religion, Politics, and Culture in America (HIST 0253).

Interested students must register for HIST 0253.

AMST 0310. Theory and Practice of Engaged Scholarship (SOC 0310).

Interested students must register for SOC 0310.

AMST 0601. Health and Healing in American History.

Surveys the history of American medicine in its social and political contexts, including changing understandings of disease, treatment practices, and medical institutions. Focuses on how gender and race have informed how patients and healers have made sense out of pain and disease.

AMST 0601G. American Dilemmas: U.S. Political Culture and the Cultural History of Democracy.

This course will examine the cultural history of U.S. democracy and transformations in American political culture. It is organized around two interpretive spines, each of which follows an evolving American dilemma. One, looking at struggles over the shape of the "we" in "we the people," takes on the theme of inclusion and exclusion in the body politic. The other concerns the changing fate of American ideals of independence and self-possession in the face of a rapidly developing interdependent capitalist economy and mass culture. Students will work to understand how these themes—the "us and them" and the "me versus we"—are interconnected.

AMST 0601H. Sounding Out America.

What can popular music tell us about American history, politics, and expressive culture? How have folk/traditional genres passed on within particular communities come to shape ideas about race, ethnicity, and heritage in the U.S.? This course investigates how performers, audiences, marketers, and scholars have used music to "sound out" various cultural identities, community affiliations, and political commitments. Topics range from folk ballads and early blues to Chicago house music, Native hip-hop, Asian American taiko, and popular music icons like Little Richard and Selena. This discussion-based course is part of the American Studies "Questions" series, fulfilling an introductory-level requirement for the AMST concentration. There are no prerequisites, and no formal background in music is required.

AMST 0610A. Black Queer Life.

This course explores how Black writers and artists represent and theorize a diverse array of Black genders and sexualities. We will begin with a series of conversations on the origins of Black queer theory, and then use these conversations to anchor us in our readings of Black queer life in literary and popular culture. Reading across a range of genres, including film, music, poetry, comics, and short fiction, we will collectively consider the ways sex, gender, and sexuality work with other markers of difference and social status such as race, class, ability, and nationality to demarcate possibilities, freedoms, choices, and opportunities available to Black people. We will learn from theorists, writers, and artists including Audre Lorde, Cathy Cohen, E. Patrick Johnson, Alexis Pauline Gumbs, Danez Smith, Janelle Monae, among many others.

AMST 0610B. Fictions of Science: Time Travel in Physics and Film, in Real Life and in Literature.

This is a reading, writing, and discussion-based class about the relationship of science and fiction. It is meant for STEM students and for Humanities students alike. Focusing on close readings of popular film, novels, and scientific papers related to time travel, "Fictions of Science" considers why, despite this extraordinary relationship, we often rely on the most simplistic gizmo - that aforementioned time machine - to serve as an explanatory shortcut. And why we miss the exciting truth: that science and fiction are joined together in incredibly complicated ways, with consequences for design, imagination, and exploration. One of the goals of the class is to trouble the relationship between science and fiction, which is often reductively understood as either antagonistic or ornamental. The class emphasizes close reading, short essay writing, and critical thinking.

AMST 0610D. Introduction to Native and Indigenous Feminisms.

Settler colonialism is a structure that aims to dispossess, erase, and replace Indigenous peoples in ways that are both racialized and gendered. Throughout this course, students will become familiar with the role Indigenous Feminisms have played in responding to settler colonial policies, violence, and erasures. Students will become cognizant of the contributions Indigenous Feminists make to art, literature, theory, and organizing work. Students will trace a genealogy of Indigenous Feminisms while attending to the debates that have both punctuated and propelled its theoretical and practical application. This introductory lecture course is part of the American Studies Questions series, offering a gateway to the AMST concentration, and has no prerequisites.

AMST 0610F. American Icons.

This is a class about icons, symbols, and myths - about how they are made, how they are weaponized, and what role they play in American history and society. Why do certain American photos/novels/films become an icon? How does a person become an icon or a celebrity? What deeper work is performed by their supposed iconicity? How does celebrity intersect with race, class and gender? Why are some things and people forgotten, if they were ever even noticed? Is fame a reflection of power? A route to power? How should we analyze such things, or make sense of their place in our star obsessed world? To answer these questions, we will be studying a collection of largely US-based people, images, texts, places, and practices all while investigating the key themes of American Studies as an Interdisciplinary Field.

AMST 0800P. Uneasy Embodiments: Racial and Gender Objecthood (TAPS 0800P).

Interested students must register for TAPS 0800P.

AMST 1010. Introduction to American Studies: American Icons.

Why do certain American photos, novels, and films become 'iconic'? What does the very word 'icon' mean? Studying a collection of American images, texts, places, and practices, this course investigates the key themes of American Studies.

AMST 1090. Black Freedom Struggle Since 1945 (AFRI 1090).

Interested students must register for AFRI 1090.

AMST 1100X. Black Speculative Fiction: World-Making + Alternative Universes, Science Fiction + Fantasy (AFRI 1100X).

Interested students must register for AFRI 1100X.

AMST 1110. Race and Gender in Black Women's Speculative Fiction.

This virtual course explores narratives of black girl and womanhood through the intersections of Afrofuturism, black feminist thought, and black queer studies in speculative fiction authored by black women and gender-diverse people. This course will address how envisioning black futures is profoundly connected to the work of reimagining black pasts. Together we will explore how black women have long engaged the political practice of writing themselves into the future, even as others were writing them out of it. Students will be introduced to a range of texts—literary, cinematic, sonic, and visual—that range from Harriet Jacobs, Octavia Butler, Nalo Hopkinson, and Janelle Monae.

AMST 1200A. Scraps of the Archive: Race, Theory, Performance.

Using a variety of media including critical theory, cultural history, photographs, audio, and digital archives and collections, this course will explore the ways that the act of collecting, and various approaches to collections, have been used to produce contesting ideas of personhood. Focusing on African American collecting and archival histories and using Black Studies methodologies, the course looks to the often overlapping formations of collections and archives to approach intersecting representations of race, gender, class, citizenship, nation, memory, history, and solidarity. For our final project, we will collaborate on building a digital collection in Scalar using Brown's Special Collections.

AMST 1200B. Music, Race, and Identity.

This course is an exploration of race and culture and their influence on each other as examined through the specific cultural product of music. It is designed to introduce students to understanding the social construction of race, the social construction of music, genres, and the relationship between them. A key aspect of the course will be to further the understanding of how music, which is an important aspect of most people's lives, shapes society, identity, and social interactions. Students will be encouraged to think critically, and apply the concepts learned to a variety of music through class activities and projects.

AMST 1200C. Indians, Colonists, and Africans in New England (ANTH 1624).

Interested students must register for ANTH 1624.

AMST 1200P. Black Comics.

Moving between image and text, comics render visible how we read. As such, the comic genre is a quintessential form to not only critique power and difference but also encourage readers to reconsider their ethical and political commitments. In recent years, the comics form has been taken up as a critical medium to reconsider the visual representation of Black life. In this course, we will examine how contemporary Black comic creators use the sequential order of comics to unmoor expectations of how we read the intersections of race, gender, and sexuality. We will examine the works of comics theorists, writers, and illustrators including Deborah Elizabeth Whaley, Rebecca Wanzo, Qiana Whitted, Ta'Nehisi Coates, Rob Guillory, Eve L. Ewing, John Jennings, N.K. Jemisin, among many others.

AMST 1200X. The Art and Imagination of Josephine Baker (AFRI 1200X).

Interested students must register for AFRI 1200X.

AMST 1220. Boatbuilding: Design, Making, and Culture.

This course introduces the study of the design, work, material culture and history through the construction of a traditional workboat. As the class builds the boat we'll gain a hands-on understanding of issues of design, skill, and workmanship. At the same time, we'll do historical research and visit museums to gain insight into the history of small craft and their builders and users from the nineteenth century to the present, and also consider philosophical issues of tradition, creativity, and knowledge in engineering and making. Weekly writing assignments, including a journal, will connect hands-on work and research.

AMST 1230. Dance History: The 20th Century (TAPS 1330).

Interested students must register for TAPS 1330.

AMST 1250A. American Folk Art.

Examines material expressions of folk culture in America from the 18th century to the present. Focuses on the study of regionally idiosyncratic artifacts decorated beyond necessity and emphasizes the importance of the cultural context in which they were made and used. Visits to local burying grounds and museum collections during class and a Saturday field trip. Concludes with an original research project and final paper.

AMST 1250B. Gravestones and Burying Grounds.

Students examine gravestones and burying grounds as material evidence of American cultural history. Themes include the forms of written language and visual imagery in colonial New England, changing roles of women and minorities in society, historical craft practices, implications of stylistic change, attitudes towards death and bereavement, and the material evidence of discrete cultural traditions. Includes field trips.

AMST 1250E. The Neoclassical Ideal in America, 1775-1840.

This course examines the art, architecture, and domestic furnishing of America in the early national period. It focuses on visual culture as a reflection of the new nation's self image as a democratic and enlightened society. Includes class visits to local burying grounds and museum collections, and a Saturday Boston field trip.

AMST 1250F. Topics in Material Culture: Houses and Their Furnishings in Early America.

Old houses and the objects used to furnish them are interpreted as material evidence of domestic life in colonial and early national America. Through slide lectures and field trips, this class examines Providence's historic buildings, museum collections, and public archives as primary documents in the study of cultural history.

AMST 1250G. Topics in Material Culture Studies: The Arts and Crafts Movement in America 1880-1920.

In the 1880s an international movement to reform the design of buildings and their furnishings took hold in America. Its proponents wanted to improve visual life in America by advocating the pride and honesty of craftsmanship and by embracing the ideal of unity of design--by which means they hoped to change the way Americans lived and worked. This course examines the architecture, furniture, silver, ceramics, and printed works of the Arts & Crafts Movement in America from 1880 -1920. Understanding and interpreting material life is emphasized through local field trips and first-hand experience with the collections of the RISD Museum.

AMST 1500A. Research and Transnational Communities: Qualitative Fieldwork Methods.

This course will equip students with the skills to design and implement their own transnational American Studies or Public Humanities research project. We will consider different qualitative social science research methods including, ethnographic participant observation, formal and informal interview techniques, and survey data analysis. Students will learn how different methodologies lend unique insights into specific research questions, and will be able to identify different methodological bases for empirical findings across diverse transnational social problems. Throughout the course, we will explicitly engage the personal, public, and ethical concerns involved with conducting research with transnational communities, including researcher positionality, privilege, ethics, and responsibility.

AMST 1500B. Broadway Modern: Race, Gender, Class, and the American Musical.

What is musical theatre? What makes the Broadway musical quintessentially "American"? And what do these brightly colored, mesmerizing, beguiling spectacles reveal about the troublesome workings of race and class, gender and sex, nation and world? Searching for answers to these and other questions, students in this course will survey, critique, and theorize the complicated, strange, and often disturbing history of the genre, from its 19th century roots in minstrel performances, Shakespeare, and European opera, through the heyday of the mid-20th century, and, finally, right up to the current, provocative productions of "Hamilton" and "Shuffle Along."

AMST 1500D. Sex, Sports, and Urban Space and the 2026 World Cup in Mexico City.

When momentous events like the Olympic Games or World Cup soccer tournament arrive in a city, momentous things happen – for the better and for the worse. As the 2026 World Cup gears up to take place across the United States, Canada, and Mexico, this class considers the way cities and societies change with the arrival of international sporting events. A hybrid course—with a two-week travel learning component in Mexico City—this course uses the World Cup as a portal to understand the social, cultural, environmental, and political impacts of global sporting events. From the 1968 Mexico City Olympics to the recent World Cup competitions in Russia and Qatar, we have seen how cities transform themselves in the name of sports. They build and re-build themselves to impress visitors and attract investors. New political and cultural connections emerge as policy makers,

AMST 1510. Museum Collecting and Collections.

This course will explore and examine the methods, practices, and theory of collections management in a museum setting including collections development, museum registration methods, cataloging, collections care, and interpretation. Through readings, discussion, workshops, site visits, and exhibitions, students will explore what it means to be physically and intellectually responsible for museum objects. This course places heavy emphasis on experiential learning and will include several project-based assignments.

AMST 1516. Curatorial Praxis: Caring for and Curating Indigenous Contemporary Art (ARTS 1016).

Interested students must register for ARTS 1016.

AMST 1520. Technology and Material Culture in America: The Urban Built Environment.

A slide-illustrated lecture course that examines the development of the urban landscape. Covers American building practices and the effects of human-made structures on our culture. Examines technological and behavioral aspects of architectural design and urban development. Topics include housing, factories, commercial buildings, city plans, transportation networks, water systems, bridges, parks, and waterfronts. A companion course to AMST 1530.

AMST 1530. Technology and Material Culture in America: The Automobile in American Life.

Examines the cultural significance of the automobile. Employs materials and methodologies from various disciplines to study this machine and the changes it has produced in our society and our landscape. Slide-illustrated lectures cover such topics as the assembly line, automobile design, roadside architecture, suburbs, auto advertisements, and the car in popular culture.

AMST 1540. Public Humanities: History, Theory, Practice.

This course introduces students to the idea of the public humanities, both as a field of scholarly inquiry as well as a set of interrelated professional practices of knowledge production and dissemination around arts, cultural, museum, library, and university institutions. The course focuses on the histories of this field. It considers the field's intellectual underpinnings in conceiving of diverse "publics" and models for inclusivity; sources of authority and strategies for cultivating it; and methods of connecting, building, and engaging communities. Foundational work in understanding communities, power, and knowledge production draws on work from ethnic studies/labor history.

AMST 1550. Methods in Public Humanities.

A survey of the skills required for public humanities work. Presentations from local and national practitioners in a diverse range of public humanities topics: historic preservation, oral history, exhibition development, archival and curatorial skills, radio and television documentaries, public art, local history, and more. Enrollment limited to 50.

AMST 1560. Comparative Cultural Heritage: Hong Kong and New England.

This 8-week summer course begins with four weeks in Hong Kong, exploring the ways that private individuals, institutions, and government have preserved the city's cultural heritage, examining the conflict and negotiation of economic and political interests in urban renewal and heritage conservation and preservation. The second four weeks are in Providence, where students will explore the history and present-day philosophy and politics of preserving sites and stories from Colonial times to the present, exploring historical archaeology, historic preservation, museum exhibition, and oral history. This is a double credit course. Enrollment limited to nine Brown students and nine from Hong Kong. S/NC

AMST 1570. Site- Specific Writing in Brown's Historical Spaces.

Using on-site writing techniques, students will write, workshop, and direct research-based site-specific short plays to be performed by local actors in historic Providence mansions. Class discussion will explore local history (class includes a walking tour), performance texts, and types of site-specific work. Students will emerge having written and directed a research-based work in a National Historical Landmark. Enrollment limited to 13. S/NC

AMST 1580A. Artists and Scientists as Partners: Theory to Practice (TAPS 1281Z).

Interested students must register for TAPS 1281Z.

AMST 1596. Education Beyond the Classroom Walls: Teaching and Learning in Cultural Institutions.

Explore teaching and learning beyond classroom walls. We will focus on teaching/learning in cultural institutions (museums, historic houses, children's museums). We will begin with our own experiences with this kind of learning, then explore the pedagogical methods, underlying philosophies and learning theories, debates, and goals of informal education today. What kind of learning happens in cultural institutions? How does it compare to learning in schools? Which pedagogical methods are most common in cultural institutions today and how do they align with stated goals? What are the debates within the field and what are our visions for the future of the field?

AMST 1600B. Global China: Flows, Forces, and Friction.

This course will provide an overview of contemporary issues surrounding Global China, including the People's Republic of China, Hong Kong, and Taiwan, as well as their regional and global influence through migration, culture, multinational trade, and labor manufacturing. We will study institutions (the government, family, and education), forces of globalization (rural to urban migration, ethnicity and identity, human trafficking, diaspora communities, labor production and consumption, and cultures of resistance (underground music, human rights movements, radical internet blogging, environmental justice activism and Chinese contemporary art).

AMST 1600C. The Anti-Trafficking Savior Complex: Saints, Sinners, and Modern-Day Slavery.

How can we understand the global movement to combat human trafficking within critical frameworks on "industrial complexes"? Drawing from scholarship on the prison industrial, non-profit industrial, and white savior complexes this course examines human trafficking through the lens of race, class, gender, and national forms of power and subjectivity. Readings will problematize the so-called saints and sinners of the movement, investigating various global helping projects that exist to stop "modern day slavery."

AMST 1600D. Sports in American Society.

This course seeks to understand, analyze, and criticize sport—seen here as one of the primary institutions in the lives of Americans. Working from the basis of sporting events in the Durkheimian sense of symbolic community, we will elevate them to the status of religious and educational institutions in our everyday lives. Using the primary lenses of gender and race this class examines sports at five different levels—professional, Olympic, NCAA, scholastic, and youth—and uses the "Big 3" sports of baseball, basketball, and football to understand how athletics have impacted, and will continue to impact, American Society.

AMST 1600E. Performance, Politics, and Engagement (TAPS 1680).

Interested students must register for TAPS 1680.

AMST 1600F. Blacks and Jews in American History and Culture (JUDS 1753).

Interested students must register for JUDS 1753.

AMST 1600G. Contemporary Black Women's Literature (ENGL 1711L).

Interested students must register for ENGL 1711L.

AMST 1600H. Monsters in our Midst: The Plantation and the Woods in Trans-American Literature (ENGL 1711N).

Interested students must register for ENGL 1711N.

AMST 1600I. American Literary Naturalism: Form and Economics at the Fin de Siècle.

American naturalism was the first literary movement to consciously grapple with the cultural, political, and economic significance of the transition from a free market system to corporate capitalism. This course explores how naturalist fiction around the turn of the twentieth century responded to and shaped the organization of the economy in ways that remain highly relevant today. By placing economic forms in their cultural contexts and cultural forms in their economic contexts, students will develop tools for understanding the relationship between culture and changing forms of economic organization from the industrial corporation to financial markets.

AMST 1600J. Believe It or Not: Mediating the Unthinkable, Past and Present.

How do we respond when confronted with something that seems impossible? When Robert Ripley first invited audiences to "believe-it-or-not" at his Odditorium in 1933, many responded by fainting. However, as modern forms of media and technology perpetually shrink the scope of the implausible, the places we confront the un- (or non-) believable continue to evolve as well. From 9/11 to the #blacklivesmatter and #metoo movements, students will analyze instances that challenge established notions of the unthinkable to explore how social groups come to understand objects, ideas, and events that don't fit within their own experiences and worldview.

AMST 1600K. Memory and Forgetting in Popular Culture.

Is it always good to remember? Does forgetting always imply failure? While it is easier than ever to document and access information, the rise of ephemeral media such as Snapchat indicates a growing desire for the past to remain past, and to not become a burden on the present. This course explores the tension between remembering and forgetting as it is portrayed in film, literature, and technology, to examine what they reveal about our belief in—and anxieties towards—human memory.

AMST 1600L. Nationalizing Narratives: Race, Nationalism, and the American Novel (ENGL 1710M).

Interested students must register for ENGL 1710M.

AMST 1600M. Contemporary Black Women's Literature (ENGL 1711L).

Interested students must register for ENGL 1711L.

AMST 1600N. Caribbean Literature (ENGL 1762M).

Interested students must register for ENGL 1762M.

AMST 1601A. Migrants, Political Activism and the Racialization of Labor (POBS 1601M).

Interested students must register for POBS 1601A.

AMST 1605P. Channeling Race: Television and Race in America (MCM 1505P).

Interested students must register for MCM 1505P.

AMST 1610A. American Advertising: History and Consequences.

Traces the history of American advertising, particularly in the 20th century, to understand the role advertising plays in our culture. Topics include the rise of national advertising, the economics of the advertising industry, the relation of advertising to consumption, the depiction of advertising in fiction and film, and broadcast advertising.

AMST 1610C. American Popular Culture.

This interdisciplinary course examines the history of popular culture in the industrialized United States, drawing on methodologies from different fields, and using a variety of evidence, including minstrel song sheets, amusement parks, television, and romance novels. We look at the audience, the producers and the texts presented by American popular culture both domestically and internationally.

AMST 1610F. Asian America Since 1945.

Since the end of WWII the Asian American community has undergone radical transformations. This course will examine the shifting political and cultural status of Asians in America, the demographic revolution in Asian America ushered in with the Immigration Reform Act of 1964, Asian Americans and globalization of the US economy, and Asian Americans in contemporary US race relations.

AMST 1610G. Asian American History.

This course focuses on Asian America as a historical subject and on Asian Americans as makers of their own histories. It is loosely chronological but principally organized around the emergence of an Asian American historical voice. Films, personal accounts, and historical analyses will be read. Many of the texts feature photographs, which we will engage primarily as historical documents. Examining the material realities they represent or suggest, we will also probe their political, economic and cultural dimensions. As weapon, commodity and heirloom, photography has been integral to shaping Asian Americans' visibility and therefore their social position in the United States.

AMST 1610H. Asian Immigration to the Americas.

Asian America is an extremely diverse community including fifth generation Californians and yesterday's arrivals: Hmong from Laos, Indians from Guyana, Japanese from Brazil, native born Americans, immigrants, refugees, adoptees, doctors, garment workers, physicists, poets, and storekeepers. The patterns of migration and settlement from Asia to the Americas-U.S. and Canada, the Caribbean and Latin America over the past two hundred years are examined.

AMST 1610I. Beyond Chinatown: Asian Communities in the United States.

From Manila villages in 18th-century Louisiana, to Punjabi-Mexican families in early 20th-century California, to today's "little Saigons" and Asianam cyberspace, Asian Americans have built a diverse array of communities in the U.S. The historical circumstances, social forces, and political movements that have shaped these communities are examined. Particular attention paid to the dynamics of race, ethnicity, class, gender, and sexuality in the development of these communities.

AMST 1610J. Body and Soul: Health and Sexuality, 1860-1920.

Examines the history of women/gender in relation to discourses about sexuality (both physical and mental) in the era of the Civil War through the progressive era. It samples a variety of ideas and movements, including efforts to regulate sexuality and initiatives to advance women into the medical and "helping" professions. Specialization is given to issues of class, race and ethnicity.

AMST 1610L. Child Welfare in Twentieth-Century America.

Examines the evolution of child welfare in the United States from its origins in the late 19th century through its purported crisis in the late 20th. Specifically, will trace the history of policies and programs aimed at providing support for dependent children, and at dealing with deviant or delinquent children. Emphasis will be on understanding the social, cultural, and political contexts in which child welfare was formed and transformed during this century.

AMST 1610M. Childhood and Adolescence in American Literature and Culture.

A survey of how changing ideas of childhood and the "new" construction of the category of adolescence are mirrored in American fiction and poetry from the Puritans to the present. Among the writers considered are Anne Bradstreet, Harriet Beecher Stowe, Mark Twain, Henry James, and J. D. Salinger. Provides a comparative cultural perspective by studying works by Wordsworth, Dickens, Pater, and Kosinski.

AMST 1610N. Citizenship, Race, and National Belonging in the Americas.

What is the relationship between citizenship, national belonging, and ideologies of race in the Americas? In what ways do gender and class differences affect this relationship? Focusing on these questions, this course compares the racial and social experience of the U.S. Latinos with that of the populations in various countries in the hemisphere.

AMST 1610O. Civil Rights and the Legacy of the 1960s.

Recent mainstream interpretations of the 1960s tend to neglect the presence and participation of Chicanos and Puerto Ricans in the various movements for civil rights. Using an interdisciplinary approach and drawing on historical, autobiographical and contemporary texts, films, and documentaries, this course examines the Latino experience during the Civil Rights period and explores its legacy today in the lives of Latino and other racial minorities.

AMST 1610P. Class, Culture, and Politics.

Surveys the working class and radical movements that have challenged the ruling economic, political, and cultural systems. Major topics include the railroad uprising of 1877, the Knights of Labor, sexual utopianism and spiritualism, black nationalism, the Socialist and Communist parties, women's and gay liberation, and the modern ecology movement. Emphasizes cultures. Prerequisite: At least one semester of a college-level course in U.S. history or literature.

AMST 1610R. History of Sexuality in the United States.

This course introduces students to the history of sexuality in America from the colonial era to the present. This is not only a history of gay and lesbian communities. Rather it builds on those histories to create a portrait of how Americans, gay and straight, lived sexual lives in relationship to disciplines of knowledge, cultural and political institutions, and popular culture.

AMST 1610S. Immigration to the United States from the Sixteenth Century to the Present.

Explores 350 years of immigration to what is now the U.S. Organization is both chronological and topical. We will reconstruct and compare the major waves of immigration, consider causal theories of migration, examine U.S. immigration policy over time, debate the economic impact of immigration, and discuss the institutions and strategies that immigrants have designed to facilitate adaptation.

AMST 1610U. Introduction to Latino Studies.

A survey of the ways that aspects of the histories and cultures of the U.S. and Latin America have contributed to shape public policy issues and to differentiate the experiences of U.S. Latinos. Among the questions guiding class discussions: What are the implications of grouping nationally, racially, and socially heterogeneous populations under one term, such as *Hispanic* or *Latino*? To what extent do "ethnic labels" foster alliances among different ethnic or racial groups?

AMST 1610V. Introduction to Latino Studies II: Culture and Identity.

Explores the ways in which gender roles and intergenerational expectations-diversified by race, class, national identity, and citizenship status-shape the varied identities and cultural experiences of Latinos and Latinas in different decades of the post-World War II period in the U.S.

AMST 1610W. Latino Immigration in the 20th Century.

The purpose of this course is to examine the political, economic, cultural and social impact of Latina/o immigration in the 20th Century and on Latina/o identity formation. We examine the intimate and personal history of the United States in relation to Latin America, Central America, the Caribbean, and Mexico that established interdependent relationships between nations and its people.

AMST 1610X. Latino Popular Music and Culture.

This course explores the various forms of popular culture associated with U.S. Latino communities. It focuses on the production, dissemination, and consumption of mass mediated cultural forms, primarily music, television, film and journalism, but it also examines other cultural expressions such as vernacular art, food, festivals, and folklore. Prerequisite: At least one semester of college-level course in U.S. history or literature.

AMST 1610Y. Latinos and Film.

Examines the way Latinos have been constructed-and misrepresented-in Hollywood film from the silent era to the present, and compares these images with contemporary Latino-made films that counteract Hollywood stereotypes with more accurate and complex images of their own histories and cultures. Readings introduce students to film criticism from a Latino perspective. Weekly screenings in and outside class.

AMST 1610Z. American Popular Culture.

Popular culture is part of everyday life, but also an important site to examine how American identities have been both shaped and reflected through film, television, music, performance, and fashion. We trace American popular culture from the nineteenth century to the present, paying particular attention to the development of different media, and looking at the production and reception of popular culture, as well as the cultural texts themselves.

AMST 1611A. Making America: Twentieth-Century U.S. Immigrant/Ethnic Literature.

Examines the literature of first and second generation immigrant/ethnic writers from 1900 to the 1970's. Attempts to place the individual works (primarily novels) in their literary and sociocultural contexts, examining them as conscious works of literature written within and against American and imported literary traditions and as creative contributions to an ongoing national discourse on immigration and ethnicity.

AMST 1611C. Pacific Rim in American History.

This course is a comparative study of Filipino, Chinese, Japanese, Korean and Indian settlement in the United States. It begins in the 1700s when Filipino seamen first settled in what is now Louisiana and Texas and concludes with the end of World War II. Attention will be given to immigration from Asia and its relationship to the development of the capitalist world system, the role that Asian American labor played in class and racial formation in America the political economies of Asian American communities, and the various social movements and legislative efforts to exclude Asians from American society and Asian resistance to exclusion.

AMST 1611D. Reading New York (ENGL 1711D).

Interested students must register for ENGL 1711D.

AMST 1611E. Popular Culture in the United States.

Focusing on popular culture since industrialization, the course will examine particular forms (broadcasting, romance novels, amusement parks, sports) we will as look at the producers of, and the audiences for, those forms. Requirements include three papers based on outside readings and a final.

AMST 1611F. Race, Gender, and Community in Latina Autobiography.

Examines how Latinas chronicle their identities in transitions vis-à-vis markers of race and gender. Through autobiography, memoir, literary criticism, and theoretical readings emphasizing the negotiations of self, place and community via social and geographical locations including family, region, and the nation. Engages in critical interpretation of the socio-cultural and political worldviews of Latina self-discovery and self-authorship.

AMST 1611G. Race, Ethnicity, Religion and Community.

This course examines the intersection of religion and community for communities of color in the United States. A survey of these communities is guided by the desire to discover the collective stories and memories that socialize social and ethnic identities, and serve as a source of personal and political transformation. Out point of entry for understanding the sacred is at "ground level" perspective.

AMST 1611H. Religion and Society in the United States.

Offers a sociological perspective on theories of the relationship between religion and societies that will help us understand and analyze current religious practices and trends, both inside and outside of religious institutions. Students will conduct several observations in religious institutions and create religious rituals of their own.

AMST 1611J. Sex, Love, Race: Miscegenation, Mixed Race and Interracial Relations.

This class will explore the conditions and consequences for crossing racial boundaries in North America. We will take a multidisciplinary approach, exploring literary, anthropological, and historical writings along with several feature and documentary film treatments of the subject.

AMST 1611K. The Century of the Child? Child Welfare in Twentieth-Century America.

Examines the evolution of U.S. child welfare from its origins in the late 19th century through its purported crisis in the late 20th century. Traces the history of policies and programs aimed at: providing support for dependent children; improving infant and child survival and health; protecting children from exploitation and abuse; and dealing with deviant and delinquent children.

AMST 1611M. Trauma and the Shame of the Unspeakable: The Holocaust, American Slavery, and Childhood Sexual Abuse.

The problem of representing traumatic experience has been raised by witnesses and survivors, psychoanalysts, psychologists, sociologists, philosophers, and artists. This course compares three historical situations--The Holocaust, American slavery, and childhood sexual abuse--by reading histories, memoirs, and fictions, and analyzing material cultural artifacts such as memorials. Questions about the relation of individual trauma to collective and cultural trauma will be pursued through readings that will include Freud, Jeffrey Alexander, Judith Herman, Dominique La Capra, Primo Levi, Jill Christman, Harriet Jacobs, Toni Morrison, Gayle Jones and Art Spiegelman.

AMST 1611O. Race and Early American Film: The Birth of an Industry.

American cinema became an industry at the turn of the twentieth-century during the period of legalized racial oppression and terror known as the Jim Crow era. Each of several important technical innovations in film production was introduced in blockbuster films that re-enforced narratives of white supremacy: the development of long-form narrative in *The Birth of a Nation* (1915) by D. W. Griffith; the synchronization of sound in *The Jazz Singer* (1927); and the introduction of color film in *Gone with the Wind* (1939). African-American filmmakers such as the director Oscar Micheaux responded with films that contested these representations, e.g., *Within Our Gates* (1920) and *Body and Soul* (1925). His work and that of other directors, producers, and critics gave rise to the development of Black cinema that fought for survival as Hollywood became the dominant force in the industry.

AMST 1611Q. The Asian American Case: Race, Immigration and the Law.

The central historical themes are exclusion, citizenship rights, and equal protection. The experience of Chinese and Japanese Americans dominates the historiography but we will use that scholarship to help us think about a wider range of issues across time.

AMST 1611R. Bourgeois Blues: Class Conflict in African American and Caribbean Literature and Film.

This course investigates class differentiation and its effects in African-diaspora novels, autobiographies, and films (such as *The Good Nigger*, *Brothers and Keepers*, *Crick Crack Monkey*, and *"Sugar Cane Alley"*). Alongside these literary works and films, we will read a wide range of critical/theoretical essays on class and class conflict and the intersection between class and race, gender, sexuality, and nationality.

AMST 1611S. US Popular Culture.

This course focuses on the relationship between popular culture, media, and society and provides an overview of social structures, content, audiences, and effects. The core mission of this class is to connect popular culture to the larger world in which it is produced and consumed. We examine the institutional and social contexts of cultural production and consumption in the United States. We will cover a variety of cultural forms (e.g. music, film, tv, and social media) and explore culture as an arena of conflict and a vehicle for social change. Other areas of focus include the meaning of aesthetics and style in daily life, cultural gatekeeping, and the role of social media platforms in shaping the production, distribution, and consumption of cultural texts/commodities.

AMST 1611T. Blacks and Jews in American History and Culture (JUDS 1753).

Interested students must register for JUDS 1753.

AMST 1611U. History of American Technology.

Technologies reflect and transform American society and culture. This course examines the invention, introduction and use of new machines and systems, with a focus on infrastructure, manufacturing, and information and communication technologies. Special attention paid to labor, business, political and cultural contexts of technological change.

AMST 1611V. Color Me Cool: A Survey of Contemporary Graphic Novels.

Surveys a variety of comic books and graphic novels, both mainstream and independent. The emphasis, however, will be on the independent graphic novel. Students will also read history and criticism to understand better the context from which the books emerge and to grasp more firmly their visual and textual aesthetics. Must attend first three lectures to be eligible for enrollment.

AMST 1611W. Asian Americans and Popular Culture.

From the Fu Manchu to Lucy Liu, Asian Americans have long been the objects of loathing, terror and desire, in American popular culture. This course looks Asian Americans in popular literature, music, theater, film and television as subjects, producers and consumers.

AMST 1611X. Narratives of Liberation.

The theme of human liberation has appeared in literary works from around the world and across centuries. This course will examine a variety of narratives that foreground the attainment of physical, spiritual, and political freedom for individuals and groups. Beginning with the Book of Exodus and traveling through African American slave narratives, British proto-feminist novels, Latin American testimonios, and contemporary films, we will examine how a wide range of writers and filmmakers have conceptualized the goal and the process of liberation in their works. Requirements for the course will include two papers/projects and a final exam.

AMST 1611Z. The Century of Immigration.

Examines in depth the period of immigration that stretched from the 1820s through the 1920s and witnessed the migration of over 36 million Europeans, Asians, Canadians, and Latin Americans to the United States. Explores causal theories of migration and settlement, examines the role of family, religion, work, politics, cultural production, and entertainment in immigrant/ethnic communities, and traces the development and impact of federal immigration policy.

AMST 1612A. Chicago and America.

This course explores the history of Chicago, but also uses the city as a way to think about issues in American history. Sources include novels, memoirs, popular histories, film, and music.

AMST 1612B. Celluloid America.

The American motion picture developed as a unique art form in the late 19th century and its enduring cultural and social significance is irrefutable. In this course, we will explore US history using cinema to explore the cultural values represented within and shaped by the medium. Topics include the invention of the moving image, the rise and fall of the Hollywood studio system, and the emergence and evolution of film genres and styles (i.e. westerns, film noir, musicals, etc.) as a means of economically appealing to the masses and cultivating viewership domestically and abroad.

AMST 1612C. Growing Up in America.

This course will consider American narratives of adolescence and coming of age from the nineteenth century to the present. We will examine the archetypal aspects of coming to grips with maturity and the world, class and gender roles, and the invention of "adolescence" as a new psychological category. International perspectives will be provided by reading some British and Japanese works. Authors covered will include Dickens, Melville, Twain, Alcott, Kerouac, Hemingway, Baldwin, Mishima and Tan, among others. Lectures, class discussions and student reports. S/NC

AMST 1612D. Cities of Sound: Place and History in American Pop Music.

This course investigates the relationship between popular music and cities. We will look at a number of case studies from the history of music in the twentieth century. We will try to tease out the ways that certain places produce or influence certain sounds and the ways that musicians reflect on the places they come from in their music. Accordingly, we will consider both the social and cultural history of particular cities and regions--New Orleans, Memphis, Chicago, New York, Washington DC, and others--and aesthetic and cultural analyses of various forms of music--including blues, jazz, punk, hip-hop, and others.

AMST 1612G. Henry James Goes to the Movies.

This course will focus on some of the novels and stories by James that have been made more than once into films or tv shows - *Washington Square*, *The Turn of the Screw*, *The Portrait of a Lady*, and *The Golden Bowl* - and study the narrative and visual choices as interpretations of James's texts. Critical readings on the art of fiction and the art of film will also be introduced.

AMST 1612K. Immigrant America and Its Children.

With a focus on the experiences of the immigrant second generation, this course seeks to expose students to the recent social science literature on contemporary immigration to the United States, including discussions on its origins, adaptation patterns, and long-term effects on American society. We will closely examine patterns of assimilation and adaptation for the children of immigrants, address the challenges they confront when trying to straddle two cultures, describe their ethnic identity formation, and interrogate the effects of their increasing presence on U.S. schools and society in general. The experiences of the second generation will be examined in various institutions including the family, labor market, schools, and community, and we situate these institutions in both national and transnational spheres. The course will consist of lectures by the instructor combined with class discussion of assigned texts. This course will also provide students with an analytic framework to address questions of multiculturalism. The course will also help students develop a better understanding of the dynamics of race, class, gender, and sexuality in society.

AMST 1612L. Eating Cultures: Food and Society.

This course will look at various ways to understand the complex role of food in society. We will look at issues of food production and consumption, and how our relationship to food contributes to the political and social structures that we live with. Our approach will be historical and pay special attention to the ways in which communities of color and immigrants have shaped, and have been shaped by, the food they cultivate, harvest, consume, and market. Field trips and readings explore how food creates ways for people to form bonds of belonging while also creating bonds of control and regimes of inequality. Enrollment limited to 20.

AMST 1612M. Children of Immigrants.

Gives an overview of the experiences of the children of contemporary immigrants in the United States. It looks at their experiences in key social institutions including schools, the family and ethnic community. The course will examine the integration of immigrant children and how factors of race, class, and gender shape their experiences. To address the integration of immigrant children, the course will look at their process of assimilation, maintenance of transnational ties, and lastly the formation of youth identity.

AMST 1612N. Political Theatre of the Americas (TAPS 1610).

Interested students must register for TAPS 1610.

AMST 1612O. 21st Century American Drama (TAPS 1650).

Interested students must register for TAPS 1650.

AMST 1612P. First Nations: the People and Cultures of Native North America to 1800 (HIST 1805).

Interested students must register for HIST 1805.

AMST 1612Q. Women / Writing / Power.

An introduction to American women's writing and to the development of feminist literary practice and theory. This course will cover a broad historical range from the colonial poets Anne Bradstreet and Phillis Wheatley to contemporary writers Toni Morrison, a Nobel Laureate, and Marilynne Robinson, a Pulitzer Prize winner. Attention to the effects of racial, class, and cultural differences will inform this course that will focus on gender and literature.

AMST 1612R. Race, Inequality, and the American City since 1945.

This course will explore the dynamics of race and class in American cities during the post-World War II period. The readings and discussions will focus on suburbanization, the decline of central cities, conflict over the use and definition of urban space, urban governance, spatial fortification, and popular dissent. The cities examined will include Buenos Aires, Chicago, Detroit, Liverpool, Los Angeles, New York City, São Paulo, and St. Louis.

AMST 1612S. Introduction to American Indian Studies (ETHN 1890H).

Interested students must register for ETHN 1890H.

AMST 1612T. Slackers and Hipsters: Urban Fictions, 1850-Present.

Slackers and Hipsters surveys the cult of the cool and disaffected in literature and film over two centuries. Beginning with Melville's "Bartleby the Scrivener," but also sampling works as varied as Chatterjee's English August and Kunkel's Indecision, we'll examine both the aesthetic and political implications of the "slacker" in his/her ironic, apathetic, and peculiarly alienated view of the world.

AMST 1612V. Sinner, Saints, and Heretics: Religion in Early America (HIST 1511).

Interested students must register for HIST 1511.

AMST 1612W. Rethinking Women's Bodies and Rights: Transnational Reproductive Politics.

This course examines the issues and debates surrounding women's reproduction in the United States and beyond. It pays special attention to how knowledge and technology travel across national/cultural borders and how women's reproductive functions are deeply connected to international politics and events abroad. Topics include: birth control, eugenics, population control, abortion, prostitution, reproductive hazards, genetic counseling, new reproductive technologies, midwifery, breastfeeding, and menstruation. Students will analyze historical and contemporary materials concerning women's reproductive roles, as well as read scholarly studies on reproductive issues in various parts of the world.

AMST 1612X. Performances in the Asias (TAPS 1270).

Interested students must register for TAPS 1270.

AMST 1612Y. Twentieth-Century Western Theatre and Performance (TAPS 1250).

Interested students must register for TAPS 1250.

AMST 1612Z. First Nations: the People and Cultures of Native North America to 1800 (HIST 1512).

Interested students must register for HIST 1512.

AMST 1613C. First Nations: The People and Cultures of Native North America to 1800 (HIST 1512).

Interested students must register for HIST 1512.

AMST 1614A. Critiques of Religion + Capitalism (RELS 1380E).

Interested students must register for RELS 1380E.

AMST 1700B. Death and Dying in America.

No description available. Open to juniors and seniors concentrating in American Studies.

AMST 1700C. Slavery in American History, Culture and Memory.

Nearly four centuries have passed since the first enslaved Africans arrived in what is today the United States. More than 140 years have passed since American slavery was abolished. Yet slavery remains a palpable presence in the United States. In this interdisciplinary course, we will examine slavery as a problem in American history, culture, and memory, exploring the institution and its legacies in such arenas as history, literature, cinema, visual arts, and heritage tourism. Open to juniors and seniors concentrating in American Studies.

AMST 1700D. Race and Remembering.

This junior seminar engages debates in Ethnic Studies, History, Gender Studies, and the Public Humanities that grapple with the relationship between historical narratives, memory, and social relations of power. Students will examine current tensions in national memory. Each year the topic of this course will change to consider racial formation through alternating social and cultural institutions. This semester we will consider the history of racial formation through encounters with the judicial system, with policing practices, with detention, and incarceration. Students will collaborate to make these histories publicly accessible using methods in public humanities.

AMST 1700F. American Publics.

Americans worry about the quality of their civic life and fear its decline. This junior seminar examines an important concept, the public sphere, in its popular and political dimensions as well as the challenges to the boundaries of American public life. Who is a citizen and thus eligible to participate? The course pays particular attention to concerns about the impact of new media—print, broadcasting, the internet. Assignments will take students into the community to think about social, cultural, and political publics. Not open to first year students or sophomores. Enrollment limited to 20.

AMST 1700I. Community Engagement with Health and the Environment.

This junior seminar explores how local community organizations are taking up issues of health and the environment in culturally relevant contexts. We will examine issues of environmental justice, health disparities and the basic tenets of community based participatory research. We will then partner with a local community organization and, depending on need, assist in the design, implementation, and/or evaluation of a program designed to improve the local environment and/or health status of the community. Enrollment limited to 20 juniors and seniors.

AMST 1700K. Race in the Americas: A Hemispheric Perspective.

This junior seminar engages debates in Ethnic Studies, Latin American Studies, sociology and history regarding the role of race in the U.S. and Latin America. Problematizing the depiction of Latin America as a harmonious racially mixed society and the U.S. as racially divided nation, students will look beyond binary frameworks to examine how racial logics are constructed historically, situationally and relationally. Readings highlight the interconnected nature of racial logics across the region, facilitated by immigration and transnational social movements in the context of a shared European colonial past, U.S. imperialism and emergent nationhood.

AMST 1700N. Public Memory: Testimony, Memorial, Ritual.

This seminar explores theories and practices of public memory by studying three related topics and media. Questions about the relation of history and memory are pursued by reading verbal testimony. Questions about commemoration are developed by looking at material objects and public spaces. Questions about embodied memory are explored by witnessing trauma, performance, and ritual. Readings will include Freud, Nora, Derrida, Halbwachs, Laub, Savage, Connerton, Taylor and Young. Rhode Island will provide our field for understanding how public memory works in verbal, material, and embodied signs of the past and present.

AMST 1700P. Making Music American: Critical Heritage Studies.

This seminar offers a critical and comparative exploration of American music genres that operate as "heritage music" or "ethnic music" in the context of American multiculturalism. We will collectively investigate how musical practice and related discourse can construct, express, perpetuate, and sometimes challenge various cultural identities, community affiliations, and political ideologies. We will particularly attend to public performance contexts, including music festivals, club dancefloors, and live-streaming/archived online performances. Case studies focus on rural Southern "folk" genres, Chicago blues and house, Asian American taiko ensembles, and norteño/tejano dance musics (from huapango to Selena). Readings draw on historical and ethnographic scholarship grounded in critical heritage studies and critical race theory. Limited to junior-year American Studies and Ethnic Studies concentrators.

AMST 1700S. Native American Identity: Public Perception and Self-Determination.

This seminar examines the issues of Native American identity, primarily in the United States. The course will begin by studying historical tribal organization and classification, and the factors that have led to contemporary stereotypes and ideas of what constitutes an "Indian," and the factors that have damaged the strength and identity of Native communities over centuries. We will discuss how misconceptions have impacted media portrayals and the American understanding of when, where, and how Native people live. The final portion of the class will discuss self-identity and self-determination through a variety of areas such as tribal enrollment, academia, and media. No prerequisites.

AMST 1700X. Global Macho: Race, Gender, and Action Movies.

Carefully sifting through an oft-overlooked but globally popular genre - the muscle-bound action film - this class asks: what sort of racial work does an action movie do? What is the role of women in this genre? How should we scrutinize these supposedly empty trifles of the global popular? How should we think critically about movies that feature - often without apology - a deep, dangerous obsession with masculinity, patriarchy, war, and lawlessness, with violence outside of civil society. In short, from Hollywood to Hong Kong to Rio to Paris to Mexico City, what makes the action movie genre tick?

AMST 1701A. Libraries (Un)Bound: From Desegregation to Book Bans and Beyond.

This seminar will look at the institution of U.S. libraries from the mid twentieth century to the present, with particular attention to race, class, gender, sexuality, disability, immigrant communities, and library services for incarcerated people and people experiencing homelessness. You will discover the realm of libraries that extends beyond books by thinking through how issues of social justice can be addressed within different library institutions writ large. You will also have an opportunity to critically analyze issues of space and place in libraries and their collections, learn about the field of librarianship, and hone your library research and critical media literacy skills. Students will discover the important role that libraries play in public access to information, vital support services, and the preservation of intellectual freedom – even in the face of bias, book bans, and other barriers.

AMST 1800. Honors Seminar.

This seminar is for second-semester junior American Studies and Ethnic Studies concentrators who are interested in writing an honors thesis in their senior year. The outcome of this course will be a proposal for the honors thesis along with a bibliography and a research plan and schedule. Topics covered will be the research methods associated with different disciplines; how to make the thesis interdisciplinary; integrating public projects and new media into a thesis. Open to juniors concentrating in American Studies and Ethnic Studies. Enrollment limited to 20. S/NC

AMST 1800A. The Cultural and Social Life of the Built Environment (URBN 1870N).

Interested students must register for URBN 1870N.

AMST 1900A. The Problem of Class in America.

Class is everywhere in American life, but rarely discussed explicitly. This course will investigate why this is. How does class operate in American life? Why is it so often obscured? What are the cultural, political and historical forces that have made it such a contested category? We will approach class from a variety of disciplines, including history, cultural studies, and sociology; study the ways class interacts with race and gender; and consider the prospects of class in America in the context of the twenty-first century's widening inequality and globalized economy.

AMST 1900B. America and the Asian Pacific: A Cultural History.

From Columbus to the present, Asia has been central to the shaping of American culture. This course will examine the role of trade, migration and cultural exchange across the Pacific in the shaping of American culture and society. Enrollment limited to 20 juniors and seniors.

AMST 1900C. Narratives of Slavery.

This course analyzes circum-Atlantic accounts of racial slavery in various forms, including the slave narrative, iconography, historiography, film, and performance. In so doing, it interrogates how factors such as form and/or genre, race, gender, power, and geography influence narrative and knowledge production regarding slavery. Key themes the course addresses include racial slavery as civil and social death, ancient and modern/colonial genealogies of slavery, gendered experiences of bondage, regionalism in U.S. historiography of slavery, and the un/spoken and un/representable nature of atrocity. The course also examines contemporary narratives that underscore the significance that racial slavery brings to bear upon the present.

AMST 1900D. America as a Trans-Pacific Culture.

From Columbus to the present, Asia has been central to the shaping of American culture. This course will examine the role of trade, migration and cultural exchange across the Pacific in the shaping of American culture and society. Enrollment limited to 20 juniors and seniors.

AMST 1900F. Transnational Popular Culture.

This course looks at popular culture as a transnational phenomenon. Taking up issues of cultural imperialism, globalization, domestication, and the economics of the culture industry, the course considers the history of cultural flows, from nineteenth century topics such as Chinese opera in the U.S. and Wild West shows in Europe to twenty-first century fast food, anime, sports, Disney, and music. We will consider both the consumers and producers of popular culture in Europe, South America, Asia and Africa, as well as those in the United States. Enrollment limited to 20 juniors and seniors.

AMST 1900G. Movements, Morals, and Markets.

This seminar will provide a theoretical and empirical overview of contemporary transnational social movements. Addressing issues ranging from fair-trade and labor exploitation, to environmental protection, to indigenous rights, and LGBTQ advocacy, social movements increasing draw from morality and the global market in order to achieve their goals. This course critically investigates the ways in which humanitarian action is celebrated, contested, and commodified through art, social enterprise, and various other formal and informal institutional arrangements.

AMST 1900H. New Media as a Tool for Social and Political Change.

This course will take a critical, theoretical, and practical approach to the examination of new media as a tool for challenging inequality and working toward goals of social justice. In addition to foundational readings on power, media, social change, network theories, and others, we will also have hands on opportunities to work in audio storytelling, utilizing the resources available at Brown. The goal is for students to leave the course with an understanding of the cultural, political, and personal possibilities and limitations of social and new media in the realms of advocacy and social justice.

AMST 1900I. Latina/o Cultural Theory.

Advanced seminar designed to familiarize students with past and present debates in Latina/o Studies. Knowledge of these critical conversations will aid students in making their own contributions to the field as they write their theses and dissertations. We will read such folks as Jose Limon, Mary Pat Brady, Frances Aparicio, and Gustavo Perez Firmat, to name but a few. Enrollment limited to 20 juniors and seniors.

AMST 1900J. Race, Immigration and Citizenship.

"Who can become an American?" is a central question in American society. This seminar examines the construction of national identity, citizenship as a legal and cultural status, and the struggle for equal protection of the law. The experience of excluded Asian and Latino immigrants are key to understanding this historical and ongoing process. Enrollment limited to 20 juniors and seniors.

AMST 1900K. China in the American Imagination.

Since Columbus, China has occupied a special place in the way America has been imagined and in the ways Americans have imagined their place in the world. This seminar will explore the relationship between China and America from Columbus to the present. While politics and diplomacy play an important role, the emphasis will be on trade, immigration and culture. Enrollment limited to 20 juniors and seniors.

AMST 1900L. Cold War Culture The American Culture in the Cold War.

This seminar will explore domestic politics, social movements, family life, sexuality, gender roles and relations, intellectual currents, and popular culture in the United States during the Cold War years. Special topics include adolescence, "conformity", and the rise of television. Sources include historical monographs, memoir, film, and fiction. Enrollment limited to 20 juniors and seniors.

AMST 1900N. Ethnicity, Identity and Culture in 20th Century New York City.

Explores the processes by which 20th-century New Yorkers created a self-consciously modern, urban, and ethnic American culture. Focuses on literary and artistic representations of life in 20th-century New York as manifested in works by five ethnic groups of New Yorkers that immigrated or migrated to the city after 1800: Jews, African Americans, Italians, Chinese, and Puerto Ricans. Enrollment limited to 20 juniors and seniors.

AMST 1900O. Filipino American Cultures.

Examines the situation of Filipinos in the U.S. Drawing from social history, cultural studies, literature, and visual culture, the readings focus on the Filipino experience in the U.S. through a study of self-representations in various forms such as literature and visual culture. Readings include Campomanes, Rafael, Bulosan, Linmark, and San Juan. Enrollment limited to 20 juniors and seniors.

AMST 1900P. Essaying Culture.

This course is interested in the essay as form. As a verb, essay means "to make an often tentative or experimental effort to perform." We will explore through reading and our own writing the poetic, gnomic, and often desultory moves the essay makes as it seeks to understand its cultural objects. Like the novel, the essay is an omnivorous form. It consists of fragments, poetry, personal reflection, lists, rational argument, and much more as it winds its way to understanding. We will be reading a range of essays, as well as theories of the form.

AMST 1900Q. From Perry to Pokemon: Japan in the United States, the United States in Japan.

This course traces the cultural interactions between Japan and the United States beginning with Matthew Perry's 1854 voyage. Topics include Japanese scrolls depicting Perry's arrival; paintings, architecture and musical forms that traveled between the two countries; the U.S. occupation of Japan after World War II; the popularity of anime and other Japanese films in the U.S.; and the importance of American popular culture in post-war Japan. Enrollment limited to 20 juniors and seniors.

AMST 1900R. Gender, Race, and Class in the United States.

Focuses on the emergent feminist scholarship that both empirically and theoretically analyzes how the intersection of race, class, gender, sexual preference, and age shapes the lives of women, men, and transgendered people in the U.S. Enrollment limited to 20 juniors and seniors.

AMST 1900S. Green Cities: Parks and Designed Landscapes in Urban America.

Examines the cultural meaning and public use of greenspace in American towns and cities. Covers city parks and metropolitan park systems; the landscaping of riverfronts, streets, cemeteries, and company property; and the contributions of landscape architects such as Frederick Law Olmstead and Warren Manning to the field of urban planning. Begins in the 17th century with the creation of Boston Common and ends by reviewing the latest greenway plans for Providence. Enrollment limited to 20 juniors and seniors.

AMST 1900T. Disability: History, Theory, and Bodily Difference.

This seminar explores the history of disability across cultural, legal, medical, and political dimensions of American life. We will consider the changing meanings of disability, the history of disability activism and communities, representations of disabilities, and the relationship between technology and the body. We will also discuss the intersections between disability and other categories of difference such as gender, race, and sexuality.

AMST 1900U. Immigrant Radicals: Asian Political Movements in the Americas 1850-1970.

Between 1854 and 1965, Asian immigrants to the United States and other countries in the Americas were barred from immigration and citizenship. Circuit of ideas and political movements evolved to resist exclusion, disenfranchisement, and discrimination. We will examine: Chinese Americans and the Chinese revolution, the Ghadar movement among Indians of the Diaspora, and the Japanese American left and Japan. Enrollment limited to 20 juniors and seniors.

AMST 1900V. Immigrants, Exiles, Refugees, and Citizens in the Americas.

Focuses on populations who leave their homelands within the Americas. Examines the meaning of categories "refugee," "exile," "citizen," and "immigrant" in the postwar period. Explores the experience and reasons of people who leave their homelands, the relations between their countries of origin and their new society, and their access to rights in both countries. Questions the extent of population movements in the Americas as redefining conceptions of citizenship, rights, nation, and national identity in the U.S. Enrollment limited to 20 juniors and seniors.

AMST 1900W. Latina Literature: The Shifting Boundaries of Identity.

Focuses on the relationship between national identity and ethnic identity in narratives by and about Mexican American, Puerto Rican, Cuban, Dominican and Central and South American women in the U.S. Texts by and about women from other ethnic and minority groups. Readings from Gloria Anzaldúa, Judith Ortiz Cofer, Dolores Prida, Cristina Garcia, Julia Alvarez, among others. Enrollment limited to 20 juniors and seniors.

AMST 1900X. Latina/o Religions: Encounters of Contestations and Transformations.

The purpose of this seminar is to survey and review the literature in the new and emerging field of Latina/o Religions. We seek to define the Latina/o religious experience and identify its unique qualities and expressions in relation to other religious movements and expressions in the Americas. Enrollment limited to 20 juniors and seniors.

AMST 1900Y. Latino New York.

The Latino population of NYC in the present generation has generated new lines of inquiry for the study of diasporas in contemporary urban settings. This course undertakes an analysis of this experience from diverse interdisciplinary perspectives, with a focus on cultural expressions and representations and with a view toward new ethnographic and historical approaches. Enrollment limited to 20 juniors and seniors.

AMST 1900Z. Latinos and Film.

Analyzes the way Latino ethnicities have been constructed and misrepresented in Hollywood films from the silent era to the present, and examines contemporary work by Latino directors, producers, screenwriters, and actors who produce films that counteract the negative stereotypes of Hollywood films with more accurate, complex, and positive images of their own histories and cultures. Weekly screenings both in and out of class and readings that introduce a new body of film criticism from a Latino perspective. Enrollment limited to 20 juniors and seniors.

AMST 1901A. Latinos in Black and White: Race, Ethnicity and Identity in the Americas.

This seminar looks critically at traditional models of "race relations" in the Americas, the historical development and expressions of "blackness," "brownness" and "whiteness" at regional, national and international levels, and their contemporary articulations and ramifications. A primary focus will be the social and political dimensions of "ethnicity" and "race" in relations between Caribbeans and African Americans in New York City. Enrollment limited to 20 juniors and seniors.

AMST 1901B. Form Matters: Contemporary Short Fiction.

Form Matters is an advanced seminar in reading contemporary short fiction, mainly centered on US writers. The class particularly focuses on socially-attuned and historically-minded neo-formalist analyses of literature. Fiction readings will be supplemented with relevant critical readings from both scholars and practicing writers. Students will be expected to engage in rigorous discussion of the material. Goals of the course include introducing you to a relevant critical vocabulary for discussing form, deepening your familiarity with contemporary US short fiction, and improving your oral and written communication skills.

AMST 1901C. Making America: The Immigrant Experience in Literature.

Examines the literature produced by immigrants and their children who came to the U.S. between 1865 and 1965. Will place literature in its sociocultural and literary contexts, considering it as a creative contribution to debates on acculturation, generational conflict, intermarriage, racism, gender politics, labor exploitation, and immigrant entrepreneurs. Will read works by authors of Chinese, Irish, Scandinavian, Japanese, Slavic, East European Jewish, Mexican, and Caribbean origin. Enrollment limited to 20 juniors and seniors.

AMST 1901D. Motherhood in Black and White.

This seminar focuses on the experience and ideology of American motherhood with respect to the different experiences of Black and white mothers from the slave era to the present.. Texts include fiction, film, history, feminist and psychoanalytic theory, e.g. "Uncle Tom's Cabin," "Incidents in the Life of a Slave Girl," "Imitation of Life," and "The Reproduction of Mothering." This seminar will be conducted online in the Fall of 2020 with both synchronous and asynchronous elements. The current syllabus is available for reference and many of the readings will remain the same, but the work will be re-organized before the semester begins and an updated syllabus posted then. Enrollment limited to 20.

AMST 1901E. Introduction to Ethnomusicology (MUSC 1900).

Interested students must register for MUSC 1900.

AMST 1901F. Orientals: The Representation of Asians in American Popular Culture.

This is a research seminar designed to explore questions relating to the cultural construction of Asians as a racial group in the United States. The seminar will interrogate the ideas of race, ideology, Orientalism and popular culture. The seminar will then analyze various moments in the formation of dominant images of Asians in American Culture. Enrollment limited to 20 juniors and seniors.

AMST 1901G. Race and Art in America.

How do art and space function as a critical practice, a tool of resistance, and a form of self-determination in racialized 20th-century America? This course will introduce students to ways of looking at and analyzing examples of visual, performance, and mixed-media artwork by African American, Asian American, and Chicano artists who resist, challenge, deform, and subvert traditional concepts of art. Enrollment limited to 20 juniors and seniors.

AMST 1901H. Race and Poststructuralism.

Poststructuralism continues to be a major preoccupation in the discourse of the academic left, but relatively few courses consider how poststructuralist interrogations of subjectivity and history can help us to think about race in a U.S. context. This seminar begins with an overview of key poststructuralist concepts, then moves to poststructuralist texts which take up race as a primary object, and finally takes up the collision between poststructuralist thought and racial identity politics. Enrollment limited to 20 juniors and seniors.

AMST 1901I. Race and Sexuality in Contemporary U.S. Film.

This course aims at producing cultural criticism about the representation of race and sexuality in U.S. films of the 1980s-90s. By examining the circulation of images and ideas about bodies in Hollywood and "independent" production, we consider how cultural norms are constructed. Texts include films, popular film criticism (print and televisual), film theory, and industrial history. Enrollment limited to 20 juniors and seniors.

AMST 1901J. Race Immigration and the Law: The Asian American Case.

From 1870 to 1943, Chinese were defined by their "race" as ineligible for citizenship and immigration. Similar prohibitions against Japanese, Filipinos, and Indians followed in the early 20th century. This seminar will examine Asian American struggles against exclusion and how they shaped American definitions of citizenship, race, and constitutional rights. Enrollment limited to 20 juniors and seniors.

AMST 1901K. Racial Formation in North America.

No description available. Enrollment limited to 20 juniors and seniors.

AMST 1901L. Reading Latina/o History through Fiction.

Examining the imaginative act of writing, the course studies the fictional portrayal of historical subjects, facts, and events. Focuses on how non-fiction is fictionally processed in contemporary Latina and Latino novels. How do "Latino" facts--molded by struggles for civil and human rights and U.S. foreign intervention--speak? How does novelist orient readers toward an understanding of social reality? Enrollment limited to 20 juniors and seniors.

AMST 1901M. American Roots Music (MUSC 1932).

Interested students must register for MUSC 1932.

AMST 1901N. Researching the History of Children and Childhood.

Explores how to research and interpret the ways that race, class, gender, and region have shaped the social organization, cultural meaning, and experiences of American children and childhood. Focus is on the possibilities and challenges posed by various types of evidence: visual and literary representations, memoirs, child rearing advice, toys and play, children's literature, clothing, and protective and restrictive laws. Enrollment limited to 20 juniors and seniors.

AMST 1901O. Rivers in the Industrial City.

Rivers promote industrial development and serve as important resources and cultural amenities for communities that have a substantial manufacturing base. This interdisciplinary seminar looks at the use and abuse of rivers in American industrial cities from the 18th century to the present. Enrollment limited to 20 juniors and seniors.

AMST 1901P. Musical Youth Cultures (MUSC 1925).

Interested students must register for MUSC 1925.

AMST 1901Q. Screening Men: Hollywood Masculinities, 1944-Present.

Surveys Hollywood representations of dominant masculinity with the aim of interrogating these representations. Considers how such representations have changed over time and how changes may be read in relation to contemporary social, economic, and political pressures. In addition, considers how these texts interact with theoretical issues of representation, identification, and spectatorship. Enrollment limited to 20 juniors and seniors.

AMST 1901R. Social Movements of the 1960s.

This course examines U.S. social movements from 1954 through 1974, concentrating on the 1960s. Drawing on primary and secondary sources, we examine such topics as the Civil Rights Movement and the emergence of Black Nationalism, the antiwar movement, the relationship between the New Left and second-wave feminism, and the movement for gay liberation. The course also pays attention to how the 'sixties' are represented in contemporary culture. Enrollment limited to 20 juniors and seniors.

AMST 1901S. Society and Identity: A Comparative Approach to the Colonial Americas.

Compares New Spain, the British North American mainland, and the Caribbean from initial colonization in the 16th century to 18th-century wars of independence. Focuses on the complex interplay of class, gender, race, and ethnicity that defined social formations and shaped identities. Reading biographies of ordinary people as well as synthetic histories, engages the past on different levels and connects individual identity and action to broader historical processes. Enrollment limited to 20 juniors and seniors.

AMST 1901U. The Charm of Anticipated Success: Varieties of the American Dream in U.S. History.

The American Dream is one of the great myths of our national history—not "myth" in the sense of a falsehood, but rather a widely-held belief whose validity cannot be definitively proved or disproved (like "all men are created equal"). Using sermons, fiction, songs, and other cultural forms, this research seminar explores the complexities of the myth from the time of the Puritans to the present. Enrollment limited to 20 juniors and seniors.

AMST 1901V. The Contested City: Urban Culture in America, 1880-1940.

Focusing on the popular culture of American cities, this course examines the evolution, commercialization, uses, and struggles over vaudeville, jazz, and early film, and leisure activities such as dancing, nightclubbing, drinking, and shopping. Consideration will be given to the gendered, class-based, and racialized nature of leisure activities and spaces, reform efforts, and the dynamics of social change. Prerequisite: At least one semester of college-level course in U.S. history or literature. Enrollment limited to 20 juniors and seniors.

AMST 1901W. The Development of Black Feminism.

Beginning with the participation of black women in the abolition movement and ranging forward to current black women novelists and feminist theorists, this course will examine the intellectual development of black feminism. We will pay particular attention to black feminism as an area of critical study, and will explore the concepts of representation, ideology, discourse, race, gender, and sexuality. Enrollment limited to 20 juniors and seniors.

AMST 1901Y. The Making of U.S. Child Welfare.

Will examine the origin and design, at the beginning of this century, of the U.S. child welfare system. The separation of child from adult welfare, the definition of a special relationship between children and the state; foster care versus institutional care; the juvenile justice system; child labor; infant and maternal welfare; aid to children in families; and school-based welfare are some of the topics to be covered. Enrollment limited to 20 juniors and seniors.

AMST 1901Z. The Old/New Immigration.

By comparing and contrasting the migration and adaptation experiences of Russian Jews and southern Italians, explores in depth the massive immigration from eastern and southern Europe that took place between 1880 and 1924. Topics include: the causes and contours of emigration, settlement patterns, adaptation and assimilation, ideologies of left and right, immigration as a gendered experience, immigrant writers and intellectuals, nativism and restriction, and the "new immigration" and national memory. Enrollment limited to 20 juniors and seniors.

AMST 1902A. The Politics of Asian American Culture.

From Bret Harte's "Heathen Chinee" to Bill Clinton's John Huang, Asian Americans have been represented as aliens in American culture. The task of Asian American cultural production has been to create a space for an Asian American citizenship. This course looks at autobiography, fiction, drama, film, and cultural criticism to understand how Asian American culture makers have sought to combat imposed stereotypes, subvert structural hegemony, and undermine self-imposed orthodoxies. Enrollment limited to 20 juniors and seniors.

AMST 1902B. Water is Life/New Currents in the Study of Land, Water and Indigeneity (ETHN 1750H).

Interested students must register for ETHN 1750H.

AMST 1902C. Indigeneity, Sustainability and Resistance in Food Politics (ETHN 1750I).

Interested students must register for ETHN 1750I.

AMST 1902D. Make a Body Riot: Laughter, Resistance, and African American Literature (GNSS 1961J).

Interested students must register for GNSS 1961J.

AMST 1902E. The Second Americans: Narratives and Images of Hispanics in the U.S. 1513-1945.

Confronts the notion of Latinos as "foreign" by demonstrating historical depth and geographic breadth of the Hispanic/Latino experience in what is now U.S. territory—from colonial Florida, California, and the Southwest, to early 20th-century Puerto Rican and Cuban communities in New York. Explores contrasting Hispanic and Anglo views of the presence of Hispanics via such diverse sources as historical chronicles and autobiographies, Hollywood films, romance novels, and popular music. Enrollment limited to 20 juniors and seniors.

AMST 1902F. Global America: Gender, Empire, and Internationalism Since 1890 (GNSS 1961I).

Interested students must register for GNSS 1961I.

AMST 1902H. Topics in Asian American History and Culture: Diasporas and Transnationalisms.

This seminar reviews the theoretical literatures on diaspora and transnationalism. We then place Asian migrations to the Americas (North America, Hawaii, the West Indies, Central and Latin America) in the context of migrations out of and within Asia in the 19th and 20th centuries. Finally, we consider transnationalism as an analytical framework for understanding the process of Asian-American community formation. Enrollment limited to 20 juniors and seniors.

AMST 1902J. Topics in Latino Studies: Racial Ideologies, National Belonging, and Citizenship in the Americas.

What is the relationship between citizenship, national belonging, and ideologies of race in the Americas? In what ways do gender and class differences affect this relationship? Focusing on these questions, the racial and social experience of U.S. Latinos are compared with that of the populations in various countries in the hemisphere. Theoretical readings and empirical examples. Enrollment limited to 20 juniors and seniors.

AMST 1902K. Collections and Colonialism.

Using a variety of media including fiction, critical theory, cultural history, photographs, audio, and digital archives and collections, this course will explore the ways that the act of collecting has been used to produce contesting ideas of personhood. Focusing on collecting and archival histories of Black and Native America, the course looks to the often overlapping formations of collections and archives to approach intersecting representations of race, gender, class, citizenship, nation, memory, history, and solidarity. For our final project, we will collaborate on building a digital collection in Scalar, working with the Center for Digital Scholarship and Brown's Special Collections.

AMST 1902N. Uncovering the Story of Latina/o Identity: Movement, Space and Culture.

This course examines the multiple ways of knowing and understanding Latina/o cultural identity and expression in the Americas. The story of a Latina/o cultural identity is mapped out as place and sentiment in both historical and contemporary periods. We utilize theory and method from both the social sciences and the humanities to uncover and better understand the story of Latina/o identity and ourselves. Enrollment limited to 20 juniors and seniors.

AMST 1902O. Urban Borderlands.

This course analyzes changing patterns of immigration from Latin America to the U.S. by comparatively examining the emergence of various Latino communities and cultures in selected cities. It explores interethnic relations among the various Latino communities, as well as Latinos' interactions with other racial and ethnic groups. The cities to be considered are Los Angeles, New York, Miami, San Antonio, Washington DC, and Providence—the last of which will be explored via student projects in the community. Enrollment limited to 20 juniors and seniors.

AMST 1902P. Women and American Modernism, 1900-1940.

No description available. Enrollment limited to 20 juniors and seniors.

AMST 1902Q. Chicano Studies Seminar.

Explores the culture and politics of Mexican people in the United States leading up to and through the 1960s and 1970s, and the post-nationalist period that continues to the present. Our approach will be interdisciplinary, including readings and films that explore the history, sexuality, art, music, labor, and gendered identities of this diverse community. Prerequisite: Introduction to America/Ethnic Studies recommended. Enrollment limited to 20 juniors and seniors.

AMST 1902R. Memory and Forgetting in Popular Culture.

Is it always good to remember? Does forgetting always imply failure? While it is easier than ever to document and access information, the rise of ephemeral media such as Snapchat indicates a growing desire for the past to remain past, and to not become a burden on the present. This course explores the tension between remembering and forgetting as it is portrayed in film, literature, and technology, to examine what they reveal about our belief in—and anxieties towards—human memory.

AMST 1902S. Dawnland Voices: Exploring Native New England.

In this course, we'll explore New England as many stories. In particular, we'll engage the connections and dissonances between the multiple stories that live with the land and its people and the central role that New England plays in the storying of the United States itself. Drawing on a range of texts including academic monographs, primary documents, poetry, and film, we will explore the stories that continue to live with New England as both a physical and incorporeal location. In doing so, we will also explore the complicated relationship that Native Studies has to the field of American Studies.

AMST 1902T. Henry James and The American Scene.

A study of James's representation of the American read in the context of the cultural changes of the late nineteenth century: Daisy Miller, *The American*, *The Portrait of a Lady*, *The Golden Bowl* and selections from his travel writings, including *The American Scene*. Writings by James's contemporaries, W. E. B. Du Bois and Thorstein Veblen will also be studied. Enrollment limited to 20 juniors and seniors.

AMST 1902U. Zombies Pirates Ghosts Witches.

Zombies, pirates, ghosts, and witches are not only characters in horror films; they are also the strange figures who either did not fit in or resulted from the many socio-racial hierarchies of the Atlantic world. Students learn about the literature and history of the Atlantic Caribbean region through its most subversive and disturbing icons. Texts include Pedro Cabiya and Sarah Lauro on zombies, Maryse Condé and Marlon James on witches, Toni Morrison and Tiya Miles on ghosts, and Michel Philip on pirates. Films include several horror classics, including *White Zombie* (1932), *Candyman* (1992), and *Get Out* (2017).

AMST 1902V. Visions of a Post-Industrial Society.

For decades people have predicted the end of industrial society: As factory work is replaced by automation or moved overseas a new society is to emerge based on pure information and creativity. In some ways these predictions have come true, but many of the utopian visions—abundant leisure time, social equality, enlightened leadership, a clean environment—have not. Through a mix of classic fiction, film, and social thought, this class will explore the ways people have imagined the possibilities and pitfalls of a post-industrial society. Who wins and who loses in these future visions and the reality they produce? WRIT

AMST 1902W. Queering Oral History: Theory and Practice of Building Alternative Archives.

In this course, students will engage the theory and practice of oral history with an emphasis on queer and trans frameworks. Students will learn about the history and importance of oral history as an alternative method, gain an understanding of LGBTQ history in the U.S., and research LGBTQ oral history projects. In practice, students will train in oral history methods and learn how to build accessible archives for oral histories. The final project of this course involves conducting oral histories with LGBTQ Providence and Brown community members to help build queer archives at Brown and in Providence.

AMST 1902X. Social Memory and the 1960s: From Nixon to Nostalgia.

From the Civil Rights movement to the Vietnam War, women's liberation to Woodstock, the 1960s were a time of political and cultural turbulence in the US. This class explores the ways in which the decade persists in American collective memory, and how its legacies have become embodied in modern day texts, images, music, memorials, and rituals. Students will use the interdisciplinary methods of memory studies to address these questions, analyzing both primary and secondary source material. Those interested in sociology, anthropology, and history will find new approaches to enduring questions about how societies remember and forget crucial events and experiences.

AMST 1902Y. The Black Female Body in American Culture.

This course on gender and representation will use the black female body as an example of the ways in which images, both verbal and visual, of women of color are utilized within American culture. Through literature, film, visual art, and popular culture, we will consider the legacy of slavery, the persistence of stereotypes, sexual violence, and black women's resistance. Enrollment limited to 20 juniors and seniors.

AMST 1902Z. Radio: From Hams to Podcasts.

This course examines the history of radio broadcasting and asks if a consideration of radio's historic flexibility can predict the future of this interesting medium. Readings will focus on the exciting new field of radio studies, emphasizing economics, structures, and listeners. Topics include radio's ability to cross borders, create racial and gender categories, and change programming possibilities. Enrollment limited to 20 juniors and seniors.

AMST 1903A. Missing: Museums, Memorials, & Gentrification.

In this seminar, we will study different strategies for representing absence in various contexts and media. Working with objects, controversial monuments, and gentrification, we will explore curatorial strategies, public art policies, and neighborhood resistance to community transformation, displacement, and change. Focusing on how the production of history also causes erasure, we will draw on memory studies, urban culture histories, and public humanities to engage with the potential problems and possibilities of exhibiting, correcting, and honoring what is absent. We will also explore how attending to what is lost or missing invites new ways of looking.

AMST 1903B. Alien-nation: Latina/o Im/migration in Comparative Perspective.

Explores how Latina/o immigration to the United States has reshaped the meaning of "America" over the last hundred years. We will study Latina/os in comparison to other im/migrants and examine how US immigration policy has created a nation partly composed of "alien" residents, some citizens, others not, who have constructed alternative notions of belonging. Enrollment limited to 20 juniors and seniors.

AMST 1903D. Health Inequality in Historical Perspective (AFRI 1920).

Interested students must register for AFRI 1920.

AMST 1903E. City of the American Century: The Culture and Politics of Urbanism in Postwar New York City.

This seminar will investigate the life, history and culture of New York City from World War II to the fiscal crisis of the mid 1970's, with a particular interest in transformations in the built environment of the city and region. We will primarily focus on the cultural representations, intellectual visions, and political struggles that arose around these transformations, but will also consider their effects on everyday life. Enrollment limited to 20 juniors, seniors, and graduate students concentrating in American Studies.

AMST 1903F. Topics in Asian American History: Migration, Race and Citizenship.

This seminar will explore the relationship between Asian Americans and the US State in three historical moments: the era of exclusion, WWII internment, and the post-civil rights era. We will look at citizenship as a cultural signifier that organizes race, gender, sexuality and class as well as a legal status. Enrollment limited to 20 juniors and seniors.

AMST 1903G. Oral History and Community Memory.

Students in this seminar will conduct oral history interviews and archival research to create an audio and visual history of one Providence neighborhood. Collected materials will be prepared for public presentation as a walking tour and web site. Enrollment limited to 20 juniors, seniors, and graduate students.

AMST 1903H. Space and Place: Geographies of the Black Atlantic.

Is the map on an iPhone representative of the space beneath our feet? Does a 'map' have to represent geographic space or can it represent something else? For centuries people have sought to make sense of the geographies of their everyday lives as well as environments out of their purview. In this course, we will engage with a number of approaches to space and place including historical, cultural, ethnographic, literary, geographic, and artistic, focusing on African diasporas and the Black Atlantic. Students will analyze texts, artworks, and web-based projects, and at the end of the course, create their own maps. Enrollment limited to 20 juniors, seniors, and graduate students.

AMST 1903I. Museum Histories.

Museums collect and display art and artifacts not only to preserve culture heritage, but also to educate, engage, and entertain. This course examines the history of museums—of art, history, anthropology, natural history, science and technology—to understand their changing goals and their changing place in American society. It also considers the changes within museums, in the work of curation, conservation, education, and social engagement. Students will read museum history and theory, engage with museum archives and other primary sources, and produce a research paper or a digital or public project.

AMST 1903J. Anthropology and Art.

Art is a historic topic of inquiry in anthropology. From the early days of collecting and displaying ethnographic relics in cabinets of curiosities to the bustling movements of art and artists in global art markets, anthropologists have sought to understand social life through art, and art through social life. Through readings, discussions, films, digital materials, and artworks, we will learn about artists, art worlds, art practice, and how anthropologists have studied the arts. Course assignments include critical responses to course material, a final research project, and participation in Providence arts events.

AMST 1903P. Please, Please Me.

This seminar will investigate theories of pleasure and its representation in a range of fictional texts. What is it that makes a text pleasing and for whom? How do we talk about pleasure and explain it to others? I am especially interested in the representation of pleasure from the 1970s on. Enrollment limited to 20 juniors and seniors.

AMST 1903Q. Out of Place: Regional Boundaries and their Transgression in Novels, Photography, Public Humanities.

This class explores the meaning of "region" in contemporary American culture. Focusing primarily on the West, we'll examine the construction and transgression of geographical and ideological regional boundaries. Questions considered include: What does crossing boundaries tell us about the stability and meaning of region? What role do race, gender, and nationality play in moving across regional lines? What do shifting regional identities tell us about the possibilities and problems in ways of transforming identity? Sources include fiction, essays, websites, and photography. We use skills and ideas built over the semester to consider the ways museums and other public sites construct regional boundaries. Enrollment limited to 20 juniors and seniors, with priority given to American Studies concentrators.

AMST 1903R. Big Business, the Bomb, and Smokey Bear: Cold War Origins of Today's Environmental Movement.

Beginning with the psychological, cultural, and environmental changes brought by the Atomic Bomb, this seminar traces Americans' growing environmental awareness and concern with corporate power. We will look at classics like Aldo Leopold's *Sand County Almanac* and Rachel Carson's *Silent Spring*, as well as films, poetry, popular texts, and histories complicating traditional notions of the origins and conduct of the contemporary environmental movement. Students will have the opportunity to explore an aspect of environmentalism or the environment in depth through a semester writing project. Enrollment limited to 20 juniors and seniors.

AMST 1903T. The Materiality of History: Material Culture Theory and Practice.

Focusing on Native American, early American, and contemporary US material culture, this course develops critical methods for analyzing historic materials, not as silent monuments to the past, but as legible research materials for scholarly work. Who studies 'things', and with what methods? From the invisible to the living to the monumental, what are the limits of "thingness"? What is the role of commodification and American consumerism? Through selected readings and site visits, we will identify 'best practices' for integrating artifacts, collectibles, and every day things with documentary research in narrating and exhibiting the past. Enrollment limited to 20 juniors and seniors.

AMST 1903V. Asian and Latino Immigration.

This seminar examines the ways in which the histories of Asian and Latino immigration parallel and intersect each other throughout US history. Capitalist development and labor migrations; wars and refugees; immigration policies and changing racial formations will be among the topics we explore. Enrollment limited to 20 juniors, seniors, and graduate students concentrating in American Studies and Ethnic Studies.

AMST 1903W. The Boy Problem: Male Adolescence as Social Pathology.

Focusing on the beginning, middle, and especially concluding decades of the 20th century, this course examines the ways in which both expert and popular discourse in the US have conflated male adolescence with social pathology and have constructed an image of the teenage boy as both symptomatic of and responsible for the nation's ills. Particular attention will be paid to issues of gender, race, and class. Primary source readings and original research will be emphasized. Enrollment limited to 20 juniors and seniors.

AMST 1903X. Style and the Man: Masculinity in Fashion and U.S. History.

This class will examine the role clothes have played in constructing notions of masculinity and manhood from the mid-19th century to the present. We will take seriously the oft-heard comment, "the clothes make the man," by studying the sartorial circumstances around the formation of men's fashion. These circumstances include class, ethnicity, race, gender, sexuality, and generation. Our study will be episodic and privilege New York and Los Angeles, though other locations will be considered comparatively. Enrollment limited to 20 juniors and seniors concentrating in American Studies.

AMST 1903Y. American Publics.

Americans worry about the quality of their civic life and fear its decline. We examine the public sphere's popular and political dimensions as well as challenges to the boundaries of American public life. Who is a citizen and thus eligible to participate? The course pays particular attention to concerns about the impact of new media—print, broadcasting, the internet. Taught simultaneously with the same course at the University of Melbourne, Australia, students will be linked digitally for discussion and collaborative writing. Enrollment limited to 20 juniors and seniors.

AMST 1903Z. Shrine, House or Home: Rethinking the House Museum Paradigm.

This seminar will examine historic house museums within the context of American culture from the founding of Mount Vernon in 1853 to their present decline in popularity and relevance. Utilizing sources from a variety of disciplines including literature, women's and family history, and museum and preservation theory and practice, students will re-examine the prevailing historic house museum paradigm and develop interpretation plans for house museums in the Providence area. Enrollment limited to 20. If oversubscribed, priority is given to students in the Public Humanities Programs and Department of American Civilizations. No prerequisites.

AMST 1904A. Memories, Memorials, Collections and Commemorations.

To understand how American culture thinks about the past, we will explore a range of texts including museum exhibits, historical society collections, memorials, and civic celebrations. These sites and objects, the material culture of memory, help us understand the construction of national, community and personal identity. Students will also undertake practical projects in memorialization and commemoration, among them designing the program for a new memorial to the Rhode Island slave trade. Enrollment limited to 20 juniors and seniors.

AMST 1904B. Henry James Goes to the Movies.

This course will focus on some of the novels and stories by James that have been made more than once into films or tv shows - *Washington Square*, *The Turn of the Screw*, *The Portrait of a Lady*, and *The Golden Bowl* - and study the narrative and visual choices as interpretations of James's texts. Critical readings on the art of fiction and the art of film will also be included. Enrollment limited to 20.

AMST 1904C. The Pacific Rim in American History.

Investigates the circuits of people, goods and ideas between Asia and the Americas. Although these flows have been at work for the past half millenium, this course will focus principally on three historical moments: the trading world of the 17th and 18th centuries; colonialisms and their critics in the late 19th and early 20th centuries; and the "American Century" in the late 20th century. Enrollment limited to 20 juniors and seniors.

AMST 1904D. End of the West: The Closing of the U.S. Western Frontier in Images and Narrative.

In 1893, Historian Fredrick Jackson Turner declared "the closing of the American frontier," touching off an argument among historians about the meaning and significance of European expansion and settlement in the area west of the Mississippi River. Historians, filmmakers, television producers and photographers have continued the debate in their writings, images, and drama that will be the subject of this class. We will consider the various ways The West has "ended" in popular culture and academia, and consider how these narratives shape our present perceptions of the region and the people and cultures that inhabit and border it. Enrollment limited to 20 juniors and seniors.

AMST 1904F. The American Experience: The Southeast Asian Refugees/Americans.

Explores the complexity of the American experience, the displacements and diasporas of the Vietnamese, the Cambodians, the Hmong, the Lao, and the Lu Mien in America through multiplicity of perspectives and interdisciplinary approach. Special emphases are on the reinvention of new lives in New World, the American-born generation, how the American-ness and the sense of "home" are constructed, defined, and contested through literary and cinematic works, self-representations, and cultural productions written and produced by these new Asian Americans themselves. Enrollment limited to 20.

AMST 1904G. Museums, Identities, Nationhood.

Will explore the national museum as a cultural institution in a range of contrasting contexts, revealing how these museums have been used to create a sense of national self, deal with the consequences of political change, remake difficult pasts, and confront those issues of nationalism, postcolonialism and multiculturalism which have come to the fore in national politics in recent decades. Enrollment limited to 20 juniors, seniors, and graduate students.

AMST 1904H. The Teen Age: Youth, Society and Culture in Early Cold War America.

An interdisciplinary and multimedia exploration of the experiences, culture, and representation of youth in the United States from the end of World War II through the beginning of the Vietnam War. Enrollment limited to 20 sophomores, juniors and seniors.

AMST 1904I. Art/Place.

This course surveys the many ways in which contemporary artists respond to, remake, and intervene in places, and teaches students to articulate their own creative responses to place. We will be working intensively in Providence's Jewelry District, collaborating with the nonprofit Artists in Context to create a public artwork, and developing each person's creative practice in response to the narrative and aesthetic prompts of this contested space. The course will culminate in a final exhibition of student projects curated by the students themselves. Enrollment limited to 14.

AMST 1904J. The Asian American Movement: Communities, Politics and Culture.

In 1969 students at S.F. State College invented a new social category; they called it Asian America. This seminar begins with an examination the Asian American Movement, its origins and aspirations, its ideological cross currents, its failures and enduring legacies. But the central question we will ask is, what relevance does the Asian American Movement have for struggles for social justice today? Enrollment limited to 20 juniors and seniors.

AMST 1904K. Power + Water: Material Culture and its Environmental Impact.

Students explore material culture, its impact upon the environment in the US prior to Industrial Revolution and examine the relationship of this earlier production to current issues of pollution and climate change. In the 18-19th centuries, houses, furniture, whale products were staples of American craft and ingenuity. This material culture tells the story of how gathering raw materials and converting them into usable products came at a severe cost to watersheds, forests, species, humans. These examples show that the seemingly insatiable human urge to control/transform resources into items for consumption leads to serious consequences for the earth's climate and inhabitants.

AMST 1904L. Cultural Heritage, Curation and Creativity.

The course examines current theories and practices in cultural heritage work from various international perspectives and places them in dialogue with practices, theories and critical perspectives from the contemporary arts. It offers students the opportunity to participate in a practical and creative cultural heritage project, realizing a curated experience/event/ experience within the urban environment of Providence. Questions of material and form; the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Following readings in cultural heritage theory, curatorial studies and critical theory, the course will engage students both intellectually and practically through individual and group curatorial projects. Enrollment limited to 14 juniors and seniors.

AMST 1904M. Charles Chapin and the Urban Public Health Movement.

Examines the science, politics, and programs of the 19th and early 20th century urban public health movement. Scope will be national but the focus will be on Providence, particularly during the tenure of Charles Chapin as Superintendent of Health. Will result in the mounting of an exhibit illustrating and explaining one of facet of the movement. Enrollment limited to 20 juniors and seniors.

AMST 1904N. The Korean War in Color (ENGL 1761V).

Interested students must register for ENGL 1761V.

AMST 1904O. Native American Environmental Health Movements (ETHN 1890J).

Interested students must register for ETHN 1890J.

AMST 1904P. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).

Interested students must register for ENGL 1900R.

AMST 1904Q. Engendering Empire (ETHN 1890K).

Interested students must register for ETHN 1890K.

AMST 1904R. New Narratives: New Media: New Museums.

This course explores the challenges to narrative modes, institutional patterns, and models for studies in material culture that are posed by emerging digital media practices. This course will focus on the example of the collections and resources of the Haffenreffer Museum of Anthropology. Readings in brain science and anthropology that focus on the cognitive and social mechanics of cultural capital formation to project development techniques in simulation and prototyping that derive from movie production, interaction design, game development and architecture. Students from a broad spectrum of arts and science backgrounds, including specifically those from museum curation and computer science, are welcome. Enrollment limited to 15.

AMST 1904S. Ethnic American Folklore: Continuity and the Creative Process.

The course investigates how folklore and the oral culture of diverse cultural groups have transformed within their texts and in their creative representations and meanings. It looks into the dynamics of cultural continuity and the creative process involved, from oral narratives, foodscape, family lore, the senses of place, and the senses of home. At the juncture of the oral, the written, the popular, and the high tech, what are the new cultural forms, new cultural products, communication milieu and venues negotiated and contested. Anthropological field research methods and training will be a major emphasis of the course. Enrollment limited to 20.

AMST 1904T. Women and Work in the 21st Century.

Debates about women and work seem to be everywhere in American culture, dominated by the question of whether professional women can "have it all." Simultaneously, women—especially women of color—continue to be concentrated in the lowest-level, most poorly-paid jobs. And as more families depend on women's income, the contradictions between waged work and unwaged family work grow more acute. Controversies about women and their labor—waged and unwaged—have a long history in the U.S. This course will explore current debates from historical, sociological, and theoretical perspectives, with particular attention to the impact of race and class. Enrollment limited to 20 sophomores, juniors, seniors.

AMST 1904V. Decolonizing Minds: A People's History of the World.

This seminar will explore the knowledge-production and military-financial infrastructures that maintain empires, as well as the means through which people have either resisted or embraced empire. While some attention will be made to the 19th and early 20th century colonial context, the bulk of the course will focus on the Cold War liberal era to the neoliberal regime that continues today. Possible topics include: popular culture and ideology, the Cold War university, area studies, international anti-war networks, transnational labor activism, the anti-colonial radical tradition, and the Arab Spring/ Occupy Movements. Weekly readings; evaluation based on participation and analytical essays. Enrollment limited to 20. No overrides will be given before the semester begins. Please come to the first class meeting if you are interested in taking the course.

AMST 1904W. Native American Environmental Health Movements (ETHN 1890J).

Interested students must register for ETHN 1890J.

AMST 1904X. Imagining And Depicting China In America.

Geographically remote and less-obviously intertwined politically and culturally, China's distance has fostered an active imaginary, producing rich visual and textual resources. This seminar examines narrative and visual culture over the long period Americans have been fascinated with China and the Chinese, from the 18th century to the present. Visual primary sources are our principal "texts" and include paintings, cartoons, decorative arts, photography, films, fiction, news articles, and government documents. The goal of the course is to interrogate how we envision China and the Chinese today, placing that vision within a critical historical perspective. Enrollment limited to 20.

AMST 1905A. Crises in American Capitalism.

We are now in the midst of what is commonly called the Great Recession—the biggest economic crisis since the Great Depression. This course investigates these two crises in American capitalism: how they were caused, resisted, represented, and remembered. Students will be asked to interrogate the meanings of these economic crises, and to consider their various political and cultural uses. Assigned texts will include history, fiction, journalism, film, memoir, and photography. Enrollment limited to 20 sophomores, juniors, and seniors.

AMST 1905B. Media and Modern Childhood (GNSS 1960S).

Interested students must register for GNSS 1960S.

AMST 1905C. Mainstream Journalism in America (through the prism of The New York Times).

Jefferson is supposed to have said that if he were forced to choose between a free government and a free press he would choose a free press, because without it a free government would not survive. It is certainly true that newspapers, and later the electronic media, have had major impacts on American politics and society. Now these media are in a period of convulsive change; their business model is broken and no one can fix it. This course will consider the growth, evolution, influence and future of these media, particularly The New York Times. Enrollment limited to 20.

AMST 1905D. African American Musical Theatre (MUSC 1905D).

Interested students must register for MUSC 1905D.

AMST 1905E. American Poetry II: Modernism (ENGL 1711A).

Interested students must register for ENGL 1711A.

AMST 1905G. Literature and the Problem of Poverty (ENGL 1710K).

Interested students must register for ENGL 1710K.

AMST 1905J. American Poetry I: Puritans through the Nineteenth Century (ENGL 1511O).

Interested students must register for ENGL 1511O.

AMST 1905M. Whose Heritage?: National Landmarks for Diverse Publics.

In this course students examine the commemoration of specific sites, private and public, in creating, remembering, and preserving public history. Through theoretical readings, case studies, and workshops, students explore the intersection of people—as individuals, community members, and citizens—with their built environment, historic memory, and narrative. We explore how cultural heritage gets made, who chooses the sites, and whose history gets remembered by writing a U.S. National Park Service Landmark nomination for a local Chinese American site. The course also compares American cultural heritage programs with those of other countries and provides practical experience with National Park Service processes.

AMST 1905N. War and the Mind in Modern America.

This course examines how the crucible of war has shaped modern conceptions of human nature. Moving from the Civil War to the present, we will consider questions such as changing theories of combat trauma, evolutionary and social scientific explanations for why people fight wars, and the role of memory in individual and collective understandings of violent conflicts. Students will analyze representations of war in film and literature in addition to reading historical and theoretical texts.

AMST 1905O. Reading and Righting Histories of Violence.

This seminar proposes "histories of violence" as a useful framework to interrogate the varied forms of violence that constitute Western liberal modernity. These forms include systems of state power and imperial practices; subjective violence through raced, gendered, and sexualized hierarchies; and narrative violence that prevents histories and voices from emerging through the erasure of archives and narrative silencing. Course readings consider ongoing local and transnational struggles to reckon with the violent histories of slavery, empire, colonialism, nationalism, and democracy. They offer interdisciplinary models for researching and narrating these histories. Class discussions with consider avenues for reckoning with histories of violence.

AMST 1905Q. Laboring Women: Work, Reproduction, and Leisure since Reconstruction.

This course examines US women's history from the late 19th century to the present, with a focus on labor broadly defined. It will consider how differences among women (e.g. race, ethnicity, religion, sexuality), as well as their status as women, historically shaped their experiences of work, cultural life, activism, and reproduction.

AMST 1905R. Theory and Practice of Local History (HIST 1972E).
Interested students must register for HIST 1972E.**AMST 1905S. Enslaved! Indians and Africans in an Unfree Atlantic World (HIST 1970B).**

Interested students must register for HIST 1970B.

AMST 1905T. Imagining Formosa: American Writings on Taiwan.

American accounts of Taiwan mid-nineteenth century to present are the focus of this seminar. Beginning in 1860, Euro-American merchants, diplomats, missionaries, ethnographers, and explorers began arriving in ever-increasing numbers. We will read representative texts written by these visitors during years of treaty-port imperialism, Japanese colonial rule, martial law, and later democratization, including post colonial criticism and a novel set in 1950's Taipei and a collection of short stories. The island's complex aboriginal and Chinese ethnic population is the subject matter of much of this writing, and we will explore issues of indigeneity and ethnicity.

AMST 1905V. Digital Communities.

Community and online engagement have been falsely cast in a dichotomous light -- either a cure-all or a sure failure. Working with local and online communities will shape our understanding and questions about the complexities of groups. We'll learn context, tools, and tricks for building powerful community-based campaigns. Students examine how projects can gain new participants while maintaining their focus and think about the differences in community involvement in on-line spaces and off. In a hands-on project, this class explores how to work together in digital space, to create moving media, and to build a campaign for support and growth.

AMST 1905Z. Eyes on the Prize: Literary Fiction as Cultural Capital.

In this course we will read selected novels that have won recent national prizes, including the Pulitzer Prize, the National Book Award, the Newberry Award, the Anisfield-Wolf Award, to understand how the creation and circulation of cultural capital works in the USA. Alternative modes of evaluation, such as #Booktok and Oprah's Book Club, will be explored. Students will choose what criteria will be considered for the readings in the second half of the course. Particular attention will be paid to gender, sexuality, race and class as categories of analysis in order to explore the relations between art and prestige in contemporary culture.

AMST 1906H. Beauty Pageants in American Society.

Beauty pageants are often ridiculed, and even vilified, in American society. Yet their cultural power—from "There She Is" to Toddlers + Tiaras to pageant waves—is undeniable. What accounts for the enduring power of beauty pageants? This course draws on inter-disciplinary scholarship across the social sciences and humanities to examine how and why pageantry and American femininity have become linked in the public consciousness. By the end of this course you will be able to use beauty pageants as a lens to carefully examine gender, race, age, and appearance, and apply that critical thinking to other pop culture phenomena.

AMST 1906I. Decolonizing Museums: Collecting Indigenous Culture in Taiwan and North America.

This course addresses "global indignity" in comparing ethnographic collections in Taiwan and North America. How do Anthropology museums maintain and interpret objects collected under English, US, or Japanese colonialism. In hands-on and virtual examination of museum collections, students follow ethnographic artifacts from useful circulation to glass cabinets—and ultimately to art galleries. We explore collecting and representation strategies of "ethnic" objects in relation to colonialism, decolonization, ethnic politics, and nationalism. What are strategies of the post-colonial museum and indigenous-led design?

AMST 1906J. Race, Gentrification, and the Policing of Urban Space (PLCY 1701W).

Interested students must register for PLCY 1701W.

AMST 1906K. Crimes of Gender and Sex: Producing and Imprisoning Criminals in the Age of Mass Incarceration.

Growing interest in mass incarceration has brought new attention to longstanding critiques of the criminal justice system. This course looks beyond failings such as "tough on crime" sentencing and racist policing to examine criminal justice as a system that defines and produces criminality. Specifically, we will examine criminalization as a social, political, and cultural process that not only makes certain bodies "criminal," but also reinforces dominant beliefs about gender, sexuality, and sex. We will explore theories of criminality, methods of policing and imprisonment, rehabilitation initiatives, and prison activism through an intersectional lens.

AMST 1906M. Making Knowledge in the Progressive Era: Institutions, Spaces, and Ideas.

Who makes knowledge? How is it shaped by intellectual, political, and material ambitions and constraints? These current concerns also preoccupied U.S. society at the turn of the 20th century. During the Progressive Era — a time of massive technological change, social upheavals, and racial tensions — educators, researchers, and artists charted new ways of producing and disseminating knowledge. Students will analyze American knowledge cultures by reading fictions, memoirs, and philosophical/scholarly writings by Henry Adams, Jane Addams, Willa Cather, John Dewey, and W.E.B. Du Bois and by exploring other cultural artifacts and media, including visual representations, maps, architectural plans and archives.

AMST 1906N. Whiteness, Power, and Privilege: The Invention and Persistence of the White Race.

Terms like whiteness and white privilege have entered the American mainstream in the wake of racial tensions and the rise of movements like Black Lives Matter. This course seeks to situate historically, socially, psychologically, politically, economically, and corporeally what is meant by whiteness and how it affects our daily lives in this country and at a global level. Through engagement with classic texts in critical whiteness studies and select case-studies, students will discuss the invention, development, and power of whiteness. From the advent of race-based slavery to the 2016 Presidential Election, this course explores the meaning and power of whiteness.

AMST 1906P. Food in American Society and Culture.

How do we define American food and how does food define Americans? What determines what we eat, how we eat it, and what we believe we should eat? How is food used to construct and declare ethnic, racial, regional, class, and gender identities? How have food and nutrition been employed as signifiers of social justice and injustice and as sites of political struggle? What issues inform current discussions of the economics of local, national, and global food production and consumption? What is meant by eating responsibly? This course will examine these and other related question currently animating food studies.

AMST 1906Q. The History of Children and Childhood in America.

We will examine the evolution of childhood—as both a socioculturally constructed concept and a lived experience—from the colonial period to the present. In doing so, we will explore the impact of race, gender, class, and region on those constructions and experiences and consider the interpretive possibilities and challenges offered by various types of evidence: visual and literary representations, memoirs, child rearing advice, toys and play, children's literature, clothing, and protective and restrictive laws.

AMST 1906R. Law and Transformative Social Change.

What potential does the law hold to bring about transformative social change in today's society? Relatedly, what strategies and approaches have social movement activists utilized to engage lawyers and the broader legal system? We will answer these questions through an examination of models of activist and public interest lawyering from the Civil Rights, Environment Justice, Immigrant Rights and same sex marriage movements. Readings will draw from sociological, anthropological, legal and historical texts and legal cases with a focus on exploring multiple aspects of a legal decision.

AMST 1906S. Narratives of Blackness in Latinx and Latin America (ENGL 1761B).

Interested students must register for ENGL 1761B.

AMST 1906T. Captive Voices: Atlantic Slavery in the Digital Age (HIST 1970G).

Interested students must register for HIST 1970G.

AMST 1906U. Culture as History: Making the 20th Century United States.

This interdisciplinary course explores selected currents in U.S. cultural history from the late nineteenth century to the end of the twentieth century. Thematic explorations trace the historical development of American cultural forms and practices, showing how transformations in communications, media, and consumption shaped Americans' experience of capitalism and market expansion, ideas of self and society, social conflict around questions of race, class, gender, nationalism and empire, as well as immigration, migration, and social movements of both the left and right. Our broad goal will be to understand how culture came to shape how historical change unfolded in this period.

AMST 1906V. Virtual Bodies: Play, Power, Performance.

This seminar investigates digital media practices at the intersection of virtual and embodied experience, from video games and virtual communities to viral dance videos and motion-sensing surveillance systems. How do digitally mediated play, performance, and participatory culture incorporate and/or undermine technologies of power and control? How have new interfaces and media platforms invoked and reshaped ideas about liveness, creativity, authenticity, community, and privacy? What happens when embodied techniques and repertoires are taught and learned using digital media? Readings draw on media ethnography, performance studies, interface studies, and theories of intersectional embodied identity. Class members will undertake a series of practice exercises in which they learn new skills from online sources and collectively reflect on this process. Registration permission granted based on questionnaire distributed at first class meeting.

AMST 1906Y. Bodies at Work: Disability and Capitalism (STS 1700R).

Interested students must register for STS 1700R.

AMST 1906Z. Senior Seminar in Science, Technology and Society (STS 1900).

Interested students must register for STS 1900.

AMST 1907A. Whiteness and Otherness in Opera.

This course engages with how race is portrayed in opera, through the music, libretto, programming, and casting. It is designed to give students an overview of theories of race and power as it relates to music, specifically opera, and how certain ideologies are perpetuated through cultural products. Students will be encouraged to think critically, and apply the concepts learned to a variety of types of music through class activities and projects.

AMST 1907B. Indigenous Peoples and Places: How Lines Are Drawn.

What is indigenous space? What is a traditional cultural place? What constitutes "Indian Country" today? What is the relationship between land base and sovereignty? How has space been contested? How have Natives and settler-colonists conceived land and territory over time? This course is designed to introduce students to geographies of Native America including, culture areas, the mapping of languages and politics, the history of cartography and will encourage students to think critically about colonization/decolonization.

AMST 1907C. James Baldwin (ENGL 1711S).

Interested students must register for ENGL 1711S.

AMST 1907D. Anthropology of Place.

Interested students must register for ANTH 1910B.

AMST 1907F. Queer Indigenous Studies and Two-Spirit Critique.

The structures of settler colonialism are designed to wholly dispossess, erase, and eliminate the fullness of Indigenous life. As such settler colonialism is heavily invested in both heteropatriarchy and heteronormativity as regulatory schemes oriented toward extraction and conquest. Through a series of theoretical readings, poetry, and literature, this Senior Seminar will explore the unruly "queerness" of Indigeneity. During this course students will develop a keen understanding of the ways concepts such as relationality and (in)humanness are co-constitutive of a queer Indigenous analytic, while also learning how settler colonialism has impacted contemporary understandings of gender and sexuality. Students will explore the complexities of two-spirit identity through memoirs and reflective media, while also cultivating knowledge of two-spirit organizing efforts and theoretical interventions within the field of Native American and Indigenous Studies.

AMST 1907G. Contemporary Native American Fiction.

This course examines Native American literary expression from 1968 to the contemporary. We will focus on fiction, particularly the short story and novel genres, to think about how Native Americans creatively mobilize these literary forms to combat a history of misrepresentation and erasure in the American literary canon and national imaginary. We will consider how these authors utilize fiction to express the realities of Native American life under ongoing United States settler colonial occupation.

AMST 1907H. Un/Documented Immigrants in America: Histories of Paperwork, Institutions, and Illegality.

This class explores the history of undocumented immigrants in the United States and the politics of immigration, with a focus on the late nineteenth to early twenty-first centuries and the experiences of migrants from Asia, Latin America, Africa, and the Caribbean. We focus especially on the rise of the immigration state and problem of bureaucracy in modern life in general, and how people's encounters with the state have sorted the "deserving" from "undeserving" and the "legal" from the "illegal." Readings will include works on the history of bureaucracy, immigration to the United States, and memoirs by migrants. Class will be discussion oriented and writing assignments will emphasize skills such as reading primary and secondary sources, revising drafts, and working with peer editors.

AMST 1907K. Environmental Humanities in Queer and Trans Perspective.

This course surveys queer and trans cultural production as well as theory to glean how experiences of queer and trans embodiment speak to broader ecological histories, relations and conditions. What is distinctive about queer and trans experiences of time, space, place and "the environment"? What do queer and trans perspectives reveal about shared and shifting worlds? How might the environmental humanities account for queer and trans life, and be changed by it? Course content includes narrative and theoretical work from Queer and Transgender Studies and adjacent fields, including feminist philosophy, Disability Studies, and American Studies. Readings also draw from phenomenological, Deleuzian, and new materialist schools of thought around questions of embodiment, relationality, place, and the planetary present. All interested students, regardless of concentration, are encouraged to enroll. Writing-Designated (WRIT) course, no prerequisites.

AMST 1920A. Contemporary Narratives of US Slavery.

The antebellum African American slave narrative inaugurated Black self-representation in print. Characterized by scholars as neo-slave narratives and, later, post-neo slave narratives, contemporary fictions of US slavery deploy the formal features and thematic concerns of the slave narrative to reveal Black freedom dreams of later periods. Examining recent literary, filmic, and televisual representations of US slavery, this course foregrounds racial slavery in the establishment of longstanding socioeconomic and political asymmetries across race, gender, and class in the US. And it analyzes the ways in which imaginative depictions of racial slavery seek to address and ameliorate such asymmetries. Our class will pay particular attention to how contemporary Black writers and filmmakers thematize labor, love, gender, power, pleasure, community, and resistance among the enslaved and their descendants.

AMST 1950. Pursuit of Happiness: Environmental Justice and Indigenous Rights.

Co-instructors Ron Potvin and Lorén Spears will lead exploration of indigenous cultural survival in the midst of ecological exploitation by the colonizers of Rhode Island and North America. They will address these issues with tours to native heritage sites; meetings with native experts and advocates; historical scholarship; and fiction, poetry, and song. Students will communicate their understanding of course content through writing, creative expression, and multimedia. The class will contribute content to a travelling exhibition organized by the Humanities Action Lab for its 2019 Initiative on Migration, Climate Justice, and Environmental Justice.

AMST 1970. Independent Reading and Research.

Required of all honors candidates in the senior year. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. S/NC

AMST 1971. Digital Media and Virtual Performance (MUSC 1971).

Interested students must register for MUSC 1971.

AMST 1977H. Critical Race Theory Now (HMAN 1977H).

Interested students must register for HMAN 1977H.

AMST 2010. Introduction to American Studies.

Introduction to American Studies required of all first-year graduate students in American Studies. Graduate students from other departments may enroll with the permission of the instructor.

AMST 2020E. Introduction to Interdisciplinary American Studies.

This graduate-level course offers an introduction to the discipline of American Studies through a close reading of four important texts representing different methodologies and theories within the discipline. We will also read a series of seminal articles focused on transnationalism, highlighting the significance of border-crossings to the American experience throughout the semester. The goal of the course is to familiarize students with pedagogical approaches within American Studies, through active seminar discussions, fieldtrips within the community, and work with material and visual media as well as secondary texts.

AMST 2050. History of Black Travel - AFRI 2050.

Interested students must register for AFRI 2050.

AMST 2220A. Digital Scholarship.

This course examines how the social sciences and humanities changed as a result of the information revolution. We will look at changes in museums, publishing, knowledge production, and pedagogy. Students learn digital tools and use them to create new media projects experimenting with public scholarship, digital humanities research, archival tools, and/or classroom possibilities. Digital novices welcome. Enrollment limited to 20.

AMST 2220B. Culture, Politics and the Metropolitan Built Environment.

This interdisciplinary readings seminar will provide graduate students with an introduction to recent scholarly work on 20th century and contemporary cities and suburbs. Readings are drawn from cultural, political, social, and intellectual history, American Studies, political science, sociology, and ethnography. They will investigate the interconnections between urban and suburban development and the role of ideology, class, gender, race, and globalization in shaping planning, architecture, culture, policy, politics, and social movements. This class is open to students in American Studies, History, Sociology, Political Science, Anthropology, and other disciplines who find themselves interested in multi-disciplinary approaches to the study of cities and suburbs.

AMST 2220D. Museums in Their Communities.

This seminar examines in detail aspects the internal workings of museums (of anthropology, art, history, science, etc.) and their place in their communities. Accessions, collections management, conservations, education, exhibition, marketing, research, and museum management are among the topics discussed; the focus varies from year to year. Open to graduate students only.

AMST 2220E. American Orientalism and Asian American Literary Criticism (ENGL 2760Y).

Interested students must register for ENGL 2760Y.

AMST 2220F. The Transnational Practice of U.S. Popular Culture.

This graduate seminar examines popular culture within a transnational framework, exploring both the founding texts in the field and the latest works by historians, sociologists, anthropologists and communications scholars. Topics include the economics of the culture industry, globalization/cultural imperialism/domestication, audience research, and the history of cultural flows, from circuses to Bollywood. Students can take the class as either a reading or project course. Assignments include a short theoretical paper considering definitions (popular culture v. mass media, for example) and either a research paper/project or an annotated bibliography.

AMST 2220G. Old Media New Artists: Innovation and Contingency in African American Culture.

What are the defining characteristics of newness in twentieth-century African American culture? How have black creative artists repurposed their respective disciplines in accordance with and against the shifting proclivities of African American social politics? Through an interdisciplinary focus that considers music, literature, visual arts, and interactive media, this seminar proposes several alternative epistemological frameworks for recognizing the emerging artistry of our time. Enrollment is limited to 20 graduate students.

AMST 2220I. Skin Deep: Reading Race, Reading Form.

There is a movement away from symptomatic/paranoid readings of literature. In 2009, Stephen Best/Sharon Marcus pitched this in their call for surface readings, which deals with what is manifest/present in texts, rather than the latent/concealed. I hope to get beyond politically-instrumental readings of literature/to thinking in a sustained fashion about language/form/aesthetics of race. The seminar will divide between reading histories/theories of race (obsession with physical variation as race and technologies of seeing that we use to read race)/working through a range of post-nationalist works of literature/sharpening our understanding of reading as a mean-making event. Limited to Grad Students.

AMST 2220J. Introduction to Critical Race Theory.

This graduate seminar will explore the foundations and central tenets of Critical Race Theory, from its origins in Critical Legal Studies, to current applications, debates, and evolutions, with particular attention to CRT's intersections with the field of American Studies. We will also bring in CRT "offshoots" such as TribalCrit, LatCrit, AsianCrit, and DisCrit. CRT posits that racism is endemic to society, but that we must also remain committed to social justice and praxis. How do we navigate these tensions, use CRT to provide a toolkit for navigating scholarship, and work toward social change in the realms of race and racism?

AMST 2220K. The Body (HIST 2981J).

Interested students must register for HIST 2981J.

AMST 2220R. Popular Music Studies.

This graduate seminar offers a critical exploration of interdisciplinary scholarship on popular music and related cultural formations. Class readings emphasize ethnographic approaches grounded in American Studies, media studies, and ethnomusicology, alongside relevant bodies of critical theory. We will consider production, circulation, and reception practices, as well as the erosion of the barriers separating these domains. Case studies foreground popular music scenes in the Americas and the United Kingdom—especially Afro-diasporic and Latinx genres and practices—but readings, discussions and student projects will range beyond these areas. Major topics include musical subcultures; transnational circulation; club/dance music; listening practices; and genre studies focusing on hip-hop, reggaetón, and K-pop. Registration permission granted based on questionnaire distributed at first class meeting.

AMST 2220S. Diaspora, Displacement, Transnationalism (HIST 2971P).

Interested students must register for HIST 2971P.

AMST 2220Y. Aesthetics of Relation: Minoritarian Gestures in the Visual Realm.

Focusing on recent scholarship, this course explores the use of aesthetics among minoritarian subjects to elaborate a politics of relation. Exploring origins in women of color, black radical, and queer of color scholarly traditions, alongside methodologies from cultural studies and visual culture studies, we will read diagnoses of and responses to power as well as imaginings of alternate social formations. In addition to recent scholarship, we will also consider recent exhibitions and artist talks.

AMST 2220Z. Currents in Popular Music: Race & Sound.

Race and sound have a material relationship marked by imagination, fantasy, and deceit. Race is both social construct and lived reality; it changes across time, space, and modes of expression. Music, (or here, sound), can both express creative insurgency and reproduce cultural hegemony. In this seminar, we will read for the duality of racing sound – declaring particular racial identities at particular times by ascribing those identities to sonic markers – and sounding race; making racial identity audible through listening and performance practices. We will also engage contemporary discourses of popular music and sound studies by reading popular music books published in the last 5 years. By focusing on the ways that these texts are constructed and examining continuities and disjunctions across monographs, we'll work to understand the current landscape of popular music studies and enter into that discourse ourselves.

AMST 2221A. Accessioning, Archiving, and Antiracism: Critical and Creative Approaches.

This course challenges artists, practitioners, and scholars to push the hermeneutic limits of archives. The course presents a series of critical essays, case studies, and workshops to support students as they develop theoretical expertise, creative thinking patterns, and practicable skills. Students will develop finding aids that support enhanced accessibility, and analyze systematic research practices that build toward equity. Ultimately they will develop acquisition plans in alignment with the Brown Libraries new acquisition plan.

Beginning with an overview of what constitutes an archive, this syllabus attempts to guide learners through the acquisition process. It foregrounds the ways that anti-racist activists and artists work in and against archives, exploring how collecting professionals and amateurs alike can use the acquisition process to challenge dominant white supremacist narratives and hierarchies of knowledge in the service of more equitable and just institutional development.

AMST 2221B. Immigration and the Borders of US Empire.

Since the founding of the United States, we have debated and struggled over the boundaries of American nationhood, who may claim the rights and protections provided by the state, and where the lines of inclusion/exclusion are drawn. This course will focus on two interrelated themes. The first is the implementation of immigration and nationality controls designed to manage cross-border traffic and restrict membership in the national community. The second is to explore how the projection of US power beyond its territorial borders (e.g. US empire) has fueled cross-border movement between metropole and colonial/postcolonial zones. We will highlight the ways in which the US's encroachment of borders outside its territorial domain raises important questions about the meaning and legitimacy of national sovereignty and the fashioning of immigrant "illegality."

AMST 2221C. Afro-Asian America: Intraminority Relations in Historical Perspective.

In this graduate course, we explore the subject of Asian-Black relations in the United States, domestically and internationally, toward a deepened understanding of how intraminority relations inform U.S. race relations and racial formations. Topics include shared and overlapping struggles against colonialism, interracial solidarity and the Third World Left, the theory of racial triangulation, social and sexual intimacy across race, and the so-called "Black-Korean conflict" of the 1980s and 1990s. Readings will chart how the study of Asian-Black relations have changed over time and illuminate why the subject remains salient while drawing from a range of discipline-based and interdisciplinary approaches. History and historical approaches will be especially foregrounded, though the class also includes attention to approaches from interdisciplinary and other discipline-based fields.

AMST 2221D. Tracked: Critical Surveillance Studies.

This graduate seminar investigates historical and contemporary technologies and practices of surveillance, drawing on the established field of Surveillance Studies as well as relevant literature in performance studies, media ethnography, software/platform studies, sociology of labor, and history of science. We will address confluences of moving bodies, disciplining technologies, and state power: for example, motion-sensing systems operating at scales ranging from individual fitness trackers to drone monitoring of refugee movements. Key topics include sousveillance, dataveillance/data bodies, racialized surveillance, algorithmic bias, surveillance art, and surveillance capitalism.

AMST 2221E. Sensing Sovereignty: Theorizing Indigenous & Minoritarian Aesthetics.

This graduate seminar explores the rich textures of Indigenous aesthetics by drawing on the fields of Native feminisms, performance studies, queer of color critique, and Indigenous theory. Students will consider Indigenous peoples' engagement with aesthetics as integral to the persistence of Indigenous paradigms. We will ask: How are aesthetics a critical site of both colonization and decolonial refusal? How can we collectively explore the relational capacities and overtones imbued within Indigenous and minoritarian aesthetics? How do activists, artists, writers, etc. employ aesthetics as the conduit to building anticolonial solidarities across diverse contexts? We will explore the sensory paradigms framing aesthetics asking how these register within the body and the environment to build, sustain, and live in otherwise worlds. Simultaneously, students will explore the way Indigenous and minoritarian uses of media challenge settler colonial and carceral regimes of white supremacist power.

AMST 2221F. Native American Structures of Feeling: Affect, Subjectivity, and Indigeneity in America.

This graduate seminar stages a meeting between the field of Native American and Indigenous Studies and the capacious network of affect theory to attend to the experiences of Native Americans living amidst ongoing U.S. occupation of their lives and lands. Taking our cue from Driftpile Cree poet Billy-Ray Belcourt, we will question the ways in which the "grammar of Indigenous Studies misapprehends the tumult of everyday life" through the field's emphasis on sovereignty and political recognition. We will trace a colonial history that has made categories such as "the human" and "the subject" unavailable to Native people, and consider the affective conditions created for individuals living within a state made possible only through their elimination. What lives do Native people forge despite the confines that settler colonialism carves for them? How might we better understand these lives through Native literature?

AMST 2221G. Antidisciplinarity and Black Study.

How do disciplines discipline us? What would it take to refuse the order of the world as it is? At this current turn of intersecting crisis, what then does Blackness mean at the end of the world as we know it? This graduate course considers the critical juncture between Black subjection and insurgency at the end of the world by tracing how Black scholars and creatives have critiqued and reimagined knowledge production. Following the insurgent grounds of Black study, we will engage the work of thinkers such as Christina Sharpe, Zakiyyah Iman Jackson, Hortense Spillers, and Fred Moten alongside Black literary and cultural artists that stage figurations of and beyond the Human as a site of possibility.

AMST 2221J. Advanced Projects in Public Humanities.

This course serves as an advanced project- or research-based course for graduate students working in the public humanities. We will be guided by the topical interests of each cohort, focusing on the strengths of research clusters in Brown's Simmons Center for the Study of Slavery and Justice. Final projects will take various forms including: Master's degree theses, public exhibitions, collaborative curatorial projects, and/or public education initiatives.

AMST 2221K. Sovereignty and Social Death: Between Black and Native Studies.

This graduate seminar serves as an introduction to the fields of Black Studies and Native American Studies and considers their intersections. We will interrogate America as a project of colonization that is materially and ideologically premised upon the enslavement and accumulation of Black people and the elimination of Native people. Given this structural foundation, we will think about the differential modes of racialization experienced by each of these populations while we consider the way that race is integral for formulations of capital, coloniality, whiteness, and the national fantasy of America. We will read and discuss key theories of personhood, subjectivity, and race, in addition to histories of racial capitalism and settler colonialism. This seminar ends by engaging with theories and practices of decolonization and abolition to consider refutations of enduring racial violence in America.

AMST 2450. Exchange Scholar Program.**AMST 2500. Museum Interpretation of the American Experience.**

A seminar examining methods of museum interpretation, the ways that museums convey information to the public with exhibits, tours, demonstrations, films, video tapes, slide shows, interactive computer programs, publications, and other techniques. We will visit museums that have an historical or anthropological focus and read theoretical and critical writings on the public interpretation of American material culture.

AMST 2500A. History Curatorship.

This seminar on curatorial practice considers collecting as well as exhibitions and other forms of interpretation. We will visit museums, read historical, theoretical, and critical writings on collecting and presenting culture, and work on museum projects.

AMST 2510. Industrial Archaeology.

No description available. S/NC

AMST 2520. American Studies: Professional Issues in American Studies.

This course explores the mechanics of a doctorate degree in American Studies. We will explore the constitution of our field through the elaboration of field exam lists and narratives, query its pedagogical application in the design of undergraduate syllabi, and begin to outline and enact our participation in the profession both within and beyond the academy. At the end of this class, students will have constructed a portfolio that will assist their progress towards a degree and provide the tools with which to chart pathways once a degree is in hand. S/NC

AMST 2525. American Studies MA Capstone.

This course is required for all Masters students in American Studies who are in their final semester. Enrolled students will work with American Studies faculty to complete an interdisciplinary research paper or project of their choice.

AMST 2540. Methods in Public Humanities.

This course surveys public humanities work, including cultural heritage preservation and interpretation, museum collecting and exhibition, informal education, and cultural development. It also provides an overview of the contexts of that work in nonprofit organizations, including governance, management, and development.

AMST 2550A. Asian American Political Movements to 1970.

This research seminar will examine political movements in Asian immigrant communities in the United States and the Caribbean before the emergence of "Asian America" in the late 1960s.

AMST 2550B. The Japanese in the Americas.

A research seminar on the comparative historical experience of Japanese in Hawaii, mainland U.S., Brazil, and Peru. Open to undergraduates with permission of instructor.

AMST 2550C. Advanced Seminar on Asian American History.

Advanced seminar on Asian-American history, diaspora studies and globalization.

AMST 2580. Managing and Evaluating Arts and Culture Institutions.

Cultural and arts organizations are re-assessing why they exist, who they serve and how they should be structured and supported to do their best work. This course explores how current and emerging field leaders, practicing artists and educators; trustees and donors, philanthropists and public officials answer these questions. Students will investigate how a particular institution is adapting (or not) to new conditions. Students will formulate responses to real world dilemmas from the perspective of Executive Directors, program officers, practicing artists, educators, and community members.

AMST 2590. Creativity, Community and Controversy in Cultural Policy.

The art of making good policy lies in making tough choices between competing options to maximize public good. Governments perceive the arts/arts-education as amenities and slash their budgets. However, creative placemaking initiatives, the expansion of the creative economy, the rise of design thinking suggest new ways for policy makers to constructively resolve apparent dilemmas to advance arts policy goals. The course explores public policies that stimulate the arts; how arts advocates make their case to public officials; the benefits of the arts to the communities; and how policy makers in many sectors in the US and internationally leverage/exploit, arts-based solutions.

AMST 2600. Intro to Digital Humanities.

The humanities value nuance, while computers process precisely formatted information and structured data. How do we use computers to do humanities work? What are the benefits and the limitations? Students in the course will examine these questions and learn how to use and experiment with a variety of digital methodologies for humanistic research (e.g. text mining, working with structured data, creating data visualizations). The course will also engage students in analyzing the potential intrinsic bias of source texts in datasets and the algorithms that researchers regularly use for text analysis projects, such as topic modeling. Undergraduates by permission of instructor.

AMST 2631. Public Humanities on Lockdown: Considerations on the role + design of humanities programs in prisons.

This course examines the role of education programs in prisons and jails, as well as how other humanities organizations have interacted with the prison-industrial complex. Students will learn about the history of incarceration in the United States, the current state of mass incarceration, and the prison abolition movement. They will also examine different approaches, challenges and ethical considerations in building humanities programs for incarcerated populations. Case studies of prison education and humanities programs and program design and evaluation will be examined throughout the course.

AMST 2640. Mechanics of Cultural Policy in America.

This seminar presents and analyzes contemporary institutional initiatives and policies relating to culture, including public art, tourism, historic preservation, and museums. It demonstrates how political, social, cultural, advocacy, and media organizations from the local to international level shape policies designed to protect and present cultural sites and activities in society. Enrollment limited to 10 graduate students.

AMST 2650. Introduction to Public Humanities.

This class, a foundational course for the MA in Public Humanities with preference given to American Studies graduate students, will address the theoretical bases of the public humanities, including topics of history and memory, museums and memorials, the roles of expertise and experience, community cultural development, and material culture. Enrollment limited to 20 graduate students.

AMST 2651. The Responsive Museum.

This course considers the many kinds of experiences available to people in art museums. Although art museums have tended to embrace the values of art history, visitors use them in surprising, personally meaningful, powerful ways. Among the topics we will activate: building community, stimulating creativity, evoking memory and associations, learning about the self and others, healing, and crossing cultural boundaries. Enrollment limited to 15 graduate students.

AMST 2652. Community Documentary and Storytelling.

This class focuses on ways that documentary methodologies and storytelling help individuals articulate and negotiate issues of race, ethnicity, gender and social class in local and regional communities. Through readings, discussions, and presentations by guest speakers, students will examine written, digital, visual, video/film, and oral presentations and performances as ways to express community stories. We will also consider how such projects can facilitate civic engagement. The class will involve participation in a community documentary project. Enrollment limited to 15 graduate students.

AMST 2653. Public Art: History, Theory, and Practice.

The course offers an opportunity for RISD and Brown students to work together to understand the growing interdisciplinary field of public art. We will explore the potential of working in the public realm as artists and/or arts administrators. Topics include: pivotal events and artworks that formed the history of public art from the early 20th century to the present; approaches to site-specificity; ideas of community and audience; current debates around defining the public and public space; temporary vs. permanent work; controversies in public art; memorials, monuments, and anti-monuments; case studies; public art administration models, among others.

AMST 2654. Designing Heritages: From Archaeological Sensibilities to Relational Heritages.

Do you believe in the past? This course takes as its starting assumption that pasts are not temporally distant from today. They are contemporary experiences whose structure and mediation impact how we live in our shared world. This course will explore the intellectual history of archaeological thought and the development of heritage theory. While simultaneously exploring practical design skills, it will provide context to contemporary synergies between art, archaeology and heritage studies through interdisciplinary studies of architecture, art history, cultural criticism, heritage studies and archaeological theory. Enrollment limited to 18 seniors and graduate students.

AMST 2655. Against Invisibility: Asian America/s, Collective Memory and the Public Humanities.

Asians have been living in North America since the 1600's but four centuries later Asian Americans are still virtually invisible in the narratives that define the nation. What spaces are available to resist invisibility? The seminar will focus on ways in which Asian Americans have used vernacular photography to archive collective memory, resist state surveillances, assert subjectivity, and narrate alternate histories. We will learn to read photographs in their shifting contexts produced in the internment or refugee camp, collected in a family album or used to prove immigration status) and think about the politics of photography in Asian American narratives.

AMST 2656. Cultural Policy Planning.

Cultural policy is the aggregate of governmental activities in the arts, humanities, and heritage. This seminar explores its history and public/private context and offers practical insights about how to influence cultural policy design, especially methods to achieve public consensus through planning. Students discuss contemporary issues, examine policy planning principles, and learn practical methods through case study to develop policy recommendations. Enrollment limited to 20 seniors and graduate students.

AMST 2657. Museum Interpretation Practices.

Examines current interpretive practices and offers students the opportunity to participate in creating gallery interpretation for the museum context. Questions of material and form; models of attention and perception, the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Throughout the semester students will develop an interpretive practice through a series of workshops, exercises, site visits and critical discussions. Enrollment limited to 14: seven seniors and graduate students, along with seven RISD students.

AMST 2658. Releasing the Imagination in Public Humanities Practice.

Designed to stimulate and nourish creative approaches to work in museums and other venues of public humanities practice. Students will be invited into a series of creative adventures drawing on essential skills of close looking, deep listening, persuasive writing, and creative production. Essays from Maxine Greene's "Landscapes of Learning" and "Releasing the Imagination," as well as an array of personal essays, exhibition catalogues, fiction, and research from the fields of education, sociology, and psychology. Enrollment limited to 15 graduate students; undergraduates may be admitted with instructor permission.

AMST 2659. "Paradigm Dramas" Revisited: American Studies in Historical Perspective.

The course offers an in-depth exploration of the radical roots and continual transformations of the academic discipline of American Studies within particular historical contexts, beginning in the early 20th century into the present. We will read seminal texts responsible for the formation of defining moments in the discipline's history, including the "myth & symbol school," "American exceptionalism," multiculturalism, post-nationalism and transnational American Studies. Students will produce reviews of current texts and reflect on future possibilities for a mature and globalized American Studies. Enrollment limited to 20 graduate students.

AMST 2660. Projects in Public Humanities.

Devoted to one or more advanced projects in Public Humanities not covered in detail by the regular courses. Projects in public humanities provide practical, hands-on project and group project management experience that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty advisor to project completion. Written permission and topic description required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. This course is repeatable for credit. Prerequisite: AMCV 2650 or demonstrated ability of equivalent experience. Instructor permission required.

AMST 2670. Summer Practicum in Public Humanities.

Practicums in public humanities provide practical, hands-on training that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty to find appropriate placements and negotiate a semester's or summer work, in general a specific project. Available only to students in the Public Humanities M.A. program.

AMST 2680. Semester Practicum in Public Humanities.

Practicums in public humanities provide practical, hands-on training that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty to find appropriate placements and negotiate a semester's or summer work, in general a specific project. Available only to students in the Public Humanities M.A. program.

AMST 2686. Creating a 21st Century Art and Design Museum: A Seminar and Laboratory.

This graduate course could be an essential component of preparing yourself to advance your museum career. It combines a research seminar with travel to meet current museum leaders and a laboratory to shape the program of an emerging museum in a nearby community. By applying your previous experience you can help form the future of museums in this laboratory. This course examines the relevance of the museum concept, its history and current pressure/opportunities for museums to become even more appropriate to promoting scientific and cultural knowledge, understanding the human condition, our environment, and to become places of inspiration for all.

AMST 2687. History & Heritage Organizations: Collaboration & Critique.

In this course each student will engage closely with one cultural organization in the state of Rhode Island which has both a public mission and maintains collections related to history and heritage. Each student will write a profile of his/her chosen organization (history, collections, operations, etc.) through interviews and research; s/he will then collaborate with one or more other students to create an online exhibition using combined resources from their respective organizations; finally, s/he will critique the ways in which the organization fulfills or does not fulfill its stated mission in terms of current American Studies and public history frameworks.

AMST 2688. Digital Archives and Digital Publics.

This course considers the (perhaps surprisingly) long history of digital archives in the late twentieth and early twenty-first century, surveying various efforts of academic institutions, community organizers, activists, amateurs, and anarchists, examining digitized and "born-digital" materials, reflecting on relationships between ideas of cultural value and forms of materiality, technology, access, and dissemination. Particular attention will be paid to imagined audiences and uses of digital archives: scholarly, political, speculative, creative, memetic, and otherwise. This course provides students with opportunities to learn from archivists (and to visit local special collections on/off-campus) and to develop projects informed by best practices in digital public humanities.

AMST 2689. Show Me the Money: Philanthropy and Civil Society.

This course will engage students in the history, policy, practice of philanthropy as a significant dimension of American society/public humanities. A core theme: the relationship between philanthropy and the idea of civil society as the arena in which individuals and organizations contribute to the common good and address civic challenges. The course will: explore the impact and influence of philanthropy over time, examine the dynamics of difference, power, equity; will conclude with an investigation of changing values, trends in philanthropy, including critiques of inequality+practices of impact investing; focus on examples of relevance to public humanities and highlight the RI context.

AMST 2690. Management of Cultural Institutions.

This course explores public humanities institutions as an organizational system interacting with broader community systems. Students gain an understanding of the managerial, governance and financial structures of public humanities organizations and how those structures relate to mission, programming and audience. The course is designed to help those who work on the program side of public humanities and cultural non-profits (as educators, librarians, curators, interpreters, exhibit designers, public programming coordinators, and/or grant makers) engage more strategically with planning, organizational behavior, revenue generation, finance, marketing, and governance.

AMST 2691. Poetry in Service to Schools and the Community.

Poetry in service to the community honors a connection between poetry and wisdom, assumes that poetry is a wisdom medium (vehicle, vessel, conveyance) toward more enlightened thinking and practice. In this way, it is also an ideal medium for extending our study and practice beyond Brown, conducting workshops in schools, community centers, youth detention facilities and elsewhere. The class emphasizes community building, in teaching pairs and classes and workshops throughout Providence, in Renga and workshop groups. Poetry is the connective tissue; building relationships is at the heart of the practice. Students will write and teach. Enrollment limited to 16.

AMST 2692. Digital Public Humanities.

What is "digital humanities" and how does it impact and intersect with the field of public humanities? Digital humanities work involves new approaches to reading, writing, research, publication, and curation: digital tools help us examine digital and non-digital material in innovative ways, and digital modes of communication help us reach new and wider ranges of audiences. This course provides students with the opportunity to create digital projects and utilize digital tools to further their academic and professional interests.

AMST 2693. Community Arts with Young People.

Blurring the boundaries between artist and audience, practitioners of community arts have engaged underrepresented audiences who have traditionally relegated to more passive forms of participation, including young people with little access to arts education. This class provides students the opportunity to research and/or to conduct their own community arts projects with young people in Providence. Students will develop a deeper and more critical understanding of theorizing and implementing community arts projects with youth; will examine how to create pedagogic conditions with youth through the arts and humanities, as well as ways to systematically observe, document, and analyze these pedagogies. Enrollment limited to 15.

AMST 2694. UnSettling Public Humanities.

This course will decenter experiences and cultural expectations attendant to whiteness, cis-maleness, able-bodiedness, heterosexuality, and middle/upper-classness in the public humanities, and thereby explore the contemporary problems and possibilities of intersectional approaches in the field. What do contemporary paradigms of "diversity," "public engagement," and "cultural organizing" have to teach us about effective and ethical public humanities approaches? Do different, multiply marginalized communities of affinity practice entirely different public humanities? How are cultural interventions changing to accommodate the demands of an increasingly segmented public sphere?

AMST 2695. Museum as Idea.

What should museums be in the 21st ce? Are museums of today relevant to cultural historical, scientific, artistic, political and educational purposes? How can they provide more meaningful encounters with objects to inspire curiosity and to honor their creators? How can museums relate to their diverse communities today? Must they own objects to be museums? Growing from the historical basis for museum theory, We'll suggest alternative directions, create platforms for new perspectives. We'll rely on readings, discussion, and meetings with museum leaders, and on independent creative research. All will be challenged to invent their own concept of "museum". Enrollment limited to 12.

AMST 2696. The Promise of Informal Learning.

The course will take as its focus "Facilitated informal learning" - learning that happens outside of formal learning environments but is facilitated by an educator. It will explore facilitated informal learning within cultural institutions - museums, historic houses, zoos, libraries, science centers, children's museums. The course will explore the pedagogical methods, underlying philosophies and learning theories, audience, debates, and goals of facilitated informal learning today.

AMST 2697. Museum Interpretation Practices.

This course examines current interpretive practices and offers students the opportunity to participate in creating gallery interpretation for the museum context. Questions of material and form; models of attention and perception, the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Throughout the semester students will develop their interpretive practice through a series of workshops, exercises, site visits, and critical discussions. Enrollment limited to 15.

AMST 2698. Critical Perspectives in Informal Learning.

This course explores informal learning in multiple settings including art museums, historic houses, children's museums, and science centers. Students will consider definitions of, and goals for informal learning. Together we will investigate questions regarding the possibilities and challenges of informal learning and examine philosophical and practical questions such as: what are our goals – programmatic and pedagogic – as educators? How do we meet the needs of diverse audiences? How do we develop inclusive audience practices? This course will give students a firm grounding in the history and philosophy of informal learning as well as explore contemporary issues in the field.

AMST 2699. Digital Storytelling.

This course surveys the current state of digital storytelling, examining topics ranging from digital curation to data journalism to social media activism (and beyond). We will consider the narrative conventions, multimodal dimensions, and mechanics of a wide range of digital stories, carefully examining both the tools available to creators and the theoretical perspectives that motivate their authors. Students will determine best practices for digital storytelling projects through their engagement with course readings, their participation in in-class workshop sessions where we experiment with particular tools and publishing platforms, and their implementation of a digital storytelling project. Enrollment limited to 15.

AMST 2760Z. African American Literature After 1965: Nationalism and Dissent (ENGL 2760Z).

Interested students must register for ENGL 2760Z.

AMST 2920. Independent Reading and Research.

Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2921. Independent Reading and Research.

Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2922. Independent Reading and Research.

Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2923. Independent Reading and Research.

Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2950. Independent Reading and Research in Public Humanities.

For MA in Public Humanities Students who wish to do independent reading and research.

AMST 2970C. Rethinking the Civil Rights Movement (HIST 2970C).

Interested students must register for HIST 2970C.

AMST 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Ethnic Studies**ETHN 0066L. Beyond World Music: Singing and Language (ANTH 0066L).**

Interested students must register for ANTH 0066L.

ETHN 0070. An Introduction to Africana Studies (AFRI 0090).

Interested students must register for AFRI 0090.

ETHN 0090A. The Border/La Frontera.

We will examine the historical formation, contemporary reality and popular representation of the U.S.-Mexico border from a bilingual (English-Spanish), multicultural (U.S., Mexican, and Latino), and transnational perspective within the framework of globalization. We will explore the construction of border communities, lives and identities on both sides of the international divide, and pay particular attention to the movement of peoples in both directions. We will read materials, watch films, and conduct class discussions in English and Spanish. Comfort and reasonable proficiency in Spanish is required, but native command is not necessary. Enrollment limited to 19 first year students.

ETHN 0090B. Critical Mixed Race Studies in the Twenty-First Century.

This course will guide students through an understanding of the historical, contemporary, and ideological rationale behind the constructions of mixed race, and how mixed race theory plays out in history, art, and contemporary media. This course aims to expand the conversations of mixed race beyond the stereotypes of tragic mulattos and happy hapas, instead interrogating what mixed race looks like in the twenty-first century and what historical precedents can explain current phenomena.

ETHN 0090C. Latinx Art.

This in-person, discussion-based seminar serves as an introduction to contemporary US Latinx Art. How do we understand the category "Latinx Art" and its history? How have the expressive iterations of different communities reflected on community dynamics and politics? How do contemporary curatorial projects provide platforms to envision Latinx futures? Departing from the cultural expressions linked to US Latinx civil rights movements of the 1960s and 1970s, this class will dwell on diverse formal and thematic approaches and foci in contemporary US Latinx Art to reflect more broadly on the ideological impact of expressive culture. We will do so by studying the expressive culture of artists in the United States of Latin American descent as well as the interdisciplinary critical scholarship of art history and visual culture scholars. Attendance to relevant local exhibitions and artist talks will be encouraged.

ETHN 0090D. Native American Literature: An Introduction.

This course will serve as an introduction to Native American literature. We will center Native American voices and stories to resist and reject the tradition of U.S. origin stories that perpetuate Native absence in order to produce American national fantasies of democracy, civilization, and progress. Native American novels, short stories, and poetry will be our scenes to reflect on, critique, and contest the ongoing project of settler colonialism in the United States. Our goal is to attend to individual and tribal experiences of life under settler colonialism, and consider the political, social, and psychological conditions that this structure produces. By the end of the course, students will have gained an understanding of Native American history and federal Indian policy, the Native American literary canon, and key debates in the field of Native American Studies.

ETHN 0091. An Introduction to Africana Studies (AFRI 0090).

Interested students must register for AFRI 0090.

ETHN 0100. Introduction to Cultural Anthropology (ANTH 0100).

Interested students must register for ANTH 0100.

ETHN 0100V. Inventing Asian American Literature (ENGL 0100V).

Interested students must register for ENGL 0100V.

ETHN 0130. American Heritage: Democracy, Inequality, and Public Policy (SOC 0130).

Interested students must register for SOC 0130.

ETHN 0190A. Islands of Empire: Sounds and Silences.

A mural painted on a cement wall in Old San Juan, Puerto Rico greets you with, "Welcome to the oldest colony." In five words, this small portion of the mural speaks to a legacy of empire and colonialism. This course brings Puerto Rico in dialogue with other past/present U.S. colonies and neocolonies such as Cuba, Dominican Republic, Guam, Philippines, and Hawai'i and their diasporas. Listening to spoken word, murals, music, oral histories, podcasts, and other mediums of sound and silence, we examine themes of race, sovereignty, colonialism, and empire across new geographic re-imaginings.

ETHN 0190B. Bad Capital: Race, Technology, and Asian/America.

How do representations of Asians and Asian Americans reinforce systems of Orientalism, capitalism, and colonialism in the U.S. and beyond? Through film, literature, and theory, this course aims to examine representations of Asian/American labor, capital, and consumption against the historical backdrop of the evolving U.S. political economy. Tracing historical representations of post-Emancipation Asian "coolie" laborers to contemporary anxieties surrounding Chinese surveillance, Indian tech outsourcing, and Japanese manufacturing, this course aims to unpack cultural representations of Asian/Americans at the intersections of Orientalism, capitalism, and technology. This course is designated under the DIAP and WRIT curricular programs.

ETHN 0190C. American (Mass)culinities: Sexuality, Race and Aesthetics (AMST 0190C).

Interested students must register for AMST 0190C.

ETHN 0190D. Centering Central America.

This course explores the histories, cultures, and political contexts of Central America and the experiences of Central Americans across the Americas. Drawing from cultural productions alongside historical analyses and ethnographic case studies, this course assumes a hemispheric approach to decenter the United States from our conversations of (im)migration and transnationalism and, in turn, center Central America. Each country will have its own week, followed by a conversation on (im)migration and Central Americans in the contemporary moment. Our key question here is: what are the defining moments in Central America's history that have shaped the region and Central American lives? WRIT

ETHN 0190E. It's the End of the World As We Know It: Zombie and Apocalypse Narratives in Pop Culture (AMST0190E).

Interested students must register for AMST 0190E.

ETHN 0190F. Beyond the Tourist Trap: The Past, Present, and Future of Asian American Urban Spaces (AMST 0190F).

Interested students must register for AMST 0190F.

ETHN 0190G. The Fringe is the Fabric: Anti-Immigrant Movements in the United States (AMST 0190G).

Interested students must register for AMST 0190G.

ETHN 0190H. Indigenous Resurgence: Roots, Reclamations, and Relations.

This interdisciplinary survey course in Native American and Indigenous Studies will prepare students to identify, contextualize, and complicate contemporary Indigenous movements for justice. Three organizing sections of readings and writing assignments: roots, reclamations, and relations, make up the thematic trajectory of the course. Students will think through Indigenous projects to recover lost knowledges and ways of being (roots), reclaim self-determination from settler institutions (reclamations), and reorient social movements in solidarity with other struggles for justice (relations).

ETHN 0190X. Gendered Mobility: Migrant Women Workers in a Globalized Economy (AMST 0190X).

Interested students must register for AMST 0190X.

ETHN 0191P. Beyond Chinatown: The Past, Present, and Future of Asian American Spaces (AMST 0191P).

Interested students must register for AMST 0191P.

ETHN 0201G. Killing them Softly: Satire and Stereotype in African-American Literature (ENGL 0201G).

Interested students must register for ENGL 0201G.

ETHN 0210. Blacks in Latin American History and Society (AFRI 0210).

Interested students must register for AFRI 0210.

ETHN 0271. Introduction to Latinx History (HIST 0256).

Interested students must register for HIST 0256.

ETHN 0290D. Women, Sex and Gender in Islam (RELS 0290D).

Interested students must register for RELS 0290D.

ETHN 0300. Ethnic Writing.

This course will explore the idea of "ethnic writing" in both theory and practice. Students will examine how writers draw upon race and ethnicity (not always their own) to produce creative works and will then put these ideas in practice in their own writing, including but not limited to fiction, poetry, memoir, and inter-genre work. Interested students should attend the first session prepared for an in-class exercise that will determine attendance. Enrollment limited to 17. Instructor permission required. S/NC.

ETHN 0301. Culture and Health (ANTH 0300).

Interested students must register for ANTH 0300.

ETHN 0310. Theory and Practice of Engaged Scholarship (SOC 0310).

Interested students must register for SOC 0310.

ETHN 0510F. Che Guevara, The Man and the Myths (COLT 0510F).

Interested students must register for COLT 0510F.

ETHN 0577B. The US-Mexico Border and Borderlands (HIST 0577B).

Interested students must register for HIST 0577B.

ETHN 0600. Introduction to Native and Indigenous Literatures (ENGL 0511G).

Interested students must register for ENGL 0511G.

ETHN 0601A. Introduction to Asian American History.

This course provides an introduction to the histories of people of Asian descent in the United States from the late 18th century to the present. We will focus on the experiences of people with ancestries in East Asia, Southeast Asia, South Asia, and Central Asia, considering commonalities and differences by nationality, class, gender, religion, place, and other factors. Topics include orientalism in U.S. culture, immigration and exclusion, Asian American civil rights struggles, and the "model minority." We eschew any claim that an "authentic" or "typical" Asian American experience exists, instead working from the idea that Asian Americans and their lives are multifaceted, complex, and dynamic. Course materials will include primary and secondary sources and incorporate interdisciplinary scholarship and approaches while being anchored in history.

ETHN 0610. Black Student Protest from Jim Crow to the Present (AFRI 0610).

Interested students must register for AFRI 0610.

ETHN 0700E. Postcolonial Literature (ENGL 0700E).

Interested students must register for ENGL 0700E.

ETHN 0710B. Ethics of Black Power (AFRI 0710B).

Interested students must register for AFRI 0710B.

ETHN 0710F. Being There: Bearing Witness in Modern Times (ENGL 0710F).

Interested students must register for ENGL 0710F.

ETHN 0710J. Introduction to Asian American Literature (ENGL 0710J).

Interested students must register for ENGL 0710J.

ETHN 0750B. Hispanics in the United States (HISP 0750B).

Interested students must register for HISP 0750B.

ETHN 0790B. Native Americans and the Media.

This course explores the ways in which Indigenous Americans have been constructed in the White American imagination and through self-representation from Frontier phase of American history, through contemporary images in American popular culture and media. Through films created about, and later by, Native people we will explore the evolution of the image of Native American in America culture.

ETHN 0790C. Theory Into Practice: Service Learning at a Dual Language Charter School.

Students will explore Dual Language (Two-Way Immersion; Bilingual) education through a variety of activities, using the service-learning model. Students will contribute at least 2 hours per week at the International Charter School (K-5), and another two hours in seminar at Brown University in conversation about readings, service, and politics pertaining to Two-Way Immersion education.

ETHN 0790D. Race and Remembering.

This course will explore struggles for power over narrating history and engages current tensions in public history and national memory. Together students will consider ongoing struggles to reckon with the violent histories of slavery, empire, colonialism, nationalism, and democracy in the US. Students will engage questions regarding remembering, forgetting, memorializing, and reckoning with histories of racial formation and violence. What are the methodological and narrative pitfalls of representing these histories? What are the possibilities for reckoning with violent histories? This course will be concentrated on the Americas, but will also incorporate global understanding of legacies of narrative and memory.

ETHN 0810. Belonging and Displacement: Cross-Cultural Identities (POBS 0810).

Interested students must register for POBS 0810.

ETHN 0820G. Race and Political Representation (POLS 0820G).

Interested students must register for POLS 0820G.

ETHN 0880. Hip Hop Music and Cultures.

Interested students must register for AFRI 0880 S01 (CRN 27044).

ETHN 0900. Introduction to Deaf Studies (SIGN 0900).

Interested students must register for SIGN 0900.

ETHN 0901I. Body Count: Technologies of Life and Death (MCM 0901I).

Interested students must register for MCM 0901I.

ETHN 0901L. African American Media Visibility: Image, Culture, Crisis (MCM 0901L).

Interested students must register for MCM 0901L.

ETHN 0980. The Research Process: Qualitative and Ethnographic Methods.

Paying attention to methodology and research design can enhance the capacity of research in any field and contribute to knowledge production. The purpose of this seminar is to introduce students to a variety of social science research methods with an emphasis on ethnographic, mixed-methods research (research-design, data-collection, and data analysis). Social science research is a craft, and like any other craft, it takes practice to do it well. This seminar emphasizes a "hands-on," "applied," and/or practical approach to learning. The course is suited to students who have an on-going research project they plan to pursue throughout the semester. Enrollment limited to 20.

ETHN 0990. Black Lavender: Black Gay/Lesbian Plays/Dramatic Constructions in the American Theatre (AFRI 0990).

Interested students must register for AFRI 0990.

ETHN 1000. Introduction to Ethnic Studies.

Considers the U.S. as a society whose unifying identity is rooted in ethnic and racial diversity. Explores the historical and contemporary experiences of racial and ethnic groups in this country and analyzes different forms of representation of those experiences, as well as representations of the racial and ethnic stratification in the U.S. imagination.

ETHN 1020. Race and Language in the United States.

This course will examine the role of language in the social construction of race, racism and racial identity. We will address the different language issues facing African Americans, Latinos/as, Asian Americans, Native Americans, and speakers of "accented" English. We will explore current issues such as the Oakland Ebonics case, English- Only legislation, bilingualism, and hate speech vs. free speech.

ETHN 1020C. The Afro-Luso-Brazilian Triangle (AFRI 1020C).

Interested students must register for AFRI 1020C.

ETHN 1050. Race in the Americas.

This class will explore issues of race, racial identity construction, and racism throughout Central and Latin America (including the Caribbean). This is a class in comparative race relations that covers peoples of African, Asian, Native, and European descent. Topics covered include: miscegenation, diaspora, space, socioeconomic inequality, and nation building. Previous coursework in Ethnic Studies or similar suggested.

ETHN 1051. History of African-American Education (EDUC 1050).

Interested students must register for EDUC 1050.

ETHN 1060E. West African Writers and Political Kingdom (AFRI 1060E).

Interested students must register for AFRI 1060E.

ETHN 1060I. Africana Philosophy of Religion (AFRI 1060I).

Interested students must register for AFRI 1060I.

ETHN 1070. Ethnic Studies Practicum: Strategy, Tactics and Tools for Social Change.

This is an academic and reflective practicum on the politics and processes of social justice organizing. Students will learn about the historical and political evolution of organizing, the connection between organizing and ideology/vision, concrete tools and tactics used in the strategies of social justice organizing, and elements of running non-profit organizations. This course will require, equally, academic vigor, personal leadership and involvement, and introspective analysis. Students will be required to intern at a local organization in Providence, and reflect on their involvement utilizing the theories and discussions gained through the classroom. This course will also explore connections between local, national, and international movement-building. In keeping with this course's commitment to real-life organizing examples and experience, course instructors and guest speakers are themselves experienced organizers and Executive Directors of social change organizations. This will be a small class with preference given to students with some experience in community, student/youth, and/or labor organizing. Permission of instructors required: contact sara@daretowin.org or koheiishihara@gmail.com.

ETHN 1071. China Modern: An Introduction to the Literature of Twentieth-Century China (EAST 1070).

Interested students must register for EAST 1070.

ETHN 1090. Black Freedom Struggle Since 1945 (AFRI 1090).

Interested students must register for AFRI 1090.

ETHN 1100. Korean Culture and Film (EAST 1100).

Interested students must register for EAST 1100.

ETHN 1110. Voices Beneath the Veil (AFRI 1110).

Interested students must register for AFRI 1110.

ETHN 1111. African Issues in Anthropological Perspective (ANTH 1110).

Interested students must register for ANTH 1110.

ETHN 1123. Native North Americans in the Twenty-first Century (ANTH 1123).

Interested students must register for ANTH 1123.

ETHN 1133. Ethnonationalism- The Asian Arena (ANTH 1133).

Interested students must register for ANTH 1133.

ETHN 1170. African American Women's History (AFRI 1170).

Interested students must register for AFRI 1170.

ETHN 1200B. Contemporary Indigenous Education in North America.

In the past, formalized schooling in Indigenous communities was a tool of colonization and cultural genocide, forcing Native peoples to assimilate to western norms, values, and knowledge. However, contemporary Indigenous communities have managed to reclaim and reshape education for Native youth, utilizing innovative methods and technologies, as well as drawing upon generations of traditional and indigenous knowledges to create environments that promote academic achievement alongside culture. In this course we will focus on the ways Native communities are asserting their educational sovereignty, through culturally-relevant/responsive curriculums, language immersion schools, indigenous charter schools, traditional ecological and scientific knowledges, and more.

ETHN 1200C. Introduction to Asian American Studies.

This course provides an introduction to formative historical moments and major issues in the field of Asian American Studies. Course readings are highly interdisciplinary drawing from scholarship in history, sociology, political science, and media studies. This course covers a period beginning in the mid-1800s and continuing through the present. Topics discussed include Asian immigrant exclusion, Japanese American incarceration, the movement for Asian American Studies, the construction of an Asian American pan-ethnic identity, community political mobilization, refugee resettlement, Asian settler colonialism, and ongoing efforts to combat anti-Asian violence.

ETHN 1200D. Latinx Literature.

This course will introduce students to a broad array of Latinx literature. While there is a long tradition of Latinx literature in the United States, we will focus primarily on a period from 1985 to the present. Aimed to familiarize students with debates in the field, the readings will also include critical essays. Enrollment limited to 15.

ETHN 1200F. The Mexican Revolution (HIST 1333).

Interested students must register for HIST 1333.

ETHN 1200G. Introduction to Latina/o/x Cultural Studies.

This course serves as an introduction to the many discourses that structure and challenge what it means to be Latina/o/x in the United States. Through historically situated critical analysis of Latina/o/x cultural production, including theoretical essays, literature, and film, we will meditate on the major issues that shape the Latina/o/x experience. We will study how Latinidad—the sense of being Latina/o/x—is constructed as an identity and how that identity varies across origin, place, and time. Major themes we will explore include the legacies of U.S. colonialism; cultural nationalism, citizenship, immigration and exile; labor and class; race and ethnicity; and gender and sexuality.

ETHN 1200H. Race, Class, and Ethnicity in the Modern World (SOC 1270).

Interested students must register for SOC 1270.

ETHN 1200I. History and Resistance in Representations of Native Peoples.

Throughout history, Native peoples have been portrayed through a stock set of stereotypes such as savage warriors, Indian princesses, or mystical shamans. These images surround us in advertising, news media, Hollywood, sports mascots, and Halloween costumes. This course will examine the foundations of these representations and their connections to colonization, with a focus on contemporary and ongoing examples, from Johnny Depp's Tonto, Urban Outfitters' "Navajo" products, to JK Rowling's "History of Magic in North America," with a focus on the ways Native peoples are taking back and reshaping Native representations through activism, social media, art, design, film, and more.

ETHN 1200J. Asian Americans and the Struggle for Social Justice.

In 1868, in the largest strike that America had ever seen, ten thousand Chinese workers struck Central Pacific Railroad. One hundred and fifty years later, Asian Americans, now stereotyped as the "model minority," are rendered invisible in current struggles for social justice. Yet as railroad workers, laundrymen, farmworkers, draft resisters, sewing women and nurses, Asian Americans have left us a rich legacy of legal, social and political activism. Particular attention will be paid to solidarities across racial, gender, and national boundaries.

ETHN 1200K. Introduction to Native American and Indigenous Studies.

This class examines and introduces the politics, cultures, histories, representations, and studies of the Native peoples of North America, with a primary focus on the United States, and helps students to develop critical thinking, reading, and writing skills regarding Native American and Indigenous Studies. Although broad in cultural and geographic scope, the course does not attempt to summarize the diverse cultures of the hundreds of Native American tribes across the continent or Indigenous peoples globally. Instead, it focuses on several key issues in the lives of, and scholarship about, American Indian/Native American/First Nations/Indigenous peoples in the US (and beyond).

ETHN 1200L. Introduction to Latinx History.

The Latinx population in the United States continues to be mischaracterized in popular culture, political debates, and in the media. How can one discuss a group as diverse as Mexican Americans, Dominican Americans, Cuban Americans, Puerto Ricans, and, most recently, Americans from Central America? Students will explore key moments of racial formation and state policies, social phenomena, and social revolutions that influence the daily life of Latinx communities in the US and in US territories. Students will analyze cultural texts and social policies and will develop a facility with key concepts in the field.

ETHN 1200M. Latinx in Graphic Detail.

This course centers graphic narratives in an exploration of Latinx becoming. With analytic attention to the interplay of narrative and illustration, assigned texts will provoke thematic conversations on gender and sexuality, migration and exile, racial hierarchies and national belonging, as well as feminist and queer utopian ideation. Formally, we will study comics, biography, memoirs, bildungsroman narratives, political projects, and consider the invocation of other artforms including punk music, site specific installation, performance, sculpture, and photography.

ETHN 1200X. Black Speculative Fiction: World-Making + Alternative Universes, Science Fiction + Fantasy (AFRI 1100X).

Interested students must register for AFRI 1100X.

ETHN 1200Y. The Art and Imagination of Josephine Baker (AFRI 1200X).

Interested students must register for AFRI 1200X.

ETHN 1201C. Imagined Networks, Glocal Connections (MCM 1201C).

Interested students must register for MCM 1201C.

ETHN 1201D. Blacks and Jews in American History and Culture (JUDS 1753).

Interested students must register for JUDS 1753.

ETHN 1201E. US Popular Culture (AMST 1611S).

Interested students must register for AMST 1611S.

ETHN 1208. Language Revitalization & Reclamation (NAIS 1208).

Interested students must register for NAIS 1208.

ETHN 1210. Afro-Brazilians and the Brazilian Polity (AFRI 1210).

Interested students must register for AFRI 1210.

ETHN 1216. Curatorial Praxis: Caring for and Curating Indigenous Contemporary Art (ARTS 1016).

Interested students must register for ARTS 1016.

ETHN 1250. Twentieth-Century Western Theatre and Performance (TAPS 1250).

Interested students must register for TAPS 1250.

ETHN 1251. Violence and the Media (ANTH 1251).

Interested students must register for ANTH 1251.

ETHN 1255. Anthropology of Disasters (ANTH 1255).

Interested students must register for ANTH 1255.

ETHN 1260. The Organizing Tradition of the Southern Civil Rights Movement (AFRI 1260).

Interested students must register for AFRI 1260.

ETHN 1270. Race, Class, and Ethnicity in the Modern World (SOC 1270).

Interested students must register for SOC 1270.

ETHN 1271. Performances in the Asias (TAPS 1270).

Interested students must register for TAPS 1270.

ETHN 1310. African American Politics (POLS 1310).

Interested students must register for POLS 1310.

ETHN 1311. International Health: Anthropological Perspectives (ANTH 1310).

Interested students must register for ANTH 1310.

ETHN 1320. Anthropology and International Development: Ethnographic Perspectives on Poverty/Progress (ANTH 1320).

Interested students must register for ANTH 1320.

ETHN 1360. Africana Studies: Knowledge, Texts and Methodology (AFRI 1360).

Interested students must register for AFRI 1360.

ETHN 1411. Nations within States (ANTH 1411).

Interested students must register for ANTH 1411.

ETHN 1421. Ethnic American Folklore: Continuity and the Creative Process (ANTH 1421).

Interested students must register for ANTH 1421.

ETHN 1430. The Psychology of Race, Class, and Gender (EDUC 1430).

Interested students must register for EDUC 1430.

ETHN 1440. Theorizing the Black Diaspora (AFRI 1440).

Interested students must register for AFRI 1440.

ETHN 1500. Mellon Mays Research Seminar.

This seminar is a required course for Mellon Mays Fellows with Junior standing. Topics will include research methods; health and wellness in the pursuit of scholarship; barriers to success; and cohort peer review. The outcome of this course will be a completed research plan, literature review and thesis proposal. Open to juniors who have already been accepted into the MMUF program. Instructor permission. Grade option S/NC.

ETHN 1600C. Cross-Cultural Perspectives on Education: Education and the Portuguese-Speaking World (POBS 1600C).

Interested students must register for POBS 1600C.

ETHN 1611M. Trauma and the Shame of the Unspeakable: The Holocaust, Slavery, Childhood Sexual Abuse (AMST 1611M).

Interested students must register for AMST 1611M.

ETHN 1611W. Asian Americans and Popular Culture (AMST 1611W).

Interested students must register for AMST 1611W.

ETHN 1611Z. The Century of Immigration (AMST 1611Z).

Interested students must register for AMST 1611Z.

ETHN 1612E. Black Archival Experiments.

This course examines the political and cultural significance of the archival turn in Black Studies. Considering the fraught nature of historical documents that narrate the history of the United States, Black Studies scholars and creatives have developed experimental and interdisciplinary methodologies to remember and archive the stories, histories, and narratives of Black communities. In this class, we will engage two key questions: How do Black scholars and artists use and imagine the archives to tell alternative stories of Black life? What is the relationship between speculation and archival practice in Black culture? Students will engage the work of scholars and artists such as Saidiya Hartman, Christina Sharpe, Alexis Pauline Gumbs, Hortense Spillers, Octavia Butler, among many others. Alongside course materials, students will also experiment and engage with the Black Feminist Theory Collections at the John Hay library.

ETHN 1623. Archaeology of Death (ANTH 1623).

Interested students must register for ANTH 1623.

ETHN 1624. Indians, Colonists, and Africans in New England (ANTH 1624).

Interested students must register for ANTH 1624.

ETHN 1625. Questions of Remembrance: Archaeological Perspectives on Slavery in the New World (ANTH 1625).

Interested students must register for ANTH 1625.

ETHN 1630. Performativity and the Body: Staging Gender, Staging Race (TAPS 1630).

Interested students must register for TAPS 1630.

ETHN 1650B. Asian Americans and the Racial State.

This seminar is animated by the resurgence of anti-Asian hatred in American society. First, we look at the long history of racial violence against Asians in America. Second, we ask how Asians have come to be racialized as the permanent alien in American society and the implications of that formation. Second, we ask how Asians in America have organized their resistances to this racialization. This is a collaborative project based course that combines discussions of readings, lectures and videos with workshops that will focus on building a publicly facing project.

ETHN 1650C. Fictions of Queer Race.

What fictions do we tell ourselves about sexuality and race? Through literature and film, this course introduces students to queer of color critique, a mode of queer theory emphasizing diverse experiences, geographies, and epistemologies that also foregrounds the intersection of sexual and racial constructs. The course highlights important questions about the representational politics and social dynamics of the intersection of sexuality, gender, race, and nationality. What is "queer" art? How can we queer ethnic literature? What is a queer diaspora? How should we articulate coalition building?

ETHN 1650D. Research and Transnational Communities: Qualitative Fieldwork Methods (AMST 1500A).

Interested students must register for AMST 1500A.

ETHN 1650F. Mapping Violence.

Mapping Violence is a research project that aims to expose interconnected histories of violence, the legacies of colonization, slavery, and genocide that intersect in Texas in the early twentieth century. Although often segregated in academic studies, these histories coalesced geographically and temporally. Students in this course will learn interdisciplinary methods combining ethnic studies, history, public humanities and the digital humanities to rethink the limits of archival research, historical narrative, and methods for presenting findings to public audiences. This research intensive seminar will allow students to develop historical research skills and to contribute original research to the Mapping Violence project.

ETHN 1670. Latino/a Theatre and Performance (TAPS 1670).

Interested students must register for TAPS 1670.

ETHN 1700. The Asian American Experience in Higher Education (EDUC 1700).

Interested students must register for EDUC 1700.

ETHN 1710I. Harlem Renaissance: The Politics of Culture (ENGL 1710I).

Interested students must register for ENGL 1710I.

ETHN 1710J. African Literature in Globalization Time (ENGL 1710J).

Interested students must register for ENGL 1710J.

ETHN 1710M. Nationalizing Narratives: Race, Nationalism, and the 20th-C. American Novel (ENGL 1710M).

Interested students must register for ENGL 1710M.

ETHN 1750A. Immigrant Social Movements: Bridging Theory and Practice.

What is the impact of legal status on the potential for undocumented individuals' participation in a social movement? Relatedly, how is the heterogeneity of movement participants represented in campaigns and political protest? In this course we will examine the undocumented immigrant movement in the United States today through readings, films and guest lectures from local immigrant rights activists. As part of the course students will be partnered with local community based organizations where they will complete a semester-long internship.

ETHN 1750B. Treaty Rights and Food Fights: Eating Local in Indian Country.

In many Native American communities the push to "eat local" is often based on reviving a traditional food culture as well as a way of promoting better health. This class explores the disparate health conditions faced by Native communities, and the efforts by many groups to address these health problems through increasing community access to traditional foods, whether by gardening projects or a revival of hunting and fishing traditions. We will examine the ways in which Native food movements have converged and diverged from general American local food movements, and the struggles they often face in reviving treaty-guaranteed food ways.

ETHN 1750D. Transpacific Asian American Studies.

This is an advanced undergraduate seminar that is also open to American Studies and other graduate students for graduate credit. It is designed to help us think about the Pacific as a historical space where the Asian American formation is constructed, as goods, people and ideas circulate across the Pacific. We will explore ways which these historical circuits and exchanges have shaped questions of identity and belonging, taking China and the Americas as our principal points of connection. We will read across a number of fields, including: Asian Studies, American Studies, Asian American Studies, Latin American and Caribbean Studies.

ETHN 1750E. Transpacific Popular Culture.

In this seminar we will look at the relationship between American wars of empire, urban uprising, martial arts, and hip hop to illuminate the deep circuits of race, migration, labor and popular culture across the Pacific.

ETHN 1750G. Introduction to Ethnomusicology (MUSC 1900).

Interested students must register for MUSC 1900.

ETHN 1750H. Water is Life/New currents in the Study of Land, Water, and Indigeneity.

In this course, we'll think conceptually about water. We'll look to work in Native and Indigenous Studies, Pacific Studies, and American Studies to see how reframing popular understandings of water and space can radically alter our engagement with questions of geography, imperialism, colonialism, and globalization. For instance, how is our understanding of settler colonialism limited through a land-focused approach? How might our vision of the global world change when we center island nations? Using literary, theoretical, and historical texts we'll use a focus on water to upend common approaches to space and see what emerges. Registration permission granted based on questionnaire distributed at first class meeting.

ETHN 1750I. Indigeneity, Sustainability and Resistance in Food Politics.

This course explores Western and Indigenous understandings of food security/sovereignty, with particular attention to the politics of food and sustainability. In this course, we will study food security from its origins, policy making, to current debates about alternative Indigenous food systems, drawing on many examples and using New Zealand, Peru, and the U.S.A as case studies. The course intends to ground discussion about the contemporary context of food security, including debates over the existing food regimes (neoliberal and capitalism), agrarian/food sovereignty movements, and implications of the right to food from both human and cultural right perspectives.

ETHN 1750J. American Roots Music (MUSC 1932).

Interested students must register for MUSC 1932.

ETHN 1750K. U.S.-Mexico Borderlands (INTL 1803S).

Interested students must register for INTL 1803S.

ETHN 1750L. Latina Feminisms.

This course will serve as a focused and rigorous exploration of Latina feminist cultural production. Our analysis driven seminar discussions will include critical consideration of novels, short stories, film, and performance and visual art largely by and about Latina women. Their work will address topics that include: gendered expectations, non-normative sexuality, race hierarchies, labor, reproductive justice, and gendered violence. Together we will query how cultural objects come to function as salient social and political texts in order to ascertain the contributions and challenges that Latina feminists bring to dominant discourses of race, gender, sexuality, and nationalism, among others.

ETHN 1750M. Extravagant Texts: Reading the World Through Asian American Literature.

In this course we study a body of writings that self-consciously move beyond the topics and genres with which Asian American literature has traditionally been associated—that are, in Maxine Hong's Kingston's formulation, "extravagant." We explore works that adopt a transnational or diasporic perspective and that are written in such genres as magical realism, speculative fiction, experimental poetry, and plays. In addition to more conventional concerns like racism or immigration, these works also address such issues as empire, war, environmentalism mixed-race identity, adoption, and sexuality.

ETHN 1750N. Musical Youth Cultures (MUSC 1925).

Interested students must register for MUSC 1925.

ETHN 1750P. Art for an Undivided Earth / Transnational Approaches to Indigenous Art and Activism(ENGL 1711J).

Interested students must register for ENGL 1711J.

ETHN 1750Q. The African Atlantic Diaspora: Race, Memory, Identity, and Belonging.

This course will examine conceptual frameworks on notions of 'Blackness' across the African Atlantic Diaspora. We will examine the ways in which blackness is viewed individually and collectively by groups. In the beginning of the course students will read academic texts, view documentaries and engage in discussions that focus on concepts of race, memory, identity formation and belonging. The course consists of a travel component to Ghana in West Africa. In Ghana students will explore parts of the history that has shaped the present day diasporan community through a series of faculty led workshops, tours and meetings with local organizations.

ETHN 1750R. Latina/o Cultural Theory (AMST 1900I).

Interested students must register for AMST 1900I.

ETHN 1750S. Extravagant Texts: Reading the World Through Asian American Literature.

In this course we study a body of writings that self-consciously move beyond the topics and genres with which Asian American literature has traditionally been associated—that are, in Maxine Hong's Kingston's formulation, "extravagant." We explore works that adopt a transnational or diasporic perspective and that are written in such genres as magical realism, speculative fiction, and poetry. In addition to more conventional concerns like racism or immigration, these works also address such issues as empire, war, mixed-race identity, environmentalism, adoption, and sexuality.

ETHN 1750T. U.S.-Mexico Borderlands (INTL 1803S).

Interested students must register for INTL 1803S.

ETHN 1750U. The U.S.-Mexico Border and Borderlands: Experiential Learning on the Ground and in the Field.

In an intensive three week study, in the classroom and most of all, on the ground and in the field, we will attempt to achieve a real and realistic understanding of what exactly is the U.S.-Mexico border and the regions along the border on both sides, the borderlands, stretching from the Pacific to the Atlantic. Focus on Mexicans and Mexican descendants on the border, but also on original native peoples and immigrants from elsewhere (Chinese, Haitians, Iraqis). Preference to upperclass students with no prior encounter with the border. Knowledge of Spanish is desirable but not required. Students in this intensive wintertime course will have pre-course assignments in Dec. and must arrive on campus no later than 1/2 at noon, as the course will begin with dinner on 1/2 and class will begin at 9am on 1/3. Students will leave from Pvd to San Diego on 1/6, and depart late on the 16th. Class will be held in Pvd from noon 1/17 to 5pm on 1/18.

ETHN 1750V. Ethnic Studies & Education (EDUC 1520).

Interested students must register for EDUC 1520.

ETHN 1750W. The Korean War in Color (ENGL 1761V).

Interested students must register for ENGL 1761V.

ETHN 1750X. Native American Language Loss, Revitalization, and Resiliency.

This class examines the issues of Native languages, primarily in the United States. The course will study the variety of languages in North America, the factors that have negatively affected the strength and use of native languages in many tribes, the impact of such loss on communities, and the ways in which those communities have worked hard to maintain, revitalize, or reclaim their languages.

ETHN 1750Z. Whites, White Jews and Us: Radical Black, Arab & Jewish Thinkers (COLT 1610W).

Interested students must register for COLT 1610W.

ETHN 1751A. Indigenous Laws, Environmental Racism, and LandBack.

This class is an introductory course about the laws that affect Indigenous Peoples (federal, state, tribal, traditional, and international). It will center around historic and current cases involving the extension of jurisdiction into Indigenous lands, property, and ways of life, and further discuss the normalization of environmental racism and environmental injustice against Indigenous Peoples. The class will be in regular communication with Indigenous Peoples around the United States, Canada, Australia, and New Zealand about Indigenous Movements to protect sacred lands, obtain #LandBack, and assert cultural, individual, and civil rights. DIAP

ETHN 1751B. Feeling Minor: Race, Affect, and Asian America.

How have writers and theorists conceptualized the affective structures of race that have shaped Asian Americans? How do literary explorations of such concerns negotiate the prevailing black-white binary and influential theorizations of blackness and brownness in charting the contours of Asian American psychic life. What modalities of psychoanalysis and affect theory offer the most generative resources for these inquiries. We address these and other related questions by looking at writings by Sara Ahmed, Anne Cheng, Franz Fanon, Sigmund Freud, Cathy Park Hong, Chang-rae Lee, Ling Ma, José Muñoz, Sianne Ngai, and Ocean Vuong among others.

ETHN 1751C. Sexy Good Medicine: Sex, Gender, and Indigeneity in (the) America(s).

In this course, we will immerse ourselves in the academic field of Indigenous Gender and Sexuality Studies. While in Western societies gender and sexuality have traditionally been employed as tools of population control—becoming associated with ideas like sin, shame, and the private—in this course we will approach them as good medicine. Inspired by the groundbreaking work of Indigenous scholars, artists, and activists, we will explore the healing power of gender and sexual diversity. All throughout the course, we will also learn about the fight of Indigenous peoples to reclaim sovereignty over their own bodies. In this sense, we will approach Indigenous gender and sexuality as active tools for decolonization. While the course's primary geographic focus is Anglo-North America—with a specific emphasis in the United States—it aims to be hemispheric (and global) in its approach.

ETHN 1751D. Race, Gender, and Sexuality in Hispanophone Caribbean Literature (HISP 1331M).

Interested students must register for HISP 1331M.

ETHN 1751E. Health Inequality in Historical Perspective (AFRI 1920).

Interested students must register for AFRI 1920.

ETHN 1751F. Race in U.S. Cities and Suburbs.

This undergraduate seminar explores U.S. urban and suburban histories during the twentieth and early twenty-first centuries, through the concerns of race and ethnicity. We seek to understand how dilemmas over and struggles for belonging and equality in the United States have played out in and over urban and suburban spaces. We will pay particular attention to the histories of segregation, housing discrimination, urban unrest, suburban integration, the rise of "ethnoburbs," and gentrification. Readings represent foundational texts and new directions in scholarship and provide in-depth examinations of particular urban and suburban communities. Topics include the simultaneous erasure and appropriation of Indigenous peoples in the development of Pacific Northwest cities; the Asian American "model minority" and integration of all-white suburbs; minority grassroots activism and resistance against redevelopment; racism and neoliberal urban governance in the 21st century. RPP

ETHN 1751G. James Baldwin (ENGL 1711S).

Interested students must register for ENGL 1711S.

ETHN 1751H. Anthropology of Place (ANTH 1910B).

Interested students must register for ANTH 1910B.

ETHN 1751J. Education as Freedom?: Educational Access and Immigration Activism in the US South (EDUC 1350).

Interested students must register for EDUC 1350

ETHN 1760P. "Extravagant" Texts: Experiments in Asian American Writing (ENGL 1760P).

Interested students must register for ENGL 1760P.

ETHN 1761F. Toni Morrison (ENGL 1761F).

Interested students must register for ENGL 1761F.

ETHN 1761V. The Korean War in Color (ENGL 1761V).

Interested students must register for ENGL 1761V.

ETHN 1761W. Black Freedom Struggle Since 1945 (AFRI 1090).

Interested students must register for AFRI 1090.

ETHN 1800. Honors Seminar (AMST 1800).

Interested students must register for AMST 1800.

ETHN 1805. First Nations: the People and Cultures of Native North America to 1800 (HIST 1805).

Interested students must register for HIST 1805.

ETHN 1806. First Nations: The People and Cultures of Native North America to 1800 (HIST 1512).

Interested students must register for HIST 1512.

ETHN 1810. Language and Power (ANTH 1810).

Interested students must register for ANTH 1810.

ETHN 1810G. Fiction and History (COLT 1810G).

Interested students must register for COLT 1810G.

ETHN 1811D. Reading Revolution, Representations of Cuba, 1959-The Present (COLT 1811D).

Interested students must register for COLT 1811D.

ETHN 1812V. War, Anti-War, Postwar: Culture and Contestation in the Americas (COLT 1812V).

Interested students must register for COLT 1812V.

ETHN 1870A. Ethnic Los Angeles.

This course will focus on the historical and contemporary struggles of people of color in Los Angeles, California, throughout the twentieth century. We will take an interdisciplinary approach, examining films, literature, and history pertaining to the city. There are no prerequisites. Enrollment limited to 20.

ETHN 1870B. Latino/a Communities Seminar.

This seminar's first goal is to introduce students to the social and economic issues that affect contemporary Latino communities. The second goal is to train the students in empirical fieldwork research methods in Ethnic Studies. The seminar searches for ways to link the academy and communities through empirical research that addresses the needs and demands of Latino/a urban communities.

ETHN 1870C. Native North Americans in the Media: Representations and Self Representations in Film.

How have Native North American peoples been represented and self-represented in film from the early 1900s to today? Filmmaking is employed to explore the construction and stereotyping of Indigenous peoples of North America in American popular culture, as well as the recent (re)construction of Native identities by American Indian peoples. Specific topics including identity, race, gender, violence, religion and spirituality, cultural appropriation, and Native humor frame the analysis and comparison of American popular and Native representations of Native Americans. The course centers on the screening and discussion of selected movies, complemented by academic and non-academic literature in the form of books, articles, reviews, and other media materials. Completion of introductory courses on Native American peoples and cultures is strongly recommended.

ETHN 1870D. Chicana/o Fiction.

This course is a survey of Chicana/o fiction from the 1950s to the present. We will be reading novels as well as stories, with the occasional inclusion of poetry. Our literary texts will be supplemented with secondary sources—history, literary criticism, cultural studies, and the like. The course will also ask students to consider the relationship between Chicana/o literature and other writing in the Americas.

ETHN 1870E. Queer Latina/o Literature and Theory.

Enrollment limited to 20.

ETHN 1870F. Eating Cultures.

Enrollment limited to 20.

ETHN 1870G. Reading Race: Advanced Seminar in Critical Race Theory.

Enrollment limited to 20.

ETHN 1890A. Seminar on Latino Politics in the United States.

Advanced seminar on the politics of Latino communities in the United States. Considers the history of Latino politics; participation, partisanship and office-holding; immigration and citizenship; social movements; public policy; gender and race; and pan-ethnic identity. Advanced undergraduate and graduate students. Includes optional community research project. Some familiarity with Latino studies, U.S. politics, Latin American politics, or ethnic studies would be helpful.

ETHN 1890B. Native American and European Contact in Early North America, ca. 1600-1750.

This course will consider contact between Native Americans and Europeans in the early Americas with particular attention to interactions in the greater New England area. Readings stress the diversity of Native lifeways and how contact changed both Natives and Europeans. An equally important theme is to examine the ways in which the history of Native peoples has often been ignored, changed, appropriated, and distorted, as well as reclaimed and re-evaluated over time. Therefore, while the focus is on the seventeenth and eighteenth centuries, the class will also consider how the histories of that time have been told and retold in later eras, including our own. We will also pay attention to the way in which different historians undertake the study of the past. This seminar has no prerequisites, but please be advised that the workload is substantial. If the class is oversubscribed, preference will be given to Ethnic Studies concentrators.

ETHN 1890C. Business, Culture, and Globalization: An Ethnographic Perspective.

The exchange of goods, resources, or commodities is commonly understood as business transactions. Business transactions have always been global, but in the new information age, it seems that many can take part in this exchange system. What is termed as "globalization" has become increasingly popular, yet efforts to clearly define what the term actually means continue to change. This course aims at complicating, rather than simplifying, the term and to understand how business transactions unfold in a "global" economy.

ETHN 1890D. Indigenous Music of the Americas.

Introduces students to music of indigenous communities in North, Central, and South America, with particular attention to the relation between performance, cultural identity, and social change. We will focus especially on indigenous societies in the Andes, Brazil, and the United States and Canada. The course is designed to explore common links between indigenous history, worldview, and performance throughout the hemisphere, while simultaneously illuminating how distinct experiences of colonization and recovery have fostered unique musical practices.

ETHN 1890E. Johnny, Are You Queer: Narratives of Race and Sexuality.

This course is intended as a wide-ranging romp through the fields of queer theory and narratives of race and sexuality. It will move from the 1980s through the present looking at representations of queerness and race in poetry, fiction, creative non-fiction, music, etc. We will investigate the convergences and divergences in the discourses of race and sexuality.

ETHN 1890F. Bad Boys and Bad Girls in Asian American Literature and Culture.

From the angry Asian men of the "Aiiieeeee!" anthologies to Margaret Cho's raucous comedy acts, bad boys and bad girls in Asian American literature and culture have been interpreted as helping to shatter the model minority stereotype. This course examines bad subjects, especially in their relations to popular culture, gender, and sexuality. We will investigate what puts the "bad" in bad boys and bad girls, how ideas of "bad" change, and what the bad subject does for readers and writers. Readings and viewings to include Frank Chin, John Okada, Gish Jen, Margaret Cho, *Harold & Kumar Go to White Castle*, *Better Luck Tomorrow*. Enrollment limited to 20.

ETHN 1890G. Native Americans in the Media: Representation and Self-Representation on Film.

How have Native North American peoples been represented and self-represented in film? Specific topics include identity, race, gender, violence, religion and spirituality, cultural appropriation, and Native humor frame the analysis and comparison of American popular and Native representations of Native Americans. The course centers on screening and discussing selected movies, complemented by academic and non-academic literature such as books, articles, and reviews. Completion of introductory courses on Native American cultures is recommended, but not necessary. All students are welcome. Enrollment limited to 20.

ETHN 1890J. Native American Environmental Health Movements.

American Indian reservations are home to countless sources of environmental contamination, which impact residents' health and ability to maintain cultural practices. In response to this assault, and the numerous scientific studies that often follow, Native communities are taking charge of the research process, and partnering with scientists to explore health affects and remediation possibilities. Through case studies, we will examine how Native communities are pushing to "indigenize" the research process. This class is broadly interdisciplinary, and will be useful for students interested in contemporary issues in Native American communities, and students intending to conduct scientific research in minority communities. Enrollment limited to 20.

ETHN 1890K. Engendering Empire.

This class studies the ways in which empire is a gendered construct. We will also keep in mind that gender never exists in isolation, but on the contrary is always on the crossroads with race, class, and ethnicity. How have brown and black women's bodies borne the mark of empire? This class will closely examine the relationship between empire and gender, specifically this class will discuss this relationship as it has developed in the Americas.

ETHN 1890L. (De)Colonizing Women: Writing the Third Space.

As women of color, we are in the intersections of race, gender, and class. A feminist movement that does not incorporate analyses of race and class cannot meet our needs. A civil rights movement that does not address gender cannot meet our needs; therefore, we create our own space -- a third space. This course reads the literature, poetry, film and theory of third space feminism in the United States. Enrollment limited to 20.

ETHN 1890N. Thawing the "Frozen Indian"; American Indian Museum Representation.

This course examines the role of museums as sites where issues of identity, memory, place, and power intersect. We will review the histories, theories and paradigms that have influenced collecting processes and exhibitions, focusing on representations of Native American Indian peoples. We will explore the ways in which Native people have spoken out against conventional museum practice and have sought to reshape it as a means of decolonizing their history, as well as utilizing museums to their benefit to both preserve and promote Native art and culture. How can non-Native scholars and museum professionals contribute to this effort? Enrollment limited to 15.

ETHN 1890P. Introduction to Native American Literature.

This survey course introduces several prominent genres of Native American literary production, including oral traditions, nonfiction essay, novel, short story, and stand-up comedy/performance. Selections are drawn primarily from Native American/Aboriginal writers and performers in the United States and Canada from the nineteenth century to present, including indigenous women from Pacific Islander communities. In addition to genre considerations, particular attention will be given to the social, cultural, and political contexts in which these works were produced.

ETHN 1890Q. The Hispanic Caribbean and its Diasporas.

The purpose of this course is to examine the history and cultures of the Hispanic Caribbean. An enduring feature of the region as a whole is its cultural diversity and vitality. Perhaps to a degree unsurpassed among world regions, the Caribbean is a set of immigrant societies, shaped by successive waves of European, Africa and Asian settlers. Through art, music, and literature Caribbean people have not just borrowed from but added to Western civilization and the pan-African heritage. Increasingly, Hispanic Caribbean people are making their voices heard as immigrants in the U.S. and the former colonial metropolises of Europe.

ETHN 1890S. Youth, Art, Engagement and Social Justice.

This course is designed for students concerned with the challenges, theoretical models, and best practices of academic research and advocacy relationships. The goals of this course are to navigate the challenges of bridging the gap between the academy, community-based organizations, and social justice research and to accrue experience forging these partnerships. This course has a practice component where students develop a project with a non-profit organization and a portion of each course session is devoted to discussion about progress and challenges of each students project.

ETHN 1890T. Writing Latinx Lives: The Memoir.

Writing Latinx Lives examines the boom over the last couple decades in Latinx memoirs. The course is interested in the rigorous analysis of life writing. What gets written? Who is writing it? What social, political, cultural trends are the writers in dialogue with? And so forth. We will read these memoirs along with critical analyses of the genre, so as to enhance our craft of reading and writing about memoir. I don't want us, that is, to simply get lost in the stories these memoirs tell, but rather I want us to understand how those stories work and why they matter.

ETHN 1890W. Wise Latinas: Women, Gender, and Biography in Latinx History (HIST 1979E).

Interested students must register for HIST 1979E.

ETHN 1891A. Introduction to Native and Indigenous Studies.

This course explores international Indigenous perspectives, experiences and historical impacts of Indigenous peoples around the world in a contemporary global environment. We will examine the complex intercultural dynamics of colonial and post-colonial societies, placing the experience of Native peoples of North America in the larger context of other Indigenous peoples living in settler colonial societies, for example, Maori of Aotearoa – New Zealand and Quechua people of Peru. We will examine Indigenous peoples' connections with territories, resources, and efforts to protect their knowledge systems and sovereignty. Also, through a comparative approach, we will study Indigenous and Western research paradigms.

ETHN 1892. Race, Class and Gender in Latino Communities.

Examines the roles of racial, class, and gender identities, in the emergence and consolidation of Latino political power in the United States. We look at Latino racial attitudes and racial hierarchies, as "inherited" from Latin American social systems, and as developed here in the U.S. We explore class politics as they shape Latino social movements, economic conditions, and communities, and we analyze the impact of Latino immigration and union membership on organized labor. We consider gender roles and patriarchy in Latino families, and the roles of intersectionality and feminism in Latino politics. Enrollment limited to 40.

ETHN 1900A. Alien Nation: US Immigration in Comparative Perspectives.

Latina/o immigration to the United States has reshaped the meaning of "America" over the last hundred years. We will study Latina/os in comparison to other immigrants and examine how US immigration policy has created a nation partly composed of "alien" residents—some citizens, others not—who have constructed alternative notions of belonging.

ETHN 1900B. Community, Language and Literacy: A Practicum.

This course examines adult language and literacy learning and approaches to teaching in community settings. It is designed to support students' work teaching language and literacy to immigrant adults. Working with the Swearer Center and its community partners students will explore theories informing educational practice, and will gain skills and practice in providing language and literacy instruction to adult learners in the community. This practicum specifically addresses issues of language acquisition, acculturation, and broader contexts framing adult education. Enrollment limited to 20.

ETHN 1900C. Contemporary Latino/a Education in the United States.

Latino/as are now the second largest group of students in United States schools and, in aggregate, among the most troubled as measured by drop-out rates and grade-level retentions. Yet Latino/a students also perform well in some settings. This course reviews contemporary Latino/a education, focusing on the multiple educational contexts Latino/as encounter, including how non-Latino/a educators regard Latino/a students.

ETHN 1900D. Latino Communities Seminar.

Enrollment limited to: 20.

ETHN 1900E. Senior Seminar in Ethnic Studies.

No description available.

ETHN 1900F. Theory, Creativity, Activism.

This class will bring together much of the literature and discussions conducted throughout your education as an Ethnic Studies major and prepare you for the application of Ethnic Studies in your post-graduate life. I have chosen to emphasize three themes that have been dominant in your Ethnic Studies curriculum: Theory, Creativity, and Activism. We will begin by critically exploring the democratic principles and imperial practices that underlie the "American system" and the political formation of The Third World. Our discussions and readings will include an examination of the contributions and limitations of multiculturalism, postmodernism, anti-colonialism and feminism, and the relevance of (ethnic) "experience" in interpreting and addressing the problems we face as a planetary civil society. The majority of the class will be dedicated to the praxis of Ethnic Studies as a creative and political force within our world today. We will read fiction and non-fiction and view films that articulate the complexities of life in North America and beyond.

ETHN 1900G. Race and Immigration in the Americas.

Enrollment limited to: 20.

ETHN 1900H. What is Ethnic Studies?.

No description available. Enrollment limited to 20 seniors and graduate students.

ETHN 1900I. To Be Determined.

Enrollment limited to 20.

ETHN 1901. American Empire Since 1890 (HIST 1900).

Interested students must register for HIST 1900.

ETHN 1903G. Oral History and Community Memory (AMST 1903G).

Interested students must register for AMST 1903G.

ETHN 1903P. Please, Please Me (AMST 1903P).

Interested students must register for AMST 1903P.

ETHN 1903V. Asian and Latino Immigration (AMST 1903V).

Interested students must register for AMST 1903V.

ETHN 1903X. Style and the Man: Masculinity in Fashion and U.S. History (AMST 1903X).

Interested students must register for AMST 1903X.

ETHN 1904J. The Asian American Movement: Communities, Politics and Culture (AMST 1904J).

Interested students must register for AMST 1904J.

ETHN 1910. Independent Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ETHN 1910D. Faces of Culture (ANTH 1910D).

Interested students must register for ANTH 1910D.

ETHN 1920. Senior Thesis.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ETHN 1940. Ethnographic Research Methods (ANTH 1940).

Interested students must register for ANTH 1940.

ETHN 1950G. Contemporary Chinese Culture and Media (EAST 1950G).

Interested students must register for EAST 1950G.

ETHN 1960D. Feminist Theory/Feminist Activism (GNSS 1960D).

Interested students must register for GNSS 1960D.

ETHN 1981C. Minority News: Radical Reporting and Reading (HMAN 1970L).

Interested students must register for HMAN 1970L.

ETHN 2070. Music and Identity (MUSC 2070).

Interested students must register for MUSC 2070.

ETHN 2220. Urban Politics (POLS 2220).

Interested students must register for POLS 2220.

ETHN 2340. Human Development and Urban Education (EDUC 2340).

Interested students must register for EDUC 2340.

ETHN 2970C. Rethinking the Civil Rights Movement (HIST 2970C).

Interested students must register for HIST 2970C.

Native American and Indigenous Studies

NAIS 0105. This Land is (?) Land: A Study of the Long Struggle for the Northeastern Atlantic Coast.

In 1616, John Smith of Pocahontas fame published "A Description of New England," literally remaining and ostensibly claiming a "placeworld" Native peoples call the Dawnland. In this first-year seminar, students will utilize Native American and Indigenous Studies (NAIS) methodologies to examine and appraise the circumstances and legacies of settler colonialism and the long struggle to remake and redefine the Northeastern Atlantic coast. Students will engage with traditional historical sources, literature, oral histories, and evidence found in popular culture to understand better the genesis and durability of the struggle for this contested landscape.

NAIS 1000A. Learning our Native Languages: Addressing Legacies of Destruction.

The purpose of this course is to support learning Indigenous languages. Course content is differentiated to each student according to their needs, with guiding questions: How will you learn your language? What aspects of your language (reading, writing, listening, speaking, cultural context) will you focus on, and why? What resources will be most helpful and what challenges of learning your language exist? How will they benefit your academic study and professional trajectory? The scholarly context of this course emerges from a need to address the legacies of destruction to Indigenous peoples. Given the history of cultural and linguistic genocide, Native voices and ways of knowing will be centered, using community resources, oral histories, and Native scholars as a support network for study, guided by principles such as relationships to heritage languages, Indigenous epistemologies, land relations, music, and gender.

NAIS 1100. Federal Indian Law: Native Nations, Resistance, and Indigenous Rights.

This class is an introductory course to Federal Indian Law and the history of Nations Nations and their advocacy for Indigenous Rights. It will provide a multi-century overview of cases brought by Native Nations and Indigenous people in federal courts, including the history that led to these cases. It will center around specific time periods and topics of Indigenous resistance and federal policies that shape the landscape of federal laws and legal precedent that affect Nations Nations and their Indigenous people today. The class will hear from a variety of speakers in federal Indian law involved in Supreme Court cases over the past 40 years.

NAIS 1201. Native American Languages.

This course surveys Native American and Indigenous languages in the western hemisphere and the communities that speak them, focusing on a representative sample for closer study. The role of language in maintaining cultural identity is examined, and prospects for the future of Native American languages are assessed.

NAIS 1202. Language, Race, and Indigeneity.

This course will survey historical and contemporary theories of language, race and nation throughout the expansion of western civilization from the ancient Mediterranean to the present. Students will examine how science, religion, and law have contributed to contemporary understandings of race and indigeneity. Special attention will be given to the establishment and reproduction of overarching categories such as "Indian" and "Indigenous". Students will also compare national and racial contexts, including their own, to better understand the processes of social movements where language serves as a fundamental category for group work.

NAIS 1203. Community-centered Language Documentation.

Have you ever run to a dictionary to "prove" something is a word and found yourself surprised it's not there? Or maybe you've seen the incredible work of the Wampanoak tribe on reawakening and teaching their language? In this class we will talk about the multi-disciplinary field of language documentation and the why, how, and who of how language documentation material is made and shared. You will be encouraged to connect what you learn back to your own concentrations and experiences and to critically engage with the impacts of how this information is shared on perceptions of knowledge and power.

NAIS 1204. Indigenous Women and the Power of Rematriation.

This class is a survey course on Indigenous women and the power of rematriation. It will provide an intergenerational view of Indigenous women and the influences they have in their communities, within Indigenous movements, and among each other in a variety of contexts, including leadership, seed sovereignty, repatriation, sacred places protection, Indigenous knowledge movements, community work, language, and teaching the next generation. Each class is specifically designed to centralize the interconnectedness and relationships of Indigenous women among their Indigenous nations and communities, and the intergenerational nature of their life works. The class will hear from a variety of speakers who will offer important insight into rematriation and their struggles against colonialism, the commodification of Indigenous peoples and Indigenous lands, and the diminishment of Indigenous rights, that have lead to the movements they established.

NAIS 1205. Indigenous Human Rights.

This course focuses upon Indigenous human rights and will investigate the frameworks established by Indigenous nations and Indigenous peoples, countries (nation-states), and the United Nations through which Indigenous peoples may advocate. Students will learn about individual and collective human rights, Indigenous intellectual property rights, and formulating statements/interventions centered around the sovereignty of Native nations and issues facing Indigenous communities. Throughout the course, students will hear from speakers who have advocated around the world for the human rights of Indigenous peoples. Students will also have the opportunity to learn about the structure of the United Nations, the UN process of advocacy, and how to research and create documentation at the UN. This course will invite local tribal communities in for intergenerational learning opportunities and community-based learning.

NAIS 1206. Research Design & Methodologies.

This course introduces students to theory and concepts in research design and methodology with special attention to participatory action research and Indigenous research methods. Students will be prepared to articulate a theoretical justification for the use of participatory action research and Indigenous research methods. By the end of the semester students will apply participatory action research and/or Indigenous research methods in their own projects.

NAIS 1207. Linguistics of an Indigenous Language.

This course surveys the grammar of maqlaqsyls 'the language of the People' that was one of the major spoken languages in northeast California, southern Oregon, and the northern Great Basin. This language continues to be used by at least two tribal governments and their dispersed maqlaqs (Klamath-Modoc) communities throughout the United States. Students will learn about the history of the language and then learn to use maqlaqsyls and describe its structures.

NAIS 1208. Language Revitalization & Reclamation.

This course introduces fundamental themes in the investigation, evaluation, and theorization of revitalization movements with particular focus on those groups where language represents a fundamental category for group and collective action. This course operates under the assumption that language shift occurs in particular social-political contexts and students will consider relations between individual and community, people and polity, methods and commitments, as well as forms of violence and alienation in daily practice. Case studies will engage community projects, sociolinguistic behaviors, and other symbolic practices.

NAIS 1900. Critical NAIS Capstone Course.

This seminar serves as the capstone course for the Critical NAIS concentration, providing seniors the opportunity to share their research; reflect on what the field of NAIS is (and is) becoming; and consider how their work relates to the field as a whole. This seminar is not intended to develop a monolithic understanding of the field, but to explore the range of problems, methodologies, trajectories of inquiry and political aims across different kinds of NAIS scholarship. To gain a specific sense of these various approaches, we focus on scholarship-in-progress, building the syllabus based on areas of interest and expertise, finalized in a capstone project, practicum, internship or thesis. As the culmination of the concentration, the capstone may take the form of a research paper, project, and/or engaged experience or internship accompanied by a write up (thesis, report, digital product)

NAIS XLIST. Courses of Interest to Concentrators in Native American and Indigenous Studies.**Fall 2025**

The following courses include a focus or significant content on Native American and Indigenous studies. They may count toward the concentration in Critical Native American and Indigenous Studies offered through the Department of American Studies. Please check the Native American and Indigenous Studies Initiative website for any changes in times, locations, instructors or additional courses that may count toward this concentration

Comparative Literature

AMST 0170G Native American Boarding School Histories
AMST 1907F Queer Indigenous Studies and Two-Spirit Critique

Brown Arts

ARTS 1016 Curatorial Praxis: Caring for and Curating Indigenous Contemporary Art

Earth, Environmental and Planetary Sciences/Environmental Studies

EEPS/ENVS 1615 Climate Change, Human Rights, and the Policy Process

Ethnic Studies

ETHN 1200K Introduction to Native American and Indigenous Studies
ETHN 1750X Native American Language Loss, Revitalization, and Resiliency

Hispanic Studies

HISP 1331V First Person Pluralities: Indigenous Literatures of Abya Yala

History

HIST 1512 First Nations: The People and Cultures of Native North America to 1800a

HIST 1553 Empires in America to 1890

HIST 1950A The Indigenous Worlds of the American Revolution

HIST 1958D Combating Colonialism: Comics and Indigenous Storytelling

HIST 1960H Colonization and Southern Africa's First Peoples

History of Art and Architecture

From Turtle Island to Abya Yala: Art of the Indigenous Americas

Religious Studies

RELS 0090B Indigenous Ecologies

Public Humanities**PHUM 1805. Making the Invisible Visible: Global Urban Typologies in the 20th and 21st Century.**

This seminar presents tools for urban analysis and introduces the students to the process of knowledge distribution via book publishing today. Urban typologies as a tool to analyze, clarify, compare and provide solutions have become more important than ever. The urbanization process of the industrial era has set into motion a dramatic change of human life on planet earth. On the edge of the 20th to the 21st century, agglomerations have evolved into mega cities, whose number of inhabitants equals that of states elsewhere. By 2050, major cities in sub-Saharan Africa will have doubled the number of their citizens. Which analytical and prognostic tools will help to provide a sustainable and prosperous future for them? The course will introduce students to the process of researching, analyzing, selecting, writing about global urban environments, and reviewing academic books.

PHUM 1903. Shrine, House or Home: Rethinking the House Museum Paradigm.

This seminar will examine historic house museums within the context of American culture from the founding of Mount Vernon in 1853 to their present decline in popularity and relevance. Utilizing sources from a variety of disciplines including literature, women's and family history, and museum and preservation theory and practice, students will re-examine the prevailing historic house museum paradigm and develop interpretation plans for house museums in the Providence area.

PHUM 1904. Power + Water: Material Culture and its Environmental Impact.

Students explore material culture, its impact upon the environment in the US prior to Industrial Revolution and examine the relationship of this earlier production to current issues of pollution and climate change. In the 18-19th centuries, houses, furniture, whale products were staples of American craft and ingenuity. This material culture tells the story of how gathering raw materials and converting them into usable products came at a severe cost to watersheds, forests, species, humans. These examples show that the seemingly insatiable human urge to control/transform resources into items for consumption leads to serious consequences for the earth's climate and inhabitants.

PHUM 2004. Critical Approaches to Preservation and Cultural Heritage.

This course examines the modern fields of preservation and cultural heritage from a historical and critical point of view to better understand their formation, evolution, current condition and the issues integral to their future. We explore such thorny topics as the "invention" of tradition and the relationship between heritage programs and nationalism, the evolution of the global cultural heritage industry, the story of preservation institutions in the United States and abroad, the rise of cultural heritage crimes in conflict zones, public history and memorials at "sites of conscience," and the emergence of digital preservation and "experimental preservation."

PHUM 2010. Introduction to Public Humanities.

This class, a foundational course for the MA in Public Humanities with preference given to graduate students enrolled in MA in Public Humanities, will address the theoretical bases of the public humanities, including topics of history and memory, museums and memorials, the roles of expertise and experience, community cultural development, and material culture. Enrollment limited to 20 graduate students.

PHUM 2011. Curatorial Practice and Change.

This course engages in theoretical and practical aspects of engaging in public histories and curating exhibitions. We will explore various methodologies for creating exhibitions and engage in institutional critique. We will also look at community practice, and museum and historical projects in public contexts. Through readings, discussion, assignments, museum trips, public history tours, and guest lectures, we will critically analyze the role of curators and curatorial practice.

PHUM 2013. Management of Cultural Institutions.

This course explores public humanities institutions as an organizational system interacting with broader community systems. Students gain an understanding of the managerial, governance and financial structures of public humanities organizations and how those structures relate to mission, programming and audience. The course is designed to help those who work on the program side of public humanities and cultural non-profits (as educators, librarians, curators, interpreters, exhibit designers, public programming coordinators, and/or grant makers) engage more strategically with planning, organizational behavior, revenue generation, finance, marketing, and governance.

PHUM 2014. Museum Interpretation Practices.

This course examines current interpretive practices and offers students the opportunity to participate in creating gallery interpretation for the museum context. Questions of material and form; models of attention and perception, the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Throughout the semester students will develop their interpretive practice through a series of workshops, exercises, site visits, and critical discussions. Enrollment limited to 15.

PHUM 2015. Public Art: History, Theory, and Practice.

The course offers an opportunity for RISD and Brown students to work together to understand the growing interdisciplinary field of public art. We will explore the potential of working in the public realm as artists and/or arts administrators. Topics include: pivotal events and artworks that formed the history of public art from the early 20th century to the present; approaches to site-specificity; ideas of community and audience; current debates around defining the public and public space; temporary vs. permanent work; controversies in public art; memorials, monuments, and anti-monuments; case studies; public art administration models, among others. It is both a seminar and a studio; students work individually and together on research, presentations, proposals and public projects. Enrollment limited to 12 seniors and graduate students. Instructor permission required.

PHUM 2016. Creative & Cultural Entrepreneurship in the Commons.

This seminar surveys entrepreneurship within the art-industrial complex, emphasizing the roles of artists as innovators, the commons as laboratory, and cultural institutions as incubators. An inquiry-based course, our collective research works from the premise that entrepreneurship is the creation of social, cultural and financial value, which are inextricably linked under the umbrellas of capitalism and philanthropy. Students will investigate the infrastructures, policies, practices upon which the arts/culture ecosystem is built; engage in fieldwork that surveys the diverse entry points to the field; translate what they've learned into an actionable, individualized toolkit, empowering them to opt into (or out of) the art market economy with strategy and confidence. With a focus on personal and professional development, this course equips students with skills, tools and vocabularies vital to actualizing the impact they want to have through their creative practice, projects or ventures.

PHUM 2020. Methods in Public Humanities.

This course surveys public humanities work, including cultural heritage preservation and interpretation, museum collecting and exhibition, informal education, and cultural development. It also provides an overview of the contexts of that work in nonprofit organizations, including governance, management, and development.

PHUM 2021. Public Amnesias and Their Discontents: Theories and Practices of Remembering.

This course considers the consequences of forgetting as one of the challenges and provocations to the work of public humanities. By extending the histories of memory into discourses of "amnesia," we will identify origins, effects, and the possibility of a return for material that has become forgotten or, more significant for us, made forgettable. This class is not about memory loss as an individual neurological condition, but as cultural and civic phenomena: specifically, how material objects in the public sphere become lost from view.

PHUM 2022. Public in Persons: Along Humanities' Ethical Edges.

This course will offer a challenge and a potential to Public Humanities practices and theorizing: to place the irreducibility of individual human experiences as one of its most compelling and profound principles. This consideration differs from forms of "ethics" as they shaped traditional Western philosophy, where the focus was on the ways to lead "a good life" for a very specific, and small, part of the population. But recent ethical responses globally to racisms, genocides, and dispossessions now are frequently spoken in terms of responsibility, radical difference, vulnerability, and hospitality. This course will introduce students to how such ideas might inform "ethical praxis" in Public Humanities, offering case studies and guest presentations alongside writings addressing these four areas of interaction.

PHUM 2023. Decolonization of Museums: Nations, Museums, Anti Colonialism and the Contemporary Moment.

Museums are spaces of collection and representation. They are also keepers of knowledge. Museum collections and knowledge are constructed through distinctive power relations. There are of course different kinds of museums but the ethnographic museum has been one center piece of colonial collections. This course will examine how the collections of many museums were established. After this historical collection working through an genealogical method the course will then pay attention to the contemporary debates and practices of various attempts to decolonize various museums. In this regard we will pay attention to four museums: the Tropen Museum in Amsterdam; the British museum, Boston Museum of Fine Arts and to the National Art Gallery of South Africa.

PHUM 2025. Semester Practicum in Public Humanities.

Practicums in public humanities provide practical, hands-on training that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty to find appropriate placements and negotiate a semester's or summer work, in general a specific project. Available only to students in the Public Humanities M.A. program.

PHUM 2060. Projects in Public Humanities.

Devoted to one or more advanced projects in Public Humanities not covered in detail by the regular courses. Projects in public humanities provide practical, hands-on project and group project management experience that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty advisor to project completion. Written permission and topic description required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. This course is repeatable for credit. Prerequisite: AMST2650 or PHUM2010 or demonstrated ability of equivalent experience. Instructor permission required.

PHUM 2065. Independent Reading and Research in Public Humanities.

For MA in Public Humanities Students who wish to do independent reading and research.

PHUM XLIST. Courses of Interest for Public Humanities Electives. Fall 2025

The following courses have a public humanities component and are recommended as electives to students in the Public Humanities MA program and will count toward degree completion. Please refer to the primary department for registration details.

Anthropology

ANTH 2590 Space, Power and Politics

Arts

ARTS 1016 Curatorial Praxis: Caring for and Curating Indigenous Contemporary Art

History of Art and Architecture

HIAA 2880 Architecture and the Making of Human Difference

HIAA 2930 Museum of Possibilities

Middle East Studies

MES 1051 Israel-Palestine: Public Humanities

Spring 2026

The following courses have a public humanities component and are recommended as electives to students in the Public Humanities MA program and will count toward degree completion. Please refer to the primary department for registration details.

Anthropology

ANTH 1201 Introduction to Geographic Information Systems and Spatial Analysis

ANTH 2590 Space, Power and Politics

Arts

ARTS 1016 Curatorial Praxis: Caring for and Curating Indigenous Contemporary Art

History of Art and Architecture

HIAA 2880 Architecture and the Making of Human Difference

HIAA 2930 Museum of Possibilities

Middle East Studies

MES 1051 Israel-Palestine: Public Humanities

Annenberg Institute for School Reform

The Annenberg Institute for School Reform (AISR) is a national policy research and reform-support organization, headquartered at Brown University, that conducts research and collaborates with school districts, communities, and other education stakeholders to improve the conditions and outcomes of urban public schools.

Established in 1993 by education reform leader Theodore (Ted)Sizer, the founder and chair of the then-Brown University-based Coalition for Essential Schools, the organization was renamed shortly thereafter to honor philanthropist, former diplomat, and publisher Walter H. Annenberg, following the Annenberg Foundation's \$50-million gift to endow AISR. A University Corporation-appointed Board of Overseers, chaired by Brown's president, governs the organization.

AISR is currently in a period of transition and refocusing of its mission, which reflects Brown's strategic plan, *Building on Distinction*. Susanna Loeb, an expert in education policy and a professor of education at Stanford University, has been appointed the next director, starting July 1, 2018. Michael Grady currently serves as the Institute's interim executive director.

Several former AISR programs are continuing their work in new organizational homes. On September 1, 2017, Research and Policy and New York-based Community Organizing and Engagement moved to the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University's Steinhardt School of Culture, Education, and Human Development. On November 13, 2017, New England-Based Community Organizing & Engagement and District & Systems Transformation moved to Roger Williams University's School of Continuing Studies.

AISR's programs and structure under Dr. Loeb's leadership will emphasize closer integration with the University's research and teaching mission and create a hub of scholarship and policy work that engages faculty, students, and practitioner experts addressing the causes, consequences, and mitigation of educational inequality.

In collaboration with Brown's Education Department, AISR established a Master's Program in Urban Policy (UEP) in 2006. The tightly focused, 12-month academic curriculum, integrated with a 9-month internship, is

designed to impart a set of core skills and competencies necessary for successful careers in urban education policy. To date, degrees have been conferred on close to 300 graduates. In 2012, AISR's Board of Overseers established the Ruth J. Simmons Urban Education Policy Scholarship, a permanent annual award for UEP Master's degree candidates that honors the University's retired president and former AISR board chair.

AISR also serves as a bridge from Brown to Providence and the state, providing support for the Providence Public School District, the R.I. Department of Education, and the Central Falls School District, and it hosted the Providence Children & Youth Cabinet from 2012 to 2017. In 2008-09, AISR supported the Governor's Urban Education Task Force, a key factor in Rhode Island's successful Race to the Top application. Furthermore, in partnership with the Rhode Island Foundation, AISR sponsored a series of eight forums in 2011-14 focused on "Building a 21st Century Education System" in the Ocean State.

Additional information can be found at: <http://www.annenberginstitute.org/>

Anthropology

The Department of Anthropology is home to a vibrant community of faculty, students, and staff broadly interested in the study of humanity, past and present. Brown's socio-cultural and linguistic anthropologists are engaged in ethnography across the globe. The department's anthropological archaeologists focus on the study of the material remains of the ancient, historic, and modern Americas. Current faculty and students are especially engaged in research related to issues of power, violence, politics, health, and population.

For additional information, please visit the department's website: <https://www.brown.edu/academics/anthropology/>

Anthropology Concentration Requirements

Anthropology is the study of human beings from all times and all places, offering a holistic, comparative, international, and humanistic perspective. In studying and interpreting the vast range of similarities and differences in human societies and cultures, anthropologists also seek to understand how people themselves make sense of the world in which they live. The Department of Anthropology at Brown is a vibrant, award-winning group of scholars working primarily in the subfields of cultural anthropology, archaeology, and anthropological linguistics. Anthropology is a varied discipline and the Concentration at Brown University reflects that diversity. Students concentrating in Anthropology must declare one of six possible concentration tracks: sociocultural anthropology, archaeology, anthropological linguistics, biological anthropology, medical anthropology, or general anthropology.

The department also supports students involved in Engaged Scholarship through the Swearer Center, through which students may pursue an Engaged Scholarship Certificate. Study abroad is also supported and encouraged. Interested students may contact the director of undergraduate studies.

Students who declared a concentration prior to fall 2019 can refer to concentration requirements here: (<https://bulletin.brown.edu/archive/2018-19/>)<https://bulletin.brown.edu/archive/2018-19/the-college/concentrations/anth/>

General Anthropology Track

Choose one foundational course in sociocultural, linguistic anthropology, or medical anthropology:

ANTH 0100	Introduction to Cultural Anthropology	1
ANTH 0300	Culture and Health	
ANTH 0800	Sound and Symbols: Introduction to Linguistic Anthropology	

Choose one foundational course in archaeology or biological anthropology:

ANTH 0310	Human Evolution	1

ANTH 0500	Past Forward: Discovering Anthropological Archaeology	
Choose one of the following courses in anthropological methodology, to prepare students for further research:		1
ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis	
ANTH 1621	Material Culture Practicum	
ANTH 1720	The Human Skeleton	
ARCH 1900	The Archaeology of College Hill	
ANTH 1940	Ethnographic Research Methods	
ANTH 1740	Paleoethnobotany: Ancient Agriculture to Criminal Investigations	
Five additional courses in anthropology of the student's choosing. At least three of these electives will need to be at the 1000-level to meet the requirements of the concentration.		5
Senior Seminar		1
ANTH 1990	Senior Seminar: (Re)Making Anthropology (Senior Seminar)	
Total Credits		9

Medical Anthropology Track

Foundation course		1
ANTH 0300	Culture and Health	
Two courses in at least two of the four major subfields of anthropology:		2
Choose one:		
ANTH 0310	Human Evolution	
ANTH 0500	Past Forward: Discovering Anthropological Archaeology	
Choose any one 0000 or 1000-level course in socio-cultural anthropology or linguistic anthropology such as:		
ANTH 0100	Introduction to Cultural Anthropology	
ANTH 0800	Sound and Symbols: Introduction to Linguistic Anthropology	
ANTH 1111	Anthropology of China	
ANTH 1150	Middle East in Anthropological Perspective	
ANTH 1255	Anthropology of Disasters	
ANTH 1320	Anthropology and International Development: Ethnographic Perspectives on Poverty and Progress	
ANTH 1848	Ethnography + Social Critique	
Methods Course		1
ANTH 1940	Ethnographic Research Methods	
At least one 1000-level course in medical anthropology such as:		1
ANTH 1242	Bioethics and Culture	
ANTH 1300	Anthropology of Addictions and Recovery	
ANTH 1301	Anthropology of Homelessness	
ANTH 1310	Global Health: Anthropological Perspectives	
An additional three anthropology courses of the student's choosing. At least two of the electives must be at the 1000-level to meet the general requirements of the concentration.		3
At least one non-anthropology course in the natural sciences, public health, or psychology that focuses on human health to give students basic exposure to the science of human physical and/or mental health. This course is in addition to the nine courses required in ANTH. ²		1
Senior Seminar		1
ANTH 1990	Senior Seminar: (Re)Making Anthropology	
Total Credits		10

- ¹ Other appropriate anthropology courses may be used to fulfill this requirement with DUS approval
- ² Most qualifying courses will bear a BIOL, PHP, or CLPS designation but students can choose any appropriate course to fulfill this requirement with DUS approval.

Socio-Cultural Anthropology Track

Foundation course		1
ANTH 0100	Introduction to Cultural Anthropology	
One course in archaeology or biological anthropology:		1
ANTH 0310	Human Evolution	
ANTH 0500	Past Forward: Discovering Anthropological Archaeology	
Research methods		1
ANTH 1940	Ethnographic Research Methods	
At least two 1000-level courses that focus on specific aspects of sociocultural methods or theories, or in a particular region, such as:		2
ANTH 1111	Anthropology of China	
ANTH 1150	Middle East in Anthropological Perspective	
ANTH 1240	Religion and Culture	
ANTH 1242	Bioethics and Culture	
ANTH 1255	Anthropology of Disasters	
ANTH 1300	Anthropology of Addictions and Recovery	
ANTH 1301	Anthropology of Homelessness	
ANTH 1310	Global Health: Anthropological Perspectives	
ANTH 1320	Anthropology and International Development: Ethnographic Perspectives on Poverty and Progress	
ANTH 1515	Anthropology of Mental Health	
ANTH 1848	Ethnography + Social Critique	
ANTH 1911	Gender and Sexuality in the Middle East	
An additional three anthropology courses of the student's choosing. At least one of the electives must be at the 1000-level to meet the general requirements of the concentration.		3
Senior Seminar		1
ANTH 1990	Senior Seminar: (Re)Making Anthropology	
Total Credits		9

Linguistic Anthropology Track

Foundation course		1
ANTH 0800	Sound and Symbols: Introduction to Linguistic Anthropology	
One additional course in linguistic anthropology from the following:		1
ANTH 0805	Language and Migration	
ANTH 1311	Language and Medicine in Practice	
ANTH 1810	Language and Power	
Two other foundational courses in anthropology:		2
Choose one:		
ANTH 0100	Introduction to Cultural Anthropology	
ANTH 0300	Culture and Health	
Choose one:		
ANTH 0310	Human Evolution	
ANTH 0500	Past Forward: Discovering Anthropological Archaeology	
Research methods		1
ANTH 1940	Ethnographic Research Methods	

Senior Seminar	1
ANTH 1990 Senior Seminar: (Re)Making Anthropology	
An additional three anthropology courses of the student's choosing. At least two of the electives must be at the 1000-level to meet the requirements of the concentration.	3
At least one general course focusing on aspects of linguistic structure. ¹	1
At least one language course (one semester) in any language other than English. ²	1
Total Credits	11

- ¹ This course is in addition to the nine courses required in ANTH. Given the teaching commitments of departmental faculty, eligible courses will generally be offered only in departments other than Anthropology. Recommended courses include Introduction to Linguistics (LING 0100) or Sociolinguistics (SLAV 1300). Students may also choose another appropriate course to fulfill this requirement with DUS approval.
- ² This course is in addition to the nine courses required in ANTH. Students interested in studying a language not offered at Brown should consult with Linguistic Anthropology faculty and the DUS.

Anthropological Archaeology Track

Foundation course in anthropological archaeology	1
ANTH 0500 Past Forward: Discovering Anthropological Archaeology	
Foundation course in socio-cultural anthropology	1
ANTH 0100 Introduction to Cultural Anthropology	
Choose one course in anthropological archaeology methodology:	1
ANTH 1201 Introduction to Geographic Information Systems and Spatial Analysis	
ANTH 1621 Material Culture Practicum	
ARCH 1900 The Archaeology of College Hill	
ANTH 1740 Paleoethnobotany: Ancient Agriculture to Criminal Investigations	
Choose one course that involves detailed archaeological investigation of a geographic region: ²	1
ANTH 1031 Classic Mayan Civilization	
ANTH 1126 Ethnographies of Heritage: Community and Landscape of the Mediterranean and Beyond	
ANTH 1505 Vertical Civilization: South American Archaeology from Monte Verde to the Inkas	
ANTH 1624 Indians, Colonists, and Africans in New England	
ANTH 1640 Maize Gods and Feathered Serpents: Mexico and Central America in Antiquity	
ANTH 1650 Ancient Maya Writing	
ANTH 1692 Southwestern Archaeology	
One 1000-level course in anthropology with significant archaeological, material culture, and/or museum studies component. A second geographic area course from the list above may be used to meet this requirement. Other regularly offered courses that meet this requirement include: ³	1
ANTH 1125 Indigenous Archaeologies	
ANTH 1620 Global Historical Archaeology	
ANTH 1623 Archaeology of Death	
ANTH 1820 Lost Languages: The Decipherment and Study of Ancient Writing Systems	

Three anthropology courses of the student's choosing. At least one of the electives must be at the 1000-level to meet the general requirements of the concentration.

Senior Seminar	1
ANTH 1990 Senior Seminar: (Re)Making Anthropology	
Total Credits	9

- ¹ This requirement will be waived for students who have completed an archaeological field school. The field school must be approved in advance of its completion for the requirement to be waived. Per the broader requirements of the concentration, students must still complete nine anthropology credits at Brown or via transfer credits. Note that many field schools do not carry credit.
- ² Other anthropological archaeology courses with significant geographic focus may be used to fulfill this requirement with DUS approval.
- ³ Other anthropology courses with significant archaeological, material culture, or museum studies focus may be used to fulfill this requirement with DUS approval.

Biological Anthropology Track

Foundation course in biological anthropology	1
ANTH 0310 Human Evolution	
Choose one foundational course in cultural anthropology, medical anthropology, or linguistic anthropology:	1
ANTH 0100 Introduction to Cultural Anthropology	
ANTH 0300 Culture and Health	
ANTH 0800 Sound and Symbols: Introduction to Linguistic Anthropology	
Biological anthropology methodology	1
ANTH 1720 The Human Skeleton	
Five anthropology courses of the student's choosing. At least three of the electives must be at the 1000-level to meet the requirements of the concentration.	5
At least one non-anthropology course with a biological focus. Any course with a BIOL subject code can be used to fulfill this requirement. Students are especially encouraged to consider a course with a significant content devoted to genetics and/or evolutionary theory. This course is in addition to the nine courses required in ANTH.	1
Choose at least one course in statistics. This course is in addition to the nine courses required in ANTH. Possible courses include: ¹	1
APMA 0650 Introduction to Probability and Statistics	
BIOL 0495 Statistical Analysis of Biological Data	
CPSY 0900 Statistical Methods	
SOC 1100 Introductory Statistics for Social Research	
PHP 1501 Essentials of Data Analysis	
Senior Seminar	1
ANTH 1990 Senior Seminar: (Re)Making Anthropology	
Total Credits	11

- ¹ Other courses may be substituted to meet this requirement with the permission of the DUS.

Research Opportunities and Engaged Scholarship

Training in anthropology is not limited to the classroom. Students are urged to seek out extracurricular opportunities that will round out their anthropological studies. Such experiences might include internships, study abroad, field schools, faculty research apprenticeships, and independent projects. Interested students may contact the director of undergraduate studies.

Anthropology concentrators who are especially interested in making deeper connections between their concentration curriculum and long-term engagement with local communities in Providence and beyond

may choose to pursue an Engaged Scholarship designation through the Swearer Center. Engaged scholars combine hands-on experiences such as internships, public service, humanitarian and development work with their academic learning in order to develop a deeper understanding of, and appreciation for, social engagement. While most anthropology courses have some sort of 'engaged' element, being an Engaged Scholar in Anthropology means making a commitment to engaging more actively and intensively with the communities in which a student is living.

All Anthropology tracks are compatible with the Engaged Scholarship Certificate.

Honors

Honors

Candidates for honors should apply to the concentration advisor by the end of their 6th semester, but no later than the 4th week of the 7th semester. An application consists of a thesis proposal of 2-3 pages, describing the major research questions and methods to be used. Candidates will prepare their proposals in close consultation with their primary advisor. Candidates for honors are required to:

1. Fulfill the standard concentration requirements.
2. Have completed at least two thirds of the concentration requirements by the end of the sixth semester.
3. Be in good standing
4. Have earned a majority of "A" grades in the concentration. Classes taken S/NC will count as qualifying towards that majority if they are marked "S" with distinction" indicating that had the student taken the course for a grade, the grade would have been an "A."

Honors candidates will:

1. Take two half-credit Anthropology Thesis Workshop courses (ANTH 1930) and at least one additional independent study course (ANTH 1970) with the thesis advisor, usually in the student's final semester.
2. In consultation with the primary thesis advisor, identify a second reader by the start of the seventh semester.
3. Submit an approved honors thesis by the deadline stipulated each year.
4. Present the thesis in the Honors Theses Symposium in the Anthropology department.

More information on honors is available here: <https://www.brown.edu/academics/anthropology/honors> (<https://www.brown.edu/academics/anthropology/honors/>)

Anthropology Graduate Program

The department of Anthropology offers a graduate program leading to the Ph.D. in Anthropology.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/anthropology>
(<http://www.brown.edu/academics/gradschool/programs/anthropology/>)

Courses

ANTH 0001. Anthropology of Stuff.

Our lives are surrounded by objects we make, gift, sell and buy. What can these objects tell us about who we are as humans? This course will introduce students to material anthropology, exploring what objects can tell us about culture, society and experience. We will talk about gifts, commodities, counterfeits, and copyrights. Students will learn how people make objects, how objects make people, and how the circulation of objects has connected people historically and in the present. Students will also have the opportunity to learn some ethnographic methods to talk about the meaning of objects in the world around them.

ANTH 0066A. Politics of Race and Culture.

Addressing the subjects of race, culture and ethnicity, focusing on minority groups in the U.S. Seeks to clarify the philosophical and theoretical issues in contemporary America using a cross-disciplinary approach.

ANTH 0066B. Mythscapes.

An experimental seminar that will combine classroom discussion with visits to field sites within walking distance of the Brown campus. The aim will be to acquaint students with some fundamentals of symbolic analysis and to apply these fundamentals to interpreting the moral and historical messages suffused in the landscapes around us. Readings will include sources on the anthropological interpretation of myth combined with historical sources on Brown and its neighboring communities and institutions. Students will acquire a deeper sense of the mythic qualities of this place and some analytical tools for understanding mythscapes elsewhere. Enrollment limited to 19 first year students.

ANTH 0066C. Population and Culture.

This seminar for first year students examines the relationship between individuals and population and the impact of culture on population. How do the lives and actions of individuals cumulate to the characteristics of a population? How do the characteristics of a population affect the lives of the people in it? For first year students only.

ANTH 0066D. Who Owns the Past?

Examines the role of the past in the present. Using examples from the U.S. and other parts of the world, we will look at how archaeological evidence is implicated in contemporary cultural and political issues. Students will learn that the past is not just the focus of archaeologists' interest and scientific inquiries, but is also a subject romanticized by antiquarians, mobilized in nation-building, marketed for profit, re-enacted as entertainment, consumed by tourists, and glorified in commemoration. Understanding these different and competing valuations, claims, and uses of the archaeological past will provide an introduction to why the past matters in the present and to the future. Enrollment limited to 19 first year students.

ANTH 0066E. Colonial Cities.

This course attempts to understand the nature of colonialism in Africa and India. Comparative methodological approach to the study of colonial cities introduces the students to a multiple and interlocking idea and symbols used by colonial power to create in their images, cities which reflect their own image. For first year students only.

ANTH 0066F. Families and Households.

This course explores the diversity of families and households, both between cultures and within cultures; changes in family forms over time, changing experiences of family over the life course, the diverse meanings, metaphors, and values of "family"; and current controversies about what families are and what they should be. Enrollment limited to 19 first year students. Instructor permission required.

ANTH 0066G. Explorers and Cultural Encounters.

Looks at famous land and sea expeditions, including Marco Polo, Cheng Ho, James Cook, Samuel Hearne, Elisha Kane, Ernest Shackleton and others. Whether the voyage was inspired by a specific intellectual inquiry, mapping, exploration of a new land, establishing a new trade route, friendly alliance, or a colonial expansion, these expeditions changed the views people had about the world, peoples, and places.

ANTH 0066I. Human Trafficking.

We will retrace the development and impact of the 2000 UN Protocol to Prevent, Suppress, and Punish Human Trafficking, especially women and children. This set of norms was created as a supplement to the UN Convention against International Organized Crime. This course will deal with the protocol as both a legal as a living document, with a history and ongoing political relevance.

ANTH 0066J. So You Want to Change the World?

Examines from an anthropological perspective efforts to address global poverty that are typically labeled as "development." The enterprise of development is considered critically, both with regard to the intentions and purposes that underlie the actions of wealthy countries, donor organizations, and expatriate development workers and with regard to the outcomes for the people who are the intended beneficiaries. Privileging the perspectives of ordinary people in developing countries, but also looking carefully at the institutions involved in development, the course relies heavily on ethnographic case studies that will draw students into the complexity of one of the greatest contemporary global problems: social inequality. Enrollment limited to 19 first year students.

ANTH 0066K. International Perspectives of Women's Agency and Society.

This course is designed to address the postcolonial identities and the cross cultural issues of women through anthropology and women's writings. Identifying select cases from Africa and Asia. We will analyze the cross-cultural issues and meaning of gender, the cultural construction of gender, the significant ideology that defines the paradigm through which we come to understand a woman's domain, agency and empowerment, and the modes of behavior in the spheres of everyday life. S/NC only. Reserved for First Year students. Enrollment limited to 19.

ANTH 0066L. Beyond World Music: Singing and Language.

An introduction to music and language in cultural context. Drawing on case studies from around the world, we consider how music and language are intimately connected. Topics covered include cannibals' singing in colonial Brazil, music and electoral politics in Texas, working class culture and country music, singing and society in the Amazon, whistle speech and songwriting in indigenous Mexico, Apache identity and popular music, modernity and classical Indian music, music and mass advertising in the United States, and the politics of Zulu music production in South Africa. Reserved for First Year students. Enrollment limited to 19.

ANTH 0066M. Holy Wars.

No description available.

ANTH 0066N. Peoples and Cultures of Greater Mexico.

This course will focus on the cultural area known as Greater Mexico, incorporating Mexicans resident south of the Rio Grande, as well as the approximately 25 million Mexicans living permanently or for at a time in the United States. Specific topics to be covered in the class include: urban peasants and rural proletarians, recent challenges to gender conventions, national and international migration, nationalism and the changing meanings of the Conquest and colonial periods, land and indigenous rights, everyday violence, machismo, popular culture, and protest and rebellion. Limited to first-year students.

ANTH 0066O. How to do Things With Gifts: Charity, Corruption and Friendship Across Cultures.

In all human societies, people exchange goods and services. From Adam Smith onwards, economists have emphasized the central importance of the "free" market, where self-interested individuals strike bargains, and simultaneously expand humanity's "common stock." Yet costly practices-expensive weddings, charitable donations, corporate hospitality-still flourish, which appear designed to build human relationships rather than generate hard profits. And in today's global economy, personal gifts remain an essential part of doing business in places like China, Japan, Nigeria and Saudi Arabia. Where mainstream economic analysis sees inefficiency or corruption, this course explores classic and contemporary alternative understandings of gift-giving's cultural significance.

ANTH 0066P. Transnational Lives: Anthropology of Migration and Mobilities.

In an era characterized by globalization, by the increasing and rapid flows of ideologies, information, money, goods, and people across national borders, how do individuals, families, and communities grapple with the new forms of existence brought forth by migration? This course will go beyond macro-economic explanations of why migration happens to explore what migration does: the effects of mobility on a range of practices that include parenting, health, gender roles, marriage, politics, and anthropological research itself. Enrollment limited to 19 first year students.

ANTH 0066Q. Crisis of Identities in the Global Order.

The seminar is intended to engage first-year students in discussion and analysis of one of the perplexing questions of the modern age. Why, with globalization and an attendant world-view shaped by the technological revolutions of communication that appeal to commonalities, we find more emphasis on local differences, more conflicts related to identities determined by opposition to "the other"? A concordant question will be: how do different disciplines address the concept of identity? Enrollment limited to 19 first year students.

ANTH 0066R. Child and Youth Cultures.

This first year seminar addresses childhood from two linked but distinctive theoretical perspectives. First, what is childhood? Rather than assuming it is a universal category, we will explore how childhood has been constructed differently through history and across cultures, in opposition to infancy, youth, and adulthood. Second, who are children? In contrast to conventional representations of young people as passive objects of socialization, we will review anthropological conceptions of children and youth as social actors with respect to identity formation, cultural expression, and political economy. Enrollment limited to 19 first year students.

ANTH 0066S. Contemporary Egypt in Revolution.

On January 25, 2011 protestors in Egypt amassed in Tahrir Square in Cairo with basic demands: Bread, Freedom, Social Equality, and Human Dignity. After hundreds of peaceful protestors were killed at the hands of riot police and hired thugs, eighteen days later, President Hosni Mubarak resigned. Yet since then, hundreds more have been killed, Egypt's revolution continues, and the basic demands are as crucial today as they were at its inception. We will read contemporary Egypt from the perspectives of anthropologists and social historians, and discuss the value of social theory and analysis for understanding current political turmoil. Enrollment limited to 19 first year students. S/NC

ANTH 0066T. Postcolonial Matters: Material Culture between Colonialism and Globalization.

This course is about things - 'stuff' - as it is about people past and present and their entanglements in and through colonial situations. It explores colonialism past and present through the combined lenses of postcolonial theory and material culture - the emphasis is thus not so much on literary and figurative representations of colonial conflicts and engagements but rather on the material surroundings of people living those colonial worlds. In other words, this course is about what people did and about the things they used to construct their daily lives in colonial situations across the globe and through time. Enrollment limited to 19 first year students.

ANTH 0066U. An Archaeology of Native American Art.

This seminar is an introduction to the art and material culture of the indigenous peoples of North America. The regional coverage includes the continental United States and Canada, focusing on the peoples of Northeast, Midwest, Southwest, Plains, Pacific Northwest, and the Arctic and Subarctic. Topics addressed include art and artifact, function and symbol, innovation and tradition, and museums and representational practices, ethics and repatriation. Special attention will be given to the changing relations between museums and contemporary Native peoples. The seminar will make extensive use of the archaeological and ethnographic collections of the Haffenreffer Museum of Anthropology.

ANTH 0066V. The Anthropology of Children and Childhood.

This first year seminar explores childhood and children from an anthropological perspective. First, we will examine the concept of childhood both historically and cross-culturally. Second, we look at the development pathways that cultural communities provide for the children. These pathways are shaped by cultural ecology and history and by the goals of parents, communities and children themselves. Finally, we will review anthropological conceptions of children as social actors who shape their cultures and lives.

ANTH 0066X. Politics and Symbols.

It is impossible to understand politics without grasping the key role played by symbols, myth, and ritual. This first-year seminar examines how political actors manipulate symbols and how they devise and utilize myths and rituals to win support. Through such symbolic activities, political reality is created, and political groups and identities formed. We look at examples throughout the world and throughout history, but pay special attention to the powerful symbols, myths, and rites employed in U.S. political life, from Make America Great Again to Black Lives Matter.

ANTH 0066Y. Borderlands.

This course explores the creation and maintenance of international borders and the communities that develop in response to them. We will examine a particular collection of borders and borderlands that includes a range of structural, managerial, and geographical variation. Through a combination of scholarly texts, ethnographic accounts, films, and research on GOs and NGOs, we will study legal and illegal crossings, border communities, and border patrol organizations that seek to protect the integrity of national boundaries. (Note: While the case study texts focus on the Mediterranean/Middle East, students will be required to investigate and share research on other areas of the world.) By the end of this course, you will have a comprehensive understanding of how international borders are created, how they are maintained, and how people and organizations navigate them.

ANTH 0066Z. Many Faces of Culture, Contemporary Meanings and Uses.

Focusing on a key anthropological understanding, the meaning of culture, we will proceed to critically explore the multifarious uses of this concept throughout the seminar. Examining the indiscriminate uses of the concept of culture across disciplines we will endeavor to concentrate on its multiple meanings exclusive to and beyond anthropological discourse. In our effort to analyze how the idea and meaning of culture have been appropriated by other disciplines, we will probe issues of gender and identity, philosophy, literature, politics, race, and ethnicity as well as politics and representation. These are a few of the suggested themes/topics that we will attempt to cover during the semester. Our task is to comprehend the changing meaning of culture, a cornerstone of anthropology, within and outside our discipline. How central is the idea of culture today to our discipline?

ANTH 0077A. Visual Anthropology.

This course immerses students in the study and practice of visual anthropology, at the intersection of human perception and imagination, aesthetic experience, and emergent forms of media and meaning-making. Students explore the foundations of visual anthropology, with a primary focus on ethnographic film and photography. Understanding the problems of authority that accompany this work, the course foregrounds Indigenous and activist film and media. Students also discuss the limits of visual experience and representation, exploring new media ecologies and alternative registers of being and knowing. Tracing the shift from visual to multimodal anthropology, the course concludes by considering what such frameworks offer and invite, at the limits as well as the horizons of critical social inquiry. Students engage in a range of activities including lectures, close reading, viewing/analysis of films and other media, class discussion, methods workshops, and independent research.

ANTH 0077N. The Anthropology of Gender and Science.

This seminar examines topics including genetics, reproduction, and evolution, all through the lens of gender/sex systems. The themes of social justice, identity, and difference are central to the course. We will explore: How epidemiology and engendered social justice are often in conflict in the fight against AIDS in Africa; to learn about difference, anthropomorphism, gender, and primatologists' comparisons between humans, bonobos, and chimpanzees; efforts to scare men in the United States about "Low Testosterone," and how they reflect shifting identities as much as reduced hormone levels; and the relationship between gender, Traditional Chinese Medicine, and Western Biomedicine in China.

ANTH 0100. Introduction to Cultural Anthropology.

This course provides an introduction to cultural anthropology, surveying its defining questions, methods, and findings. We will examine the history and utility of anthropology's hallmark method, ethnography, the long-term immersion of the researcher in the culture under study. We will compare cultural anthropology's findings and comportment in other cultures to its conclusions and conduct in our own. No prerequisites.

ANTH 0110. Anthropology and Global Social Problems: Environment, Development, and Governance.

This course offers students an opportunity to examine and analyze a range of contemporary global social problems from an anthropological perspective. We will explore human-environment entanglements with particular attention to intersecting issues of capitalism, international development, and state and non-state governance. Course materials will look at various kinds of work in, on, and with the environment, asking questions about the possibilities of over-working our landscapes, while addressing the potentials for social and environment justice and sustainability.

ANTH 0112. Anthropology for Global Leaders.

This course makes the case that global leaders have much to gain from anthropology, the study of human diversity across geographic and historical contexts. Readings and lectures will introduce students to anthropological thinking about significant global challenges - namely climate change, the internet, and international migration. We will discuss appropriate methods of translating academic knowledge into policy and action. The course will also use anthropological literature to explore what constitutes effective and ethical leadership in a global context. Assignments will encourage students to develop and practice their own leadership skills, including skills of analysis, communication, and group organization.

ANTH 0125. Violence and the State.

This course allows students the opportunity to interrogate the relation between violence and the state. Students will be introduced to a variety of analytical frames through which to understand both the concept of violence and that of the state from an anthropological perspective. Through diverse case studies we will consider topics such as what it means to see and be seen by the state, the rationalization of "exceptional" violence, and domination through symbolic violence. The course has no prerequisites, but a foundational course in the social sciences is recommended.

ANTH 0130. Myths Alive.

Myth is an important part of the architecture that sustains human culture and society. This course begins w/an account of the principal theoretical positions that've shaped anthropological understandings of myth as a living and guiding force in human communities in ancient times and in the present day. We'll examine the expressions of myth in senses of place, social harmony, inequality, conflict, religious experience, and radical social change in a wide variety of historical and ethnographic settings. We'll draw upon objects from Brown's Haffenreffer Museum to recognize them as materialized representations from mythical worlds.

ANTH 0150. Practicing Anthropology.

Practicing Anthropology offers students the opportunity to explore how contemporary anthropologists around the globe use theories, insights and methods to address real-world problems and develop solutions to complex issues and challenges. We will encounter anthropologists working in-house in a variety of fields such as business, technology, design, public health, policy, and civil society. We will also explore the paths chosen by anthropologists who work as independent consultants. Students will develop a clear understanding of how anthropologists practice their craft within and across sectors, bringing anthropological perspective and expertise to a wide variety of domains.

ANTH 0200. Culture and Human Behavior.

The goal is to challenge our beliefs about some taken for granted assumptions about human behavior and psyche by examining cultures with different conceptions of self and cognition. We will examine the issues of the role of nature and nurture in development, the nature of intelligence, coming of age, the association of psychological characteristics with gender and the naturalness of emotions.

ANTH 0205. Racial Politics of Culture: Race and Indigeneity in Anthropology.

Taking its title from Lee D. Baker's *Anthropology and the Racial Politics of Culture*, this course aims to understand anthropological approaches to race and indigeneity. We'll focus on ethnographic work from a range of ethnographic contexts in order to consider the complexities of race and indigeneity as both analytical concepts and ethnographic facts. We will consider how race and indigeneity are situated in the anthropological project. We will look at such issues as race and science, colonialism, race and culture, structural racism, ethnicity, and whiteness.

ANTH 0249. Re-Learning Native America: Popular Imagination Versus Diverse Realities.

Native American individuals are often consigned to the extinct past, portrayed as existing in peace with nature, or used to promote Halloween trends. But, what do we actually know about the 573 Native communities in the US? This anthropology course uses linguistics, culture, archaeology, and biology to explore myths of Native America in popular culture by comparing fantasy to contemporary experiences. Consisting of Indigenous authors, our syllabus challenges historical representations related to Native America by engaging with subversive literature and radical thinkers. Field trips and guest speakers assist us in understanding how tribes define the meaning of "NDN" in modern America.

ANTH 0250. Gold: The Culture of a "Barbarous Relic".

An object of obsession for millennia, gold has recently witnessed a polarizing cultural politics. In congressional testimony former Fed Chair Ben Bernanke labeled it a "barbarous relic." Meanwhile a growing minority clamor for a return to the gold standard. Whether among medieval alchemists or modern financial wizards, whether in the eyes of Egyptian Pharaohs or Indian peasants, gold's special qualities have shaped cultural practice. This course explores the shiny yellow metal's cultural history, from its emergence as an object of desire, to the contemporary rejection of its role as the store of wealth resulting in its demotion to just another commodity.

ANTH 0300. Culture and Health.

An introduction to the field of Medical Anthropology. Lecture reading and discussion will examine the social context of health and illness, looking at the diverse ways in which humans use cultural resources to cope with disease and develop medical systems. The course will provide an introduction to the overall theoretical frameworks that guide anthropological approaches to studying human health related behavior. Medical anthropology offers a unique and revealing perspective on the cultural diversity that characterizes human experiences of sexuality, disease, aging, mental illness, disability, inequality and death.

ANTH 0301. Gender and Politics.

In this course we will focus on how gender and sexuality relate to people's involvement in political processes at a transnational scale—closely examining their intimacy with areas of difference like race, ethnicity, religion, class, and nation. Using a broad understanding of politics, we will examine how arrangements of power become naturalized through culture, and how people differently sustain, reproduce, resist, and contest these dynamics. With a particular focus on social movements, we will examine the circumstances under which people politically mobilize understandings of gender and sexuality, and how these mobilizations relate to issues like marginalization, migration, colonialism, and capitalism. Our broader aim will be to grasp how gender and sexuality-based inequalities produce—and are produced by—forms of political exclusion, as well as the diverse ways people work to engage, and even transform, existing structures of power.

ANTH 0302. Anthropology of Gender and Globalization.

We live in a global world in which the movements of people, goods, and ideas cause productive frictions, transforming the prevailing formations of gender and sexuality. This course examines the intersections of gender and globalization by looking at how globalization shapes cultural constructions and political configurations of gender, and exploring how an ethnographic focus on gender sheds light on various aspects of globalization. Topics covered include anthropological theory of gender and sexuality, gender and global capital, gender and the (colonial) state, and gender and global politics (including gender activism, human rights, and development). Open to undergraduates only.

ANTH 0303. Whiteness in the World (SOC 0300W).

Interested students must register for SOC 0300W.

ANTH 0310. Human Evolution.

Examination of theory and evidence on human evolution in the past, present and future. Topics include evolution and adaptation, biocultural adaptation, fossil evidence, behavioral evolution in primates, human genetic variation and contemporary human biological variation.

ANTH 0315. Intl Migration (SOC 0315).

Interested students must register for SOC 0315.

ANTH 0350. Suffering and Compassion.

One might say that to be human is to suffer, but what is suffering? Is it to be avoided or embraced? To what ends? The answers to these questions are not just personal or psychological. Rather, they are deeply sociocultural and historical. Orientations toward suffering shape major aspects of life, such as religion, politics, humanitarianism, and medicine. This course explores different ways that society and culture create suffering, and ways that suffering shapes society and culture. This happens not just in suffering itself but also in ways that people try to overcome suffering. Therefore, we also consider the relationship of compassion, empathy and sympathy, and other forms of care to suffering, always paying close attention to questions of the unequal distributions of both suffering and compassion to different groups of people.

ANTH 0400. Growing Up Ethnic and Multicultural.

Explores the complex issues of growing up as an ethnic, bicultural, or a multicultural person and how these dual or multiple identities affect or interact with individual behavior, priorities, the sense of self, and how individual identity is formulated and defined. Cross-cultural and interdisciplinary approaches combining anthropology, comparative human development, interethnic communication, life history, and literary works are used. Instructor permission required.

ANTH 0450. Inequality, Sustainability, and Mobility in a Car-Clogged World.

The global car population is predicted to reach two billion by the year 2020. The social, political, health, and environmental consequences are immense. These, as well as the cultural and political economic explanations for the car population explosion, will be explored in this class, as will alternative futures for transit.

ANTH 0500. Past Forward: Discovering Anthropological Archaeology.

This course offers a broad journey through the human past, from material culture crafted by our evolutionary ancestors to the remnants of the recent historic past. To facilitate this journey, the class explores the methods, concepts, and theories that anthropologists employ in the study of past peoples, places, and things. Case studies stretch across the globe. As a hands-on endeavor, archaeology focuses on tangible evidence. In this course, small-group discussion, laboratory, and field exercises will complement lectures, leading to an understanding of how anthropologists study the past and how that knowledge affects the present.

ANTH 0510. Who Owns the Past?

This class examines the relationship between the Western world and African indigenous cultures, heritage, and ideas of the past. By looking at the history of science in reference to the treatment of Africans and African material culture, we will question who owns the rights to an indigenous past.

ANTH 0515. Pirates! Archaeologies of Piracy in the Atlantic World.

The figure of the pirate is an all-time favorite in Western imagination. It has inspired some of the most popular narratives of the past, solidly grounded in classic literature and contemporary visual culture. Focusing on the mid-17th century, the golden age of piracy in the Atlantic World, this course will use historical and archaeological data to investigate the way in which the image of the pirate has been constructed in the West, as an embodiment of cultural, legal, moral and sexual transgression, and as an object of both fascination and fear which is still current in the contemporary, global world.

ANTH 0530. Archaeology of Psychoactive Substances.

This course examines the varying roles of psychoactive substances and altered states of consciousness in both past and present cultural practice. Together, we will critically engage with current archaeological and anthropological research to gain an understanding of how psychoactive substance production and consumption has operated within a myriad of social, ideational, religious, medical, and recreational contexts. Class discussions will cover a diverse range of topics including the use of psychoactive substances in ritual practices; power relations and control over production, distribution, and use; the practical, quotidian applications of psychoactive plants; medicinal applications; and the use of psychoactive substances in social settings. Class discussions will also draw connections to important current issues and topics including addiction & the opioid crisis, recent medical studies & research findings, prohibition & controlled substance classifications, and global legalization movements.

ANTH 0600. Of Beauty and Violence.

What is the place of beauty in human experience and how does it find articulation in words? Using an interdisciplinary approach, this course explores the unexpected expressions and uses of beauty in a variety of social and ethnographic contexts marked by violence. We trace the potential of beauty to act at times as a counterweight to violence, sociopolitical crises, and marginalization, but also how it may be used to deepen already existing power structures. This is a writing-intensive course aimed at developing students' ethnographic writing skills. No prerequisites.

ANTH 0680. Anthropology of Food.

An exploration of the human experience of food and nutrition from evolutionary, archaeological, and cross-cultural perspectives. The course will review the various approaches employed by anthropologists and archaeologists to understand diet and subsistence in the past and present. Starting with the evolutionary roots of the human diet in Plio-Pleistocene Africa, we will trace patterns of human subsistence to the present, including the social and health implications of the agricultural revolution. We will then explore modern foodways in cross-cultural perspective, focusing on the interplay of ecology, politics, technology, and cultural beliefs.

ANTH 0700. Introduction to Modern South Asia.

Students will be introduced to the social, political, cultural, and religious lives of people from the region known as 'South Asia'. Course lectures and materials will draw from a broad range of material covering Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka. This course is designed to get students to think broadly about themes related to social inclusion, state formation, discrimination, ethnic and social conflict, identity politics, and a host of other issues that have defined the region. This course will help students think about how themes, conversations, and course material can connect to their own research interests.

ANTH 0800. Sound and Symbols: Introduction to Linguistic Anthropology.

This introduction to the study of language and culture considers how language not only reflects social reality but also creates it. We'll examine specific cases of broad current relevance, in the process learning how an analytical anthropological approach to language use lays bare its often hidden power. We'll consider how language creates and reinforces social inequality and difference, how language promotes and resists globalization, and how language is used creatively in performance, literature, film, advertising, and mass media. We will also consider how language does important social work in specific contexts, such as classrooms, courtrooms, medical settings, and political campaigns.

ANTH 0805. Language and Migration.

This course is part of the Engaged Scholars Program and explores the interconnections between language and migration. We will examine talk about migration – in the form of immigration policy and media representations – as well as talk in contexts of migration including experiences such as border crossing, settlement, and schooling. Given the current context of increasing anti-immigrant rhetoric and an escalation of immigration enforcement, this course raises the timely and important question of how experiences of migration and the politics of mobility are shaped by language. Our investigation will combine engaged anthropological approaches with linguistic anthropological theories and methods.

ANTH 0810. Whiteness and Language.

How has whiteness shaped language—not specific languages or sub-varieties of languages, but the very idea of language itself? This class will not presume either whiteness or language as stable or self-evident categories. Instead, we will explore how both have emerged together in and through projects of (racial, ethnic, gendered, sexual, classed, religious, etc.) colonial modernity. The class will introduce students to a critical interdisciplinary toolkit that they will collaboratively apply to a selection of case studies drawn from global colonial situations, culminating in an original mini-research project.

ANTH 0825. Adolescence in Social Context (EDUC 0825).

Interested students must register for EDUC 0825.

ANTH 0850. Language, Oppression, and Empowerment.

Language is a site of struggle. What we say, how we say it, and to whom matters. How we hear matters. It can make the difference between life and death.

When you hear the news or a teacher talking, do you feel directly addressed? Do you feel like you are a “they” in your classes and in popular discourse? We feel when we are being talked to, talked with, or talked about, and that makes a difference in how we relate to ourselves and each other.

In this class, we talk together. We make language and we make space. This class is an experiment in empowerment that comes from using reading in linguistic anthropology to analyze linguistic oppression, appropriation, and exploitation.

ANTH 0901. Farm to Table: Foodways and Gastro-Politics in the Ancient Near East (ARCH 0775).

Interested students must register for ARCH 0775.

ANTH 1013. Intersectional Anthropology.

Our lived experiences are complex, and always in the process of becoming. Rather than looking at one particular social dimension of life—like race, gender, class, sexuality, belief system, ability—as additive experiences, we will explore how these always emergent categories are always in relationship with one another in profound and complex ways. This course will focus on anthropological applications of intersectionality [in all four fields] but is necessarily interdisciplinary. “Intersectionality” has become a term often used in critical feminist inquiry, and a powerful tool for feminist social critique and activism. We will explore the history of “Intersectionality” as originally defined, and how the theory has changed to today, and contributions beyond U.S. borders. Together, we will discuss anthropological works that uses intersectional theory and method, and importantly we will connect theory with practice—understanding how to do intersectional research in anthropology.

ANTH 1020. AIDS in Global Perspective.

Communities around the world are affected in different ways by the HIV-AIDS pandemic. This course is concerned with cross-cultural variation in knowledge, perception, and treatment of AIDS in a global context. Twenty-five years into the global epidemic, how does social and cultural variation influence the continued spread or management of the disease? In addition to reading significant anthropological works related to the meaning of AIDS in cultural context, the course will address major public health initiatives related to the global AIDS pandemic, and offer an anthropological critique of their design, implementation and success. Enrollment limited to 40.

ANTH 1030. Pre-Columbian Art and Architecture: A World That Matters.

Survey of ancient art and building in ancient America, with a focus on Mexico, Central America, and the Andes. Underlying concepts include: meaning and method, cosmos and kingship, narrative and symbol, personality and authorship, empire and royal court.

ANTH 1031. Classic Mayan Civilization.

Examines the history, culture, and society of the Classic Maya, with special emphasis on Preclassic precursors, dynasties, environmental adaptation, imagery, architecture, urban form, and the Maya Collapse.

ANTH 1050. Global Sport: Anthropological Perspectives.

Sport operates within vast networks of political, economic, and social investment. But who controls sport, and how? In this course, we approach sport as a set of labor practices. Modern sport is inseparable from the history of British and European industrialization. With an emphasis on the power of institutions, we analyze why sport has taken certain technical forms and social significances. We investigate the historical and cultural constraints through which the body is disciplined. Students will undertake writing projects about sport and that enable them to experience the challenges and opportunities of transforming athletics into text.

ANTH 1100. Circumpolar Ethnography.

An examination of the traditional and modern lifeways of native peoples across the Arctic and subarctic from European Lapland through Siberia, Alaska, Canada, and Greenland. Topics covered are society; ethnic relations; religion (Shamanism); art; and politics, including issues of land claims and home rule.

ANTH 1110. African Issues in Anthropological Perspective.

In this course we engage with anthropological literature and films on the diverse ethnicities, cultures, and "traditions" of sub-Saharan Africa. We trace the histories and the processes of cultural, social, and political change, beginning with colonialism and ending with the contemporary period. We will deconstruct and debunk dominant Western ideas of Africa that present it as primitive and characterized by poverty, AIDS, famine, and violence. We will learn about how Africans see and represent themselves through reading ethnographies, engaging with African popular culture, and watching documentary films.

ANTH 1111. Anthropology of China.

This course introduces students to contemporary Chinese culture and society, w/a focus on the rapid changes that have taken place during the post-Mao reform era in the People's Republic of China (1978- present). Emphasis will be placed on the importance of historical and global context in developing an understanding of contemporary Chinese culture. Readings and lectures will draw primarily upon recent ethnographic work conducted in the PRC, but readings from the disciplines of history, political science, public health, and contemporary Chinese literature (in translation) will also be incorporated. Topics: family life, urbanization, housing, migration, gender, health/disease, labor, globalization, and cyberculture.

ANTH 1112. Anthropology of Climate Change.

Contemporary climate change is a profoundly human issue. This course disaggregates "the human" in climate change, employing an anthropological perspective to ask how people experience changing climates in different ways throughout the world. From receding glaciers to rising seas to unpredictable seasons and periods of drought, the ways people understand, respond to, and experience climate change are shaped by diverse cultures and histories. Topics include environmental change, capitalism, energy, climate justice in indigenous communities, green economies, tropical forests, denial and skepticism, and the visibility of climate change. Articles and ethnographies cover the Global North as well as the Global South.

ANTH 1115. Anthropology of the Chinese Diaspora.

The anthropological study of the Chinese diaspora is a growing field against the backdrop of the latest wave of global anti-Chinese racism. This has been fueled by the rise of China and the COVID-19 pandemic. This course will provide an anthropological perspective into understanding the Chinese diaspora worldwide. Instead of treating each geographically distributed overseas Chinese community as an independent unit of analysis, we will investigate diasporic Chinese with their own sets of identities, experiences and practices within a holistic framework that takes into consideration complex historical, economic, socio-political, and cultural contexts. We will reflect on concepts such as what it means to be Chinese and the very idea of being diasporic. The course is aimed at engaging with broader contemporary themes and debates including identity politics, race and ethnicity, gender, nationalism and transnationalism, colonialism, capitalism, and globalization.

ANTH 1118. Context Research for Innovation (SOC 1118).

Interested students must register for SOC 1118.

ANTH 1119. Andean Anthropology.

The area studies paradigm continues to provide solid information about "culture areas," and the rich ethnography and archaeology of Andean societies is no exception. Particular strengths emerging from this literature include studies of land use, religious syncretism, textiles, and collateral themes: continuities and recognizable features of "Andean culture" (*lo andino*), gender relations, migration, and politics. Throughout, we will analyze the ways that history, ecology, and the broad notion of reciprocity (*ayni*) cross-cut each of these. The result will be a close and in-depth study of cultural practices within three Andean countries (Peru, Ecuador, and Bolivia), the majority populations of which continue to be indigenous (predominantly Quechua- and Aymara-speaking). These are countries within which recent political and social changes have produced far-reaching transformations. Prerequisite: one course in either Anthropology or Classics.

ANTH 1120. Peoples and the Cultures of the Americas.

Examines the diverse cultures and history of the Americas - especially Brazil, Peru, Mexico, and the Caribbean. Topics include the organization of labor, cultural and artistic practices, changing conventions of gender and family, international migration, national and local identities, indigenous rights, and protest and rebellion.

ANTH 1121. From Coyote to Casinos: Native North American Peoples and Cultures.

An anthropological overview on the history and cultures of Native North American peoples from the prehistoric times to the present. Where did Native North Americans come from? What were their traditional lives like? What was their relationship with newcomers of European extraction, including anthropologists? What challenges do they face today? Indigenous and anthropological insights will be brought to bear on these and other questions.

ANTH 1122. American Indian Art and Artifacts.

Drawing on the rich North American Indian collections of the Haffenreffer Museum of Anthropology, the goal of this course is to examine theoretical approaches to the artifacts of indigenous people and analytical strategies for their research and interpretation. Insights from anthropology, art history, American Indian perspectives, and conservation are explored. Meets at the museum.

ANTH 1123. Native North Americans in the Twenty-first Century.

An examination of the process of land alienation of Native Americans through the enactment of federal laws to settle the frontiers and protect the wilderness. Through the use of oral history, ethnographies, film, historical documents, and the public record, the course compares Native American and Euro-American perspectives on the ownership of land and rights to resources.

ANTH 1124. United States Culture.

The United States is often described as "multi-cultural". This course examines dominant cultural values such as equality, choice, privacy, and responsibility. It also investigates aspects of the social structure of the United States such as inequality, power, race/ethnicity, kinship, and gender. Individual lives illustrate the ways that people living in the United States negotiate cultural values and confront social institutions. Enrollment limited to 40. Instructor permission required.

ANTH 1125. Indigenous Archaeologies.

This course is an introduction to Indigenous archaeologies, sometimes defined as archaeology "by, for and with Indigenous peoples." These approaches typically combine the study of the past with contemporary tribal needs. In addition, they seek to contribute to a more accurate understanding of archaeological record by broadening science through a consideration of Indigenous epistemologies. This course covers topics as the history of anthropological archaeology, Indigenous knowledge and science, decolonizing methodologies, representational practices, and NAGPRA.

ANTH 1126. Ethnographies of Heritage: Community and Landscape of the Mediterranean and Beyond.

Archaeologists study objects and (socio-cultural) anthropologists investigate culture is how stereotype and conventions have long had it. As material culture studies have increasingly blurred these boundaries, the distinction is entirely meaningless when it comes to archaeological heritage. Taking its cue from material culture studies, this course explores how local communities experience the material remains from the past and (re)incorporate them into their contemporary lives.

ANTH 1130. Peoples and Cultures of Southeast Asia.

An introduction to the anthropological study of Southeast Asia. Emphasis is placed on understanding the diversity of cultures and societies through both space and time.

ANTH 1131. Indian Issues in Anthropological Perspective.

From its role as an emerging economic power, to characterization of outsourcing global media, political discourses, and worldwide popularity of Bollywood, India is undergoing rapid changes, global imagination, and importantly in how Indians think about themselves in an era of globalization. We cover anthropological issues of contemporary India, including Hinduism and Islam, caste, social structure and forms of social relations using ethnographic texts. We will focus on postcolonial India, particularly two decades since liberalization in 1991. We will consider how history, cultural practices and existing social norms continue to shape and change contemporary Indian society and its relation to the world.

ANTH 1133. Ethnonationalism- The Asian Arena.

Three Asian countries-China, Thailand, and Myanmar-are unique national arenas to examine and compare specific definitions, representations, and contentions among nationalistic discourse, ethnic legitimization, and ethnonationalism as they are played out in response to cultural politics, national ideology, European colonial expansion, religious identity, and ethnic identity. Nationalistic movements, ethnic nationalism, and transnational politics are explored.

ANTH 1140. European Ethnography.

Familiarizes students with the societies and cultures of Europe from an anthropological perspective. Historical material provides for the understanding of current cultural, linguistic, religious, and ethnic variation. Major emphasis on the analysis of a range of contemporary communities from peasant to urban, from East to West, and from North to South.

ANTH 1145. Barbarians and Bandits: Exploring Subaltern Resilience and State Power.

In the imaginations of ancient Greeks and Romans, the urban centers of 'civilization' were surrounded by wild lands where barbarians roamed. Even now, mountains, marshes, forests, and deserts are the realms of bandits, primitive tribes, warlords, and terrorists. From 'shepherd-bandits' in highland Sardinia and 'red-faced Gauls' in Roman France to 'marginal tribes' in the Kabyle mountains and the 'wild people' of the Ethiopian borderlands, this course explores peripheral lands through time and across the globe. We will critically examine such stereotypical representations, to understand how their inhabitants carved out their own spaces in the interstices of ancient and modern states.

ANTH 1150. Middle East in Anthropological Perspective.

A seminar focusing on anthropological methods of analyzing and interpreting Middle Eastern cultures and societies. Emphasizes the study of kinship, tribal structure, social organization and gender relations, ethnic groups relations, and urban-rural distinctions. Draws upon insights from these topics as a basis for understanding contemporary social, economic, and political dynamics in the region.

ANTH 1151. Ethnographies of the Muslim Middle East.

An introduction to ethnographic studies of Middle East, focus on: religion, language, modernity, gender, and political culture. Students will engage in critical examination which anthropologists sought to capture Middle Eastern life, and problems that have pervaded anthropological representation, methodologically and theoretically. You will learn, through the ways anthropologists approach the peoples, ideas, and cultures of the region in ways that complement and contradict the knowledge production of other disciplines, the processes we come to understand cultural difference, and ways this encounter sheds light on our selves and practices. Previous course in Anthropology/ Middle East studies is suggested. Enrollment limited to 25.

ANTH 1201. Introduction to Geographic Information Systems and Spatial Analysis.

This course offers an introduction to the concepts and techniques of Geographic Information Systems (GIS). Through weekly lab assignments and work on independent projects, students develop skills in cartography and coordinate systems, spatial database design, image processing, basic spatial analysis, hydrological modeling, and three-dimensional modeling. Discussions and case material draw primarily from the application of GIS in archaeology, anthropology, and cultural geography, including the study of archival materials and the ethics of geographic representation. Provides foundation for upper division coursework in spatial analysis. Software focuses on ESRI products (ArcMap, ArcScene, ArcCatalog, ArcGIS Pro).

ANTH 1210. Culture and Cognition.

Are there cultural differences in thought and perception? If so, what are these differences and to what are they attributable? Reviews the history of the controversy on "primitive thought," the influence of culture and environment on perception and concept formation, the development of cognitive operations, and differences in logical processes and decision making in other cultural contexts.

ANTH 1211. Cross Cultural Perspectives on Children.

Explores how the behavior and psychological functioning of children are shaped by culture and how different cultures tend to produce children with characteristic personalities, selves, thought patterns and behaviors. Every cultural community provides developmental pathways for children. These pathways are shaped by history and by the goals of parents, communities and children themselves. The course will focus on how human knowledge is transmitted through multiple cultural channels in both informal and formal contexts. **This is a service-learning course** in which students provide a needed service: Mentoring and tutoring Liberian young people in a literacy program. This will serve as a basis for conducting research on this refugee population and the final paper will be the recording of oral histories from teenagers. Enrollment limited to 30.

ANTH 1212. The Anthropology of Play.

Play enters all fields, from physics to human development, art to scientific experimentation. In all cultures, play figures centrally in rites of passage, child development, learning, and times of celebration. Central to this course is an understanding of the rules of play, its intentions in work, functions throughout human history, and role in formal education.

ANTH 1215. The Anthropology of Aging.

In a recent article entitled "Aging is the Real Population Bomb", Bloom and Zucker describe a world that is being disrupted by the changing shape of the population pyramid. By 2050, it is estimated that one in six people worldwide will be over 65, up from just one in eleven in 2019. This shift is reshaping everything—from healthcare demands and pension systems to labor markets and technological innovation. In this course we will examine the experiences of growing old. We will explore what it means to grow old within societies, families, workplaces, and social networks. We will examine prevalent attitudes and stereotypes about age and aging that shape interpersonal and institutional practices. Through an examination of lived experiences, cultural beliefs, and social practices, we will develop a clear understanding of the experience of aging.

ANTH 1220. Comparative Sex Roles.

Covers specific cross-cultural issues of gender, cultural roles, the status of women, and their structural position in society. Themes of gender representations in the field of economics, ritual, and politics underline the concerns of the course. Though African and Asian communities are the primary focus, aspects of American society are drawn into consideration when relevant.

ANTH 1221. Anthropology of Masculinity.

Contemporary anthropological and historical study of masculine identities and practices throughout the world, focusing on topics such as the cultural economies of masculinity, cultural regions and images of manhood, male friendship, machismo, embodied masculinity, violence, power, and sexual fault lines.

Prerequisite: Prior course in Social Science or instructor's permission required.

ANTH 1222. Kinships Compared: Relations, Families, and Connections.

In all cultures people see themselves as related more closely to some people than to others and they usually experience that relation in terms of some shared substance such as blood. Beyond these generalizations there is an enormous variety of ways in which people live in, build, and maintain connections with others - in nuclear and extended families, peer groups, friends, ethnic groups, and so on. This course is about kinship as an idea, as an experience, and as an institution.

In the midst of divorce and blended families, new reproductive technologies, and adoption we will investigate kinship and connection in our own lives, in a range of other cultures, and within the discipline of Anthropology.

ANTH 1223. Gender, Nature, the Body.

This course is an interrogation of the ways in which gender difference comes to be conceived of as "natural" in modern science and different cultures. What is the connection between the science of gender difference and the colonial encounter? What are some different ways of imagining gender difference? How are gender inequalities structured and perpetuated by science and political economy? Through careful reading of historical and anthropological texts, we will learn about various ways in which gender systems are constructed and resisted, how science is used to construct gender, and how gender politics influence scientific outcomes and practices.

ANTH 1224. Human Trafficking, Transnationalism, and the Law.

Designed to give students an opportunity to engage in transnational research on social issues through an extended case study of a new generation of international norms that identify and combat "human trafficking." The course format combines seminar discussions, lectures, and small group exercises. Students will learn by doing. As we consider legal instruments, UN and U.S. documentary archives, anti-trafficking media such as films and websites, and the prosecution of criminal networks, we will experiment with alternative methodologies for analyzing them. We will study the relation of texts to the social and political contexts of their production and circulation. Enrollment limited to 30.

ANTH 1225. Gendering Migration and Diasporas.

This course will employ a decolonial and transnational feminist approach to explore gender and sexuality as central lenses in our understanding of different forms of migration and diasporas. We will address the various ways that experiences, processes and consequences linked to different migrations are gendered. The course will introduce a range of geographical contexts and empirical examples/case studies with the aim to challenge the US centrism existent in many academic debates. We will analyze relevant power relations and forms of oppression, as well as resistance strategies by migrants, asylum seekers and refugees. The course will use an intersectional lens to explore the way different power configurations interplay in specific contexts, paying particular attention to patriarchy, heteronormativity, nationalism, racism, Islamophobia and class-based inequalities. We will engage economic, political, social and cultural dimensions, but also the politics of non/belonging, and cultural productions.

ANTH 1227. Science, Activism, and Politics of Gender.

How did much of the world agree that female genital cutting should be ended? This course explores grassroots and international campaigns in Africa and the West, effects of asylum and criminal laws, and international organizations' attempts to create evidence-based, scientific governance to end cutting. We will focus on ethnographies that problematize these interventions by analyzing their histories, cultural politics, contradictory effects on local communities, and global political ramifications. By examining interventions against cutting, this course offers a methodological and conceptual blueprint for researching local-global production of human rights crises and efforts to resolve them. Enrollment limited to 20. Not open to first year students.

ANTH 1228. Subjects of Sexuality: Bodies, Cultures, Psyches (GNSS 1551).

Interested students must register for GNSS 1551.

ANTH 1229. Democracy and Difference: Political Anthropology, Citizenship and Multiculturalism.

In seemingly endless contexts, the term "democracy" is employed toward a wide range of political and social goals. This course examines the question of cultural citizenship - the right to be different while remaining part of the national community - as observable in places where liberal democracy's focus on the individual citizen clashes with communal wishes for collective representations of difference. By reading case studies from multiple locales, this course examines the attempts of democratic regimes to govern varied populations through the lens of political anthropology.

ANTH 1230. Political Anthropology.

Anthropological perspectives on politics, ranging from political processes in small-scale nonliterate societies to those in industrialized states. Special attention is given to the uses of symbolism and ritual in politics. Topics include: how is political legitimacy established and maintained? how are certain political views of the world created? what is the relationship between political change and the reinterpretation of history?

ANTH 1231. Kings, Courts, and Aristocracy.

Explores the nature and variety of kingship, royal courts, and aristocracy through comparative evidence, with strong emphasis on historical data, architecture, and archaeology. Test cases will be examined in Mesoamerica, Europe, Africa, and Asia.

ANTH 1232. War and Society.

Cross-cultural and historical perspectives on war and its larger social context. Course readings and lectures use political economic, cultural, and feminist approaches to understanding war and its effects on human communities. Case studies will be drawn from several eras and areas of the globe, including wars and post-wars in Guatemala, Sri Lanka, Mozambique, and the current global war on terror.

ANTH 1233. Ethnographies of Global Connection: Politics, Culture and International Relations.

Historically, IR and Anthropology examined interactions within and among bounded objects, whether sovereign states or small-scale societies. Increasingly, through, they explore flows, circulations and exchanges across borders, and their impact on different societies. Through case-studies, the course will analyze evolving understandings of "globalization" and "culture," and explore how effectively different genres of research and representation capture their complex interactions.

ANTH 1234. Anthropology and Utopia.

Utopia: designs for good societies and efforts to create them; and Anthropology: observation and description of societies. A wide-ranging reading and discussion class that will address such questions as: Does Anthropological description contribute to the design of good societies? Have Anthropologists been looking for Utopia? What does Anthropology suggest is wrong with existing societies? Whose job is it to judge societies? How would Utopias be like to live in? How have people tried to build Utopias? Have they failed completely? Is failure inevitable? Is a better world possible? What would it look like? How would we get there?

ANTH 1236. Urban Life: Anthropology in and of the City.

This course examines how anthropologists have worked in the city -- to understand dwelling and lived experience from the center to the margins of society; as well as how anthropologists have contributed to the study of the city -- conceptualizing the city itself in relation to its inhabitants, and working to understand how cities develop, decline, or are sustained. Anchored in key theory, classic texts, and contemporary ethnography, the course traces also the history, present, and possible futures of the discipline. Students learn the methods of urban ethnography, and gain hands-on experience through local field exercises and related writing assignments.

ANTH 1237. The Just City: Installment I, Comparative Perspectives on Juvenile Justice Reform (URBN 1932).

Interested students must register for URBN 1932.

ANTH 1240. Religion and Culture.

Global events in recent years seem to defy the commonsensical idea that religious traditions would decline or disappear in the modern epoch. We examine classic theories and methods in the study of religion to understand the continuing vitality of spiritual contemplation, asceticism, myths, rituals, magic, witchcraft, experiences of healing, and other ways of thinking and acting that are typically associated with (or against) the concept of religion.

ANTH 1241. Science and Culture.

This course is an introduction to methods and topics in the anthropology of science and technology, including: social inequalities in science, race, gender, post-coloniality, and the globalization of bio-technologies. The course will focus on ethnographies and films about science and culture, covering topics such as the social implications of genetic testing, bio-prospecting and the environment, the development of pharmaceuticals, and repercussions of nuclear technologies.

ANTH 1242. Bioethics and Culture.

This course examines bioethics from an ethnographic point of view. Topics include pregnancy, death, suicide, disability, medical research, organ transplantation, and population control. We will distinguish between the moral experiences of people faced with difficult choices, and the ethical ideals to which they aspire. We will then ask: how can these perspectives be reconciled? When trying to reconcile these perspectives, how can we account for powerful dynamics of race, gender, class, religion, and cultural difference? Finally, how can we develop a code of ethics that takes these issues into account and also is fundamentally connected to everyday life?

ANTH 1244. Religion and Secularism: Affinities and Antagonisms.

Global events in recent years seem to defy simple ideas of the confinements of religion to a wholly private, non-modern or otherworldly domain, in ways that compels scholars across a range of disciplines in the social sciences, critical theory and philosophy to rethink the category of secularism, and the relationship between religion and politics. Is secularism a failed ideal? In what ways are ideas of the secular being contested and reformulated in different global contexts? This course seeks to familiarize students with recent debates on secularism, working towards a more nuanced understanding of the relationship between religion and politics.

ANTH 1250. Film and Anthropology: Identity and Images of Indian Societies.

The course examines representation of Indian society in film and anthropological literature. We compare how gender, national identity, religious practices, and historical events are portrayed in films and anthropological literature. We will explore the relationship between visual and textual, showing how film reflect and make comprehensible anthropological concepts of Indian culture, and creates different images of the society.

ANTH 1251. Violence and the Media.

The role of media in shaping perceptions of violent conflict. Analysis of constructions of the "violent other", "victims", and "suffering", the use of culture, ethnicity, and psychopathology as tropes for articulating the motivations of violent perpetrators. Multiple subject positions and political interests will be considered. Case studies include the Cold War, conflicts, insurgencies urban riots, the genocide, and terrorism. Pre-requisite: a previous course in Anthropology, or permission of the instructor.

ANTH 1252. Kill Assessment: An Investigation into Death, Genocide and Other Forms of Violence.

Is violence best understood as a set of "random acts" marginal to society? Or, do societies need violence to make culture systematic and functional? We will address two major issues throughout this course. First, we will discuss different types of violence: physical, material, structural and symbolic violence. Second, we will become familiar with ways that social groups turn violence into an aesthetic object and an artistic project.

ANTH 1253. The Visual and the Written in Anthropology: Fruzzetti's Documentary Films and Ethnographic Research.

A seminar that analyses the making of films in the light of ethnographic research in rural India. The course addresses fifty years of research covering the journey of an anthropologist's work in a rural Bengali town, documenting the voices and narratives of women. The research is immersed in traditional anthropological fieldwork, followed by the publication of books and articles that complement Fruzzetti's films. Documentary films and texts will demonstrate a continuity between visual and written works. Do films inform or deviate from our understanding of written ethnography (and vice versa)? What distinguishes early documentary films from later ethnographic ones? Do films record "reality" or interpret just as written works do? Should ethnographic study come before the making of documentary films? Can anthropological theory develop in relation to or separate from ethnographic films?

ANTH 1255. Anthropology of Disasters.

This course examines disasters from an anthropological perspective. We focus on how disasters have been defined and understood, and work more broadly to see what they tell us about human conditions, vulnerabilities, and capacities for resilience building, survival, and long-term sustainability. Drawing on and comparing case studies from around the world, we also examine the nature of destructive agents; degrees of impact and injury; rescue, relief, and humanitarian responses; and the often slow and uneven process of recovery and resilience building.

ANTH 1260. Indigenous People and Nature: Birds.

An exploration of intersections of indigenous peoples with the natural world; this semester with the avian world. Through a sustained focus on one class of living things, the hope is to gain access to a range of issues concerning the relationship between people and the environment.

ANTH 1300. Anthropology of Addictions and Recovery.

The purpose of this course is to consider the uses and misuses alcohol, tobacco and drugs, and approaches to recovery from addictions. We will read some of the major cross cultural, ethnographic, linguistic, and social-political works on addictions. Students will conduct their own anthropological interviews regarding substance misuse and recovery as well as observe a local 12 step recovery meeting in the community. Students will engage in discussions of recovery with community partners. Enrollment limited to 20.

ANTH 1301. Anthropology of Homelessness.

Homelessness emerged as a public concern in the United States and in other industrialized countries in the late 1970s as people began encountering people living on the streets, a way of life formerly confined to the skid rows of large cities. In this course, through readings, readings, discussion, and hands on experiences with individuals and families experiencing homelessness, we will uncover the causes, conditions, and responses to homelessness. Each student will spend at least two hours per week in a local homeless-serving community partners in order to gain face to face experiences. The field placements will be facilitated by the professor.

ANTH 1305. Medical Humanities: Critical Perspectives on Illness, Healing, and Culture.

Medicine is arguably the most humanistic of the hard sciences, one that strives to ensure the basic dignity of individuals. In our increasingly globalized world, access to medical care is recognized as a fundamental human right. However, there continues to be considerable debate over the "best" ways to provide medical services to economically and culturally diverse communities across the globe, given the complex ways that people prioritize and perpetuate their health. This seminar explores the multifaceted relationships between biomedicine and cultural understandings of illness, both in the US and worldwide. Instructor permission required. Enrollment limit 25 juniors and seniors.

ANTH 1310. Global Health: Anthropological Perspectives.

This course explores the distinctive contribution that a critical approach—primarily that of medical anthropology—can make to the rapidly changing field of global health. The course takes a problem-based approach and focuses on "grand challenges," such as those posed by global pandemics, humanitarian crisis, or the limited reach of child and maternal health programs in "resource-poor" locations. Through ethnographic case studies, we will examine how the concepts and practices associated with global health interventions travel to different parts of the world and interact with local agendas.

ANTH 1311. Language and Medicine in Practice.

This Community-Based Research and Learning course (CBLR) provides students with a foundation for thinking about how the ways people use language shape and are shaped by the medical sphere. Team taught by a linguistic anthropologist (P. Faudree) and medical anthropologist (K. Mason), this course explores the intersections of language, medicine and health, culture, and society. The course also has a strong applied dimension: students will engage in volunteer work and/or participant observation in clinical settings as part of their coursework. Throughout the course, students will bring their insights and observations of healthcare practice into dialogue with anthropological analysis. The course is limited to 20 students, admitted to the class via an application process. Priority will be given to senior anthropology concentrators and Engaged Scholarship Certificate students.

ANTH 1314. Toxic: Health, Environment, and Life after Harm.

What does it mean to live amidst toxicity? This course explores the environmental and health problems associated with exposure, contamination, and detoxification through a social and cultural perspective. It provides students with an interdisciplinary introduction to the complex relationship between society and the environment using theoretical interventions from medical anthropology, science and technology studies, political ecology, and decolonial studies. From oil spills to asthma, this course draws on readings and in-class activities to explore how contemporary environmental and health problems are shaping—and being shaped by—the politics of race, gender, and class.

ANTH 1315. Race, Racialization, and Health.

This course is an introduction to conceptualizations of race and racialization in health and anthropological thought on the study of medicine practices, with particular attention to the ways that disease burden and differential access to healthcare are shaped by broader histories of colonialism, imperialism, and development. We begin with a focus on the invention of racial categories in North America as a means of justifying slavery, Indigenous land dispossession, and the accumulation of property by those settlers deemed "white". From this foundation, we will interrogate the ways that "race as biology" becomes mobilized in scientific and clinical discourses to justify and explain health disparities. In examining health disparities, we will engage with studies of race science, medical racism, medical experimentation, and structural violence in/of health care to understand how intersections of oppressed identities impact peoples' ability to live and live well.

ANTH 1320. Anthropology and International Development: Ethnographic Perspectives on Poverty and Progress.

Examines international development from an ethnographic perspective, looking critically at issues of poverty and progress from local points of view. Course is organized around the premise that culture is central to understanding processes of development. Broad development themes such as public health, agriculture, democracy, and the environment will be explored through readings representing a wide range of regions and cultures.

ANTH 1321. Impact on Colonialism: Gender and Nationalism in India.

This course is designed to look into colonial and post-colonial identities within the disciplines of history of literary studies. We will adopt an anthropological approach to those subjects, taking the cultural anthropology and construction of gender as the guideline for the analysis. Topics will include: orientalism, and gender; nationalism and religion.

ANTH 1322. Human Rights, Social Justice, and Humanitarian Intervention: The Anthropology of Global Aid.

From child soldiers to starving refugees, Americans are inundated with media images of violent suffering in the developing world. Our politicians frequently present international humanitarian intervention as an unequivocal good, without examining the actual outcomes of aid initiatives. This course uses tools from anthropology to explore the motivations for global aid, along with the concrete—and often unexpected—effects it produces on the ground. Foregrounding an ethnographic approach, we seek to understand the enduring influence of the concept of "rights," the ways that local populations both welcome and resent humanitarian work, and the successes and failures of international charitable organizations. First-year students require an instructor override to register.

ANTH 1323. The Culture and Politics of Colonial Cities: Migration, Markets and the Diaspora.

Two colonial powers (British Empire and Portuguese) form the basis for this comparative approach to unravel and comprehend how colonial policies differed in two regions. Colonial cities have a special mystique, and studying them in the present unravels socio-historical and political connections make the present more meaningful. For post-colonialism, we address migration and Diaspora, the participation of groups under analysis in transnational economy and local and global markets. Focusing on the Diaspora, we seek to tie history and cultural development to the wider issue of Diaspora and the displacement of people, the search for opportunities, migration and the global markets.

ANTH 1324. Money, Work, and Power: Culture and Economics.

Economic activities take place within cultural contexts which define appropriate values and goals, and in societies varying in scale, technology, and organization. Looking cross-culturally, and at economic activities in societies such as the United States, this course examines the production, distribution, and consumption of material goods, analyzing these as essentially social activities - properly understood only when we take account of social relations and cultural values. Consequently, the course also investigates the extent to which the words commonly used to describe economic life, such as "market", "wealth", "price", "profit", "work", and "money", are culturally specific rather than universally applicable. At least one previous course in Anthropology or another social science is strongly recommended.

ANTH 1325. Business and Entrepreneurship in Global Perspective.

In a world of free trade, government downsizing, and the rapid movement of people and ideas, business and entrepreneurialism have become central to many peoples' economic livelihoods and social identities. Anthropologists have most often treated business and entrepreneurship as reflections of culture and social life, rather than sites of production in their own rights. Corporate workplaces, small businesses, and trade encounters are starting points for understanding myriad different social outcomes: novel forms of intercultural communication, new patterns of transnational labor migration, changing class configurations, and forums through which socially marginalized groups participate in society.

ANTH 1326. The New Economic Anthropology.

This course introduces students to the new economic anthropology of capitalism and situates it within the historical development of economic anthropology since the late 19th century. The course begins by introducing students to basic notions of 'economy' as understood in the ancient Mediterranean up through to the present. The course covers early anthropological research into forms of personhood and sociocultural organization that contrasts sharply with the assumed universality of homo economicus. The course focuses on key debates within economic anthropology over the possibility of using 'western' economic categories for analysis and explores some of the alternative frameworks developed by anthropologists.

ANTH 1327. Ethnography in Organizations.

This course explores how ethnographers study organizations. You will explore ethnographic case studies of different types of organizations, from private companies to governmental agencies. You will also have the opportunity to practice methods by conducting a semester-long ethnographic study of an organization on campus. This course will give students a strong grounding in the theories and methods that define ethnographic studies of organizations.

ANTH 1328. The Anthropology of Capitalism: Gender, Race, Kinship.

In this course, we will focus on how large scale economic and demographic transformations relate to race, gender, sexuality. Our class will begin from the premise that politics of social difference are central, rather than peripheral, to transnational capitalism, and we will challenge the idea of the "economic" as a bounded and predetermined domain. Throughout our class, we will examine how race, gender, and sexuality connect to economic and demographic change through topics such as kinship, care, health, labor and exchange across contexts like the US, South Korea, Chile, Kenya and elsewhere. Looking to ethnographic scholarship and media, we will ask not only how market reforms shape subjectivities, desires, and everyday life but also how people work to resist and reimagine these conditions in return. There are no prerequisites to this course.

ANTH 1330. Women in Socialist and Developing Countries.

A seminar, jointly taught by a sociologist and an anthropologist, exploring the changing role of women in the former socialist countries of Eastern Europe and developing countries in Africa and Asia. Includes women's position, ideologies, and choices within these societies, and the transitions that are taking place. Contributes to a better understanding of the role of women in our own society.

ANTH 1360. Education as Freedom?: Educational Access and Immigration Activism in the US South (EDUC 1350).

Interested students must register for EDUC 1350.

ANTH 1400. Race, Culture, and Ethnic Politics.

A seminar addressing the subjects of race, culture, and ethnicity, focusing on minority groups in the U.S. Seeks to clarify the philosophical and theoretical issues in contemporary America using a cross-disciplinary approach.

ANTH 1405. Race, Rights and Rebellion (AFRI 1020D).

Interested students must register for AFRI 1020D.

ANTH 1410. Reconstructing Multiraciality.

An examination of, first, the racial and social history of interracial and interethnic relations in the U.S. and different parts of the world, then, the contemporary American situation and changing trends in these cross-group relationships. Exploratory and interdisciplinary-intended to open a dialogue on multiple issues involved, diachronically as well as synchronically.

ANTH 1411. Nations within States.

Examines the interactions between small-scale indigenous societies (often referred to as Fourth World Nations) and the modern states within which they now exist. The relationship is obviously asymmetrical, yet these ethnic or "racial" minorities have the support of world opinion and international organizations. The sociocultural, economic, and political structure of these nations within states is the focus of the course.

ANTH 1412. Anthropology of State Power and Powerlessness.

How do we conceptualize state power? Is Power primarily a capacity for force and coercion or a source of welfare and social cohesion? States the world over often do not manage to provide adequate welfare or to maintain a monopoly on violence. How then might we understand state power not only as a capacity but also in its incapacities and vulnerabilities? We engage these paradoxes of state power through classic texts of anthropology and political theory including Foucault, Weber, Hobbes, Locke and Rousseau, in tandem with lively ethnographic analyses of state power in its capacities and incapacities.

ANTH 1420. Ethnicity, Race, and Gender in the Americas.

The historical and contemporary ethnography of ethnicity, race, and gender in the Americas. Topics include racism, multiculturalism, affirmative action, immigration, nationalism, acculturation, cultural autonomy, slavery, colonialism, and genocide.

ANTH 1421. Ethnic American Folklore: Continuity and the Creative Process.

An investigation of the dynamics of cultural continuity and the creative process involved in ethnic American folklore from oral narratives, life history, to foodways, and the senses of place. How do these cultural forms intersect with ethnicity, gender, group activism, and transnational contacts and exchanges? What are the new cultural forms, communication milieus, and venues negotiated or contested in contemporary America?

ANTH 1422. The American Experience-Southeast Asian Refugees/Americans.

Explores the diaspora of the Cambodian, the Hmong, the Lao, and the Vietnamese American from their initial exodus from their war-torn countries to their strategies for reconstructing new lives. Topics include socioeconomic changes, changing family life, gender roles, life choices, and the growing American generation. Materials used include films, songs, and autobiographies written by the refugees/Americans themselves.

ANTH 1423. Migrants, Political Activism and the Racialization of Labor (POBS 1601M).

Interested students must register for POBS 1601M.

ANTH 1450. Living with Conflict.

Exploration into ways in which cultural groups perceive and approach situations of conflict and how these situations in turn shape cultural practices, beliefs, and norms within the group. Examples are taken from ethnographies of different parts of the world and include a discussion of customs that help mitigate conflict among members of the group as well as conflict between groups.

ANTH 1470. Illustrating and Interpreting the Past: Visual Representation in Archaeology.

Archaeologists investigate culture using material artifacts as evidence about the past, but in order to communicate and compare that evidence, they must turn to technologies of reproduction and representation. This course traces the evolution of archaeological illustration, and its contributions to our knowledge of the past, in the context of technological and intellectual change over time. It explores the most up-to-date methods of archaeological illustration and their current place and future directions in the digital humanities. Working with objects from the Haffenreffer Museum of Anthropology, students will acquire experience in traditional and cutting-edge illustration techniques.

ANTH 1500A. Ethnographic Research Methods (IAPA 1500A).

Interested students must register for IAPA 1500A.

ANTH 1504. The Amazon, Climate Change, and Conservation (LACA 1504P).

Interested students must register for LACA 1504P.

ANTH 1505. Vertical Civilization: South American Archaeology from Monte Verde to the Inkas.

This course offers an introduction to the archaeology of indigenous south American Civilizations, from the peopling of the continent around 13,000 years ago, to the Spanish Invasion of the 16th Century C.E. Throughout, we seek to understand the often unique solutions that South America indigenous peoples developed to deal with risk and to make sense of the world around them. Course lectures and discussions focus on recent research and major debates. Weekly sections draw on viewings of artifacts and manuscripts from the Haffenreffer Museum and the John Carter Brown Library.

ANTH 1510A. Theorizing Reproductive In/Justice.

Reproductive Justice, a theoretical paradigm and activist praxis developed by Black feminist organizers, provides us with an essential means of understanding our world. In this course, students will learn to use the lens of reproductive justice to interrogate how some of our most pressing contemporary crises are rooted in long-standing histories of white supremacy and capitalism and are intimately related to reproduction and constraints against reproductive freedom. By taking up the RJ movement's primary three principles, 1) the right not to have a child, 2) the right to have a child, and 3) the right to parent children in safe and healthy environments, this course welcomes junior scholars into an interdisciplinary space for thinking through the historical and continued role of the US and Canadian governments in controlling reproduction, and reproduction's impact and reliance on seemingly disparate aspects of life.

ANTH 1515. Anthropology of Mental Health.

Mental illness and wellbeing have been defined and treated in dramatically different ways across cultures and historical epochs. In this course we engage with religious and secular healing traditions including biomedicine, and the ways in which these shape the experience and understanding of "madness", of common mental disorders (such as depression and anxiety), and changing perceptions of the normal and the pathological. Drawing on anthropology, psychiatry, philosophy, literature and cinema, we follow the emergence, translation and critique of diagnostic categories across different parts of the contemporary world. Key authors include Foucault, Deleuze and Guattari, Kleinman, Good, Veena Das, and others.

ANTH 1520.**How to Do Things with Maps: Cartography, Power, and Political Imagination.**

Maps do not merely represent reality; they both create and exceed it. This course critically examines the history and future of cartography, devoting particular attention to the role that maps and map making have played in the emergence and persistence of social power and political imagination. Among other topics, we consider how maps have shaped property and class relations; state sovereignty and royal authority; colonialism and imperialism; national and ethnic identities; migration and citizenship; and the relationship between humankind and nature, earth and the cosmos. Classes include visits to historic map collections and experimentation with critical mapping techniques. Creative final project.

ANTH 1530. American Indian Archaeology.

Traces the development of North American Indian cultures through the comparative study of prehistoric archaeological remains. Topics include the origins of Native Americans, Native American hunting-gathering lifeways, and the rise of the Native American agricultural societies. Emphasizes analyses of subsistence modes, settlement patterns, and symbolic systems.

ANTH 1540. Power, Profit, and Pillage: The Rise and Fall of Trading Kingdoms in Asia.

A course survey of the pre- and protohistoric archaeology of the eastern half of Asia. Topics include the origins and evolution of agricultural societies, the emergence of village and urban life, and the rise of states and kingdoms. The early states were often characterized and even reinforced by elaborate symbolic and religious systems expressed through ritual, art, and architecture-topics also covered by the course.

ANTH 1550. Ancient Environments.

This course teaches students how scientists investigate ancient environments and climate change and how these are related to ancient people and culture history. Students will learn about methods ranging from pollen and soil analysis to climate reconstruction and ecology. The class will look at a number of archaeological case studies in which climate or environment are believed to have been integral in past cultural developments. Case studies include the Levant, Mesopotamia, Polynesia, the American Southwest, and the Maya area. Students will be evaluated on class participation, weekly writing assignments, and final research papers. Prerequisite: ANTH 0500 or instructor permission.

ANTH 1550A. Queer Asias(GNSS 1550).

Interested students must register for GNSS 1550.

ANTH 1551. Techno-Ecologies: Health, Environment and Culture in the Digital Age.

This course examines how people's health and lived experiences are impacted today by global environments in flux—and how these interconnected ecologies are deeply shaped and scrutinized in turn through various networks of technoscience. Topics will include food and nutrition in post-industrial economies; "conservation medicine" and the health of animals; energy and art; the global health implications of climate change; representations of race and indigeneity amid the "politics of nature"; society and microbiome; oil leaks and water wars; chemical exposures and disease; hybridity and nano-technology; and debates surrounding corporate social responsibility in practice.

ANTH 1552. Environmental Change: Ethnographic Perspectives.

What can anthropology's concepts and methods help us understand about the ways people unevenly experience, govern, fuel or contest global environmental changes today? Focusing on sociocultural accounts and ethnographic films, we will examine contemporary realities such as global warming and the anthropology of hydrocarbons; water politics and privatization of nature; pollution and its governance; agricultural change and human health; nuclear disaster; biodiversity and deforestation; the microbiome and society; and the ways environmental science is being produced alongside its emerging markets. Students will learn to put debates about ecological change in dialogue with anthropological thought and tools from the environmental humanities.

ANTH 1554. The Anthropology of Violence.

What does it mean to "do" or to "commit" violence? How do we recognize it when it is so ubiquitous? Be it through war, ethnic cleansing, social conflict, revolution, or various forms of interaction, the topic of violence has figured prominently in anthropological scholarship as well as social thought throughout history. This course will explore major theories of violence through engagement with social theory, ethnography, and media. We will use a range of perspectives including biopolitics, feminist critique, and queer theory, and host of examples ranging from communal violence to warfare to sexual violence to explore violence in-depth.

ANTH 1555. Environmental Anthropology.

This course is an overview of cultural anthropological approaches to the complex relationship between environment and society. It introduces students to key concepts in social studies of the environment, such as contamination, embodiment, perspectivism, dispossession, and structural violence. The course focuses on developing theoretical and methodological resources for analyzing contemporary environmental issues through a cross-cultural perspective, including: plantation agriculture, epigenetics, nuclear fallout, climate change, and invasive species management. Students will acquire the research skills to trace links between issues like industrial pesticide use and diet culture; oil spills and colonialism; access to clean water and urbanization. From fossil fuels to animal rights, this course explores how contemporary environmental dilemmas related to consumption, production, and destruction play out in our everyday lives, and asks: can we do anything about it?

ANTH 1556. Environmentalism and the Politics of Nature.

This seminar covers fundamental themes and advanced topics in the field of environmental anthropology. Over the course of the semester, we examine the relationship between environmentalism, conservation, and globalization. The geographic focus is the Global South; articles and ethnographies cover cases in Africa, Asia, and Latin America. Topics include indigeneity, wilderness, parks and protected areas, politics of space, development, and ideas of native and invasive species.

ANTH 1557. Sex, Gender, and Subversion: An Introduction to Queer Anthropology.

From sex between straight men in fraternities to young girls dedicated to and raised as 'husbands' of a goddess, we will explore practices of gender and sexuality that run counter to heterosexual and cisgender norms. Through ethnographies, media, and lively class discussions, this course offers an introduction to issues of gender and sexual subversion globally as well as basic concepts that animate discussions of queer anthropology/theory. Course materials will impart an understanding of how sexuality and gender intersect with questions regarding race, class, caste, disability, religion, neoliberalism, (post)colonialism, power, and other thematic issues. There are no prerequisites to this course.

ANTH 1558. Wet Ethnographies (HMAN 1977P).

Interested students must register for HMAN 1977P.

ANTH 1559. Wet Ethnographies (GNSS 1962E).

Interested students must register for GNSS 1962E.

ANTH 1560. Environmental Archaeology: Sustainability, Catastrophe, and Resilience.

How did people in the past respond to environmental crisis? How did they modify their environments to suit their needs - sometimes to long-term detriment? How did they engage in sustainable practices, and build resilience into their local ecologies? In this course you will learn how archaeologists reconstruct paleoenvironments using multidisciplinary approaches, including botanical analyses, soil studies, and GIS modeling. You will learn how archaeologists tackle the problem of identifying ethnoecological relationships in the deep past, and how they track the impacts of these relationships on human history and the environment. Key case studies will be drawn from ancient societies in the Mesopotamia, Polynesia, West Africa, the American Southwest, Western China, the North Atlantic, and the Maya area.

ANTH 1561. Environmental Amnesia: How to navigate losses in nature by looking at the past (ENVS 1879).

Interested students must register for ENVS 1879.

ANTH 1562. Reimagining Climate Change (ENVS 1601).

Interested students must register for ENVS 1601.

ANTH 1570. American Indian Archaeology.

This course traces the development of North American Indians and culture through a comparative study of prehistoric archaeological remains. Some of the questions addressed will be: When where and why did people first migrate into North America? Were these people responsible for the mass animal extinction at the end of the last Ice Age? What accounts for the similarities and differences in the politics and adaptations of Native Americans?

ANTH 1580. ISIS, NAGPRA, and the Academy: Archaeology and Global Issues in Cultural Heritage.

These days cultural heritage is all over the news. The wars in Syria, Iraq, Afghanistan, Yemen, and Libya have led to the destruction of countless sites and museums, and the looting of artifacts on a massive scale. Cultural heritage is a broad term however, and there are people and institutions around the world that have stakes in how it is defined and managed. How then do archaeologists, museum specialists, and others in the academy define, work with, and protect cultural heritage? This course will explore current themes in cultural heritage with an eye to material culture and ethical action.

ANTH 1590. Archaeology of the Ancient Near East.

A survey of archaeological sites in the ancient Near East from the Neolithic period to the early Roman Empire. Archaeology allows us to explore the development of agriculture, cities, and urban-based culture, as well as to make comparisons between cultures and examine issues of trade and commerce. We evaluate sites in relation to theoretical and methodological issues in anthropological archaeology.

ANTH 1599. Politics of Indigeneity in Brazil (LACA 1503Q).

Interested students must register for LACA 1503Q.

ANTH 1600. Hunter-Gatherer Adaptations.

Addresses the question: to what extent can the concept of the ecosystem, as developed in evolutionary biology, explain variability in human behavior? Examines the literature on contemporary hunting and gathering societies, both human and nonhuman, as well as relevant findings in archaeology and human biology. Background in general biology and anthropology is helpful, but not required.

ANTH 1620. Global Historical Archaeology.

The course examines historical archaeology as a multidisciplinary approach to the study of the historic past. Draws in recent research from different parts of the world, including North America, South Africa, Australia, the Caribbean, and South America, to illustrate historical archaeology's contributions to interpreting peoples' everyday lives and the diversity of their experiences in the post-1500 era.

ANTH 1621. Material Culture Practicum.

The course explores the ways that archaeologists think about and interpret material culture and provides an opportunity to study the artifacts of everyday life found at historical archaeological sites in the Atlantic World firsthand. Focusing on an assemblage from a site that was a place of intercultural trade, conflict, and enslavement, students will learn how material evidence reveals the entanglements of Indigenous, European, and African people.

ANTH 1622. Archaeology of Settler Colonialism.

The course uses settler colonialism as a framework for understanding how European colonists attempted to displace and eliminate Indigenous peoples beginning in the 15th century and its historical implications for structural inequalities of race and gender. We will look at how settler colonialism is different from colonialism, and more importantly, at resistances challenging its ambitions. Case studies from North America mostly, but also Australia, South Africa, and other settler colonial societies will focus on historical archaeology's contributions to illuminating settler colonialist strategies for establishing and maintaining settler sovereignty in light of concerns for decolonizing archaeological practices. We will give special attention to the insights gained about the experiences of dispossessed, enslaved, and marginalized peoples and their descendants, and the many ways their actions critiqued settler colonialism and imagined different futures.

ANTH 1623. Archaeology of Death.

Examines death, burial, and memorials using comparative archaeological evidence from prehistory and historical periods. The course asks: What insight does burial give us about the human condition? How do human remains illuminate the lives of people in the past? What can mortuary artifacts tell us about personal identities and social relations? What do gravestones and monuments reveal about beliefs and emotions? Current cultural and legal challenges to the excavation and study of the dead are foregrounded.

ANTH 1624. Indians, Colonists, and Africans in New England.

The course explores the colonial and capitalist transformation of New England's social and cultural landscapes following European contact. Using archaeology as critical evidence, we will examine claims about conquest, Indian Extinction, and class, gender and race relations by studying the daily lives and interactions of the area's diverse Native American, African American, and European peoples.

ANTH 1625. Questions of Remembrance: Archaeological Perspectives on Slavery in the New World.

Archaeology of slavery, and particularly that of enslaved African-American communities in what came to be the United States, has been one of the fastest growing areas of archaeological research in the last few decades. This course will look into both classic and current literature on the archaeology of Atlantic slavery in order to understand the development of this archaeological subfield, from an initial focus on the living conditions of slaves on plantation sites to later interests in the processes of consolidation of African-American ethnicities. What are current challenges faced by those investigating the material constitution of African Diaspora through time?

ANTH 1630. The City, the Maroon and the Mass Grave.

How has archaeology contributed to our understanding of the past in the former Spanish colonies? How has this knowledge been presented and made socially relevant in present-day Latin America? This course proposes a critical insight into the achievements and future challenges of historical archaeology in Spanish speaking America, exploring the diverging trajectories that the discipline has had in different countries of the region, and the way in which archaeological knowledge about the colonial, republican, and contemporary periods has been either ignored or assimilated into the development of specific politics of cultural heritage at the local level.

ANTH 1640. Maize Gods and Feathered Serpents: Mexico and Central America in Antiquity.

Mexico and Central America are the cradles of one of the world's most enduring cultural traditions. The modern identity of the region was forged in these ancient traditions and their influence is apparent the world over, particularly in the area of agricultural domesticates (corn, chocolate, and chilies). Their cities (Teotihuacan, Monte Alban, Chichen Itza, etc.) rank among the greatest of the ancient world. This course offers a survey of Pre-Columbian Mexico and Central America, from the early monumental centers of the Olmec to the great Aztec city of Tenochtitlan, and explores how anthropologists and archaeologists investigate Middle America's indigenous past.

ANTH 1650. Ancient Maya Writing.

Nature and content of Mayan hieroglyphic writing, from 100 to 1600 CE. Methods of decipherment, introduction to textual study, and application to interpretations of Mayan language, imagery, world view, and society. Literacy and Mesoamerican background of script.

ANTH 1660. The Ancient Body: Past Ideas about Human Physicality.

Course addresses the burgeoning literature on the human body, especially the meanings attached to it through time and across cultures. Anthropology, history, and archaeology offer the principal sources of evidence for this introduction to past ideas about the body.

ANTH 1670. Global Origins of Plant and Animal Domestication.

A seminar providing the basic information on the prehistory of the Circum Arctic of Northern Fennoscandia, Russia, and North America. Not open to first year students.

ANTH 1671. Juveniles for Justice: Youth Civic Engagement and Activism (EDUC 1670)..

Interested students must register for EDUC1670.

ANTH 1681. Treaty Rights and Food Fights: Eating Local in Indian Country (ETHN 1750B).

Interested students must register for ETHN 1750B.

ANTH 1692. Southwestern Archaeology.

This course is an introduction to the archaeology of the native peoples of the Southwestern United States and Northern Mexico. It discusses the history of the field and examines how it is currently re-engaging with contemporary native peoples. It emphasizes past and present cultural diversity and traces out long-term continuities in beliefs and practices. Special attention is given to comparing and contrasting three formative cultural systems - Chaco, Hohokam, and Paquimé - that linked the Southwest into a series of broad social, political, and ideological networks. Students will be introduced to the Southwestern collections of the Haffenreffer Museum of Anthropology.

ANTH 1700. Evolutionary Theory and Human Behavior.

An introduction to the field of human behavioral ecology, the course provides an overview of the application of the theory of natural selection to the study of behavior in an ecological setting. Focus is on anthropological topics related to reproduction such as issues of mating and parenting, sex ratios and sex preferences, and timing of life histories events.

ANTH 1706. Transnational Feminist Knowledge Production/ Practices: Perspectives from East and West Asia(EAST1706).

Interested students must register for EAST 1706.

ANTH 1710. Biological Issues in Human Origins and Variability.

This course examines the fossil record of human ancestors and evidence for cultural origins in relation to evolutionary theory in biology. We will review studies of living primates as well as modern genetic and DNA research for measures of contemporary human variability. Finally, we will explore forensic applications and case studies.

ANTH 1720. The Human Skeleton.

More than simply a tissue within our bodies, the human skeleton is a gateway into narratives of the past—from the evolution of our species to the biography of individual past lives. Through lecture and hands-on laboratory, students will learn the complete anatomy of the human skeleton, with an emphasis on the human skeleton in functional and evolutionary perspective. We'll also explore forensic and bioarchaeological approaches to the skeleton. By the course conclusion, students will be able to conduct basic skeletal analysis and will be prepared for more advanced studies of the skeleton from medical, forensic, archaeological, and evolutionary perspectives.

ANTH 1725. The Archaeology of College Hill (ARCH 1900).

Interested students must register for ARCH 1900.

ANTH 1740. Paleoethnobotany: Ancient Agriculture to Criminal Investigations.

How can we use botanical evidence to understand the past, from cold cases to VERY cold cases? Which roles did plants play in ancient communities? What happens to plant remains after they become incorporated into the archaeological record, and what are the methods used to study these "ecofacts"? How do paleoethnobotanical interpretations contribute to our understanding of history and structure our public policy? How is botanical forensic evidence used in law enforcement investigations? This course trains students in laboratory methods and interpretations of botanical evidence through hands-on practice. We explore the major classes of plant remains likely to be encountered in forensic cases and archaeological sites; identify botanical residues and organize the data to make interpretable results; and address major issues within the discipline.

ANTH 1750. Bioarchaeology and Forensic Anthropology.

Bioarchaeology and forensic anthropology have common methodological roots (human osteology) but are oriented to answer very different questions. Both are grounded in the anthropological sub-disciplines of biological anthropology and archaeology. The focus in bioarchaeology is advancing our understanding of the human experience in the past. Bioarchaeologists study a range of topics including health, violence, migration, and embodiment. Forensic anthropology is a form of applied anthropology that is employed to document and interpret human remains in medico-legal contexts. The course will survey both fields while instructing in the methodologies and approaches of each. The course complements The Human Skeleton (ANTH 1720).

ANTH 1760. Disability and Culture in the Past and Present.

Like gender and race, disability is a cultural and social formation that identifies particular bodies and minds as different, regularly as undesirable, and rarely as extraordinary. This course introduces the theoretical, cultural, and political models of disability and explores the lived experiences of persons with disabilities across time and within different social contexts. Through a discussion of scholarly readings, literature, film, photography, art, and archaeology, this seminar considers disability in relation to: identity; impairment; stigma; monstrosity; marginalization; discrimination; beauty; power; media representations; activism; intersectionality; and gender and sexuality.

ANTH 1764. Campus Culture.

This course presents an anthropological perspective on American colleges and universities from the past to present. In particular, it will address the emerging relationships between curriculum, governance, funding sources, academic values, and campus life. Readings will include theoretical sources on higher education, historical and ethnographic accounts of particular institutions, and recent essays regarding the purpose, practices and criticism of contemporary colleges and universities.

ANTH 1800. Sociolinguistics, Discourse and Dialogue.

An investigation of the study of language and language behavior. Centers on the study of variation in language as seen in the social and cultural context of language use. This course will feature practice in writing fictional and dramatic dialogue based on real-life discourse. Presupposes some familiarity with basic linguistics (ANTH 0800, CLPS 0030, or equivalent).

ANTH 1805. Language and Desire.

Language and desire have a complicated relationship to one another. Sometimes, they are understood as co-constitutive; others, as opposing or incommensurate. This class will explore how language and desire have shaped, upheld, complicated, or contradicted one another across times, spaces, cultures, and societies. Drawing on interdisciplinary work from anthropology, psychoanalysis, queer studies, and more, this class will neither prematurely nor simplistically resolve the relationships between language, desire, and other categories. Instead, we will critically interrogate various perspectives on mind and body, individual and group, and symbolic and material forces that impact what we strive toward, wish for, or find (dis)pleasurable.

ANTH 1810. Language and Power.

This course considers how language and power relate to each other in social life. We first consider theoretical approaches to the politics of language use, such as Foucault on discursive formations, Bourdieu on language as social capital, and Bakhtin on the oppression inherent in standard languages. We then consider specific issues, including joking as linguistic resistance, language death and revitalization, the cochlear implant debate, and racializing discourses. We end with language use in the U.S. "culture wars," covering such topics as the Ebonics controversy, language and electoral politics, hate speech, and English language legislation.

ANTH 1815. Listening and Society.

Politics, power, and even a sense of self are frequently identified with having a voice. Creating such a voice, however, is not solely up to speakers. Listeners also play an important role in determining who is heard and in what ways. The same could be said for personal relationships and care. We seem to pay more attention to how we can speak and what we can say to care for someone than to specific ways we can improve our listening skills. In this class, we will consider different ways that listening shapes our relationships with other people and the broad social effects of different ways of listening. We will consider listening in a wide range of settings, including cities, deaf communities, places of suffering, legal hearings, and prisons.

ANTH 1820. Lost Languages: The Decipherment and Study of Ancient Writing Systems.

Humans make many marks, but it is writing that records, in tangible form, the sounds and meanings of language. Creating scripts is momentous; writing facilitates complex society and is a crucial means of cultural expression. This course addresses the nature of writing in past times. Topics include: the technology of script; its precursors and parallel notations; its emergence, use, and "death"; its change over time, especially in moments of cultural contact and colonialism; writing as a physical object or thing; code-breaking and decipherment, including scripts not yet deciphered; and the nature of non-writing or pseudo- or crypto-scripts.

ANTH 1830. The Pictured Text.

Writing makes language visible, and thus concerns images. Language also delimits the legibility of imagery. Turning words into images and images into words occurs at great speed around us. This course explores the relation of text and image across world traditions—Chinese, Mayan, Egyptian, Islamic, Greco-Roman, and others, extending up to the present. Topics include: calligraphy, context, scribal practice, the form and shape of writing, including typography, hidden or pseudo-writing, graffiti, and contemporary art.

ANTH 1848. Ethnography + Social Critique.

What is ethnography, as a mode of witnessing, a method of research, a form of storytelling? How is it distinct from other ways of producing knowledge about human experience? How do ethnographers understand and engage with the ethics and politics of fieldwork and writing? This seminar raises these and other questions underlying the practice and genre of ethnography. It delves into the issues of participation, power, and perspective; the nature of evidence and its use in social critique; the reliability of representation; the relation between description and interpretation and between narrative and theory; and the role of different viewpoints and of the author's voice. Throughout the semester, students will read and discuss ethnographic texts (paying particular attention to epistemology, ethics, politics, and poetics) and complete a series of written assignments (ethnographic journaling).

ANTH 1870A. Reproductive Health and Sexuality.

No description available.

ANTH 1871A. Heritage in the Metropolis: Remembering and Preserving the Urban Past (URBN 1871A).

Interested students must register for URBN 1871A.

ANTH 1880. From Magic Mushrooms to Big Pharma: Anthropology of Drugs.

This course considers the social, political, and medical issues associated with illegal and pharmaceutical drugs. Some of the topics we consider are debates over the commercialization and criminalization of hallucinogenic plants such as marijuana, the politics of antiretroviral distribution, the ethics of medical and ethnic tourism, the legacies of colonialism and botanical migrations, "biopiracy" and indigenous knowledge, and critiques of modern food production, including the "locavore movement" and opposition to genetically modified foods. Through it all, we consider how the ways people talk and write about these issues affect concrete realities in daily life. Enrollment limited to 20 juniors and seniors.

ANTH 1900. History of Anthropology: Anthropological Theories.

Looks at the way anthropological methods and theories have interlaced through history to understand the dominant concerns in present-day anthropology. What were the important issues that influenced the discipline's history? Who were the significant, and not so well known, historic personalities who shaped anthropological practice and gave it its identity? Enrollment limited to 20.

ANTH 1901. Anthropology in/of the Museum.

This course provides an introduction to museums from an anthropological perspective. Topics include politics of representation and the construction of the "Other"; objects, identity, and meaning; collecting and cultural property; and collaboration, community engagement, and indigenous self-representation. Assignments involve work with the Haffenreffer Museum of Anthropology's exhibitions and collections. The course focuses on museums dedicated to natural and cultural history, but establishes theoretical and practical grounding for thinking about and working in other disciplines and other kinds of display institutions. It is suitable for both undergraduate and graduate students. There are no prerequisites; but familiarity with anthropology is presumed.

ANTH 1910A. Anthropological Approaches to World Issues.

Capstone seminar for Anthropology concentrators that explores how anthropology can challenge conventional or dominant wisdom about global social problems. Original research project required.

ANTH 1910B. Anthropology of Place.

Place is at the core of anthropology's study of people and their cultures and serves as a unifying theme that bridges its social, archaeological, and linguistic subfields. Through reading the works of anthropologists, geographers, and historians and discussion, students will learn how place is theorized, studied, perceived, lived, imagined, and contested. Among the topics examined are the relationship of place to power and surveillance, identity, memory, utopia, diaspora, and mobility. One prior course in Anthropology or related to the topic is strongly advised. Enrollment limited to 20.

ANTH 1910C. Campus Culture.

Colleges and universities are normative microcosms of the societies they serve. They create, partition, validate and communicate knowledge to rising generations. Their architectures, landscapes, daily routines, yearly cycles, and centennial celebrations are infused with symbolic meanings. Degree awarding ceremonies are among the most attended pilgrimages in our culture. Colleges and universities are gateways to society's essential professions and portals to a succession of alumni/ae bound by tradition. We will look at these institutions, their values, symbols, communities, governance, financial sources, academic structures, tensions, and adaptive strategies through the seeing eye of anthropology. Enrollment limited to 20.

ANTH 1910D. Faces of Culture.

The seminar is designed to allow you as anthropology majors to question to debate and examine some of the assumptions of the discipline, and critically explore the multifarious uses of the concept. We will contextualize the study of culture with the history of anthropology and across other disciplines in the humanities and the social sciences. Limited to 20. Prerequisite: ANTH1900

ANTH 1910E. Media and the Middle East.

Media anthropology is a reinvented field within the discipline, emerging from critical engagements with ethnographic film and the crisis of representation of the 1980s. We'll explore the development of an anthropological approach to mass media studies by focusing on research conducted and theories derived from a particular region: the Middle East. Enrollment limited to 20 senior Anthropology concentrators. Prerequisite: ANTH 1621, 1900, 1940, or 1950.

ANTH 1910F. Social Construction.

No description available. Enrollment limited to 20.

ANTH 1910G. Senior Seminar: Politics and Symbols.

Examination of the key role played by symbols in politics. We examine symbols, myths, and rituals used to win support, create political reality, and form political groups, whether in defense of the status quo or creating movements seeking to overthrow it. The 2016 U.S. presidential, congressional, state, and local political campaigns receive attention. Students, in part working in groups, will engage in original research both on the 2016 American elections and a wide variety of historical and contemporary political developments, from ISIS and the Arab Spring to the American anti-abortion movement. Prerequisites: two previous courses in anthropology.

ANTH 1910H. Anthropological Approaches to World Issues: Locating Migration.

Migration is a main way that not only populations change, but also economies, landscapes, cultures, and identities. Drawing on cases from across the globe and through time, we will examine migration through both the global flows of capital and culture and through migrants' lives as they build families, fight for belonging, and transform the built environment. This capstone seminar is designed to further concentrators' engagement with anthropology, its methods, subfields, and its contributions to our knowledge of human experience. Particular emphasis will be on how anthropology aids in understanding the interrelation of global political and economic systems and local experiences.

ANTH 1911. Gender and Sexuality in the Middle East.

The aim of this course is to offer an overview of the key issues in the study of gender and sexuality with reference to the Middle East. It will provide a gendered understanding of prevailing structures, ideologies, social practices and trends for those students interested in Middle East societies, cultures and politics, as well as those interested in women and gender studies. While the course focuses on anthropological approaches, it is interdisciplinary in scope, with readings and theoretical underpinnings ranging from anthropology to history, sociology, political science, to cultural studies.

ANTH 1930. Anthropology Thesis Workshop.

This course is a year long two-semester workshop (offered in the fall and spring semesters) for students who are researching and writing an honors or senior thesis in Anthropology or a closely related field. Supplementing advisor support, the course will introduce students to best practices, shoring up essential skills in research design, methods, data interpretation, and written and oral presentation. Students will also participate in peer review, offering and responding to substantive and supportive feedback on their work in progress. The workshop, which meets every other week, is structured so that students can make substantial progress, following a recommended schedule to ensure the successful and timely completion of the thesis in the spring.

ANTH 1940. Ethnographic Research Methods.

To understand the different theoretical assumptions that shape research efforts; to examine how hypotheses and research questions are formulated; and to appreciate the ethical and scientific dimensions of research by hands-on experience in fieldwork projects. Prerequisite: One Anthropology course.

ANTH 1941. Context Research for Innovation.

This course brings design thinking into conversation with anthropological research methods, examining the elements of a comprehensive perspective of context. It introduces students to design research methods, ethnographic methods, and how they work together. Students will learn how to use these methods to identify and engage in 'deep hanging out' with the problem, gap or inefficiency in question. They will then move on to patient, contextualized opportunity identification for meaningful innovation. By the end of the course, students will have developed a process for effective context analysis. This course is relevant for designers of products, services, organizations, and experiences. Enrollment limited to 40.

ANTH 1950. Archaeological Field Work.

Training in archaeological lab and field techniques for archaeologists. Topics include the nature of field archaeology, tools of the trade, interdisciplinary field techniques, ethics, excavations methodology, survey and GIS, systematic vs. ad hoc excavation, artifact analysis, site and artifact preservation. Students gain experience as practicing archaeologists through the active investigation of local historical and archaeological sites in the College Hill area.

ANTH 1960. Anthropology of Infrastructure: Comparative Ethnographic Perspectives.

Basic infrastructure – e.g., electricity grids, water supply systems, transportation networks, telecommunications, and pipelines – is commonly seen as a foundational requirement for and visible manifestation of modern human life. Yet inequalities in infrastructure are both causes and consequences of the profound disparities that characterize the contemporary world. This course aims at deciphering the complex interaction between infrastructure, society, politics, and human experience. Taking a comparative ethnographic approach, students will ask whether technology has produced a better world, and for whom. From economics and governance to ethics and sociality, students will explore humans' relationship to infrastructure.

ANTH 1970. Individual Research Project.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ANTH 1977D. Settler Colonial Cities: Indigenous Histories, Presents, and Futures (HMAN 1977D).

Interested students must register for HMAN 1977D.

ANTH 1977G. Archival Activism and Digital Worlds (HMAN 1977G).
Interested students must register for HMAN 1977G.

ANTH 1990. Senior Seminar: (Re)Making Anthropology.

This Senior Seminar capstone course is a critical look at the past, present, future of anthropology. The class proceeds from the premise that we must know the history of our field in order to build a stronger discipline. It examines the contributions and missteps of past anthropologists. Among the key questions to address: What are the discipline's aims and contributions in the 21st century? Has the field successfully integrated diverse voices and perspectives? Are their central theories and methods that have (and continue to) define the field? What does it mean to be an anthropologist?

ANTH 2000. History of Ethnological Theory.

An examination of the intellectual roots and the development of theory and method in anthropology, from the discipline's origins in the nineteenth century to 1940, with an emphasis on sociocultural anthropology.

ANTH 2010. Principles of Cultural Anthropology.

A seminar exploring fundamental theoretical and ethnographic currents in 20th- and 21st-century cultural anthropology.

ANTH 2015. Cosmopolitan Ethnography.

Contributes to anthropological understandings of globalism, political and urban anthropology, with a focus on one particular theoretical orientation that may guide research design and/or analysis. In addition to studying this particular philosophy through which they might understand culture, this course offers a model for the adoption of any given theoretical lens that might be taken up, critiqued, and otherwise put to use in cultural analysis.

ANTH 2020. Methods of Anthropological Research.

A seminar on the methodological problems associated with field research in social and cultural anthropology. Designed to help students prepare for both summer and dissertation research.

ANTH 2025. Research Design and Ethnographic Methods in Anthropology.

The purpose of this seminar is to help graduate students conceptualize ethnographic research, formulate a research problem, develop a research design, consider its ethical implications, design appropriate methodologies and prepared the proposal for IRB approval. The methodologies will be discussed with a view to arriving at a critical understanding of the ethical, political and theoretical issues embedded in them and the way in which they fit into our conception of anthropological practice.

ANTH 2030. Advanced Field Methods.

A seminar for advanced graduate students returning from field research or preparing for dissertation field work. Case studies are used for a critical examination of research design and data analysis.

ANTH 2035. Professional Preparation for Anthropologists.

This course covers research ethics and politics, writing of proposals, theses, and articles, publishing, public speaking, CVs and resumes, and the job search.

ANTH 2040. Advanced Social Theory.

This seminar is for graduate students who have taken ANTH 2000 and ANTH 2010 or equivalent graduate introductory courses in anthropological theory. Topics to be explored in this seminar include contemporary theories of globalization, hybridity, the politics of identity, class, cultural citizenship, democracy, social suffering, structural violence, agency, human rights, militarization, the body, multisited ethnography, and writing culture.

ANTH 2045. Proposal Writing Workshop for Anthropological Fieldwork.

This course is designed for third-year graduate students in any subfield of anthropology or closely related fields who are writing grant proposals for dissertation research. Student grant proposals will be pre-circulated and workshopped. Students will gain familiarity with the format for writing successful proposals, with the strategies needed to operationalize them, and with the everyday academic labor of both offering and responding to substantive feedback.

ANTH 2050. Ethnography.

Each week this class will study classic and contemporary ethnographies - as well as studies from sociology, journalism, and history - that achieve ethnographic results, but will require discussion to determine what they "are". We will carefully examine the methods involved in research for the books and how the ethnographies were written. Ethnographies will be chosen for their importance in anthropology and other fields, and will cover a broad range of topical and geographic contexts.

ANTH 2055. Infrastructure, Inequality and Ignorance.

This seminar provides an introduction to three literatures: those on infrastructure, inequality, and knowledge/ignorance. We will examine the concepts as distinct ones as well as in relation to their overlapping concerns. Cases are drawn from a wide variety of mainly contemporary settings around the world. The emphasis will be on ethnographic and textual approaches to the issues. Appropriate for graduate students from across the social sciences.

ANTH 2060. Anthropology Dissertators' Seminar.

This seminar is for post-field graduate students in residence at Brown who are at any stage of writing their dissertations. It is intended to support dissertators by providing a structured community, providing a setting for sharing goals, and workshopping writing.

ANTH 2100A. Contemporary Ethnography on Latin America and Beyond.

This graduate seminar addresses contentious and creative issues in anthropology by focusing on the science and art of ethnography. Readings feature new transnational ethnographic writers. Topics: alternative research framing, the relation of field research to writing, representing violence and porous borders in practice.

ANTH 2100B. People of the Andes.

No description available.

ANTH 2110. Critical Perspective: Social and Cultural Issues in Africa.

Focuses on debates over significant social and cultural issues in Africa. Historical and cultural continuities are premised as a way of understanding political, economic, and religious complexities in present-day Africa.

ANTH 2120. Critical Locations in the Anthropology of the United States.

This graduate seminar locates and explores the anthropology of the United States. Students first work to understand the social history of anthropology in the U.S., including its theoretical and methodological contributions, and the range of approaches and examples. The course is then organized thematically as students explore key moments along this trajectory, through a close reading of ethnographic work in various settings. The course places a particular emphasis on scholars, topics, and populations that have been historically understudied and sidelined within the larger inquiry, but that are nonetheless critical for the expanded contribution of anthropological work in this field.

ANTH 2130. Biopolitics.

Foucault's concept of biopolitics transformed how anthropologists understand power, agency, modernity, and, more broadly, life itself. As a theoretical tool, it has informed a range of contemporary social science—from intersectional research on reproductive health to theories of the postcolonial state to ethnographies on consumerism. This course will introduce graduate students to the core components and theoretical lineages of biopolitics, and recent ethnographic and archival work that builds on and challenges Foucault's seminal texts. We will highlight the work of Black, indigenous, women, and queer scholars who have sharpened our discipline's apprehension of biopolitics through intersectional, postcolonial, and anti-racist perspectives.

ANTH 2140. Ethnographic Encounters with the Environment.

Environmental anthropology is rooted in a classic dialectical conundrum: in order to trouble the specious line between nature and culture, you need to take that line seriously. Ethnography is a powerful medium for navigating this conundrum; ethnographic monographs render nature as a legible category that emerges through humans' everyday lives, political systems, and cultural infrastructures. Ethnographic monographs position the environment as a conceptual genre for understanding nature/culture "intra-actions." We will examine the writing conventions, theoretical paradigms, and qualitative data of full-length ethnographies on environmental conservation, forests, flooding, human/animal relations, energy, extractivism, soil, and waste, considering these texts as media for negotiating the nature/culture divide. This course will focus both on foundational monographs in environmental anthropology and recent monographs published over the last decade. The course will illuminate how the ethnographic genre of the environment took form and has evolved.

ANTH 2200A. International Health.

This graduate seminar (upper-class undergraduates may seek permission from the instructor) focuses on the social and cultural complexity of health problems in developing nations, exploring anthropological approaches to public health. International health issues will be investigated using historical, ecological, epidemiological, political-economic, and ethnomedical perspectives, and the role of "applied" anthropology will be explored.

ANTH 2210. Anthropology of Kinship.

This course will discuss the analysis of kinship and the construction of the person cross-culturally.

ANTH 2230. Medical Anthropology.

This graduate seminar provides a theoretical, methodological, and ethnographic foundation in medical anthropology. The focus will be on sociocultural approaches to the study of the suffering, illness and the body, though the course will also engage with key issues in biocultural approaches to understanding disease processes. Topics will include: social suffering, religion and medicine, local biologies, gender and the body, biotechnology, bioethics, caregiving and doctoring, and the global burden of disease.

ANTH 2240. Anthropological Approaches to the Body.

This course is an in-depth exploration of theoretical and analytical approaches to the body in socio-cultural anthropology. Topics covered include: the body as site and sign of the social order; theories of embodiment and the cultivation of the self; bodily order and social ritual; the senses; the relationship between bodily epistemology and socio-political structures; the commodification of the body; technological intervention in the body; the visualization of the bodily interior; and state interventions and regulations of bodily processes.

ANTH 2250A. Psychology of Gender.

This course critically examines the role of gender in development and maturation, or the psychological differentiation of males and females, in the context of their socio-cultural environment.

ANTH 2251. Anthropology of Gender and Sexuality.

In this course we will engage scholarship in the social sciences focused on gender, sexuality, and culture. While primarily focused on ethnography, our class will also engage other writing in the humanities and social sciences including history and sociology, given the multiple and interdisciplinary underpinnings of queer and trans anthropological inquiry. Through our readings, we will examine how gender and sexuality relate to an array of pressing topics including—but not limited to— race, ethnicity, religion, kinship, labor, sexual exchange, activism, coloniality, medicine, migration, and neoliberalism. We will extensively focus on transnational contexts beyond the United States and North America, with readings centering the politics of gender and sexuality in locations like Palestine, Taiwan, Canada, Pakistan, the Dominican Republic, Kenya, Armenia and elsewhere. Those without a background or research focus on queer and trans anthropology are welcome to take this course.

ANTH 2252. Decolonizing Feminist Anthropology: Theory and Method.

This course will build upon the momentum gained from the work and engagement of critical, and radical scholars of postcolonialism, feminism, race, cultural studies, sexuality studies, and indigeneous studies in revealing multiple blind spots and various forms of violence associated with the privileging of Eurocentric, liberal, secular, enlightenment, and rationalist ways of seeing the world.

ANTH 2253. Transnational Feminist Politics and Knowledge Production.

This interdisciplinary graduate seminar aims to de-center and decolonize discussions about feminism(s) by focusing on transnational feminist politics and knowledge production. Course readings and discussions will engage theoretical and methodological tools associated with transnational feminist politics and decolonizing knowledge. At the same time, the course will provide concrete empirical examples of struggles, strategies and forms of feminist resistances emanating from the Middle East, Latin America, Africa and South Asia. The course will encourage students to ask questions about transnational feminist solidarities and knowledge productions as well as power imbalances, tensions and conflicts within and between feminist groups and initiatives.

ANTH 2255. Gender, Liberalism, and Postcolonial Theory.

What makes the concept of gender useful to think with, both within academia and beyond? How does gender relate to the political projects of feminism and liberalism? What explanatory potential do gender and liberalism hold for addressing (or obfuscating) social inequalities, racism, and other forms of oppression? Drawing on multiple disciplines in the social sciences, this course offers students analytical tools to theorize gender, sexuality, and liberalism in the contemporary world. Building on critical interventions of post-colonial theorists, we will explore anthropological contributions to the study of gender, sexuality and liberalism through ethnographic writings. Open to graduate students and seniors.

ANTH 2260. Politics and Symbolism: At the Interface of Anthropology and History.

An examination of the theoretical roots of the symbolic analysis of politics and the application of these perspectives to both contemporary and historical study of political life.

ANTH 2261. Globalisms: Empires and Social Movements.

This seminar explores globalism in two of its contemporary forms, including empires and global networks of social movements. Focuses on theories of empire and on their implications for anti-war and anti- corporate movements in particular.

ANTH 2262. Social Analysis, Public Goods and Social Movements.

This seminar explores some of the political, ethical, and social issues and dilemmas involved in using social analysis to advance public interests.

ANTH 2263. Colonialism and Neocolonialism.

A seminar addressing the concepts of colonialism, postcolonialism, and nationalism. The nature of colonial "rule of law," the stages of the dissolution and formation of "African" native states, and the notion of "traditional" power are all examined in a comparative context using Francophone and Anglophone case studies in Africa.

ANTH 2264. Ethnicity, Race, and Nationalism.

Study of key issues debated by anthropologists regarding ethnicity, race, and nationalism, with examination of concepts such as identity, cultural citizenship, transnationalism-globalization, gender, home, and acculturation-hybridity.

ANTH 2270. Ethnography and Women's Literature of Non-Western Societies.

Interdisciplinary and cross-cultural exploration of representation in ethnographic and literary texts. Confronts the apparent analytical opposition of objectivity and subjectivity and addresses the challenge in the academy of "writing culture." Encourages connections between women writers in the Third World and American minority discourse to deepen understanding of global politics and the poetics of culture.

ANTH 2271. Fiction / Ethnography (+ the space between).

What is the relationship between fiction and ethnography, story and fact, creativity and objectivity? This course will consider how fiction and ethnography can each inform yet trouble the other, beginning from the premise that both involve a kind of magic. Using the same building blocks – seemingly humble and ostensibly available to all – writers of fiction and ethnography alike create what one contemporary author has called “language-made hallucinations, fabrications that persuade us to believe in them.” Yet these “fabrications” often have different stakes and use different methods for revealing human “truths.” We’ll explore such divergences and alignments by seeing what is provoked when juxtaposing fiction, ethnography, and even other genres of writing (poetry, journalism, creative non-fiction, etc.). Writing assignments for the course, as befits the content, are flexible with respect to genre.

ANTH 2300. Anthropological Demography.

A seminar devoted to the investigation of the interface of anthropology (especially sociocultural anthropology) and demography. A wide variety of demographic topics—fertility, mortality, marriage, migration—are considered, and the links between anthropological and demographic writings on and approaches to these areas are examined.

ANTH 2301. Interdisciplinary Perspectives on Population.

Brown University’s 10 year of excavations has created a lens through which to examine the complexities of the Nabataeans and their culture. The main information about the Nabataeans comes primarily from their extant monuments. There are also literary and epigraphic sources. This seminar will create a constellation of readable ideas, although we will still be left with many open questions about these people.

ANTH 2302. Field Methods for Anthropological Demography.

Concentrates on methods for collecting or producing data that bear on demographic issues and that are suitable for demographic analyses. Topics include: fertility histories, life histories, genealogies, household surveys, networks, and social units. Particular emphasis on the social contexts of data production, local meanings, and discovering appropriate categories and units of analysis.

ANTH 2303. Anthropology of Fertility and Reproduction.

A seminar examining the social significance and cultural meanings of human fertility and reproduction, including the social and cultural consequences of different fertility levels, the variety of people involved in decisions about reproduction, the allocation of responsibility for parenthood, and the political implications of contemporary debates about the meanings of biological and social reproduction.

ANTH 2304. Issues in Anthropology and Population.

This seminar is intended for graduate students and postdoctoral fellows interested in anthropological approaches to population issues. The overarching theme of the seminar is the contributions that sociocultural anthropology can make to the understanding of population processes.

ANTH 2310A. Law and Violence.

This graduate seminar draws on ethnographic studies and social theory to examine the disturbing, but not paradoxical entanglement between law and violence. Building on Charles Tilly’s comparison between state-making and organized crime and Walter Benjamin’s concepts of law-making and law-preserving violence, we will explore how different modes of violence – from brutal force to more nuanced structural and symbolic forms of oppression – intersect with policies and practices of governance. Anthropological approaches will be used to analyze questions of sovereignty, security, and justice, as we will trace their meanings across disjunctive cultural and legal terrains.

ANTH 2315. Anthropology of State Power and Powerlessness.

How do we conceptualize state power? Is sovereign power primarily a capacity for force and coercion or a source of welfare and social cohesion? States the world over often do not manage to provide adequate welfare or to maintain a monopoly on violence. How then might we understand state power not only as a capacity but also in its incapacities and vulnerabilities? We engage these paradoxes of power through classic texts of anthropology and political theory including Foucault, Deleuze, Weber, Hobbes, and Rousseau, in tandem with lively ethnographic analyses of state power in its capacities and incapacities.

ANTH 2320. Anthropology and Development: Critical Ethnographic Perspectives.

This course examines international development from a comparative ethnographic perspective. The class is organized around the premise that the intertwining of political, economic, and cultural processes is central to explaining the emergence and influence of the very concept of “development,” the extent of popular aspirations for and dissatisfaction with development, and the successes and failures of development programs. The syllabus is structured around a number of broad development themes, such as population, public health, gender, governance, inequality, and humanitarian and refugee issues, with readings selected to represent a wide range of regions and cases. In addition, the anthropological lens is turned back on development institutions, as students will also read ethnographic accounts of Western development agencies.

ANTH 2321. Coming to Terms with India: Anthropology of Colonialism and Nationalism.

This course is designed to look into the impact of colonialism, nationalism and the postcolonial identities of the person in India. In addition to the primacy of the anthropological focus, the seminar will also draw from cultural studies and history. Our engagement will be with topics of nationalism, religion, and caste and class formation during colonial and post colonial rule. Additional topics using the anthropological approach will include orientalism and gender; the location of national minorities within the Indian democracy and the future of fundamentalism; post-colonialism and the emerging new person.

ANTH 2325. The State and the Circulation of Meaning.

This course is designed as a disorientation of the State. Rather than seeing the State as a fixed, absolute entity that exists on a separate plane of existence, this course analyzes the state as an effect-producing abstraction that arises in contested circulations of meaningful signs. Viewing the state as a material abstraction (a complex sign) rather than as an absolute entity, we turn to theories of differentiation in circulation and movement. We attempt to answer the questions: What is movement? What moves? And what does movement create, break down, and change? Thinking about the implications of such questions, we will consider the extent to which differentiations in movement carve out units of governance, how the differences produced in those units might generate change, and how forms of difference might partially escape and alter such movement (or not).

ANTH 2400. Museums and Material Culture.

This seminar discusses anthropological approaches to material culture in museum contexts, by developing themes, selecting objects, and preparing a preliminary script for an exhibition in Manning Hall. This year, “Humans and Nature.” (ANTH 2400 is followed by ANTH 2410. Students can enroll in each course independently). Instructor permission required.

ANTH 2410. Exhibitions in Museums.

The goal of this seminar is to implement in Manning Hall an exhibition script developed in ANTH 2400, on “Humans and Nature” (see that course). Topics discussed and put into practice include: representation of cultures modern museum displays; thematic development; interpretation, handling, and mounting of objects in contextually rich and engaging museum environments; conservation; audience assessment.

ANTH 2420. Museums in Their Communities.

This seminar examines in detail the internal workings of museums (of anthropology, art, history, science, etc) and their place in their communities. Accessions, collections management, conservations, education, exhibition, marketing, research, and museum management are among the topics discussed.

ANTH 2450. Exchange Scholar Program.**ANTH 2500A. Problems in Archaeology: Archaeology of Colonialism.**

Explores the theoretical discourses shaping anthropological approaches and defining archaeological projects on culture contact and colonialism. Attention will be given to examining colonial encounters between Europeans and indigenous peoples as ongoing processes rather than particular historical moments, and to looking at recent efforts at decolonizing archaeological practice.

ANTH 2500B. Problems in Archaeology: The Archaeology of Empires.

Empires have been among the most influential political and social formations in global history. This seminar will explore general literature on imperial genesis, consolidation and decline, as well as considering the specific and unique contributions archaeology and art history can offer to the understanding of empire. A variety of case studies will be explored, with selections depending on student interest.

ANTH 2500C. GIS and Remote Sensing in Archaeology.

This course will train advanced students in the laboratory methods needed for the successful application of GIS and remote sensing technologies in archaeology. We will conduct an exhaustive literature review of spatial research in archaeology to place GIS and remote sensing within a broader conceptual framework. Each student will design their own geodatabase that they will be able to build upon in future research.

ANTH 2501. Principles of Archaeology.

Examines theoretical and methodological issues in anthropological archaeology. Attention is given to past concerns, current debates, and future directions of archaeology in the social sciences.

ANTH 2510. Circumpolar Archaeology.

A specialized course dealing with advanced problems in Arctic archaeology. Although primarily oriented toward the northern specialist, the seminar is designed to present, by example, methodological and analytic problems that are applicable to most archaeological areas and to hunting, fishing, and gathering societies.

ANTH 2515. Material Matters.

In the past decade there has been a growing interest in the study of material culture as an explicitly interdisciplinary endeavor involving the fields of anthropology, archaeology, art history, literary theory, museum studies, and philosophy, among many others. These perspectives exhibit a range of approaches to interrogating how people make things, how things make people, how objects mediate social relationships, and how inanimate objects can be argued as having a form of agency. This graduate seminar is designed to encourage reflection upon material culture and its influence in shaping our lives.

ANTH 2520. Mesoamerican Archaeology and Ethnohistory.

Seminar focusing on current issues in the archaeology and history of Mesoamerica, including Mexico and Northern Central America. Draws on rich resources at Brown, including the John Carter Brown Library.

ANTH 2530. Archaeology of Tribes and States.

Explores concepts of complexity and inequality and how these have been used to study the origins and development of complex society. Categories such as tribes, chiefdoms, the state, etc. are evaluated as conceptual tools for understanding the rise of civilizations and early state formation, as well as transformations in later historical contexts.

ANTH 2540. Historical Archaeology: From Colony to City.

Examines historical archaeology as a complex field of inquiry that engages multiple sources of evidence and incorporates a wide range of theoretical and methodological approaches. The seminar will consider the range of evidence available to historical archaeologists, and draw on examples from colonies and cities around the world to explore how the richness and diversity of the evidence is used.

ANTH 2541. Ethnohistory.

Seminar topic: "Comparative Ethnohistory of the Americas." Examines Indian/European encounters and interactions in North America and Latin America. Explores the conjunction of anthropology and history, combining both theoretical orientations from and methodology of the two disciplines, with particular emphasis on the problems posed by comparative analyses.

ANTH 2550. Archaeological Research Methods, Theory and Practicum.

The seminar is designed to help the student develop good research and analytical skills in archaeology. By focusing on research design, analytic techniques, the relationship between theory and methodology, and the development of research proposal and/or reports, we shall examine how both scientific and humanistic theoretical concerns can be sources of meaningful archaeological questions, and how these questions can be transformed into viable research problems.

ANTH 2560. Lived Bodies, Dead Bodies: The Archaeology of Human Remains.

Bioarchaeology is the study of human remains from archaeological contexts. We will survey the "state of the art" in bioarchaeology, while exploring its relevance and application to the archaeology of complex societies. We will survey a range of bioarchaeological methods and applications, including paleopathology, stable isotope analysis, population affinity/ancient DNA, perimortem trauma, and body modification. In turn, we will explore how bioarchaeology can be used to approach a wide range of archaeological problems relative to complex societies, including subsistence, economy, migration, urbanism, social inequality, conflict and warfare, and identity. S/NC.

ANTH 2590. Space, Power, and Politics.

This course critically examines the politics of space and landscape from an interdisciplinary perspective. After reading key texts in political philosophy and cultural geography, we explore themes in recent scholarship including the spatial production of sovereignty, capital, and political subjectivity and the evolving role of digital cartography in public culture and politics. Case studies are drawn from archaeology, art history, ethnography, cultural geography, and history.

ANTH 2800. Linguistic Theory and Practice.

An introduction to theoretical and methodological issues in the study of language and social life. We begin by examining semiotic approaches to language. We turn to classical research on language as a structured system - covering such topics as phonology and grammatical categories - but we focus on the implications of such work for broader social scientific and humanistic research. We then consider areas of active contemporary research, including cognition and linguistic relativity, meaning and semantics, pronouns and deixis, deference and register, speech acts and performativity, interaction, verbal art and poetics, reported speech, performance, and linguistic ideology.

ANTH 2810. Performance Theory.

Explores the concept of performance as used in several social science and humanities disciplines: linguistics, anthropology, folklore, ethnomusicology, and theater. Also addresses practical problems of conducting research on performance forms. Seminar.

ANTH 2900. Teaching Practicum.

No description available.

ANTH 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ANTH 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ANTH 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Applied Mathematics

The Division of Applied Mathematics at Brown University is one of the most prominent departments at Brown, and is also one of the oldest and strongest of its type in the country. The Division of Applied Mathematics is a world renowned center of research activity in a wide spectrum of traditional and modern mathematics. It explores the connections between mathematics and its applications at both the research and educational levels. The principal areas of research activities are ordinary, functional, and partial differential equations; stochastic control theory; applied probability, statistics and stochastic systems theory; neuroscience and computational molecular biology; numerical analysis and scientific computation; scientific machine learning; and the mechanics of solids, materials science and fluids. The effort in virtually all research ranges from applied and algorithmic problems to the study of fundamental mathematical questions. The Division emphasizes applied mathematics as a unifying theme. To facilitate cooperation among faculty and students, some research programs are partly organized around interdepartmental research centers. These centers facilitate funding and

cooperative research in order to maintain the highest level of research and education in the Division. It is this breadth and the discovery from mutual collaboration which marks the great strength and uniqueness of the Division of Applied Mathematics at Brown.

For additional information, please visit the department's website: <https://www.brown.edu/academics/applied-mathematics/>

Applied Mathematics Concentration Requirements

Applied Mathematics has a profound impact on our daily lives. Whether it is search engines, climate modeling, weather forecasts, artificial intelligence, secure online shopping, brain imaging, or movie recommendations, none of these would work the way they do without algorithms and tools from the mathematical sciences. More generally, Applied Mathematics is an inherently interdisciplinary subject, covering problems arising in all areas of science, technology, and engineering. Our courses provide a broad qualitative and quantitative background for use in these fields.

Applied Mathematics appeals to people with a variety of different interests, ranging from those with a desire to obtain a good quantitative background for use in some future career, to those who wish to have a better understanding of the basic mathematical aspects of other fields, or to those who are interested in the fundamental mathematical techniques and approaches in themselves. The program stresses but is not limited to scientific computing, differential equations, probability, and statistics, which are areas of mathematics that are used most often in applications in science, society, and industry. Our curriculum is flexible enough to meet the goals and interests of a very wide range of students.

Students take courses in applied mathematics for many reasons, not necessarily with an applied mathematics concentration in mind. The value of learning about applied mathematics goes beyond a career opportunity. It provides an education in the use of quantitative methods in thinking about and solving problems, knowledge that is valuable in all walks of life.

We offer four concentrations for undergraduates: Applied Mathematics (A.B. & Sc.B.), Applied Mathematics-Biology (Sc.B.), Applied Mathematics-Computer Science (Sc.B.), Applied Mathematics-Economics (A.B. & Sc.B.). This page describes the concentration in Applied Mathematics.

The concentration in Applied Mathematics is the most flexible of all of our concentrations. Students are required to build a foundation in calculus, linear algebra, differential equations, and basic computer programming. Beyond these foundations, there is a great deal of flexibility as to which areas of mathematics and which areas of applications are pursued. Both the A.B. and the Sc.B. allow students to earn concentration credit by taking advanced courses in almost any of the STEM (Science, Technology, Engineering, Mathematics) disciplines. The purpose is to encourage students to develop expertise in both mathematics and an applied area that might be amenable to mathematical investigation.

Standard program for the A.B. degree.

Prerequisites - the equivalent of two semesters of single-variable calculus

Single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, single-variable calculus consists of MATH 0090 followed by one of MATH 0100, MATH 0170, or MATH 0190.

Requirements - 10 courses¹

MATH 0180	Multivariable Calculus ²	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra ²	1
or MATH 0540	Linear Algebra With Theory	
APMA 0355	Applied Ordinary Differential Equations with Theory ³	1

APMA 0365	Applied Partial Differential Equations I with Theory ⁴	1
One approved course on computer programming. ⁵		1
Three 1000-level or higher APMA courses. ⁶		3
One 1000-level or higher APMA or MATH course. ⁶		1
One 1000-level or higher course in a STEM discipline that demonstrates depth in an area amenable to mathematical investigation and that is approved by the concentration advisor. ⁷		1
Total Credits		10

¹ A required course may be replaced by a more advanced course with concentration advisor approval. No course may be used to satisfy multiple concentration requirements. Transfer credits and courses receiving placement credit notation can satisfy concentration credit as long as they appear on the Brown internal transcript. Pursuing honors will require 12 courses – these 10 plus two additional semesters of independent study courses for the honors research project. For students with multiple concentrations, calculus, linear algebra, and at most two additional courses can be used for concentration credit in the other concentration(s).

² APMA 0260 can substitute for the multivariable calculus and/or the linear algebra requirements. If it is used as a substitute for both requirements, then students must take one additional approved 1000-level APMA or MATH course not used elsewhere for concentration credit that adheres to the restrictions in footnote 6.

³ MATH 1110 may be used in place of APMA 0355. If MATH 1110 is used, then the concentration must include at least four 1000-level or higher APMA courses that adhere to the restrictions in footnote 6. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0330 or APMA 0350 as a substitute for APMA 0355. Students matriculating in Fall 2025 or later who wish to use APMA 0330 or APMA 0350 must also complete the APMA 0355 online bridgework course and pass the in-person bridgework exam that is offered once per semester.

⁴ MATH 1120 may be used in place of APMA 0365. If MATH 1120 is used, then the concentration must include at least four 1000-level or higher APMA courses that adhere to the restrictions in footnote 6. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0340 or APMA 0360 as a substitute for APMA 0365. Students matriculating in Fall 2025 or later who wish to use APMA 0340 or APMA 0360 must also complete the APMA 0365 online bridgework course and pass the in-person bridgework exam that is offered once per semester.

⁵ Concentrators are encouraged to complete the computing requirement before the end of their sophomore year. The following courses are automatically approved: APMA 0160, APMA 0200, CSCI 0111, CSCI 0112, CSCI 0150, CSCI 0170, CSCI 0190, CSCI 0200, CPSY 0950, EEPS 0250.

⁶ APMA 1650 cannot be used to satisfy this requirement for students matriculating in Fall 2025 or later, unless they also complete the APMA 1655 online bridgework course and pass the in-person bridgework exam that is offered once per semester. APMA 1910, APMA 1920, MATH 1090, MATH 1910 and research/independent study courses cannot be used. At most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001 and at most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit.

⁷ STEM = Science, Technology, Engineering, Mathematics. Most upper-level courses in APMA, CSCI, ECON, ENGN, MATH, or any of the sciences will be approved, including APMA 1650, APMA 1910, APMA 1920, MATH 1090, MATH 1910. Upper-level courses in other areas may also be approved if the connection to applied mathematics is clear. Concentration advisors may approve a group of lower-level courses as a substitute for a single upper-level course if the group collectively demonstrates depth in a STEM area. Lower-level APMA, CSCI, and MATH courses and independent study/research courses cannot be used. At most one of APMA 1910, MATH 1090, MATH 1910, at most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001, and at most

one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Concentrators (A.B. or Sc.B.) that demonstrate excellence in grades and in undergraduate research can be awarded departmental honors. Complete guidelines, requirements, and deadlines for honors are published on the department website (<https://appliedmath.brown.edu/academics/undergraduate-program/honors/>). The first deadline is at the beginning of the student's senior year (i.e., the start of the penultimate semester). The main requirements include:

- Earning grades of A or S-with-distinction in at least 70% of the courses used for concentration credit, excluding calculus and linear algebra, by the end of the penultimate semester.
- Completion of an in-depth, original research project in a STEM discipline carried out under the guidance of a Brown-affiliated faculty advisor and documented with the completion of two semesters of independent study courses under the advisor's supervision.
- Completion of an honors thesis describing this research project that also demonstrates the use of mathematical methodology in the project. The honors thesis must be approved by the student's thesis advisor and a second reader, at least one of which must be faculty member in the Division of Applied Mathematics.

Standard program for the Sc.B. degree.

Prerequisites - the equivalent of two semesters of single-variable calculus

Single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, single-variable calculus consists of MATH 0090 followed by one of MATH 0100, MATH 0170, or MATH 0190.

Requirements - 16 courses¹

MATH 0180	Multivariable Calculus ²	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra ²	1
or MATH 0540	Linear Algebra With Theory	
APMA 0355	Applied Ordinary Differential Equations with Theory ³	1
APMA 0365	Applied Partial Differential Equations I with Theory ⁴	1
One approved course on computer programming. ⁵		1
Four 1000-level or higher APMA courses. ⁶		4
Two 1000-level or higher APMA or MATH courses. ⁶		2
Four 1000-level or higher courses in one or more STEM disciplines that demonstrate depth in areas amenable to mathematical investigation and that are approved by the concentration advisor. ⁷		4
One approved capstone, senior seminar, or research-related course. ⁸		1
Total Credits		16

¹ A required course may be replaced by a more advanced course with concentration advisor approval. No course may be used to satisfy multiple concentration requirements. Transfer credits and courses receiving placement credit notation can satisfy concentration credit as long as they appear on the Brown internal transcript. Pursuing

honors will require 17 courses – these 16 along with two semesters of independent study courses for the honors research project, one of which can be used to satisfy the capstone concentration requirement. For students with multiple concentrations: calculus, linear algebra, one intro CSCI course, and at most two additional courses can be used for concentration credit in the other concentration(s).

- APMA 0260 can substitute for the multivariable calculus and/or the linear algebra requirements. If it is used as a substitute for both requirements, then students must take one additional approved 1000-level APMA or MATH course not used elsewhere for concentration credit that adheres to the restrictions in footnote 6.
- MATH 1110 may be used in place of APMA 0355. If MATH 1110 is used, then the concentration must include at least five 1000-level or higher APMA courses that adhere to the restrictions in footnote 6. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0330 or APMA 0350 as a substitute for APMA 0355. Students matriculating in Fall 2025 or later who wish to use APMA 0330 or APMA 0350 must also complete the APMA 0355 online bridgework course and pass the in-person bridgework exam that is offered once per semester.
- MATH 1120 may be used in place of APMA 0365. If MATH 1120 is used, then the concentration must include at least five 1000-level or higher APMA courses that adhere to the restrictions in footnote 6. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0340 or APMA 0360 as a substitute for APMA 0365. Students matriculating in Fall 2025 or later who wish to use APMA 0340 or APMA 0360 must also complete the APMA 0365 online bridgework course and pass the in-person bridgework exam that is offered once per semester.
- Concentrators are encouraged to complete the computing requirement before the end of their sophomore year. The following courses are automatically approved: APMA 0160, APMA 0200, CSCI 0111, CSCI 0112, CSCI 0150, CSCI 0170, CSCI 0190, CSCI 0200, CPSY 0950, EEPS 0250.
- APMA 1650 cannot be used to satisfy this requirement for students matriculating in Fall 2025 or later, unless they also complete the APMA 1655 online bridgework course and pass the in-person bridgework exam that is offered once per semester. APMA 1910, APMA 1920, MATH 1090, MATH 1910 and research/independent study courses cannot be used. At most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001 and at most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit.
- STEM = Science, Technology, Engineering, Mathematics. Most upper-level courses in APMA, CSCI, ECON, ENGN, MATH, or any of the sciences will be approved, including APMA 1650, APMA 1910, APMA 1920, MATH 1090, MATH 1910. Upper-level courses in other areas may also be approved if the connection to applied mathematics is clear. Concentration advisors may approve a group of lower-level courses as a substitute for a single upper-level course if the group collectively demonstrates depth in a STEM area. Lower-level APMA, CSCI, and MATH courses and independent study/research courses cannot be used. At most one of APMA 1910, MATH 1090, MATH 1910, at most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001, and at most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit.
- The following options can be used to satisfy this requirement:
 - A pre-approved capstone course: currently APMA 1360, APMA 193*/194* (where * is any combination of numbers and letters; these are the APMA senior seminars).
 - A directed research/independent study course from the APMA 1970/APMA 1971 series that is used for undergraduate research. For students pursuing honors in APMA, one of the two required semesters of independent study courses can be used.
 - A directed research/independent study course in a related discipline (i.e. STEM disciplines, ENVS, PHP, etc.) that is used for undergraduate research if the project is relevant to the student's learning goals in the concentration and with approval from the concentration advisor.
 - An upper-level course related to the concentration (usually a 1000-level or higher APMA or MATH course) in addition to a research experience equivalent in scope and scale to work the student would pursue in an Applied Math research-related independent study course. Examples include UTRAs, LINK awards, REUs, research programs

at other institutions, the APMA Directed Reading Program, etc. This requires approval from the concentration advisor and appropriate documentation that should be uploaded to ASK.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Concentrators (A.B. or Sc.B.) that demonstrate excellence in grades and in undergraduate research can be awarded departmental honors. Complete guidelines, requirements, and deadlines for honors are published on the department website (<https://appliedmath.brown.edu/academics/undergraduate-program/honors/>). The first deadline is at the beginning of the student's senior year (i.e., the start of the penultimate semester). The main requirements include:

- Earning grades of A or S-with-distinction in at least 70% of the courses used for concentration credit, excluding calculus and linear algebra, by the end of the penultimate semester.
- Completion of an in-depth, original research project in a STEM discipline carried out under the guidance of a Brown-affiliated faculty advisor and documented with the completion of two semesters of independent study courses under the advisor's supervision.
- Completion of an honors thesis describing this research project that also demonstrates the use of mathematical methodology in the project. The honors thesis must be approved by the student's thesis advisor and a second reader, at least one of which must be faculty member in the Division of Applied Mathematics.

Applied Mathematics-Biology Concentration Requirements

Biology, the science of all life and living matter, is an incredibly diverse discipline offering students the opportunity to learn about topics ranging from the fundamental chemical reactions that fuel all living organisms to the population dynamics of entire ecosystems all the way to the question of how our brains give rise to the complexities of human cognition and experience. Applied mathematics is an increasingly important component of modern biological investigation. Modern technologies have enabled the creation of vast new biological data sets that often require sophisticated mathematical and statistical models for interpretation and analysis. Advances in computing have similarly enabled the simulation of biological phenomena at increasingly fine levels of detail. Entire subfields, such as bioinformatics and computational neuroscience, have developed around these new paradigms of biological investigation. The foundations of these new fields are inherently mathematical, with a focus on probability, statistical inference, and systems dynamics.

The Applied Mathematics – Biology concentration allows students to develop complementary expertise in biology and applied mathematics. Students will focus their advanced biological coursework in an area of particular interest to them. The applied math requirements emphasize those areas of mathematics that have found widespread use throughout all of the biological sciences. The program culminates in a senior capstone experience that enables students to participate in creative research collaborations with faculty.

Standard program for the Sc.B. degree

Prerequisites – the equivalent of two semesters of single-variable calculus

Single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, single-variable calculus consists of MATH 0090 followed by one of MATH 0100, MATH 0170, or MATH 0190.

Requirements – 16 courses¹

Mathematical Requirements – 7 courses		
MATH 0180	Multivariable Calculus ²	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra ²	1
or MATH 0540	Linear Algebra With Theory	
APMA 0355	Applied Ordinary Differential Equations with Theory ³	1
APMA 0365	Applied Partial Differential Equations I with Theory ⁴	1
APMA 1655	Introduction to Probability and Statistics with Theory ⁵	1
APMA 1070	Quantitative Models of Biological Systems	1
APMA 1080	Inference in Genomics and Molecular Biology	1
or NEUR 2110	Statistical Neuroscience	
Scientific Requirements – 7 courses		
One approved course (or course grouping) covering Newtonian mechanics. ⁶		1
CHEM 0330	Equilibrium, Rate, and Structure	1
BIOL 0200	The Foundation of Living Systems ⁷	1
Two BIOL or NEUR courses. ⁸		2
Two 1000-level or higher BIOL or NEUR courses from the same Biology track. ^{8,9}		2
Additional Requirements – 2 courses		
One approved course in the mathematical, biological, or computational sciences. ¹⁰		1
One approved capstone, senior seminar, or research-related course in the mathematical or biological sciences. ¹¹		1
Total Credits		16

¹ A required course may be replaced by a more advanced course with concentration advisor approval. No course may be used to satisfy multiple concentration requirements. Transfer credits and courses receiving placement credit notation can satisfy concentration credit as long as they appear on the Brown internal transcript. Pursuing honors will require 17 courses – these 16 along with two semesters of independent study courses for the honors research project, one of which can be used to satisfy the capstone concentration requirement. For students with multiple concentrations: calculus, linear algebra, one intro CSCI course, and at most two additional courses can be used for concentration credit in the other concentration(s).

² APMA 0260 can substitute for the multivariable calculus and/or the linear algebra requirements. If it is used as a substitute for both requirements, then students must take one additional approved 1000-level APMA or MATH course not used elsewhere for concentration credit that adheres to the restrictions in footnote 10 and these additional restrictions: APMA 1910, APMA 1920, MATH 1090, MATH 1910 and research/independent study courses cannot be used.

³ MATH 1110 may be used in place of APMA 0355. If MATH 1110 is used, then the concentration must include at least three 1000-level APMA courses that adhere to the restrictions in footnote 10. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0330 or APMA 0350 as a substitute for APMA 0355. Students matriculating in Fall 2025 or later who wish to use APMA 0330 or APMA 0350 must also complete the APMA 0355 online bridgework course and pass the in-person bridgework exam that is offered once per semester.

⁴ MATH 1120 may be used in place of APMA 0365. If MATH 1120 is used, then the concentration must include at least three 1000-level APMA courses that adhere to the restrictions in footnote 10. These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0340 or APMA 0360 as a substitute for APMA 0365. Students matriculating in Fall 2025 or later who wish to use APMA 0340 or APMA 0360 must also complete the APMA 0365 online bridgework

course and pass the in-person bridgework exam that is offered once per semester.

- 5 Students matriculating prior to Fall 2025 can use APMA 1650 as a substitute for APMA 1655. Students matriculating in Fall 2025 or later who wish to use APMA 1650 must also complete the APMA 1655 online bridgework course and pass the in-person bridgework exam that is offered once per semester.
- 6 PHYS 0050 or PHYS 0070 are recommended. The following course(s) are automatically approved: PHYS 0030, PHYS 0050, PHYS 0070, ENGN 0040 + (one of PHYS 0040, PHYS 0060, a score of 3 or higher on any AP Physics, a score of 4 or higher on IB-HL Physics). When considering alternative course(s) a key criterion is whether both statics and dynamics are covered.
- 7 A BIOL placement test score of 30 or higher may be used in place of BIOL 0200. The placement test score can be found in ASK, in the advising detail view, under the test scores section. This will reduce by 1 credit the number of credits needed to complete the concentration.
- 8 Mixing BIOL and NEUR courses is fine. Students are encouraged to take at least one laboratory or fieldwork course.
- 9 The tracks (tracks, not areas) are listed at this link to the Biology Bulletin page (<https://bulletin.brown.edu/the-college/concentrations/biol/>) at the end of the Biology ScB requirements. The physical sciences track is not allowed. If the biomedical informatics track is used, then one of the courses must be BIOL 1565. Substitutions or the use of 2000-level courses requires approval of the Director of Undergraduate Studies in Biology.
- 10 1000-level courses in APMA, BIOL, CSCI, MATH, NEUR are automatically approved, including APMA 1910, APMA 1920. Research/independent study courses cannot be used. At most one of APMA 1910, MATH 1090, MATH 1910, at most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001, and at most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit. Concentrators are strongly encouraged to use this requirement to develop their computer programming skills and to do so before the end of sophomore semester. Many upper-level APMA courses, including APMA 1080, require exposure to programming as a prerequisite. The following courses are automatically approved for this purpose: APMA 0160, APMA 0200, CSCI 0111, CSCI 0150, CSCI 0170, CSCI 0190, CSCI 0200, CPSY 0950, EEPS 0250.
- 11 The following options can be used to satisfy this requirement
 - (a) A pre-approved course that satisfies the APMA Sc.B. capstone requirement: currently APMA 1360, APMA 193*/194* (where * is any combination of numbers and letters; these are the APMA senior seminars).
 - (b) A pre-approved course that satisfies the Biology A.B. capstone requirement: currently BIOL 1100, BIOL 1140, BIOL 1150, BIOL 1250, BIOL 1330, BIOL 1515, BIOL 1525, BIOL 1555, BIOL 1565, BIOL 1575, BIOL 1600, BIOL 1820, BIOL 1970. Courses over the 2000 level may be used with approval of the Director of Undergraduate Studies in Biology.
 - (c) A directed research/independent study course from the APMA 1970/APMA 1971, BIOL 1950/BIOL 1960, or NEUR 1970 series that is used for undergraduate research. For students pursuing honors in APMA-Bio, one of the two required semesters of independent study courses can be used.
 - (d) A directed research/independent study course in a related discipline (i.e. STEM disciplines, ENVS, PHP, etc.) that is used for undergraduate research if the project is relevant to the student's learning goals in the concentration and with approval from the concentration advisor.
 - (e) An upper-level course related to the concentration (usually a 1000-level or higher APMA or BIOL course) in addition to a research experience equivalent in scope and scale to work the student would pursue in an Applied Math or Biology research-related independent study course. Examples include UTRAs, LINK awards, REUs, research programs at other institutions, the APMA Directed Reading Program, etc. This requires approval from the concentration advisor and appropriate documentation that should be uploaded to ASK.
 - (f) Other equivalent opportunities not listed, with approval from the concentration advisor. Documentation should be uploaded to ASK.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Concentrators that demonstrate excellence in grades and in undergraduate research can be awarded departmental honors. Honors students with primary advisors in Applied Math should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Applied Math concentrators (<https://bulletin.brown.edu/the-college/concentrations/apma/>) and as published on the APMA departmental website (<https://appliedmath.brown.edu/academics/undergraduate-program/honors/>). Honors students with primary advisors in Biomed should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Biology concentrators (<https://bulletin.brown.edu/the-college/concentrations/biol/>) and as published on the Biology departmental website (<https://bue.brown.edu/academics/honors/>). Students wishing to do honors research with a non-APMA or Biomed advisor should contact the Directors of Undergraduate Studies in APMA and Biology to discuss options.

Applied Mathematics-Computer Science Concentration Requirements

The Sc.B. concentration in Applied Math-Computer Science provides a foundation of basic concepts and methodology of mathematical analysis and computation and prepares students for advanced work in applied mathematics, computer science, and data science. Concentrators must complete courses in mathematics, applied math, computer science, and an approved English writing course. While the concentration in Applied Math-Computer Science allows students to develop the use of quantitative methods in thinking about and solving problems, knowledge that is valuable in all walks of life, students who have completed the concentration have pursued graduate study, computer consulting and information industries, and scientific and statistical analysis careers in industry or government. This degree offers a standard track and a professional track.

Standard Program for the Sc.B. degree.

Prerequisites – the equivalent of two semesters of single-variable calculus

A second semester of single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, the second semester of calculus is taught in one of MATH 0100, MATH 0170, or MATH 0190.

Requirements – 17 courses ¹

Mathematical Requirements – 8 courses

MATH 0180	Multivariable Calculus ²	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra ²	1
or MATH 0540	Linear Algebra With Theory	
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science	
or APMA 1170	Introduction to Computational Linear Algebra	
APMA 0355	Applied Ordinary Differential Equations with Theory ³	1
APMA 0365	Applied Partial Differential Equations I with Theory ⁴	1
APMA 1160	An Introduction to Numerical Optimization	1
or APMA 1170	Introduction to Computational Linear Algebra	
or APMA 1180	Introduction to Numerical Solution of Differential Equations	

or APMA 1690	Computational Probability and Statistics	
or APMA 1740	Recent Applications of Probability and Statistics	
Two approved 1000-level or higher APMA courses.	^{5,6}	2
One 1000-level or higher APMA or MATH course	^{5,6}	1
Computer Science Requirements – 8 courses		
Select one of the following introductory course sequences:		2
CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms	
CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms	
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms	
CSCI 0190 and one CSCI course numbered 0200 or higher		
Select one foundational course in each of three of the following four clusters:		3
1. Algorithms/Theory		
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction	
2. AI/Machine Learning/Data Science		
CSCI 0410	Foundations of AI and Machine Learning	
3. Systems		
CSCI 0300	Fundamentals of Computer Systems ⁸	
or CSCI 0320	Introduction to Software Engineering	
or CSCI 0330	Introduction to Computer Systems	
4. Probability		
APMA 1655	Introduction to Probability and Statistics with Theory ^{6,9}	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
or MATH 1210	Probability	
or MATH 1610	Probability	
Three approved 1000-level ¹⁰ or higher CSCI courses, which must be technical CS courses.		3
Additional Requirements – 1 course		1
One approved capstone in computer science or applied mathematics taken in the student's senior year. ¹¹		
Total Credits		17

¹ A required course may be replaced by a more advanced course with concentration advisor approval. No course may be used to satisfy more than one of the required 17 concentration credits. Transfer credits and courses receiving placement credit notation can satisfy concentration credit as long as they appear on the Brown internal transcript. At most 3 post-matriculation transfer credits (such as study abroad courses or summer courses at another institution) can be used for concentration credit. Pursuing honors will require 18 courses – these 17 along with two semesters of independent study courses for the honors research project, one of which can be used to satisfy the capstone concentration requirement. For students with multiple concentrations: calculus, linear algebra, one intro CSCI course, and at most two additional courses can be used for concentration credit in the other concentration(s).

² APMA 0260 can substitute for the multivariable calculus and/or the linear algebra requirements. If it is used as a substitute for both requirements, then students must take one additional approved 1000-level APMA or MATH course not used elsewhere for concentration credit. Footnotes 5 and 6 apply.

³ MATH 1110 may be used in place of APMA 0355. If MATH 1110 is used, then the concentration must include at least four 1000-level APMA

courses (not including APMA 1910, 1920 or research/independent study courses; footnote 5 applies). These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0330 or APMA 0350 as a substitute for APMA 0355. Students matriculating in Fall 2025 or later who wish to use APMA 0330 or APMA 0350 must also complete the APMA 0355 online bridgework course and pass the in-person bridgework exam that is offered once per semester. MATH 1120 may be used in place of APMA 0365. If MATH 1120 is used, then the concentration must include at least four 1000-level APMA courses (not including APMA 1910, 1920 or research/independent study courses). These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0340 or APMA 0360 as a substitute for APMA 0365. Students matriculating in Fall 2025 or later who wish to use APMA 0340 or APMA 0360 must also complete the APMA 0365 online bridgework course and pass the in-person bridgework exam that is offered once per semester.

⁵ APMA 1650 cannot be used to satisfy this requirement for students matriculating in Fall 2025 or later, unless they also complete the APMA 1655 online bridgework course and pass the in-person bridgework exam that is offered once per semester. APMA 1910, 1920, MATH 1090, 1910 and research/independent study courses are not allowed. At most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001 can be used for concentration credit.

⁶ At most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit.

⁷ Students wishing to go directly from CSCI 0111 to CSCI 0200 will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200.

⁸ At most one of CSCI 0300, CSCI 0330 can be used for concentration credit.

⁹ APMA 1655 is recommended. Higher-level courses in probability can satisfy this requirement with concentration advisor approval. The following courses are automatically approved: APMA 1080, APMA 1200, APMA 1660, APMA 1690, APMA 1710, APMA 1740/ APMA 2610, APMA 2630, APMA 2640.

¹⁰ Non-CSCI courses and CS art/ humanities/policy courses cannot be used for concentration credit even if they are allowed as part of a pure CS concentration. This list is maintained in the CS concentration handbook at this link (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>). At most one of the electives can be an independent study course (such as CSCI 1970, CSCI 1973). At most one of CSCI 0410, CSCI 1410, CSCI 1411 can be used for concentration credit. EEPS 1340 is a non-CSCI course that can be used as a CSCI elective, but at most one of EEPS 1340 and CSCI 1951A can be used for concentration credit.

¹¹ Completing a capstone during the junior year might be allowed in exceptional cases for which completion during the senior year is impossible, such as the student's faculty research mentor not being on campus during the student's senior year, but this requires prior approval from the concentration advisor and the Director of Undergraduate Studies in CS. The following options can be used to satisfy this requirement:

(a) A pre-approved course that satisfies the APMA Sc.B. capstone requirement: currently APMA 1360, APMA 193*/194* (where * is any combination of numbers and letters; these are the APMA senior seminars).

(b) Completion of a CS capstone as described in the CS Concentration Handbook at this link (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>). Usually, this involves taking one of the approved CS capstone courses at this link (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-requirements-2020/capstone/>) and registering the capstone with the instructor of the course and with the CS department using the form linked at the top of the CS capstone courses page. Depending on the course it may require the completion of an additional project.

(c) A directed research/independent study course from the APMA 1970/1971 or CSCI 1970/1973 series that is used for undergraduate research. For students pursuing honors in APMA-CS, one of the two required semesters of independent study courses can be used.

(d) A directed research/independent study course in a related discipline (i.e. STEM disciplines, ENVS, PHP, etc.) that is used for undergraduate

research if the project is relevant to the student's learning goals in the concentration and with approval from the concentration advisor.

(e) An upper-level course related to the concentration (usually a 1000-level or higher APMA, CSCI, or MATH course) in addition to a research experience equivalent in scope and scale to work the student would pursue in an Applied Math and Computer Science research-related independent study course. Examples include UTRAs, LINK awards, REUs, research programs at other institutions, the APMA Directed Reading Program, etc. This requires approval from the concentration advisor and appropriate documentation that should be uploaded to ASK. The research experience must be completed during the student's senior year or the summer before the student's senior year. Exceptions require prior approval from the concentration advisor and the Director of Undergraduate Studies in CS.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Concentrators that demonstrate excellence in grades and in undergraduate research can be awarded departmental honors. Honors students with primary advisors in Applied Math should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Applied Math concentrators (<https://bulletin.brown.edu/the-college/concentrations/apma/>) and as published on the APMA departmental website (<https://appliedmath.brown.edu/academics/undergraduate-program/honors/>). Honors students with primary advisors in Computer Science should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Computer Science concentrators (<https://bulletin.brown.edu/the-college/concentrations/comp/>) and as published on the CS departmental website (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/honors/>). Students wishing to do honors research with a non-APMA or CS advisor should contact the Directors of Undergraduate Studies in APMA and CS to discuss options.

Applied Mathematics-Economics Concentration Requirements

The Applied Mathematics-Economics concentration is designed to reflect the mathematical and statistical nature of modern economic theory and empirical research. If you are interested in declaring a concentration in Applied Mathematics-Economics, please refer to this page (<https://economics.brown.edu/academics/undergraduate/concentrations/declaring/>) for more information regarding the process.

Requirements for the Bachelor of Arts

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians

Course Requirements:

Applied Mathematics Requirements

APMA 0355	Applied Ordinary Differential Equations with Theory	1

APMA 0365	Applied Partial Differential Equations I with Theory	1
Select one of the following:		1
APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	
Select one of the following:		1
APMA 1200	Operations Research: Probabilistic Models	
or APMA 1210	Operations Research: Deterministic Models	
APMA 1655	Introduction to Probability and Statistics with Theory ¹	1
One 1000-level or higher APMA course (except APMA1910, APMA1920, and research/independent study)		1
Economics Requirements:		3
ECON 1130	Intermediate Microeconomics (Mathematical) ²	
ECON 1210	Intermediate Macroeconomics	
ECON 1630	Mathematical Econometrics I	
Two 1000-level courses from the "mathematical-economics" group: ³		2
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
One 1000-level course from the "data methods" group: ³		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	

ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
One additional 1000-level economics course. ⁴		1
Total Credits		13

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra

² Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

³ No course may be used to simultaneously satisfy the "mathematical economics," and "data methods" requirements.

⁴ Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Applied Math-Economics concentrators who wish to pursue honors must find a primary faculty thesis advisor in either Economics or Applied Math. They will be held to the Honors requirements of their advisor's department. Joint concentrators in Applied Mathematics-Economics with an Economics thesis advisor should follow the requirements published here (<https://economics.brown.edu/academics/undergraduate/honors-and-capstones/thesis/>), while concentrators with an Applied Math thesis advisor should follow the requirements published here (<https://www.brown.edu/academics/applied-mathematics/undergraduate-program/honors/>).

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradproftrack/>

Requirements for the Bachelor of Science

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory

Course Requirements:

Applied Mathematics Requirements

APMA 0355	Applied Ordinary Differential Equations with Theory	1
APMA 0365	Applied Partial Differential Equations I with Theory	
Select one of the following:		1
APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	
CSCI 0190	Accelerated Introduction to Computer Science	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
Select one of the following:		1
APMA 1200	Operations Research: Probabilistic Models	
or APMA 1210	Operations Research: Deterministic Models	
APMA 1655	Introduction to Probability and Statistics with Theory ¹	1
Two 1000-level or higher APMA or MATH courses with at least one in APMA (except APMA1910, APMA1920, MATH1090, MATH1910 and research/independent study). At most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001 and at most one of APMA 1650, APMA 1655, MATH 1210, MATH 1610 can be used for concentration credit		2
Economics Requirements:		
ECON 1130	Intermediate Microeconomics (Mathematical) ²	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Three 1000-level courses from the "mathematical-economics" group: ³		3
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
One 1000-level course from the "data methods" group: ³		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	

ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
Two additional 1000-level economics courses ⁴		2
Total Credits		15

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra.

² Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required.

³ No course may be used to simultaneously satisfy the "mathematical economics" and "data methods" requirements.

⁴ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Applied Math-Economics concentrators who wish to pursue honors must find a primary faculty thesis advisor in either Economics or Applied Math. They will be held to the Honors requirements of their advisor's department. Joint concentrators in Applied Mathematics-Economics with an Economics thesis advisor should follow the requirements published here (<https://economics.brown.edu/academics/undergraduate/honors-and-capstones/thesis/>), while concentrators with an Applied Math thesis advisor should follow the requirements published here (<https://www.brown.edu/academics/applied-mathematics/undergraduate-program/honors/>).

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Standard program for the A.B. degree (Mathematical Finance track):

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra

or APMA 0260 Linear Algebra and Multivariable Calculus for Applied Mathematicians

APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory

Course Requirements: 13 Courses: 6 Applied Math and 7 Economics

Applied Mathematics Requirements

APMA 0355	Applied Ordinary Differential Equations with Theory	1

and

APMA 0365	Applied Partial Differential Equations I with Theory	1

Select one of the following: 1

APMA 0160	Introduction to Scientific Computing (preferred)

APMA 0200	Introduction to Modeling

CSCI 0111	Computing Foundations: Data

CSCI 0150	Introduction to Object-Oriented Programming and Computer Science

CSCI 0170	Computer Science: An Integrated Introduction

CSCI 0190	Accelerated Introduction to Computer Science

APMA 1200	Operations Research: Probabilistic Models	1

APMA 1655	Introduction to Probability and Statistics with Theory ¹	1

Select one of the following: 1

APMA 1160	An Introduction to Numerical Optimization

APMA 1180	Introduction to Numerical Solution of Differential Equations

APMA 1210	Operations Research: Deterministic Models

APMA 1330	Applied Partial Differential Equations II

APMA 1360	Applied Dynamical Systems

APMA 1660	Statistical Inference II

APMA 1670	Statistical Analysis of Time Series

APMA 1680	Nonparametric Statistics

APMA 1690	Computational Probability and Statistics

APMA 1710	Information Theory

APMA 1720	Monte Carlo Simulation with Applications to Finance (preferred)

APMA 1740	Recent Applications of Probability and Statistics

APMA 1860	Graphs and Networks

MATH 1010	Analysis: Functions of One Variable

APMA 193X, 194X	Senior Seminar series, depending on topic ⁴

Economics Requirements:

ECON 1130	Intermediate Microeconomics (Mathematical) ³	1

ECON 1210	Intermediate Macroeconomics	1

ECON 1630	Mathematical Econometrics I	1

Select two 1000-level courses from the "financial economics" group: ² 2

ECON 1710	Investments I

ECON 1720	Corporate Finance

ECON 1730	Venture Capital, Private Equity, and Entrepreneurship

ECON 1750	Investments II

ECON 1760	Financial Institutions	
ECON 1770	Crisis Economics	
ECON 1780	Advanced Topics in Corporate Finance	
ECON 1830	Behavioral Finance	
Select one 1000-level course from the "mathematical economics" group: ²		1
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
Select one 1000-level course from the "data methods" group: ²		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
Total Credits		13

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam

that is offered once per semester, and have taken multivariable calculus and linear algebra

² No course may be used to simultaneously satisfy any two or more of the "financial economics," "mathematical economics," and "data methods" requirements.

³ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

⁴ Requires written approval of the Director of Undergraduate Studies in Economics. APMA 1910 is not permitted.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Standard program for the Sc.B. degree (Mathematical Finance track):

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory

Course Requirements: 16 courses: 7 Applied Math and 9 Economics

Applied Mathematics requirements:

APMA 0355	Applied Ordinary Differential Equations with Theory	1

and

APMA 0365	Applied Partial Differential Equations I with Theory	1

Select one of the following: 1

APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	
APMA 1200	Operations Research: Probabilistic Models	1
APMA 1655	Introduction to Probability and Statistics with Theory ¹	1

Select two of the following: 2

APMA 1160	An Introduction to Numerical Optimization	
APMA 1180	Introduction to Numerical Solution of Differential Equations	
APMA 1210	Operations Research: Deterministic Models	
APMA 1330	Applied Partial Differential Equations II	
APMA 1360	Applied Dynamical Systems	
APMA 1660	Statistical Inference II	
APMA 1670	Statistical Analysis of Time Series	
APMA 1680	Nonparametric Statistics	

APMA 1690	Computational Probability and Statistics	
APMA 1710	Information Theory	
APMA 1720	Monte Carlo Simulation with Applications to Finance (preferred)	
APMA 1740	Recent Applications of Probability and Statistics	
APMA 1860	Graphs and Networks	
MATH 1010	Analysis: Functions of One Variable	
APMA 193X, 194X	Senior Seminar series, depending on topic	4

Economics Requirements:

ECON 1130	Intermediate Microeconomics (Mathematical)	3	1
ECON 1210	Intermediate Macroeconomics	1	1
ECON 1630	Mathematical Econometrics I	1	1
Select three 1000-level courses from the "financial economics" group:		3	2

ECON 1710	Investments I	
ECON 1720	Corporate Finance	
ECON 1730	Venture Capital, Private Equity, and Entrepreneurship	
ECON 1750	Investments II	
ECON 1760	Financial Institutions	
ECON 1770	Crisis Economics	
ECON 1780	Advanced Topics in Corporate Finance	
ECON 1830	Behavioral Finance	

Select two 1000-level courses from the "mathematical economics" group: ² 2

ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	

Select one 1000-level course from the "data methods" group: ² 1

ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1345	Climate Change and the Commons	
ECON 1340	Economics of Global Warming	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	

ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	

Total Credits **16**

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra

² No course may be used to simultaneously satisfy any two or more of the "financial economics," "mathematical economics," and "data methods" requirements.

³ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

⁴ Requires written approval of the Director of Undergraduate Studies in Economics. APMA 1910 is not permitted.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Applied Mathematics Graduate Program

The department of Applied Mathematics offers graduate programs leading to the Master of Science (Sc.M.) degree and the Doctor of Philosophy (Ph.D.) degree.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/applied-mathematics> (<http://www.brown.edu/academics/gradschool/programs/applied-mathematics/>)

Courses

APMA 0070. Introduction to Applied Complex Variables.

Applications of complex analysis that do not require calculus as a prerequisite. Topics include algebra of complex numbers, plane geometry by means of complex coordinates, complex exponentials, and logarithms and their relation to trigonometry, polynomials, and roots of polynomials, conformal mappings, rational functions and their applications, finite Fourier series and the FFT, iterations and fractals. Uses MATLAB, which has easy and comprehensive complex variable capabilities.

APMA 0090. Introduction to Mathematical Modeling.

We will explore issues of mathematical modeling and analysis. Five to six self-contained topics will be discussed and developed. The course will include seminars in which modeling issues are discussed, lectures to provide mathematical background, and computational experiments. Required mathematical background is knowledge of one-variable calculus, and no prior computing experience will be assumed.

APMA 0100. Elementary Probability for Applications.

This course serves as an introduction to probability and stochastic processes with applications to practical problems. It will cover basic probability and stochastic processes such as basic concepts of probability and conditional probability, simple random walk, Markov chains, continuous distributions, Brownian motion and option pricing. Enrollment limited to 19 first year students.

APMA 0110. What's the big deal with Data Science?

This seminar serves as a practical introduction to the interdisciplinary field of data science. Over the course of the semester, students will be exposed to the diversity of questions that data science can address by reading current scholarly works from leading researchers. Through hands-on labs and experiences, students will gain facility with computational and visualization techniques for uncovering meaning from large numerical and text-based data sets. Ultimately, students will gain fluency with data science vocabulary and ideas. There are no prerequisites for this course.

APMA 0111. Data Science and Social Justice.

This first-year seminar explores the impact of data and algorithms on equity and justice. Data analysis and visualization can help identify inequities and advocate for social justice. At the same time, data-based algorithms can institutionalize and rationalize unfair practices and injustices. In this course, we will engage with fundamental questions about the role of data to work towards social justice. We will gain introductory data science skills, discuss algorithmic bias, equity, and fairness, and work with real-world data sets and algorithms to examine inequities in health, policing, prisons, and welfare. Everybody is welcome - no prerequisites are needed.

APMA 0120. Mathematics of Finance.

The current volatility in international financial markets makes it imperative for us to become competent in financial calculations early in our liberal arts and scientific career paths. This course is designed to prepare the student with those elements of mathematics of finance appropriate for the calculations necessary in financial transactions.

APMA 0160. Introduction to Scientific Computing.

For students in any discipline that may involve numerical computations. Includes instruction for programming in MATLAB. Applications discussed include solution of linear equations (with vectors and matrices) and nonlinear equations (by bisection, iteration, and Newton's method), interpolation, and curve-fitting, difference equations, iterated maps, numerical differentiation and integration, and differential equations. Prerequisites: MATH 0100 or equivalent.

APMA 0180. Modeling the World with Mathematics: An Introduction for Non-Mathematicians.

Mathematics is the foundation of our technological society and most of its powerful ideas are quite accessible. This course will explain some of these using historical texts and Excel. Topics include the predictive power of 'differential equations' from the planets to epidemics, oscillations and music, chaotic systems, randomness and the atomic bomb. Prerequisite: some knowledge of calculus.

APMA 0200. Introduction to Modeling.

This course provides an introduction to the mathematical modeling of selected biological, chemical, engineering, and physical processes, and the use of computational tools that facilitate the modeling. The goal is to illustrate the typical way in which applied mathematicians approach practical applications: understanding the underlying problem, creating a model, analyzing the model using mathematical techniques, and interpreting the findings in terms of the original problem. Single-variable calculus is the only requirement; techniques from differential equations, linear algebra, numerical methods, probability, statistics, and MATLAB programming will be introduced in class. Prerequisites: MATH 0100 or equivalent.

APMA 0260. Linear Algebra and Multivariable Calculus for Applied Mathematicians.

This one-semester course provides an integrated introduction to multivariable calculus and linear algebra. Students will develop a strong foundation in mathematical concepts and techniques essential for the applied mathematics concentration.

APMA 0330. Methods of Applied Mathematics I.

This course will cover mathematical techniques involving ordinary differential equations used in the analysis of physical, biological, and economic phenomena. The course emphasizes the use of established methods in applications rather than rigorous foundation. Topics include: first and second order differential equations, an introduction to numerical methods, series solutions, and Laplace transformations. Prerequisites: MATH 0100 or equivalent.

APMA 0340. Methods of Applied Mathematics II.

This course will cover mathematical techniques involving ordinary and partial differential equations and statistics used in the analysis of physical, biological, and economic phenomena. The course emphasizes the use of established methods rather than rigorous foundations. Topics include: applications of linear algebra to systems of equations; numerical methods; nonlinear problems and stability; introduction to partial differential equations; introduction to statistics. Prerequisites: APMA 0330 or equivalent.

APMA 0350. Applied Ordinary Differential Equations.

This course provides a comprehensive introduction to ordinary differential equations and their applications. During the course, we will see how applied mathematicians use ordinary differential equations to solve practical applications, from understanding the underlying problem, creating a differential-equations model, solving it using analytical, numerical, or qualitative methods, and interpreting the findings in terms of the original problem. This course is geared towards methods for solving ordinary differential equations rather than the underlying theoretical foundations. Prerequisites: MATH 0100 or equivalent; knowledge of matrix-vector operations, determinants, and linear systems. Linear algebra is strongly recommended as a prerequisite or corequisite.

APMA 0355. Applied Ordinary Differential Equations with Theory.

This course provides a comprehensive introduction to ordinary differential equations, their applications, and their theoretical underpinnings. During the course, we will see how applied mathematicians use ordinary differential equations to solve practical applications, from understanding the underlying problem, creating a differential-equations model, solving it using analytical, numerical, or qualitative methods, and interpreting the findings in terms of the original problem. We will also learn about the underlying rigorous theoretical foundations of differential equations and the mathematical formalism used to establish this theory. Prerequisites: Multivariable calculus; Linear algebra.

APMA 0360. Applied Partial Differential Equations I.

This course provides an introduction to partial differential equations and their applications, with an emphasis on techniques for solving PDEs rather than theory. We will learn how to use partial differential equations to solve problems that arise in practical applications by formulating questions about a real-world problem, creating a partial differential equation model that can help answer these questions, solving the resulting system using analytical, numerical, and qualitative methods, and interpreting the results in terms of the original application. Topics include the four fundamental PDEs (transport, wave, heat, and Laplace equations), solution techniques (Fourier transform, energy methods, separation of variables, maximum principles), and example applications. Prerequisites: Multivariable calculus; APMA 0350 or equivalent.

APMA 0365. Applied Partial Differential Equations I with Theory.

This course provides a rigorous introduction to partial differential equations and their applications. Emphasis will be placed on the theoretical foundations of partial differential equations and the mathematical formalism used to establish this theory. We will learn how to use partial differential equations to solve problems that arise in practical applications by formulating questions about a real-world problem, creating a partial differential equation model that can help answer these questions, solving the resulting system using analytical, numerical, and qualitative methods, and interpreting the results in terms of the original application. Topics include the four fundamental PDEs (transport, wave, heat, and Laplace equations), solution techniques (Fourier transform, energy methods, separation of variables, maximum principles), and example applications. Prerequisites: Multivariable calculus; Linear algebra; APMA 0355 or equivalent.

APMA 0410. Mathematical Methods in the Brain Sciences.

Basic mathematical methods commonly used in the neural and cognitive sciences. Topics include: introduction to probability and statistics, emphasizing hypothesis testing and modern nonparametric methods; introduction to differential equations and systems of differential equations, emphasizing qualitative behavior and simple phase-plane analysis. Examples from neuroscience, cognitive science, and other sciences. Prerequisite: MATH 0100 or equivalent.

APMA 0650. Introduction to Probability and Statistics.

A first course in probability and statistics without calculus. Topics include data fluency, probability spaces, discrete and continuous random variables, expected values, law of large numbers, central limit theorem, point estimation, confidence intervals, hypothesis testing, measures of association, linear regression. Examples and applications from the popular press and the life, social and physical sciences.

APMA 1000. Introduction to Mathematical Proofs.

This course serves as an introduction to mathematical writing, with a focus on building practical skills for proof writing. The central theme of the course is constructing, analyzing, and understanding mathematical arguments. The course will cover the fundamental proof techniques, including direct proofs, contradiction, contrapositive, existence and uniqueness, induction, and epsilon-delta.

APMA 1070. Quantitative Models of Biological Systems.

Quantitative dynamic models help understand problems in biology and there has been rapid progress in recent years. This course provides an introduction to the concepts and techniques, with applications to population dynamics, infectious diseases, enzyme kinetics, and cellular biology. Additional topics covered will vary. Mathematical techniques will be discussed as they arise in the context of biological problems. Prerequisites: Multivariable calculus; Linear algebra; APMA 0355 or equivalent.

APMA 1080. Inference in Genomics and Molecular Biology.

This course is an introduction to the probabilistic and statistical models that have found widespread use in genomics and molecular biology. The emphasis is on foundational models and ideas rather than practical application. Likely topics include Markov chains, hidden Markov models, directed graphical models, mixture models, linear regression, regularization, dimensionality reduction, clustering, Bayesian inference, and multiple hypothesis testing. Examples will focus on the connection to genomics and molecular biology, but all of these tools have found widespread use in a variety of disciplines. Mathematical and computational exercises will reinforce the topics presented in lecture. Prerequisites: Multivariable calculus; Linear algebra; Computer programming; APMA 1655 or equivalent.

APMA 1160. An Introduction to Numerical Optimization.

This course provides a thorough introduction to numerical methods and algorithms for solving non-linear continuous optimization problems. A particular attention will be given to the mathematical underpinnings to understand the theoretical properties of the optimization problems and the algorithms designed to solve them. Topics will include: line search methods, trust-region methods, nonlinear conjugate gradient methods, an introduction to constrained optimization (Karush-Kuhn-Tucker conditions, mini-maximization, saddle-points of Lagrangians). Some applications in signal and image processing will be explored. Prerequisites: Multivariable calculus; Linear algebra; Computer programming. APMA 1170 or equivalent is recommended.

APMA 1170. Introduction to Computational Linear Algebra.

Focuses on fundamental algorithms in computational linear algebra with relevance to all science concentrators. Basic linear algebra and matrix decompositions (Cholesky, LU, QR, etc.), round-off errors and numerical analysis of errors and convergence. Iterative methods and conjugate gradient techniques. Computation of eigenvalues and eigenvectors, and an introduction to least squares methods. Prerequisites: Multivariable calculus; Linear algebra. Experience with a programming language is strongly recommended.

APMA 1180. Introduction to Numerical Solution of Differential Equations.

Fundamental numerical techniques for solving ordinary and partial differential equations. Overview of techniques for approximation and integration of functions. Development of multi-step and multi-stage methods, error analysis, step-size control for ordinary differential equations. Solution of two-point boundary value problems, introduction to methods for solving linear partial differential equations. Students will be required to use MATLAB (or other computer languages) to implement the mathematical algorithms under consideration: experience with a programming language is therefore strongly recommended. Prerequisites: Multivariable calculus; Linear algebra; APMA 0355 or equivalent; APMA 0365 or equivalent.

APMA 1190. Finite Volume Method for CFD: A Survey.

This course will provide students with an overview of the subjects necessary to perform robust simulations of computational fluid dynamics (CFD) problems. After an initial overview of the finite volume method and fluid mechanics, students will use the finite volume library OpenFOAM to explore the different components that make up a modern CFD code (discretization, linear algebra, timestepping, boundary conditions, splitting schemes, and multiphysics) and learn how to navigate a production scale software library.

APMA 1200. Operations Research: Probabilistic Models.

APMA 1200 serves as an introduction to stochastic processes and stochastic optimization. After a review of basic probability theory, including conditional probability and conditional expectations, topics covered will include discrete-time Markov chains, exponential distributions, Poisson processes and continuous-time Markov chains, elementary queueing theory, martingales, Markov decision processes and dynamic programming. If time permits topics selected from filtering of hidden Markov chains, renewal processes, and Brownian motion could be included. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 (or equivalent).

APMA 1210. Operations Research: Deterministic Models.

An introduction to the basic mathematical ideas and computational methods of optimizing allocation of effort or resources, with or without constraints. Linear programming, network models, dynamic programming, and integer programming. Prerequisites: Multivariable calculus; Linear algebra; Computer programming.

APMA 1260. Introduction to the Mechanics of Solids and Fluids.

An introduction to the dynamics of fluid flow and deforming elastic solids for students in the physical or mathematical sciences. Topics in fluid mechanics include statics, simple viscous flows, inviscid flows, potential flow, linear water waves, and acoustics. Topics in solid mechanics include elastic/plastic deformation, strain and stress, simple elastostatics, and elastic waves with reference to seismology. Offered in alternate years.

APMA 1330. Applied Partial Differential Equations II.

Review of vector calculus and curvilinear coordinates. Partial differential equations. Heat conduction and diffusion equations, the wave equation, Laplace and Poisson equations. Separation of variables, special functions, Fourier series and power series solution of differential equations. Sturm-Liouville problem and eigenfunction expansions. Prerequisites: Multivariable calculus; Linear algebra; APMA 0365 or equivalent.

APMA 1340. Methods of Applied Mathematics III, IV.

See Methods Of Applied Mathematics III, IV (APMA 1330) for course description.

APMA 1360. Applied Dynamical Systems.

This course gives an overview of the theory and applications of dynamical systems modeled by differential equations and maps. We will discuss changes of the dynamics when parameters are varied, investigate periodic and homoclinic solutions that arise in applications, and study the impact of additional structures such as time reversibility and conserved quantities on the dynamics. We will also study systems with complicated "chaotic" dynamics that possess attracting sets which do not have an integer dimension. Applications to chemical reactions, climate, epidemiology, and phase transitions will be discussed. Prerequisites: Multivariable calculus; Linear algebra; APMA 0355 or equivalent.

APMA 1650. Introduction to Probability and Statistics with Calculus.

A first course in calculus-based probability and statistics. Topics include data fluency, probability spaces, discrete and continuous random variables, expected values, law of large numbers, central limit theorem, point estimation, confidence intervals, hypothesis testing, measures of association, linear regression. Examples and applications from the popular press and the life, social and physical sciences. Prerequisites: MATH 0100 or equivalent.

APMA 1655. Introduction to Probability and Statistics with Theory.

A first course in calculus-based probability and statistics. Topics include data fluency, probability spaces, discrete and continuous random variables, expected values, law of large numbers, central limit theorem, point estimation, confidence intervals, hypothesis testing, measures of association, linear regression, and example applications. This course introduces students to the mathematical theory and formalism needed for upper-level undergraduate courses in probability and statistics. Prerequisites: Multivariable calculus; Linear algebra.

APMA 1660. Statistical Inference II.

APMA 1660 is designed as a sequel to APMA 1655 to form one of the alternative tracks for an integrated year's course in mathematical statistics. The main topic is linear models in statistics. Specific topics include likelihood-ratio tests, nonparametric tests, introduction to statistical computing, matrix approach to simple-linear and multiple regression, analysis of variance, and design of experiments. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 or equivalent.

APMA 1670. Statistical Analysis of Time Series.

Time series analysis is an important branch of mathematical statistics with many applications to signal processing, econometrics, geology, etc. The course emphasizes methods for analysis in the frequency domain, in particular, estimation of the spectrum of time-series, but time domain methods are also covered. Prerequisites: elementary probability and statistics on the level of APMA 1650-1660.

APMA 1680. Nonparametric Statistics.

A systematic treatment of distribution-free alternatives to classical statistical tests. These nonparametric tests make minimum assumptions about distributions governing the generation of observations, yet are of nearly equal power to the classical alternatives. Prerequisite: APMA 1650 or equivalent. Offered in alternate years.

APMA 1690. Computational Probability and Statistics.

Examination of probability theory and mathematical statistics from the perspective of computing. Topics selected from random number generation, Monte Carlo methods, limit theorems, stochastic dependence, Bayesian networks, dimensionality reduction. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 or equivalent; Programming experience is recommended.

APMA 1700. The Mathematics of Insurance.

The course consists of two parts: the first treats life contingencies, i.e. the construction of models for individual life insurance contracts. The second treats the Collective Theory of Risk, which constructs mathematical models for the insurance company and its portfolio of policies as a whole. Suitable also for students proceeding to the Institute of Actuaries examinations. Prerequisites: Probability Theory to the level of APMA 1650 or MATH 1610.

APMA 1710. Information Theory.

Information theory is the study of the fundamental limits of information transmission and storage. This course, intended primarily for advanced undergraduates and beginning graduate students, offers a broad introduction to information theory and its applications: Entropy and information, lossless data compression, communication in the presence of noise, channel capacity, channel coding, source-channel separation, lossy data compression. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 or equivalent.

APMA 1720. Monte Carlo Simulation with Applications to Finance.

The course will cover the basics of Monte Carlo and its applications to financial engineering: generating random variables and simulating stochastic processes; analysis of simulated data; variance reduction techniques; binomial trees and option pricing; Black-Scholes formula; portfolio optimization; interest rate models. The course will use MATLAB as the standard simulation tool. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 or equivalent.

APMA 1740. Recent Applications of Probability and Statistics.

This course develops the mathematical foundations of modern applications of statistics to the computational, cognitive, engineering, and neural sciences. The course is rigorous, but the emphasis is on application. Topics include: Gibbs ensembles and their relation to maximum entropy, large deviations, exponential models, and information theory; statistical estimation and classification; graphical models, dynamic programming, MCMC, parameter estimation, and the EM algorithm. Graduate version: 2610; Undergraduate version: 1740. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 or equivalent; programming experience; strong mathematics background. APMA 1200 or APMA 1690 or similar courses recommended. MATH 1010 or equivalent is recommended for APMA 2610.

APMA 1850. Introduction to High Performance Parallel Computing.

No description available.

APMA 1860. Graphs and Networks.

Selected topics about the mathematics of graphs and networks with an emphasis on random graph models and the dynamics of processes operating on these graphs. Topics include: empirical properties of biological, social, and technological networks (small-world effects, scale-free properties, transitivity, community structure); mathematical and statistical models of random graphs and their properties (Bernoulli random graphs, preferential attachment models, stochastic block models, phase transitions); dynamical processes on graphs and networks (percolation, cascades, epidemics, queuing, synchronization). Prerequisites: Multivariable calculus; Linear algebra; APMA 0355 or equivalent; APMA 1655 or equivalent; programming experience. APMA 1200 or APMA 1690 or similar courses recommended.

APMA 1880. Advanced Matrix Theory.

Canonical forms of orthogonal, Hermitian and normal matrices: Rayleigh quotients. Norms, eigenvalues, matrix equations, generalized inverses. Banded, sparse, non-negative and circulant matrices. Prerequisite: APMA 0340 or 0360, or MATH 0520 or 0540, or permission of the instructor.

APMA 1910. Race and Gender in the Scientific Community.

This course examines the (1) disparities in representation in the scientific community, (2) issues facing different groups in the sciences, and (3) paths towards a more inclusive scientific environment. We will delve into the current statistics on racial and gender demographics in the sciences and explore their background through texts dealing with the history, philosophy, and sociology of science. We will also explore the specific problems faced by underrepresented and well-represented racial minorities, women, and LGBTQ community members. The course is reading intensive and discussion based.

APMA 1930A. Actuarial Mathematics.

A seminar considering selected topics from two fields: (1) life contingencies-the study of the valuation of life insurance contracts; and (2) collective risk theory, which is concerned with the random process that generates claims for a portfolio of policies. Topics are chosen from *Actuarial Mathematics*, 2nd ed., by Bowers, Gerber, Hickman, Jones, and Nesbitt. Prerequisite: knowledge of probability theory to the level of APMA 1650 or MATH 1610. Particularly appropriate for students planning to take the examinations of the Society of Actuaries.

APMA 1930B. Computational Probability and Statistics.

Examination of probability theory and mathematical statistics from the perspective of computing. Topics selected from: random number generation, Monte Carlo methods, limit theorems, stochastic dependence, Bayesian networks, probabilistic grammars.

APMA 1930C. Information Theory.

Information theory is the mathematical study of the fundamental limits of information transmission (or coding) and storage (or compression). This course offers a broad introduction to information theory and its real-world applications. A subset of the following is covered: entropy and information; the asymptotic equipartition property; theoretical limits of lossless data compression and practical algorithms; communication in the presence of noise-channel coding, channel capacity; source-channel separation; Gaussian channels; Lossy data compression.

APMA 1930D. Mixing and Transport in Dynamical Systems.

Mixing and transport are important in several areas of applied science, including fluid mechanics, atmospheric science, chemistry, and particle dynamics. In many cases, mixing seems highly complicated and unpredictable. We use the modern theory of dynamical systems to understand and predict mixing and transport from the differential equations describing the physical process in question. Prerequisites: APMA 0330, 0340; or APMA 0350, 0360.

APMA 1930E. Ocean Dynamics.

Works through the popular book by Henry Stommel entitled *A View of the Sea*. Introduces the appropriate mathematics to match the physical concepts introduced in the book.

APMA 1930G. The Mathematics of Sports.

Topics to be discussed will range from the determination of who won the match, through biomechanics, free-fall of flexible bodies and aerodynamics, to the flight of ski jumpers and similar unnatural phenomena. Prerequisite: APMA 0340 or equivalent, or permission of the instructor.

APMA 1930H. Scaling and Self-Similarity.

The themes of scaling and self-similarity provide the simplest, and yet the most fruitful description of complicated forms in nature such as the branching of trees, the structure of human lungs, rugged natural landscapes, and turbulent fluid flows. This seminar is an investigation of some of these phenomena in a self-contained setting requiring little more mathematical background than high school algebra.

Topics to be covered: Dimensional analysis; empirical laws in biology, geosciences, and physics and the interplay between scaling and function; an introduction to fractals; social networks and the "small world" phenomenon.

APMA 1930I. Random Matrix Theory.

In the past few years, random matrices have become extremely important in a variety of fields such as computer science, physics and statistics. They are also of basic importance in various areas of mathematics. This class will serve as an introduction to this area. The focus is on the basic matrix ensembles and their limiting distributions, but several applications will be considered. Prerequisites: MATH 0200 or 0350; and MATH 0520 or 0540; and APMA 0350, 0360, 1650, and 1660. APMA 1170 and MATH 1010 are recommended, but not required.

APMA 1930J. Mathematics of Random Networks.

An intro to the emerging field of random networks and a glimpse of some of the latest developments. Random networks arise in a variety of applications including statistics, communications, physics, biology and social networks. They are studied using methods from a variety of disciplines ranging from probability, graph theory and statistical physics to nonlinear dynamical systems. Describes elements of these theories and shows how they can be used to gain practical insight into various aspects of these networks including their structure, design, distributed control and self-organizing properties. Prerequisites: Advanced calculus, basic knowledge of probability. Enrollment limited to 40.

APMA 1930M. Applied Asymptotic Analysis.

Many problems in applied mathematics and physics are nonlinear and are intractable to solve using elementary methods. In this course we will systematically develop techniques for obtaining quantitative information from nonlinear systems by exploiting small scale parameters. Topics will include: regular and singular perturbations, boundary layer theory, multiscale and averaging methods and asymptotic expansions of integrals. Along the way, we will discuss many applications including nonlinear waves, coupled oscillators, nonlinear optics, fluid dynamics and pattern formation.

APMA 1930P. Mathematics and Climate.

Mathematical models play a critical role in projecting and understanding climate processes. This course will discuss techniques for application of theoretical models, computational experiments, and data analysis in climate science, including oceanic, atmospheric, and ecological phenomena. Intended for students in applied mathematics and other concentrations with quantitative skills who are interested in applying their knowledge to mathematical modeling and climate problems. No previous coursework in climate science is required. Physical science concepts and mathematical techniques will be introduced throughout the course. Students will develop collaborative or individual projects later in the semester. Prerequisites: APMA 0360, or APMA 0340, or written permission; APMA 1650 is recommended. Course has undergraduate version (APMA 1930P) and graduate version (APMA 2822P). The graduate version will engage more deeply with mathematical aspects of constructing models and performing mathematical modeling research.

APMA 1930Q. Mathematical Models of Cortical Dynamics.

A Senior Applied Mathematics seminar on brain modeling, emphasizing: stochastic aspects of cortical dynamics; mean-field approaches to the analysis of large networks; models of spike-timing-dependent plasticity; the emergence of network motifs and their role in cortical function. Open to Neuroscience and CLPS students with adequate mathematical and computational preparation. Background in neuroscience desirable but not required.

APMA 1930U. Introduction to Stochastic Differential Equations.

This seminar course serves as an introduction to stochastic differential equations at the senior undergraduate level. Topics covered include Brownian motion and white noise, stochastic integrals, the Itô calculus, existence and uniqueness of solutions to Itô stochastic differential equations, and the Feynman-Kac formula. More advanced topics, such as fractional Brownian motion, Lévy processes, and stochastic control theory, may be addressed depending on the interests of the class and time restrictions.

APMA 1930W. Probabilities in Quantum Mechanics.

We will start from scratch. We will be rigorous, while making a careful accounting of the (surprisingly few) conceptual assumptions that lead inexorably to consequences that are almost impossible to believe. With an eye on some of the most startling and vexing of these, we will construct a minimum mathematical foundation sufficient to explore: the abrupt transition from the weird quantum to the familiar classical world; the uncertainty principles; teleportation; Bell's theorem and the Einstein-Bohr debates; quantum erasure; the Conway-Kochen "free-will theorem"; (unbreakable) quantum encryption, and, an introduction to quantum computing.

APMA 1930X. Probability, Optimization, and Stochastic Calculus.

This senior seminar will explore various topics in probability, including stochastic processes, stochastic optimization including optimal stopping and optimal stochastic control, Brownian motion, stochastic calculus, connection to partial differential equations, and some of their applications. The class format will involve both lectures and class discussions. Calculus based undergraduate probability, such as APMA 1650/1655 or MATH 1210/1610, is required. Minimal experience in MATLAB is recommended, but not required.

APMA 1931A. Convexity: Convex Analysis, Geometry and Optimization.

Convexity lies at the heart of modern mathematics, extending its influence into analysis, geometry, and optimization. This course will explore various topics related to convexity, drawn from a wide range of fields yet unified by common analytical and geometric techniques. As a senior seminar course, our aim is not to cover one specific subject exhaustively, but rather to introduce diverse concepts that provide a broader understanding of the methods involved in addressing both theoretical and applied mathematical questions related to convexity. The course will broadly cover: --Convex Sets: Separation properties, Supporting Hyperplanes, Volume, Surface area, Minkowski Problem, Isoperimetric Inequality, Steiner's formula, Caratheodory's theorem, Duality. --Convex Functions: Derivatives, Rademacher's theorem, Helly's Theorem, Minmax principles, Duality, and Cyclic monotonicity. --Convex Optimization: Optimality conditions, Duality, Gradient methods, Subgradients, Newton's method, and relevant applications.

APMA 1931B. Foundations of Machine Learning.

This course offers a principled exploration of the foundational ideas and theoretical underpinnings of machine learning. Students will examine key learning theory concepts—such as empirical risk minimization, bias–variance tradeoff, computational complexity, and cross-validation—and study classical supervised and unsupervised methods, including linear regression, kernel methods, and principal component analysis. The course will also introduce important algorithmic paradigms like stochastic gradient descent and neural networks.

APMA 1940A. Coding and Information Theory.

In a host of applications, from satellite communication to compact disc technology, the storage, retrieval, and transmission of digital data relies upon the theory of coding and information for efficient and error-free performance. This course is about choosing representations that minimize the amount of data (compression) and the probability of an error in data handling (error-correcting codes). Prerequisite: A knowledge of basic probability theory at the level of APMA 1650 or MATH 1610.

APMA 1940B. Information and Coding Theory.

Originally developed by C.E. Shannon in the 1940s for describing bounds on information rates across telecommunication channels, information and coding theory is now employed in a large number of disciplines for modeling and analysis of problems that are statistical in nature. This course provides a general introduction to the field. Main topics include entropy, error correcting codes, source coding, data compression. Of special interest will be the connection to problems in pattern recognition. Includes a number of projects relevant to neuroscience, cognitive and linguistic sciences, and computer vision. Prerequisites: High school algebra, calculus. MATLAB or other computer experience helpful. Prior exposure to probability theory/statistics helpful.

APMA 1940C. Introduction to Mathematics of Fluids.

Equations that arise from the description of fluid motion are born in physics, yet are interesting from a more mathematical point of view as well. Selected topics from fluid dynamics introduce various problems and techniques in the analysis of partial differential equations. Possible topics include stability, existence and uniqueness of solutions, variational problems, and active scalar equations. No prior knowledge of fluid dynamics is necessary.

APMA 1940D. Iterative Methods.

Large, sparse systems of equations arise in many areas of mathematical application and in this course we explore the popular numerical solution techniques being used to efficiently solve these problems. Throughout the course we will study preconditioning strategies, Krylov subspace acceleration methods, and other projection methods. In particular, we will develop a working knowledge of the Conjugate Gradient and Minimum Residual (and Generalized Minimum Residual) algorithms. Multigrid and Domain Decomposition Methods will also be studied as well as parallel implementation, if time permits.

APMA 1940E. Mathematical Biology.

This course is designed for undergraduate students in mathematics who have an interest in the life sciences. No biological experience is necessary, as we begin by a review of the relevant topics. We then examine a number of case studies where mathematical tools have been successfully applied to biological systems. Mathematical subjects include differential equations, topology and geometry.

APMA 1940F. Mathematics of Physical Plasmas.

Plasmas can be big, as in the solar wind, or small, as in fluorescent bulbs. Both kinds are described by the same mathematics. Similar mathematics describes semiconducting materials, the movement of galaxies, and the re-entry of satellites. We consider how all of these physical systems are described by certain partial differential equations. Then we invoke the power of mathematics. The course is primarily mathematical. Prerequisites: APMA 0340 or 0360, MATH 0180 or 0200 or 0350, and PHYS 0060 or PHYS 0080 or ENGN 0510.

APMA 1940G. Multigrid Methods.

Multigrid methods are a very active area of research in Applied Mathematics. An introduction to these techniques will expose the student to cutting-edge mathematics and perhaps pique further interest in the field of scientific computation.

APMA 1940H. Numerical Linear Algebra.

This course will deal with advanced concepts in numerical linear algebra. Among the topics covered: Singular Value Decompositions (SVD) QR factorization, Conditioning and Stability and Iterative Methods.

APMA 1940I. The Mathematics of Finance.

The mathematics of speculation as reflected in the securities and commodities markets. Particular emphasis placed on the evaluation of risk and its role in decision-making under uncertainty. Prerequisite: basic probability.

APMA 1940J. The Mathematics of Speculation.

The course will deal with the mathematics of speculation as reflected in the securities and commodities markets. Particular emphasis will be placed on the evaluation of risk and its role in decision making under uncertainty. Prerequisite: basic probability.

APMA 1940K. Fluid Dynamics and Physical Oceanography.

Introduction to fluid dynamics as applied to the mathematical modeling and simulation of ocean dynamics and near-shore processes. Oceanography topics include: overview of atmospheric and thermal forcing of the oceans, ocean circulation, effects of topography and Earth's rotation, wind-driven currents in upper ocean, coastal upwelling, the Gulf Stream, tidal flows, wave propagation, tsunamis.

APMA 1940L. Mathematical Models in Biophysics.

Development mathematical descriptions of biological systems aid in understanding cell function and physiology. The course will explore a range of topics including: biomechanics of blood flow in arteries and capillaries, motile cells and chemotaxis, cell signaling and quorum sensing, and additional topics. Formulating and using numerical simulations will be a further component. Students will develop individual projects. Prerequisites: APMA 0360, or APMA 0340, or written permission.

APMA 1940M. The History of Mathematics.

The course will not be a systematic survey but will focus on specific topics in the history of mathematics such as Archimedes and integration. Oresme and graphing, Newton and infinitesimals, simple harmonic motion, the discovery of 'Fourier' series, the Monte Carlo method, reading and analyzing the original texts. A basic knowledge of calculus will be assumed.

APMA 1940N. Introduction to Mathematical Models in Computational Biology.

This course is designed to introduce students to the use of mathematical models in biology as well as some more recent topics in computational biology. Mathematical techniques will involve difference equations and dynamical systems theory, ordinary differential equations and some partial differential equations. These techniques will be applied in the study of many biological applications such as: (i) Difference Equations: population dynamics, red blood cell production, population genetics; (ii) Ordinary Differential Equations: predator/prey models, Lotka/Volterra model, modeling the evolution of the genome, heart beat model/cycle, transmission dynamics of HIV and gonorrhea; (iii) Partial Differential Equations: tumor growth, modeling evolution of the genome, pattern formation. Prerequisites: APMA 0330 and 0340.

APMA 1940O. Approaches to Problem Solving in Applied Mathematics.

The aim of the course is to illustrate through the examination of unsolved (but elementary) problems the ways in which professional applied mathematicians approach the solution of such questions. Ideas considered include: choosing the "simplest" nontrivial example; generalization; and specification. Ways to think outside convention. Some knowledge of probability and linear algebra helpful.

Suggested reading.

"How to solve it", G. Polya

"Nonplussed", Julian Havil

APMA 1940P. Biodynamics of Block Flow and Cell Locomotion.

APMA 1940Q. Filtering Theory.

Filtering (estimation of a "state process" from noisy data) is an important area of modern statistics. It is of central importance in navigation, signal and image processing, control theory and other areas of engineering and science. Filtering is one of the exemplary areas where the application of modern mathematics and statistics leads to substantial advances in engineering. This course will provide a student with the working knowledge sufficient for cutting edge research in the field of nonlinear filtering and its practical applications. Topics will include: hidden Markov models, Kalman and Wiener filters, optimal nonlinear filtering, elements of Ito calculus and Wiener chaos, Zakai and Kushner equations, spectral separating filters and wavelet based filters, numerical implementation of filters. We will consider numerous applications of filtering to speech recognition, analysis of financial data, target tracking and image processing. No prior knowledge in the field is required but a good understanding of the basic Probability Theory (APMA1200 or APMA2630) is important.

APMA 1940R. Linear and Nonlinear Waves.

From sound and light waves to water waves and traffic jams, wave phenomena are everywhere around us. In this seminar, we will discuss linear and nonlinear waves as well as the propagation of wave packets. Among the tools we shall use and learn about are numerical simulations in Matlab and analytical techniques from ordinary and partial differential equations. We will also explore applications in nonlinear optics and to traffic flow problems. Prerequisites: MATH 0180 and either APMA 0330-0340 or APMA 0350-0360. No background in partial differential equations is required.

APMA 1940Y. Wavelets and Applications.

The aim of the course is to introduce you to: the relatively new and interdisciplinary area of wavelets; the efficient and elegant algorithms to which they give rise including the wavelet transform; and the mathematical tools that can be used to gain a rigorous understanding of wavelets. We will also cover some of the applications of these tools including the compression of video streams, approximation of solution of partial differential equations, and signal analysis.

APMA 1941D. Pattern Theory.

This course is an introduction to some probabilistic models and numerical algorithms that model some aspects of human cognition. The class begins with stochastic models of language introduced by Shannon and develops related models for speech and vision. The classes stresses mathematical foundations, in particular the role of information theory in developing Bayesian models and the increasing importance of dynamics in several algorithms, especially in optimization and deep learning. Student assessment will be based on computational projects that implement the principles discussed in lecture.

APMA 1941I. Enumerative Combinatorics.

A senior seminar on formal techniques in enumeration—that is, the study of counting things. Topics include elementary counting techniques, including the principle of inclusion-exclusion, along with more sophisticated techniques, such as generating functions and Polya theory. This will be an active learning course; our text will consist of a sequence of problems to be solved, and we will spend a significant portion of class time working in small groups on those problems. Students will also give presentations to the class.

APMA 1941J. Topics in High-Dimensional Probability.

This course covers a selection of topics in high-dimensional probability, the study of random objects, such as vectors or matrices, that take value in a high-dimensional space. We will cover classical concentration inequalities, such as Hoeffding and Chernoff inequalities, functional inequalities, such as the Poincare and log-Sobolev inequalities, as well as subgaussian and subexponential distributions. Students will have the opportunity to learn about further topics in high-dimensional probability by preparing a presentation on a topic of their choice as well as writing a report on the same topic; opportunities for instructor guidance will be given. Prerequisites: undergraduate probability, linear algebra, differential equations. MATH 1010 is recommended.

APMA 1970. Independent Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

APMA 1971. Independent Study - WRIT.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. This course should be taken in place of APMA 1970 if it is to be used to satisfy the WRIT requirement.

APMA 2050. Mathematical Methods of Applied Science.

Introduces science and engineering graduate students to a variety of fundamental mathematical methods. Topics include linear algebra, complex variables, Fourier series, Fourier and Laplace transforms and their applications, ordinary differential equations, tensors, curvilinear coordinates, partial differential equations, and calculus of variations.

APMA 2060. Mathematical Methods of Applied Science.

Introduces science and engineering graduate students to a variety of fundamental mathematical methods. Topics include linear algebra, complex variables, Fourier series, Fourier and Laplace transforms and their applications, ordinary differential equations, tensors, curvilinear coordinates, partial differential equations, and calculus of variations.

APMA 2070. Deep Learning for Scientists & Engineers.

This course introduces concepts and implementation of deep learning techniques for computational science and engineering problems to first or second year graduate students. This course entails various methods, including theory and implementation of deep learning techniques to solve a broad range of problems using scientific machine learning. Lectures and tutorials on Python, Tensorflow and PyTorch are also included. Students will understand the underlying theory and mathematics of deep learning; analyze and synthesize data in order to model physical, chemical, biological, and engineering systems; and apply physics-informed neural networks and neural operators to model and simulate multiphysics systems. Undergraduate students who want to enroll in this course should request an override through Courses@Brown.

APMA 2080. Inference in Genomics and Molecular Biology.

Massive quantities of fundamental biological and geological sequence data have emerged. The goal of this course is to enable students to construct and apply probabilistic models to draw inferences from sequence data on problems novel to them. Statistical topics: Bayesian inferences; estimation; hypothesis testing and false discovery rates; statistical decision theory; change point algorithm; hidden Markov models; Kalman filters; and significances in high dimensions. Prerequisites: APMA 1650 or equivalent; APMA 0160 or CSCI 0111 or equivalent.

APMA 2110. Real Analysis.

Provides the basis of real analysis which is fundamental to many of the other courses in the program: metric spaces, measure theory, and the theory of integration and differentiation.

APMA 2120. Hilbert Spaces and Their Applications.

A continuation of APMA 2110: metric spaces, Banach spaces, Hilbert spaces, the spectrum of bounded operators on Banach and Hilbert spaces, compact operators, applications to integral and differential equations.

APMA 2130. Methods of Applied Mathematics: Partial Differential Equations.

Solution methods and basic theory for first and second order partial differential equations. Geometrical interpretation and solution of linear and nonlinear first order equations by characteristics; formation of caustics and propagation of discontinuities. Classification of second order equations and issues of well-posed problems. Green's functions and maximum principles for elliptic systems. Characteristic methods and discontinuous solutions for hyperbolic systems.

APMA 2140. Methods of Applied Mathematics: Integral Equations.

Integral equations. Fredholm and Volterra theory, expansions in orthogonal functions, theory of Hilbert-Schmidt. Singular integral equations, method of Wiener-Hopf. Calculus of variations and direct methods.

APMA 2160. Methods of Applied Mathematics: Asymptotics.

Calculus of asymptotic expansions, evaluation of integrals. Solution of linear ordinary differential equations in the complex plane, WKB method, special functions.

APMA 2170. Functional Analysis and Applications.

Topics vary according to interest of instructor and class.

APMA 2190. Nonlinear Dynamical Systems I.

Basic theory of ordinary differential equations, flows, and maps. Two-dimensional systems. Linear systems. Hamiltonian and integrable systems. Lyapunov functions and stability. Invariant manifolds, including stable, unstable, and center manifolds. Bifurcation theory and normal forms. Nonlinear oscillations and the method of averaging. Chaotic motion, including horseshoe maps and the Melnikov method. Applications in the physical and biological sciences.

APMA 2200. Nonlinear Dynamical Systems: Theory and Applications.

Basic theory of ordinary differential equations, flows, and maps. Two-dimensional systems. Linear systems. Hamiltonian and integrable systems. Lyapunov functions and stability. Invariant manifolds, including stable, unstable, and center manifolds. Bifurcation theory and normal forms. Nonlinear oscillations and the method of averaging. Chaotic motion, including horseshoe maps and the Melnikov method. Applications in the physical and biological sciences.

APMA 2210. Topics in Nonlinear Dynamical Systems.

Topics to be covered in this course may vary depending on the audiences. One of the goals that is planned for this course is to discuss the boundary layers and/or the boundary value problems that appear and play a very important role in the kinetic theory of gases; in particular, in the theory of the Boltzmann equations. Students are encouraged to attend and participate in the kinetic theory program offered by the ICERM institute in the Fall 2011 semester. This course may be taken twice for credit.

APMA 2230. Partial Differential Equations I.

The theory of the classical partial differential equations, as well as the method of characteristics and general first order theory. Basic analytic tools include the Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Generally, semester II of this course concentrates in depth on several special topics chosen by the instructor.

APMA 2240. Partial Differential Equations II.

The theory of the classical partial differential equations, as well as the method of characteristics and general first order theory. Basic analytic tools include the Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Generally, semester II of this course concentrates in depth on several special topics chosen by the instructor.

APMA 2260. Introduction to Stochastic Control Theory.

The course serves as an introduction to the theory of stochastic control and dynamic programming technique. Optimal stopping, total expected (discounted) cost problems, and long-run average cost problems will be discussed in discrete time setting. The last part of the course deals with continuous time deterministic control and game problems. The course requires some familiarity with the probability theory.

APMA 2410. Fluid Dynamics I.

Formulation of the basic conservation laws for a viscous, heat conducting, compressible fluid. Molecular basis for thermodynamic and transport properties. Kinematics of vorticity and its transport and diffusion. Introduction to potential flow theory. Viscous flow theory; the application of dimensional analysis and scaling to obtain low and high Reynolds number limits.

APMA 2420. Fluid Mechanics II.

Introduction to concepts basic to current fluid mechanics research: hydrodynamic stability, the concept of average fluid mechanics, introduction to turbulence and to multiphase flow, wave motion, and topics in inviscid and compressible flow.

APMA 2450. Exchange Scholar Program.**APMA 2470. Topics in Fluid Dynamics.**

Initial review of topics selected from flow stability, turbulence, turbulent mixing, surface tension effects, and thermal convection. Followed by focussed attention on the dynamics of dispersed two-phase flow and complex fluids.

APMA 2480. Topics in Fluid Dynamics.

No description available.

APMA 2550. Numerical Solution of Partial Differential Equations I.

Finite difference methods for solving time-dependent initial value problems of partial differential equations. Fundamental concepts of consistency, accuracy, stability and convergence of finite difference methods will be covered. Associated well-posedness theory for linear time-dependent PDEs will also be covered. Some knowledge of computer programming expected.

APMA 2560. Numerical Solution of Partial Differential Equations II.

An introduction to weighted residual methods, specifically spectral, finite element and spectral element methods. Topics include a review of variational calculus, the Rayleigh-Ritz method, approximation properties of spectral and finite element methods, and solution techniques. Homework will include both theoretical and computational problems.

APMA 2570A. Numerical Solution of Partial Differential Equations III.

We will cover spectral methods for partial differential equations. Algorithm formulation, analysis, and efficient implementation issues will be addressed. Prerequisite: APMA 2550 or equivalent knowledge in numerical methods.

APMA 2570B. Numerical Solution of Partial Differential Equations III.

We will cover finite element methods for ordinary differential equations and for elliptic, parabolic and hyperbolic partial differential equations. Algorithm development, analysis, and computer implementation issues will be addressed. In particular, we will discuss in depth the discontinuous Galerkin finite element method. Prerequisite: APMA 2550 or equivalent knowledge in numerical methods.

APMA 2580A. Computational Fluid Dynamics.

The course will focus primarily on finite difference methods for viscous incompressible flows. Other topics will include multiscale methods, e.g. molecular dynamics, dissipative particle dynamics and lattice Boltzmann methods. We will start with the mathematical nature of the Navier-Stokes equations and their simplified models, learn about high-order explicit and implicit methods, time stepping, and fast solvers. We will then cover advection-diffusion equations and various forms of the Navier-Stokes equations in primitive variables and in vorticity/streamfunction formulations. In addition to the homeworks the students are required to develop a Navier-Stokes solver as a final project.

APMA 2580B. Computational Fluid Dynamics for Compressible Flows.

An introduction to computational fluid dynamics with emphasis on compressible flows. We will cover finite difference, finite volume and finite element methods for compressible Euler and Navier-Stokes equations and for general hyperbolic conservation laws. Background material in hyperbolic partial differential equations will also be covered. Algorithm development, analysis, implementation and application issues will be addressed. Prerequisite: APMA 2550 or equivalent knowledge in numerical methods.

APMA 2580C. Optimization.

This course provides a solid presentation of modern convex analysis and convex optimization algorithms for large scale problems. Topics include: Ekeland's variational principle, subdifferential calculus, duality and Fenchel-Legendre transform, projection on a closed convex set, proximal operators and Moreau's regularization, accelerated and optimal first-order methods, Hopf/Lax-Oleinik representation formulas for Hamilton-Jacobi equations. The course will provide the mathematical and algorithmic underpinnings. It will also explore some applications in signal and image processing, optimal control and machine learning.

APMA 2610. Recent Applications of Probability and Statistics.

This course develops the mathematical foundations of modern applications of statistics to the computational, cognitive, engineering, and neural sciences. The course is rigorous, but the emphasis is on application. Topics include: Gibbs ensembles and their relation to maximum entropy, large deviations, exponential models and information theory; statistical estimation and classification; graphical models, dynamic programming, MCMC, parameter estimation, and the EM algorithm. Graduate version: 2610; Undergraduate version: 1740. Prerequisites: Multivariable calculus; Linear algebra; APMA 1655 or equivalent, programming experience, strong mathematics background. APMA 1200 or APMA 1690 or similar courses recommended. MATH 1010 or equivalent is recommended for APMA 2610.

APMA 2630. Theory of Probability I.

Part one of a two semester course that provides an introduction to probability theory based on measure theory. The first semester (APMA 2630) covers the following topics: countable state Markov chains, review of real analysis and metric spaces, probability spaces, random variables and measurable functions, Borel-Cantelli lemmas, weak and strong laws of large numbers, conditional expectation and beginning of discrete time martingale theory. Prerequisites—undergraduate probability and analysis, co-requisite—graduate real analysis.

APMA 2640. Theory of Probability II.

Part two of a two semester course that provides an introduction to probability theory based on measure theory. Standard topics covered in the second-semester (APMA 2640) include the following: discrete time martingale theory, weak convergence (also called convergence in distribution) and the central limit theorem, and a study of Brownian motion. Optional topics include the ergodic theorem and large deviation theory. Prerequisites—undergraduate probability and analysis, co-requisite—graduate real analysis.

APMA 2660. Stochastic Processes.

Review of the theory of stochastic differential equations and reflected SDEs, and of the ergodic and stability theory of these processes. Introduction to the theory of weak convergence of probability measures and processes. Concentrates on applications to the probabilistic modeling, control, and approximation of modern communications and queuing networks; emphasizes the basic methods, which are fundamental tools throughout applications of probability.

APMA 2670. Mathematical Statistics I.

The course covers advanced modern methods for high dimensional parametric statistical learning theory. Topics include: (1) Maximum likelihood and Bayesian parameter and set estimation for both iid data and Graphical Models; (2) Linear regression including ridge regression, lasso, principal components, and study of issues such as model selection and overparametrization; (3) Linear classification including Bayesian classification, discriminant analysis, Fisher discriminant analysis, flexible discriminant analysis, support vector machines, and perceptron; (4) Classical and Bayesian hypothesis testing; (5) Coherent presentation of Markov Graphical Models, Hidden Graphical models, and computational algorithms for optimization and simulation such as Markov Chain Monte, Dynamic Programming, and Bootstrap; (6) Infinite data asymptotics for inference and phase transitions for Markov Graphical Models. Prerequisite: APMA 2630 or equivalent.

APMA 2680. Mathematical Statistics II.

The course presents modern methods and tools for nonparametric statistical learning theory. Topics include: (1) Kernel methods for density estimation and regression, analysis of overfitting/underfitting, undersmoothing/oversmoothing, model selection via cross validation; (2) Penalty methods for regression based on Reproducing Kernel Hilbert Spaces; (3) Classification and regression trees; (4) Aggregating classifiers including BAGGING, Random forest, and Boosting; (5) Projection pursuit and neural network approximations for regression and classification; (6) Deep learning including convolution networks and neural network transformers; (7) Rademacher complexity, VC-dimension, Covering number, and concentration inequalities; (8) Application of concentration inequalities to high-probability bounds for regression and classification; (9) Model selection via structural risk minimization. Prerequisites: APMA 2670

APMA 2720. Information Theory.

Information theory and its relationship with probability, statistics, and data compression. Entropy. The Shannon-McMillan-Breiman theorem. Shannon's source coding theorems. Statistical inference; hypothesis testing; model selection; the minimum description length principle. Information-theoretic proofs of limit theorems in probability: Law of large numbers, central limit theorem, large deviations, Markov chain convergence, Poisson approximation, Hewitt-Savage 0-1 law. Prerequisites: APMA 2630, 1710.

APMA 2810A. Computational Biology.

Provides an up-to-date presentation of the main problems and algorithms in bioinformatics. Emphasis is given to statistical/ probabilistic methods for various molecular biology tasks, including: comparison of genomes of different species, finding genes and motifs, understanding transcription control mechanisms, analyzing microarray data for gene clustering, and predicting RNA structure.

APMA 2810B. Computational Molecular Biology.

Provides an up-to-date presentation of problems and algorithms in bioinformatics, beginning with an introduction to biochemistry and molecular genetics. Topics include: proteins and nucleic acids, the genetic code, the central dogma, the genome, gene expression, metabolic transformations, and experimental methods (gel electrophoresis, X-ray crystallography, NMR). Also, algorithms for DNA sequence alignment, database search tools (BLAST), and DNA sequencing.

APMA 2810C. Elements of High Performance Scientific Computing.

No description available.

APMA 2810D. Elements of High Performance Scientific Computing II.

No description available.

APMA 2810E. Far Field Boundary Conditions for Hyperbolic Equations.

No description available.

APMA 2810F. Introduction to Non-linear Optics.

No description available.

APMA 2810G. Large Deviations.

No description available.

APMA 2810H. Math of Finance.

No description available.

APMA 2810I. Mathematical Models and Numerical Analysis in Computational Quantum Chemistry.

We shall present on some models in the quantum chemistry field (Thomas Fermi and related, Hartree Fock, Kohn Sham) the basic tools of functional analysis for the study of their solutions. Then some of the discretization methods and iterative algorithms to solve these problems will be presented and analyzed. Some of the open problems that flourish in this field will also be presented all along the lectures.

APMA 2810J. Mathematical Techniques for Neural Modeling.

No description available.

APMA 2810K. Methods of Algebraic Geometry in Control Theory I.

Develops the ideas of algebraic geometry in the context of control theory. The first semester examines scalar linear systems and affine algebraic geometry while the second semester addresses multivariable linear systems and projective algebraic geometry.

APMA 2810L. Numerical Solution of Hyperbolic PDE's.

No description available.

APMA 2810M. Some Topics in Kinetic Theory.

Nonlinear instabilities as well as boundary effects in a collisionless plasmas; Stable galaxy configurations; A nonlinear energy method in the Boltzmann theory will also be introduced. Self-contained solutions to specific concrete problems. Focus on ideas but not on technical aspects. Open problems and possible future research directions will then be discussed so that students can gain a broader perspective. Prerequisite: One semester of PDE (graduate level) is required.

APMA 2810N. Topics in Nonlinear PDEs.

Aspects of the theory on nonlinear evolution equations, which includes kinetic theory, nonlinear wave equations, variational problems, and dynamical stability.

APMA 2810O. Stochastic Differential Equations.

This course develops the theory and some applications of stochastic differential equations. Topics include: stochastic integral with respect to Brownian motion, existence and uniqueness for solutions of SDEs, Markov property of solutions, sample path properties, Girsanov's Theorem, weak existence and uniqueness, and connections with partial differential equations. Possible additional topics include stochastic stability, reflected diffusions, numerical approximation, and stochastic control. Prerequisite: APMA 2630 and 2640.

APMA 2810P. Perturbation Methods.

Basic concepts of asymptotic approximations with examples with examples such as evaluation of integrals and functions. Regular and singular perturbation problems for differential equations arising in fluid mechanics, wave propagation or nonlinear oscillators. Methods include matched asymptotic expansions and multiple scales. Methods and results will be discussed in the context of applications to physical problems.

APMA 2810Q. Discontinuous Galerkin Methods.

In this seminar course we will cover the algorithm formulation, stability analysis and error estimates, and implementation and applications of discontinuous Galerkin finite element methods for solving hyperbolic conservation laws, convection diffusion equations, dispersive wave equations, and other linear and nonlinear partial differential equations. Prerequisite: APMA 2550.

APMA 2810R. Computational Biology Methods for Gene/Protein Networks and Structural Proteomics.

The course presents computational and statistical methods for gene and protein networks and structural proteomics; it emphasizes: (1) Probabilistic models for gene regulatory networks via microarray, chromatin immunoprecipitation, and cis-regulatory data; (2) Signal transduction pathways via tandem mass spectrometry data; (3) Molecular Modeling for ligand-receptor coupling and docking. The course is recommended for graduate students.

APMA 2810S. Topics in Control.

No description available.

APMA 2810T. Nonlinear Partial Differential Equations.

This course introduces techniques useful for solving many nonlinear partial differential equations, with emphasis on elliptic problems. PDE from a variety of applications will be discussed. Contact the instructor about prerequisites.

APMA 2810U. Topics in Differential Equations.

No description available.

APMA 2810V. Topics in Partial Differential Equations.

The course will cover an introduction of the L_p theory of second order elliptic and parabolic equations, finite difference approximations of elliptic and parabolic equations, and some recent developments in the Navier-Stokes equations and quasi-geostrophic equations. Some knowledge of real analysis will be expected.

APMA 2810W. Advanced Topics in High Order Numerical Methods for Convection Dominated Problems.

This is an advanced seminar course. We will cover several topics in high order numerical methods for convection dominated problems, including methods for solving Boltzman type equations, methods for solving unsteady and steady Hamilton-Jacobi equations, and methods for solving moment models in semi-conductor device simulations. Prerequisite: APMA 2550 or equivalent knowledge of numerical analysis.

APMA 2810X. Introduction to the Theory of Large Deviations.

The theory of large deviations attempts to estimate the probability of rare events and identify the most likely way they happen. The course will begin with a review of the general framework, standard techniques (change-of-measure, PDE, weak convergence, etc.), and basic examples (e.g., Sanov's and Cramer's Theorems). We then will cover the Wentzell-Freidlin theory. The last part of the course will be one or two related topics, possibly drawn from (but not limited to) risk-sensitive control and Monte Carlo methods. Prerequisites: APMA 2630 and 2640.

APMA 2810Y. Discrete high-D Inferences in Genomics.

Genomics is revolutionizing biology and biomedicine and generated a mass of clearly relevant high-D data along with many important high-D discrete inference problems. Topics: special characteristics of discrete high-D inference including Bayesian posterior inference; point estimation; interval estimation; hypothesis tests; model selection; and statistical decision theory.

APMA 2810Z. An Introduction to the Theory of Large Deviations.

The theory of large deviations attempts to estimate the probability of rare events and identify the most likely way they happen. The course will begin with a review of the general framework, standard techniques (change-of-measure, subadditivity, etc.), and elementary examples (e.g., Sanov's and Cramer's Theorems). We then will cover large deviations for diffusion processes and the Wentzel-Freidlin theory. The last part of the course will be one or two related topics, possibly drawn from (but not limited to) risk-sensitive control; weak convergence methods; Hamilton-Jacobi-Bellman equations; Monte Carlo methods. Prerequisites: APMA 2630 and 2640.

APMA 2811A. Directed Methods in Control and System Theory.

Various general techniques have been developed for control and system problems. Many of the methods are indirect. For example, control problems are reduced to a problem involving a differential equation (such as the partial differential equation of Dynamic Programming) or to a system of differential equations (such as the canonical system of the Maximum Principle). Since these indirect methods are not always effective alternative approaches are necessary. In particular, direct methods are of interest.

We deal with two general classes, namely: 1.) Integration Methods; and, 2.) Representation Methods. Integration methods deal with the integration of function space differential equations. Perhaps the most familiar is the so-called Gradient Method or curve of steepest descent approach. Representation methods utilize approximation in function spaces and include both deterministic and stochastic finite element methods. Our concentration will be on the theoretical development and less on specific numerical procedures. The material on representation methods for Levy processes is new.

APMA 2811B. Computational Methods for Signaling Pathways and Protein Interactions.

The course will provide presentation of the biology and mathematical models/algorithms for a variety of topics, including: (1) The analysis and interpretation of tandem mass spectrometry data for protein identification and determination of signaling pathways, (2) Identification of Phosphorylation sites and motifs and structural aspects of protein docking problems. Prerequisites: The course is recommended for graduate students. It will be self-contained; students will be able to fill in knowledge by reading material to be indicated by the instructor.

APMA 2811C. Stochastic Partial Differential Equations.

SPDEs is an interdisciplinary area at the crossroads of stochastic processes and partial differential equations (PDEs). The topics of the course include: genesis of SPDEs in real life applications, mathematical foundations and analysis of SPDEs, numerical and computational aspects of SPDEs, applications of SPDEs to fluid dynamics, population biology, hidden Markov models, etc. Prerequisites: familiarity with stochastic calculus and PDEs (graduate level).

APMA 2811D. Asymptotic Problems For Differential Equations And Stochastic Processes.

Topics that will be covered include: WKB method: zeroth and first orders; turning points; Perturbation theory: regular perturbation, singular perturbation and boundary layers; Homogenization methods for ODE's, elliptic and parabolic PDE's; Homogenization for SDE's, diffusion processes in periodic and random media; Averaging principle for ODE's and SDE's. Applications will be discussed in class and in homework problems.

APMA 2811E. A Posteriori Estimates for Finite Element Methods.

This course gives an introduction to the basic concepts of a posteriori estimates of finite element methods. After an overview of different techniques the main focus will be shed on residual based estimates where as a starting point the Laplace operator is analyzed. Effectivity and reliability of the error estimator will be proven. In a second part of the course, students will either study research articles and present them or implement the error estimates for some specific problem and present their numerical results. Recommended prerequisites: basic knowledge in finite elements, APMA 2550, 2560, 2570.

APMA 2811F. Numerical Solution of Ordinary Differential Equations: IVP Problems and PDE Related Issues.

The purpose of the course is to lay the foundation for the development and analysis of numerical methods for solving systems of ordinary differential equations. With a dual emphasis on analysis and efficient implementations, we shall develop the theory for multistage methods (Runge-Kutta type) and multi-step methods (Adams/BDF methods). We shall also discuss efficient implementation strategies using Newton-type methods and hybrid techniques such as Rosenbruck methods. The discussion includes definitions of different notions of stability, stiffness and stability regions, global/local error estimation, and error control. Time permitting, we shall also discuss more specialized topics such as symplectic integration methods and parallel-in-time methods. A key component of the course shall be the discussion of problems and methods designed with the discretization of ODE systems originating from PDE's in mind. Topics include splitting methods, methods for differential-algebraic equations (DAE), deferred correction methods, and order reduction problems for IBVP, TVD and IMEX methods. Part of the class will consist of student presentations on more advanced topics, summarizing properties and known results based on reading journal papers.

APMA 2811G. Topics in Averaging and Metastability with Applications.

Topics that will be covered include: the averaging principle for stochastic dynamical systems and in particular for Hamiltonian systems; metastability and stochastic resonance. We will also discuss applications in class and in homework problems. In particular we will consider metastability issues arising in chemistry and biology, e.g. in the dynamical behavior of proteins. The course will be largely self contained, but a course in graduate probability theory and/or stochastic calculus will definitely help.

APMA 2811I. An Introduction to Turbulence Modeling.

Turbulence is the last mystery of classical physics. It surrounds us everywhere – in the air, in the ocean, in pipes carrying fluids and even in human body arteries. The course helps to understand what makes modeling the turbulence so difficult and challenging. The course covers the following issues: The nature of turbulence, characteristics of turbulence and classical constants of turbulence; Turbulent scales; Navier-Stokes equations, Reynolds stresses and Reynolds-Averaged Navier-Stokes (RANS) equations; RANS turbulence models: algebraic models, one-equation models, two-equation models; Low-Reynolds number turbulence models; Renormalization Group (RNG) turbulence model; Large-Eddy Simulation (LES); Students will be provided with user-friendly computer codes to run different benchmark cases. The final grade is based on two take home projects - computing or published papers analysis, optionally.

APMA 2811K. Computational/Statistical Methods for Signaling Pathways and Protein Interactions.

The course will cover the main mathematical/computational models/algorithms for a variety of tasks in proteomics and structural proteomics, including: (1) The analysis and interpretation of tandem mass spectrometry data for protein identification and determination of signaling pathways, (2) Identification of Phosphorylation sites and motifs, and (3) structural aspects of protein docking problems on the basis of NMR data. Open to graduate students only.

APMA 2811L. Topics in Homogenization: Theory and Computation.

Topics that will be covered include: Homogenization methods for ODE's, for elliptic and parabolic PDE's and for stochastic differential Equations (SDE's) in both periodic and random media; Averaging principle for ODE's and SDE's. Both theoretical and computational aspects will be studied. Applications will be discussed in class and in homework problems. Prerequisites: Some background in PDE's and probability will be helpful, even though the class will be largely self contained.

APMA 2811O. Dynamics and Stochastics.

This course provides a synthesis of mathematical problems at the interface between stochastic problems and dynamical systems that arise in systems biology. For instance, in some biological systems some species may be modeled stochastically while other species can be modeled using deterministic dynamics. Topics will include an introduction to biological networks, multiscale analysis, analysis of network structure, among other topics. Prerequisites: probability theory (APMA 2630/2640, concurrent enrollment in APMA 2640 is acceptable).

APMA 2811Q. Calculus of Variations.

An introduction to modern techniques in the calculus of variations. Topics covered will include: existence of solutions and the direct method, Euler-Lagrange equations and necessary and sufficient conditions, one-dimensional problems, multidimensional nonconvex problems, relaxation and quasiconvexity, Young's measures, and singular perturbations. The emphasis of the course will be equal parts theory and applications with numerous examples drawn from topics in nonlinear elasticity, pattern formation, wrinkling thin elastic sheets, martensitic phase transitions, minimal surfaces, differential geometry and optimal control.

APMA 2811S. Lévy Processes.

Lévy processes are the continuous-time analogues of random walks, and include Brownian motion, compound Poisson processes, and square-integrable pure-jump martingales with many small jumps. In this course we will develop the basic theory of general Lévy processes and subordinators, and discuss topics including local time, excursions, and fluctuations. Time permitting we will finish with selected applications which are of mutual interest to the instructor and students enrolled in the class. Prerequisite: APMA 2640 or equivalent.

APMA 2811X. Finite Element Exterior Calculus.

In this course we will cover finite elements for the Hodge Laplacian. We start in three dimensions and discuss the Nedelec finite element spaces for H^1 , $H(\text{curl})$ and $H(\text{div})$ and discuss the corresponding de Rham complex. We discuss how they can be applied to the Stokes problem and electro-magnetic problems. We then generalize these spaces to higher dimensions and show how to use them to approximate the Hodge Laplacian. We will mostly follow the review paper: [Finite Element Exterior Calculus: from Hodge Theory to Numerical Stability].

APMA 2811Z. Stochastic Partial Differential Equations: Theory and Numerics.

This course introduces basic theory and numerics of stochastic partial differential equations (SPDEs). Topics include Brownian motion and stochastic calculus in Hilbert spaces, classification of SPDEs and solutions, stochastic elliptic, hyperbolic and parabolic equations, regularity of solutions, linear and nonlinear equations, analytic and numerical methods for SPDEs. Topics of particular interest will also be discussed upon agreements between the instructor and audience. All three courses APMA 2630, APMA 2640, APMA 2550 are background recommended but not required.

APMA 2812A. An Introduction to Stochastic Control.

This is a course on the optimal control of random processes. The first part of the course will focus on discrete time and the optimal control of Markov chains (also called Markov Decision Theory in the context of Reinforcement Learning). Various optimality criteria are introduced and questions of existence of solutions to the corresponding Bellman equation and characterization of optimal controls are addressed. Applications from finance, engineering and optimal stopping will be developed, as well as methods for numerical solution of the Bellman equation. We then consider problems in continuous time, and the difficulties that occur when there is no classical sense solution to the corresponding Bellman equation. If time permits, other applications areas and models with partial observations may be considered. Prerequisites: APMA 2630/2640.

APMA 2812B. An Introduction to SPDE's.

An introduction to the basic theory of Stochastic PDE's. Topics will likely include (time permitting) Gaussian measure theory, stochastic integration, stochastic convolutions, stochastic evolution equations in Hilbert spaces, Ito's formula, local well-posedness for semi-linear SPDE with additive noise, weak Martingale solutions to 3D Navier-Stokes, Markov processes on Polish spaces, the Krylov-Bogolyubov theorem, the Doob-Khasminskii theorem, and Bismut-Elworthy-Li formula for a class of non-degenerate SPDE. The presentation will be largely self contained, but will assume some basic knowledge in measure theory, functional analysis, and probability theory. Some familiarity with SDE and PDE is also very helpful, but not required.

APMA 2812E. Semidefinite and Combinatorial Optimization..

The course provides an introduction to basic mathematical theory and computational methods for semidefinite optimization with a particular focus on polynomial optimization problems. Topics include: duality, semialgebraic sets, polynomial optimization, sum of squares, spectrahedron, semidefinite relaxation, combinatorial optimization. Prerequisites: Math 0520, 0540, or equivalent, basic programming skills. Math 1530 is recommended.

APMA 2812G. Combinatorial Theory.

An introduction to combinatorial theory at the graduate level. Areas to be covered may include: posets and lattice theory, enumeration and generating functions, matroids and simplicial complexes, followed by selected topics in the field.

APMA 2812J. Stochastic Differential Equations with Applications.

Half the course will be an introduction to stochastic differential equations and methods for their analysis. The second half will consider some applications, including representations for nonlinear problems, particle systems, and sampling methods.

APMA 2820A. A Tutorial on Particle Methods.

No description available.

APMA 2820B. Advanced Topics in Information Theory.

Explores classical and recent results in information theory. Topics chosen from: multi-terminal/network information theory; communication under channel uncertainty; side information problems (channel, source, and the duality between them); identification via channels; and multi-antenna fading channels. Prerequisite: APMA 1710 or basic knowledge of information theory.

APMA 2820C. Computational Electromagnetics.

No description available.

APMA 2820D. Conventional, Real and Quantum Computing with Applications to Factoring and Root Finding.

No description available.

APMA 2820E. Geophysical Fluid Dynamics.

No description available.

APMA 2820F. Information Theory and Networks.

No description available.

APMA 2820G. Information Theory, Statistics and Probability.

No description available.

APMA 2820H. Kinetic Theory.

We will focus on two main topics in mathematical study of the kinetic theory: (1) The new goal method to study the trend to Maxwellians; (2) various hydrodynamical (fluids) limits to Euler and Navier-Stokes equations. Main emphasis will be on the ideas behind proofs, but not on technical details.

APMA 2820I. Multiscale Methods and Computer Vision.

Course will address some basic multiscale computational methods such as: multigrid solvers for physical systems, including both geometric and algebraic multigrid, fast integral transforms of various kinds (including a fast Radon transform), and fast inverse integral transforms. Basic problems in computer vision such as global contour detection and their completion over gaps, image segmentation for textural images and perceptual grouping tasks in general will be explained in more details.

APMA 2820J. Numerical Linear Algebra.

Solving large systems of linear equations: The course will use the text of Treftan and BAO that includes all the modern concepts of solving linear equations.

APMA 2820K. Numerical Solution of Ordinary Differential Equations.

We discuss the construction and general theory of multistep and multistage methods for numerically solving systems of ODE's, including stiff and nonlinear problems. Different notions to stability and error estimation and control. As time permits we shall discuss more advanced topics such as order reduction, general linear and additive methods, symplectic methods, and methods for DAE. Prerequisites: APMA 2190 and APMA 2550 or equivalent. Some programming experience is expected.

APMA 2820L. Random Processes in Mechanics.

No description available.

APMA 2820M. Singularities in Elliptic Problems and their Treatment by High-Order Finite Element Methods.

Singular solutions for elliptic problems (elasticity and heat transfer) are discussed. These may arise around corners in 2-D and along edges and vertices in 3-D domains. Derivation of singular solutions, characterized by eigenpairs and generalized stress/flux intensity factors (GSIF/GFIFs) are a major engineering importance (because of failure initiation and propagation). High-order FE methods are introduced, and special algorithms for extracting eigenpairs and GSIF/GFIFs are studied (Steklov, dual-function, ERR method, and others).

APMA 2820N. Topics in Scientific Computing.

No description available.

APMA 2820O. The Mathematics of Shape with Applications to Computer Vision.

Methods of representing shape, the geometry of the space of shapes, warping and matching of shapes, and some applications to problems in computer vision and medical imaging. Prerequisite: See instructor for prerequisites.

APMA 2820P. Foundations in Statistical Inference in Molecular Biology.

In molecular biology, inferences in high dimensions with missing data are common. A conceptual framework for Bayesian and frequentist inferences in this setting including: sequence alignment, RNA secondary structure prediction, database search, and functional genomics. Statistical topics: parameter estimation, hypothesis testing, and characterization of posterior spaces. Core course in proposed PhD program in computational molecular biology.

APMA 2820Q. Topics in Kinetic Theory.

This course will introduce current mathematical study for Boltzmann equation and Vlasov equation. We will study large time behavior and hydrodynamic limits for Boltzmann theory and instabilities in the Vlasov theory. Graduate PDE course is required.

APMA 2820R. Structure Theory of Control Systems.

The course deals with the following problems: given a family of control systems S and a family of control systems S' , when does there exist an appropriate embedding of S into S' ? Most of the course will deal with the families of linear control systems. Knowledge of control theory and mathematical sophistication are required.

APMA 2820S. Topics in Differential Equations.

A sequel to APMA 2210 concentrating on similar material.

APMA 2820T. Foundations in Statistical Inference in Molecular Biology.

In molecular biology, inferences in high dimensions with missing data are common. A conceptual framework for Bayesian and frequentist inferences in this setting including: sequence alignment. RNA secondary structure prediction, database search, and tiled arrays. Statistical topics: parameter estimation, hypothesis testing, recursions, and characterization of posterior spaces. Core course in proposed PhD program in computational molecular biology.

APMA 2820U. Structure Theory of Control Systems.

The course deals with the following problems: given a family of control systems S and a family of control systems S' , when does there exist an appropriate embedding of S into S' ? Most of the course will deal with the families of linear control systems. Knowledge of control theory and mathematical sophistication are required.

APMA 2820V. Progress in the Theory of Shock Waves.

Course begins with self-contained introduction to theory of "hyperbolic conservation laws", that is quasilinear first order systems of partial differential equations whose solutions spontaneously develop singularities that propagate as shock waves. A number of recent developments will be discussed. Aim is to familiarize the students with current status of the theory as well as with the expanding areas of applications of the subject.

APMA 2820W. An Introduction to the Theory of Large Deviations.

The theory of large deviations attempts to estimate the probability of rare events and identify the most likely way they happen. The course will begin with a review of the general framework, standard techniques (change-of-measure, subadditivity, etc.), and elementary examples (e.g., Sanov's and Cramer's Theorems). We then will cover large deviations for diffusion processes and the Wentzel-Freidlin theory. The last part of the course will be one or two related topics, possibly drawn from (but not limited to) risk-sensitive control; weak convergence methods; Hamilton-Jacobi-Bellman equations; Monte Carlo methods. Prerequisites: APMA 2630 and 2640.

APMA 2820X. Boundary Conditions for Hyperbolic Systems: Numerical and Far Field.**APMA 2820Y. Approaches to Problem Solving in Applied Mathematics.**

TBA

APMA 2820Z. Topics in Discontinuous Galerkin Methods.

We will cover discontinuous Galerkin methods for time-dependent and steady state problems. Stability and error estimates of different discontinuous Galerkin methods will be discussed. In particular, we will discuss in depth the local discontinuous Galerkin method. Prerequisite: APMA 2550 or equivalent knowledge of numerical analysis.

APMA 2821A. Parallel Scientific Computing: Algorithms and Tools.

No description available.

APMA 2821B. To Be Determined.**APMA 2821C. Topics in Partial Differential Equations.**

The course will start by reviewing the theory of elliptic and parabolic equations in Holder spaces. Then we will discuss several topics in nonlinear elliptic and parabolic equations, for instance, the Navier-Stokes equation and Monge-Ampere type equations. This course is a sequel to APMA 2810V, but APMA 2810V is not a prerequisite.

APMA 2821D. Random Processes and Random Variables.**APMA 2821E. Topics in Variational Methods.**

This course consists of two parts: a general introduction to variational methods in PDE, and a more focused foray into some special topics. For the former we will cover the direct method in the calculus of variations, various notions of convexity, Noether's theorem, minimax methods, index theory, and gamma-convergence. For the latter we will focus on several specific problems of recent interest, with emphasis on the Ginzburg-Landau energy functional.

APMA 2821F. Computational Linear Algebra.

The course will cover basic and advanced algorithms for solution of linear and nonlinear systems as well as eigenvalue problems.

APMA 2821H. Introduction to High Performance Computing: Tools and Algorithms.

This course will cover fundamental concepts of parallel computing: shared and distributed memory models; metrics for performance measuring; roof-line model for analysis of computational kernels, prediction and improving their performance on different processors; code optimization. We will analyze algorithms maximizing data reuse, and memory bandwidth utilization. Prior experience in coding is a plus. One course meeting will take place at IBM/Research, students will interact with experts in areas of HPC, visualization, social media and more. There will be bi-weekly homework assignments and a final project. Students are encouraged to suggest final project relevant to their research and level of expertise.

APMA 2821I. Formulation and Approximation of Linear and Non-linear Problems of Solid Mechanics.

Presents the formulation and approximation by the Finite Element Method (FEM) of linear and non-linear problems of Solid Mechanics. The formulation of problems is based on the Virtual Work Principle (VWP). Increasing complexity problems will be considered such as simple bar under traction, beams, plates, plane problems and solids with linear and hyperelastic materials. All problems are formulated using the same sequence of presentation which includes kinematics, strain measure, rigid body deformation, internal work, external work, VWP and constitutive equations. The approximation of the given problems is based on the High-order FEM. Examples will be presented using a Matlab code.

APMA 2821J. Some Topics in Kinetic Theory.

In this advanced topic course, we will go over several aspects of recent mathematical work on kinetic theory. Graduate level PDE is required.

APMA 2821K. Probabilistic and Statistical Models for Graphs and Networks.

Many modern data sets involve observations about a network of interacting components. Probabilistic and statistical models for graphs and networks play a central role in understanding these data sets. This is an area of active research across many disciplines. Students will read and discuss primary research papers and complete a final project.

APMA 2821L. Introduction to Malliavin Calculus.

The Malliavin calculus is a stochastic calculus for random variables on Gaussian probability spaces, in particular the classical Wiener space. It was originally introduced in the 1970s by the French mathematician Paul Malliavin as a probabilistic approach to the regularity theory of second-order deterministic partial differential equations. Since its introduction, Malliavin's calculus has been extended beyond its original scope and has found applications in many branches of stochastic analysis; e.g. filtering and optimal control, mathematical finance, numerical methods for stochastic differential equations. This course will introduce, starting in a simple setting, the basic concepts and operations of the Malliavin calculus, which will then be applied to the study of regularity of stochastic differential equations and their associated partial differential equations. In addition, applications from optimal control and finance, including the Clark-Ocone formula and its connection with hedging, will be presented.

APMA 2821M. Some Mathematical Problems in Materials Science.

We will study a variety of mathematical models for problems in materials science. Mainly we will consider models of phase transformation, static and dynamic. Some of the topics to be treated are: (1) models of phase transformation; (2) gradient flows; (3) kinetic theories of domain growth; (4) stochastic models; (5) free boundary problems. A working familiarity with partial differential equations is required.

APMA 2821N. Numerical Solution of Ordinary Differential Equations: IVP Problems and PDE Related Issues.

The course seeks to lay the foundation for the development and analysis of numerical methods for solving systems of ordinary differential equations. With a dual emphasis on analysis and efficient implementations, we shall develop the theory for multistage methods (Runge-Kutta type) and multi-step methods (Adams/BDF methods). The discussion includes definitions of different notions of stability, stiffness and stability regions, global/local error estimation, and error control. We also discuss more specialized topics such as symplectic integration methods, parallel-in-time methods, include splitting methods, methods for differential-algebraic equations (DAE), deferred correction methods, and order reduction problems for IBVP, TVD and IMEX methods.

APMA 2821O. Topics in Posteriori Error Estimations: Finite Element and Reduced Basis Methods.

The course will contain two related parts. An introduction of different types of a posteriori error estimations for various finite element methods, certified reduced basis method, where a posteriori error estimations play an important role. Emphasize both the theory and implementation. Related Matlab programs. Residual-type, local-problem type, and recovery-type error estimators for conforming, mixed, non-conforming, and discontinuous galerkin finite element methods for different types of equations. Reduced basis methods, offline-online procedure, greedy algorithm, error estimator, empirical interpolation method, and successive constraint method will be discussed. Goal-Oriented primal-dual approach for both FEM and RBM will be covered. Objective: To learn various theoretical and practical results of adaptive finite element methods and reduced basis methods.

APMA 2821P. Topics in the Atomistic-to-Continuum Coupling Methods for Material Science.

Atomistic-to-continuum coupling methods (a/c methods) have been proposed to increase the computational efficiency of atomistic computations involving the interaction between local crystal defects with long-range elastic fields. This course provides an introduction to the fundamentals required to understand modeling and computer simulation of material behavior. This course will first briefly review material from continuum mechanics, materials science including crystals and defects and then move on to advanced topics in development and analysis of a/c coupling methods both in static and dynamic cases. I will also select topics from statistical mechanics and temporal multiscale accelerated molecular dynamics methods (hyperdynamics, parallel replica dynamics).

APMA 2821R. Topics in the Atomistic-to-Continuum Coupling Methods for Material Science.

Atomistic-to-continuum coupling methods (a/c methods) have been proposed to increase the computational efficiency of atomistic computations involving the interaction between local crystal defects with long-range elastic fields.

This is an advanced topics course for graduate students. Provides an introduction to the fundamentals required to understand modeling and computer simulation of material behavior. First briefly review material from continuum mechanics, materials science including crystals and defects and then move on to advanced topics in development and analysis of a/c coupling methods both in static and dynamic cases. select topics from statistical mechanics and temporal multiscale accelerated molecular dynamics methods (hyperdynamics, parallel replica dynamics).

APMA 2821T. Theory of Large Deviations.

The theory of large deviations is concerned with the probabilities of very rare events. There are many applications where a rare event can have a significant impact (think of the lottery) and it is of interest to know when and how these events occur. The course will begin with a review of the general framework, standard techniques, and elementary examples (e.g., Cramer's and Sanov's Theorems) before proceeding with general theory and applications. If time permits, the course will end with a study of large deviations for diffusion processes.

APMA 2821U. Kinetic Theory.

Topics in kinetic theory, particularly concerning Boltzmann equations and related but simpler models (e.g. the Kac model). Key issues include the mathematical derivation of the Boltzmann equation, the Cauchy problem, Boltzmann's H-theorem, and hydrodynamic limits yielding the equations of fluid mechanics. We will be most interested in rigorous results, but will not turn away from formal calculations when these are the only things available. A probabilistic viewpoint will be emphasized. In addition to these "traditional" topics, we will also introduce the Smoluchowski coagulation equation and a similar equation, and some microscopic models described by these in the kinetic limit or exactly. Students should have PDE background equivalent to or exceeding MATH 2370/APMA 2230. Familiarity with probability will be helpful, but we will review this according to the audience's needs.

APMA 2821V. Neural Dynamics: Theory and Modeling.

Our thoughts and actions are mediated by the dynamic activity of the brain's neurons. This course will use mathematics and computational modeling as a tool to study neural dynamics at the level of signal neurons and in more complicated networks. We will focus on relevance to modern day neuroscience problems with a goal of linking dynamics to function. Topics will include biophysically detailed and reduced representations of neurons, bifurcation and phase plane analysis of neural activity, neural rhythms and coupled oscillator theory. Audience: advanced undergraduate or graduate students. Prerequisite: APMA 0350-0360 and Matlab programming course. Instructor permission required.

APMA 2822B. Introduction to Parallel Computing on Heterogeneous (CPU+GPU) Systems.

This course we will learn fundamental aspects of parallel computing on heterogeneous systems composed of multi-core CPUs and GPUs. This course will contain lectures and hands-on parts. We will cover the following topics: shared memory and distributed memory programming models, parallelization strategies and nested parallelism. We will also learn techniques for managing memory and data on systems with heterogeneous memories (DDR for CPUs and HBM for GPUs); parallelization strategies using OpenMP and MPI; programming GPUs using OpenMP4.5 directives and CUDA. We will focus on programming strategies and application performance. Grading will be based on homework assignments, and final project.

APMA 2822G. Topics in Optimal Transport, High Dimensional Probability and Generative Modeling.

Probability flows play an important role in the theory and applications of high-dimensional probability. The idea is to start with an easy probability measure (say a Gaussian) and gradually deform it into a complicated probability measure of interest. These types of techniques are useful in studying properties of probability measures (e.g., functional inequalities), in studying the problem of optimal transport, and in generative modeling via techniques such as flow matching and diffusion models. The course will cover topics such as the basics of probability flows, (entropic) optimal transport, basics of stochastic differential equations, and the applications of these tools to generative modeling.

APMA 2980. Research in Applied Mathematics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

APMA 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

APMA XLIST. Courses of Interest to Students Majoring in Applied Mathematics.

Brown Arts Institute

The Brown Arts Institute is a university-wide research enterprise and catalyst for the arts at Brown that creates new work and supports, amplifies, and adds new dimensions to the creative practices of Brown's arts departments, faculty, students, and community. Through year-round programming, research-focused courses, initiatives, collaborations, and partnerships, along with rigorous artistic and academic programs, BAI commissions and presents new work on campus, across Providence, Rhode Island, and beyond, from students, faculty, and on-campus arts

groups, as well as in collaboration with forward-focused visiting artists and other performing arts organizations. Learn more at arts.brown.edu (<http://arts.brown.edu>).

Courses

ARTS 1000. The Arts Workshop: I'm So Alone-Art of Surveilled Bodies Amidst a Global Epidemiological Cluster#@%\$.

Since COVID-19, enforcement of "social distancing" has become a state mandate. The resultant choreographies of "social distancing" have catalyzed a confluence of gestures, disciplining technologies, discriminatory health practices, and state power; a braid of urgent concern for scholars and artists, and the subject of this interdisciplinary arts workshop. Offered by Brown Arts Initiative, the workshop is open to graduate students, undergraduate students, and faculty by application. Full course credit is available for those interested. Participants will consider their respective creative practices in light of COVID-19 and emerging systems of computational recognition, broader trends with technologies of the body, and surveillance.

ARTS 1001. Arts Writing: New Forms of Cultural Critique.

In this course we will develop our critical skills and find our unique voice for multimedia arts criticism and storytelling rooted in a collective pursuit of liberation. We will study both contemporary arts journalism and cultural theory to assess the urgent needs and issues in the arts and society at large, and address them accordingly. We will be doing a good deal of reading, watching, listening, interviewing, writing, recording, and collaborating. This is where all your skills come in: photography, graphic design, web building, podcasting, playlisting, filming, interviewing, and of course writing. We will create a multimedia project documenting our work, and that of the artists we engage with. Through this process we will reimagine an inclusive, radical practice in culture, one that bridges the classroom and the world.

ARTS 1002. Arts Writing Workshop.

In this course, we will make space for constructive, community-led conversations about art -- and responses through thoughtful writing. How do we map out the conditions of art making? Who gets to impact culture, how, and why? How do we craft responses to art that move culture forward? And how does this writing benefit our lives, and communities? We will hone our cultural criticism skills in a series of workshops that will result in the making of a multimedia zine. This safe, collaborative space will help us reimagine the ways in which art connects us to those around us - and ignite new dynamics of care. This class is open to community members, for whom readings are not mandatory, and who can participate in producing the zine in any capacity.

ARTS 1003. Arts Leadership.

Arts Leadership is an undergraduate course introducing students to the building blocks of effective arts leadership, management, and succession planning with a focus on building practical skills while reflecting on the future of arts leadership. This course is intended for students currently acting in a leadership role for a student arts organization and encourages students to use upcoming group events and programs as the basis for assignments and final projects. Students planning to step into leadership roles may participate in the course with a current leader to develop organizational structure and succession plans.

ARTS 1004. Race and the Making of Art.

In this course, we will begin by examining how race is constructed, systematized, codified, commodified, and disseminated across various spaces in society through the study of several key scholarly and theoretical works. We will then use that lens to explore how different artists from multiple disciplines (poetry, visual art, music, and performance) have engaged issues of race in their work to both affirm individual and collective racial identities and trouble the ways those identities have been represented and understood. Each student will create creative or critical works reflecting their own intersections with these topics.

ARTS 1005. New Forms of Theatre: Traditional Storytelling to Storyweaving.

This course examines Native American theatre from origins of traditional storytelling to politics of race involved in Native theatre today and is best suited for students exploring how to become theatre makers. First, we examine traditional storytelling from creation stories in literature and theatre. Second, we study interactions with Europeans with the Doctrine of Discovery, Native American boarding schools systems, outlawing of traditional culture and how Native culture survived in these systems in wild west shows, sideshows and snake oil shows. Topics will be explored through a Native lens via movies, commercials, television and will examine the theatre movement that responded. Finally, students will directly engage with course content through weekly embodied practice. The weekly course structure will include one class meeting focused on seminar/lecture/discussion, with the second meeting focused on writing and movement based in Spiderwoman methodology.

ARTS 1006. Playing The Villain On Camera.

This class will explore playing the villain on camera. We will focus on three archetypes of the villain as outlined in USC Professor Joe Hacker's seminal work "Auditioning for the Camera": 1. The psychopathic individual. 2. Those driven by an inclination to create chaos, and 3. Those who get caught up in an illicit scheme to get something (money, power, revenge, love). Each of these archetypes will be explored in class, then filmed, and will be delivered to each student. Your professor is a working professional film, television, and theater actor, and students will additionally explore the "first day of shooting" using these villain pieces: you will be guided through the process of filming these pieces in a professional setting.

ARTS 1007. Performance Practice Workshop.

Looking at performance as an act of transmission rather than a transaction or production, this class will consider the differing ways we relate to other bodies moving through space. Students will be guided through the process by which Okwui Okpokwasili and Peter Born create performance work. Utilizing writing exercises, song making practices, and structured/improvisational movement as research tools into what our bodies may carry from ancestors we no longer locate on a map or in a history book. Reading the writings of other practitioners whose work expresses foundational tenets of Okwui and Peter's practice will be discussed alongside active movement exercises. With a focus on collaboration and engagement, we will investigate how performance can be a way of practicing new relations to one another. The course will culminate with students creating and performing their own projects with class participation.

ARTS 1008. Heart as Vector: Thinking Across the Arts with Shahzia Sikander.

This course thinks across the arts with the remarkable artist Shahzia Sikander. Over three decades, Sikander has produced compelling objects that practically and theoretically transcend borders and probe contested histories. Sikander is internationally renowned for a pioneering, multi-media practice that takes classical Indo-Persian miniature painting as its point of departure, and inflects it with contemporary South Asian, American, Feminist, and Muslim perspectives. Sikander's work stands in opposition to the idea of homogenous and authentic national cultures; instead, Sikander asks that we understand terms such as "tradition," "culture" and "identity" as unstable, abstract, and constantly evolving. This course considers different aspects of Sikander's practice, from her training in Indo-Persian painting to her work with poets, dancers, and composers. We'll engage closely with South Asian paintings, and a range of texts, including works by Aruna D'Souza, Gayatri Gopinath, and Saidiya Hartman.

ARTS 1009. Black Music Performance.

The history of black music is a rich and diverse tapestry, spanning centuries and continents. In this course, students will explore the history of black music through a variety of lenses, including its social and cultural context, its technical and stylistic innovations, and its impact on contemporary music. Students will also have the opportunity to develop their ensemble instrumental skills through workshops and performance opportunities.

ARTS 1010. Script to Screen (LITR 1110U).

Interested students must register for LITR 1110U.

ARTS 1010E. Advanced Screenwriting (LITR 1010E)..

Interested students must register for LITR 1010E.

ARTS 1011. Acting for the Camera.

"Acting for the Camera" curriculum is divided into three parts depending on experience: 1. Auditioning for the Camera, 2. Acting for the Camera, 3. Playing the Villain on Camera. Part 2, "Acting," will be our focus: Multiple scripts, including episodes of "Homeland," "Mad Men," and "Ted Lasso" will be part of the curriculum in addition to scripts from the following genres: comedies, drama, single and multi-camera TV (sitcoms), superhero franchises, horror, etc. This work should complement and enhance previous acting studies and help you move to an understanding of the nuanced shift actors need to make when they are acting for the camera. Kate Burton teaches ARTS 1006, "Playing the Villain on Camera," and TAPS 1500R, "Auditioning for the Camera." These courses (and any camera courses taught by Richard Waterhouse in TAPS) provide a foundation for studying camera acting.

ARTS 1012. Body as Medium: Queer Lineages of Duration, Resonance, and Excess.

Body as Medium: Queer Lineages of Duration, Resonance, and Excess will experiment with form: the university "seminar" and durational performance. This class, jointly offered by the departments of Modern Culture and Media (MCM) and Theatre Arts and Performance Studies (TAPS), will be led by Fall 2024 BAI Associate Professor of Practice Julie Tolentino, whose artistic practice extends across performance-installation, movement, sculpture, video, and sound. Over several decades, Tolentino created an archive of interdisciplinary artworks rooted in the rich lineages of AIDS activism, underground nightlife, and queer rituals of mourning and caregiving. We will visit Tolentino's archive as a generative resource for thinking with past and future methodologies, lifeworlds, and (im)material concerns to investigate multi-generational artists' practices. Participants agree to develop, experiment, and perform in public as a form of study and discovery. No previous performance experience is necessary.

ARTS 1013A. Producing Your First Documentary Film In Theory And Practice.

This course is designed to teach students how to produce a long-form (more than 42-minutes' duration) documentary film suitable for television broadcast or distribution via internet channels and/or streaming services. The documentary (working title UNTITLED BROWN TITLE IX SPORTS DOCUMENTARY) is designed to celebrate Brown's female athletes across the university's history, emphasizing female intercollegiate athletes of the past half-century, chronicling stories of their courage, resilience and excellence while illuminating the very essence and uniqueness of the Brown experience. This groundbreaking course is made possible by the generous support of Brown Athletics, led by the Chancellor Samuel M. Menckoff '78 Vice President for Athletics and Recreation, M. Grace Calhoun '92, Ph.D. The film ready for audiences to screen at events commemorating the 50th anniversary of Ivy League Women Sports at the end of the 2024-2025 academic year.

ARTS 1013B. Finalizing Your First Documentary Feature: Content Creation from Script to Screen.

This course is designed to teach students how to post-produce and finally complete a long-form (more than 42-minutes' duration) documentary film suitable for television broadcast or distribution via internet channels and/or streaming services. The documentary (working title UNTITLED BROWN TITLE IX SPORTS DOCUMENTARY), produced and directed by Brown undergraduates during the 2024 Spring and Fall semesters, was commissioned in 2023 to celebrate Brown's female athletes across the university's history, emphasizing female intercollegiate athletes of the past half-century. This unprecedented course, made possible by the generous support of Brown Athletics, led by the Chancellor Samuel M. Menckoff '78 Vice President for Athletics and Recreation, M. Grace Calhoun '92, Ph.D. will premiere at events commemorating the 50th anniversary of Ivy League Women Sports at the end of the 2024-2025 academic year.

ARTS 1015. The Art of Non-Linear Worldforming + Digital Tulpamancy.

This course explores the emergent art of digitally-supported, non-linear worldforming and will be jointly led by William Brittle and Sophia LaCava-Bohanan. As a case study, the course will examine (and participate in the construction of) "Eternal September," an extensive alternate reality of interlocking music, visual art/film, and hypertext being developed by William Brittle with the support of the Brown Arts Institute and various students, faculty members, and visiting artists. The course will be, at its core, exploratory, and will focus on discussion, experimentation, and hands-on artmaking. Students, whether solo or in small groups, will embark on creative journeys by constructing and sharing their own non-linear worldbuilding projects. Weekly class meetings will include seminar discussions, visiting artists, and project development time.

ARTS 1016. Curatorial Praxis: Caring for and Curating Indigenous Contemporary Art.

What does it mean to curate contemporary art, and how is curation an exercise in ethics as much as it is a series of practical tasks and skills? This course is an introduction to curatorial praxis centered in an ethics of care and social transformation inside and beyond museum walls. Students will engage with texts on the practice, theory, and ethics of contemporary curation; investigate curatorial case studies from US and global art exhibitions; and will, more importantly, learn directly from and with the current exhibition inside The Bell, Brown's contemporary art gallery and a program of the Brown Arts Institute. Students will be led through the curatorial process of commissioning a contemporary art exhibition at The Bell, and will make visible contributions to the exhibition and its public programs through a variety of individual and group projects.

ARTS 1020. Ecopoetics in Practice (LITR 1150A).

Interested students must register for LITR 1150A.

ARTS 1030. The Essentials of Arts Journalism.

The summer is the perfect time to explore the rich cultural offerings of Providence and the wider region – from the RISD Museum to DIY spaces, MIT's Poetic Justice Project and the many festivals in Massachusetts. This course is an opportunity to approach this artistic scene with the eye and mind of a critic, interviewing musicians, architects, writers and makers, writing reviews and profiles, and recording short audio and video stories. This practice will help you excel in your work as a student and professional in the arts, the media and entertainment. And it'll be a fun way to know your city and area better, meet new people and bond with fellow students.

ARTS 1100. Anti-Social Reproduction: Art, Activism and the Question of Reproductive Labor (MCM 1701S).

Interested students must register for MCM 1701S.

ARTS 1110. Making Of: Beyond the Fourth Wall, Behind the Scenes, and Inside the Rabbit Hole of Filmmaking.

This class will examine the many ways that movies come together as well as the myriad ways in which they can be pulled apart and put back together by different audiences. Movie-making requires desire, collaboration, improvisation, money, time, and imagination. Sometimes, all it requires is "being there" and a cell phone. Much of what filmmaking demands is hidden in what is seen on screen, but the more we understand about the languages of cinema, the more it's possible to see. Using cinematic history, personal history, and political history as lenses, the class will think together in expansive ways about ethics, process, notions of self, and terms. The class will watch and discuss the films of makers from around the world and across time.

ARTS 1110V. Script to Screen: Scene Work (LITR 1110V)..

Interested students must register for LITR 1110V.

ARTS 1200. Reality Remix - Experimental VR.

This course pursues collaborative experimentation with virtual and augmented reality (AR and VR). The class will work as a team to pursue research (survey of VR/AR experiences, scientific and critical literature review), reconnaissance (identifying VR/AR resources on campus, in Providence and the region), design (VR/AR prototyping). Research findings are documented in a class wiki. The course makes use of Brown Arts Initiative facilities in the Granoff Center where an existing VR laboratory will be expanded through the course of the semester based on student needs. Class culminates in the release the class wiki as a resource for the Brown community.

ARTS 1205. Black Queer Diasporas (MCM 1205F).

Interested students must register for MCM 1205F.

ARTS 1210. Mapping Music in Providence (MUSC 0202U).

Interested students must register for MUSC 0202U.

ARTS 1240. Intro to Rap Songwriting (MUSC 1240R).

Interested students must register for MUSC 1240R.

ARTS 1300. Perception/The Performativity of Neurology (TAPS 1280D).

Interested students must register for TAPS 1280D.

ARTS 1310. Making the 21st Century Musical (TAPS 1251A).

Interested students must register for TAPS 1251A.

ARTS 1330. Way Too Much And Not Nearly Enough: Making Performance in The Post-Post-Dramatic (TAPS 1330A).

Interested students must register for TAPS 1330A.

ARTS 1340. Native American Theatre: from Traditional Storytelling to the Modern Theater Movement (TAPS 1340A).

Interested students must register for TAPS 1340A.

ARTS 1400. Radical Outsiders: Performance Arts Acts of Activism, Communion, Rebellion, Humor, Meditation (VISA 1400).

Interested students must register for VISA 1400.

ARTS 1401. Social Practice: Art in Everyday Life (VISA 1600)..

Interested students must register for VISA 1600.

ARTS 1500R. Auditioning for the Camera (TAPS 1500R)..

Interested students must register for TAPS 1500R.

ARTS 1700. Introduction to iPhone/iPad Moviemaking Using 3-D and 360 VR Comparisons (HMAN 1971S).

Interested students must register for HMAN 1971S.

ARTS 1800. ArtsCrew & The Future of Arts Work.

Introduce students to the principles, techniques, and skills essential to becoming an effective member of the professional arts workforce and to ArtsCrew, an innovative employment service in development here at Brown which will offer access to workforce development opportunities and paid on-campus and community-based project work in a variety of artistic disciplines. Students will be engaged in researching cultural worker employment models, as well as shaping, regularly assessing, and improving the student component of ArtsCrew. In addition to class time, each student will be assigned to an appropriate artistic project on campus across the course of the semester. A total of 180 logged hours, including class time, research assignments, and project work, will be required to pass the class and to enter ArtsCrew as a member eligible for paid work.

ARTS 1910. Artist@Work: William Brittle.

Students who engage with the arts through Artist@Work courses learn through direct encounter the many and varied research and development processes artists use to advance their thinking, enactment, and refinement of in-progress works. As the students accompany the artist moving toward the goal of professional presentation, exhibition, and performance, they enjoy experiencing the real-world considerations, complexities, technicalities, and activities inherent in making large-scale and professionally-produced art works. Through this exposure, and their direct apprenticeship with working artists, students receive the opportunity for lifelong connection and real-world experience.

ARTS 1910A. Artist@Work: Carrie Mae Weems.

Students who engage with the arts through Artist@Work courses learn through direct encounter the many and varied research and development processes artists use to advance their thinking, enactment, and refinement of in-progress works. As the students accompany the artist moving toward the goal of professional presentation, exhibition, and performance, they enjoy experiencing the real-world considerations, complexities, technicalities, and activities inherent in making large-scale and professionally-produced art works. Through this exposure, and their direct apprenticeship with working artists, students receive the opportunity for lifelong connection and real-world experience.

ARTS 1910B. Artist@Work: Arts Education.

Students in Artist@Work: Arts Education will work closely with teaching artists Cassidy Jones and Drew Petersen to develop arts curriculum for Carrie Mae Weems: Varying Shades of Brown, a campus-wide artistic intervention including exhibitions, performances, and a gathering during the Fall 2023 semester. Students will garner insights on the processes and practices of being a teaching artist while gaining first hand experience contributing to the development of Brown Arts Institute's public programs. This course is best suited for students interested in education, arts curriculum, public programming and/or considering a career as a Teaching Artist.

ARTS 1910E. Artist@Work: Building the Artistic Innovators Collective.

This artistic process course introduces students to the work, activities, and creative activity of Brown Arts Institute's Artistic Innovators Collective (AIC), a fluid group of around forty artists from across the globe who regularly engage with Brown in a variety of ways: to push the boundaries of discipline, to teach, to work, to experiment, to safely fail and take risks, to undertake rigorous and long-term exchange with our campus and surrounding communities. For this course, BAI Artistic Director Avery Willis Hoffman invites Visiting Professor of the Practice Emil J. Kang (Mellon Foundation) to help shape and structure the AIC, in conversation and collaboration with the artists themselves. Students in this course will directly engage with AIC artists to discover their specific professional and artistic needs, track projects in progress and future dreaming, and begin to build programmatic structures.

ARTS 1970. Brown Arts Institute Independent Study.

ARTS Independent study offerings create opportunities for students throughout the University to work with Brown Arts Institute faculty to develop courses designed to explore art-related topics of interest with a tailored and focused approach. Once the department and BAI faculty advisor approve, students may register for an independent study or research project. Any student wishing to pursue an independent study or research project must submit a proposal by the first day of the shopping period for the semester in which the proposed project will be conducted. Submit your proposal via this form for official registration approval: <https://forms.gle/x7xeiwWdg2f7zBWSA>

ARTS 2000. Frequencies of Black Life.

As part of an inter-institutional collaboration with the Princeton Collaboratorium for Radical Aesthetics at the Lewis Center for the Arts (LCA) and the Brown Arts Initiative, the proposed graduate seminar will be team-taught by Tina Campt (Art and Archeology/LCA) and Alexander Weheliye (Modern Culture and Media/BAI). The course engages the idea of frequency as a conceptual framework in a range of fields including sound and media studies, Black studies and critical theory, studies of the Anthropocene and social ecology, art history and criticism, and among contemporary artists working in multiple media. Joint in-person sessions of the seminar will be structured around conversations with guest artists and scholars who will present their work at public events and seminar meetings at the host institution.

ARTS 2001. Intertextuality, Interconnectivity: A Performative Sonnet Approach.

In this course, we'll consider how language, poetics, text, identity and performance generate new perspectives of understanding and creating art. We will consider connections and divergences through a sample of innovative approaches to art making, concepts and experiences. We will utilize both poetry and performance theory, especially Speech Act Theory, to frame ideas of Intertextuality and Interconnectivity in the arts.

ARTS 2090E. Black Feminist Sonic Praxes (ARTS 2090E)..

Interested students must register for MUSC 2090E.

ARTS 2221. Accessioning, Archiving, and Antiracism: Critical and Creative Approaches (AMST 2221A).

Interested students must register for AMST 2221A.

ARTS XLIST. Courses of Interest supported by the Brown Arts Institute.**Fall 2025**

ARTS X-List courses provide rigorous academic opportunities for students throughout the University to explore diverse art practices. Courses prioritize direct engagement with artists, creative industries, and interdisciplinary or collaborative approaches. ARTS courses are supported by the Brown Arts Institute in collaboration with the sponsoring department.

Theatre Arts & Performance Studies

TAPS 1500R: Auditioning for the Camera

Business, Entrepreneurship, Organizations (BEO)

The C.V. Starr Program in Business, Entrepreneurship, and Organizations (BEO) was an undergraduate concentration at Brown University from 2007-2021. It's focus was to educate students to be creative and flexible leaders in a number of careers. BEO was sponsored by the departments of Economics and Sociology and the School of Engineering and engaged faculty and students in the study of commercial activity, technical and social entrepreneurship, innovation, and the organizations within which such activity occurs. The College sunsetted the BEO Concentration at the end of the 2020-2021 academic year. Brown undergraduate students who were admitted to the graduating class of 2023 and earlier, who did not complete their course of study and now wish to resume it should contact a Dean in the Office of the Dean of the College (<https://college.brown.edu/>).

Learn more about the curricular pathways to study business at brown here (<https://www.brown.edu/academics/business-entrepreneurship-organizations/beo-concentration-0/>). New to Brown's undergraduate offerings is the Certificate in Entrepreneurship (<https://entrepreneurship.brown.edu/entrepreneurship-certificate/>), offered through the Nelson Center for Entrepreneurship. The Certificate in Entrepreneurship provides curricular structure for undergraduate students who wish to make entrepreneurship and important part of their intellectual journey at Brown.

Students interested in Brown's graduate programs in the field of entrepreneurship and technology management should consider the Program in Innovation Management and Entrepreneurship (PRIME) (<https://prime.brown.edu/>), offered through the School of Engineering. There is also an opportunity for more senior managers to pursue an executive MBA through the IE Brown Executive MBA (<https://emba.brown.edu/>) Program.

Carney Institute for Brain Science

The mission of The Robert J. & Nancy D. Carney Institute for Brain Science (<https://www.brown.edu/academics/brain-science/>) is to promote discovery and innovation in brain science by supporting a diverse community of experimentalists, theorists, engineers, and clinicians. The institute does this by recruiting and retaining world-class faculty, creating an outstanding collaborative training environment, seeding innovative projects, supporting collaborative teams, and raising the visibility and reputation of Carney researchers.

With more than 200 affiliated faculty members in 20 departments and clinical units, the Carney Institute is pursuing research that has real-life, human applications, including: brain-computer interfaces to aid patients with spinal injury and paralysis; innovative advances in computational neuroscience to address behavior and mood disorders; development of bioluminescent molecules to detect and control neuronal activity; development new methods for labeling neural circuits; and research into mechanisms of neurodegeneration as part of efforts to identify therapies for neurodegenerative diseases such as ALS, Alzheimer's,

and Parkinson's disease. Critical to Carney's research efforts are the contributions of hundreds of graduate and undergraduate researchers and postdoctoral fellows.

The Carney Institute recruits and retains world-class faculty, funds innovative projects, establishes and supports state-of-the-art research facilities, and acquires shared equipment. The Institute also provides expertise and personnel to help faculty members garner and administer multi-investigator grants for research, infrastructure, and training, as well as to manage collaborative research projects.

Brain Science Graduate Program

Brown University provides a unique environment in which to pursue interdisciplinary brain science graduate training. Research at Brown emphasizes collaborative theoretical and experimental studies of the brain, from the molecular to the behavioral and cognitive levels. It unites researchers who study the fundamental mechanisms of nervous system function and those who seek to create devices with brain-like functions that can assist people. The faculty is also committed to translating fundamental knowledge into practical applications to the diagnosis and treatment of the devastating effects of disease and trauma of the nervous system. Brown is a leader in brain-related research and offers exceptional training and course work for those interested in pursuing careers in brain science.

The Robert J. & Nancy D. Carney Institute for Brain Science (<http://www.brainscience.brown.edu/>) partners with eight discipline-based graduate programs. Students interested in interdisciplinary brain science training enter through one of these graduate programs.

Carney-affiliated graduate programs include:

- Applied Mathematics Graduate Program (<https://www.brown.edu/academics/applied-mathematics/graduate-program/>)
- Biomedical Engineering Graduate Program (<https://www.brown.edu/academics/biomedical-engineering/academics/graduate-program/>)
- Biostatistics Graduate Program (<https://www.brown.edu/academics/public-health/biostats/academics/doctoral-program/>)
- Cognitive and Psychological Sciences Graduate Programs (<https://copsy.brown.edu/graduate-study/>)
- Computer Science Graduate Program (<http://cs.brown.edu/degrees/>)
- Molecular Biology, Cell Biology, and Biochemistry Graduate Program (<https://www.brown.edu/academics/biology/molecular-cell-biochemistry/graduate/degree-programs/phd-curriculum/>)
- Neuroscience Graduate Program (<http://neuroscience.brown.edu/graduate/>)
- Therapeutic Sciences Graduate Program (<https://www.brown.edu/academics/tsgp/home/>)

Carney offers a number of opportunities for graduate students in any program to stretch beyond their discipline. Carney Institute lunches are held several times per semester and feature broad seminars and informal discussion led by Brown faculty members. Graduate students can also apply for the Carney Institute Graduate Awards. The Institute also coordinates management of NIH institutional training grants that span departments and programs, including training grants in cognitive and computational neuroscience. The Institute also awards seed funding annually to launch new research projects, and graduate students are often involved in or initiate applications for these grants.

Chemistry

The Department of Chemistry maintains pedagogical and research strengths in organic, inorganic, theoretical and experimental physical chemistry, analytical chemistry, chemical biology and nanochemistry. Faculty, post-doctoral fellows, graduate and undergraduate students collaboratively pursue interdisciplinary research within the department, enhanced by the partnerships with colleagues in the medicine, biology, geology, physics and engineering.

For additional information, please visit the department's website: <http://www.brown.edu/academics/chemistry/>

Chemistry Concentration Requirements

The Chemistry concentration offers courses and research opportunities that range from fundamental studies involving the characterization and preparation of synthetic and naturally occurring molecules, to interdisciplinary studies at the interfaces of chemistry with biology, medicine, physics, engineering, and nanoscience. As early as their first year, undergraduates are able to work with faculty members on cutting edge research projects. The Sc.B. degree provides a thorough foundation for further graduate study or for entry-level technical positions in the molecular sciences. Students seeking the Sc.B. may either pursue the standard Chemistry concentration or one of two possible tracks: Chemical Biology or Materials Chemistry. Students may also pursue the A.B. degree in Chemistry, which provides a core education in the discipline.

Standard program for the A.B. degree

CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1
CHEM 0360	Organic Chemistry II	1
CHEM 0500	Inorganic Chemistry	1
CHEM 0600	Preparative Chemistry Lab	.5
CHEM 1140	Physical Chemistry: Quantum Chemistry ¹	1
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics ¹	1
CHEM 1160	Physical Chemistry Laboratory ¹	1
One upper level CHEM elective. ²		1
Total Credits		8.5

¹ Note that the physical chemistry courses (CHEM 1140, CHEM 1150, CHEM 1160) have mathematics and physics prerequisites.

² Upper level chemistry course are any 1000- and 2000- CHEM course. BIOL 0280 is credited as an upper level chemistry elective for chemistry concentration purposes. You should discuss your elective choices with your Concentration Advisor to craft a course of study that is appropriate for your interests.

Honors Requirements for Chemistry

All Chemistry concentrators who have grades of A or S with distinction in a majority of their concentration courses after their seventh semester are eligible for Honors; no separate application is necessary.

The requirements for Honors in Chemistry are:

* Grades of A or S with distinction in a majority of courses taken for the concentration.

* Two semesters of Undergraduate Research CHEM 0980, CHEM 0981 or equivalent. Guidelines and requirements associated with Undergraduate Research are in the Undergraduate Concentration Handbook which can be found at the department website (<http://www.brown.edu/academics/chemistry/undergraduate/>).

* A Senior Thesis in a form approved and recommended by the research advisor. Additional information about thesis guidelines will be provided to seniors by the Director of Undergraduate Studies.

* A Senior Poster presentation at the chemistry department's spring undergraduate poster session.

Standard program for the Sc.B. degree

The Chemistry Department offers three options for the Sc.B. Chemistry Concentration – a straight Chemistry option, a Chemical Biology track and a Materials Chemistry track. These tracks are not separate concentrations – your degree will still be an Sc.B. in Chemistry. The Chemical Biology track is designed for students who have a strong interest in the interface of chemistry with biology. The Materials Chemistry track is designed for students who have a strong interest in the interface of chemistry with nanoscience and materials science. It is recommended that courses in the concentration be taken for a letter grade, and any decision to take

a concentration course S/NC should be made after consultation with a concentration advisor.

Concentrating in Chemistry – Three tracks

The required/recommended courses for the three tracks are given below.

ScB Chemistry:

CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1
CHEM 0360	Organic Chemistry II	1
CHEM 0500	Inorganic Chemistry	1
CHEM 0600	Preparative Chemistry Lab	.5
Two semesters of independent study:		2
CHEM 0980	Undergraduate Research ¹	
or CHEM 0981	Undergraduate Research - Writing Designated	
CHEM 1140	Physical Chemistry: Quantum Chemistry	1
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics	1
CHEM 1160	Physical Chemistry Laboratory	1
MATH 0180 or equivalent ²		1
Two Physics courses, typically 0030/0040 or 0050/0060		2
3	Six electives (at least three must be upper level CHEM courses)	6
Total Credits		18.5

¹ Two semesters of undergraduate research are required for the concentration. Chem0980 and 0981 are courses which may be repeated for credit.

² NOTE: MATH 0180 (<https://bulletin.brown.edu/search/?P=MATH%200180>) has additional prerequisites.

³ Upper level chemistry courses are any 1000- and 2000-level CHEM course. BIOL 0280 is credited as an upper level chemistry elective for the chemistry concentration. Non CHEM electives are typically foundational courses or upper level science/math courses with a significant molecular focus or those that cover tools/techniques that are of utility to a chemist. You should discuss your elective choices with your Concentration Advisor to craft a course of study that is appropriate for your interests.

CHEM 0980/CHEM 0981 should be carried out with a faculty member with an appointment in the Chemistry Department. Research with faculty advisors outside the Chemistry Department is also possible after consultation with a Concentration Advisor.

ScB Chemistry - Chemical Biology Track:

CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1
CHEM 0360	Organic Chemistry II	1
CHEM 0400	Biophysical and Bioinorganic Chemistry	1
or CHEM 0500	Inorganic Chemistry	
CHEM 0600	Preparative Chemistry Lab	.5
Two semesters of independent study:		2
CHEM 0980	Undergraduate Research ¹	
or CHEM 0981	Undergraduate Research - Writing Designated	
CHEM 1140	Physical Chemistry: Quantum Chemistry	1
CHEM 1230	Chemical Biology	1
CHEM 1240	Biochemistry	1
BIOL 0280	Biochemistry	1
MATH 0180 or equivalent ²		1
Two Physics courses, typically 0030/0040 or 0050/0060		2
Select three of the following: ³		3
BIOL 0470	Genetics	
BIOL 0500	Cell and Molecular Biology	

BIOL 0510	Introductory Microbiology	
BIOL 0530	Principles of Immunology	
BIOL 0800	Principles of Physiology	
NEUR 1020	Principles of Neurobiology	
Two other electives ⁴		2
Total Credits		18.5

¹ Two semesters of undergraduate research are required for the concentration. Chem0980 and 0981 are courses which may be repeated for credit.

² NOTE: MATH 0180 (<https://bulletin.brown.edu/search/?P=MATH%200180>) has additional prerequisites.

³ NOTE: Many of the BIOL courses have BIOL 0200 (<https://bulletin.brown.edu/search/?P=BIOL%200200>) as a prerequisite.

⁴ Upper level chemistry courses are any 1000- and 2000-level CHEM course. BIOL 0280 is credited as an upper level chemistry elective for the chemistry concentration. Non CHEM electives are typically foundational courses or upper level science/math courses with a significant molecular focus or those that cover tools/techniques that are of utility to a chemist. You should discuss your elective choices with your Concentration Advisor to craft a course of study that is appropriate for your interests.

CHEM 0980 / CHEM 0981 should be carried out with a faculty member with an appointment in the Chemistry Department. Research with faculty advisors outside the Chemistry Department is also possible after consultation with a Concentration Advisor.

ScB Chemistry - Materials Chemistry Track:

CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1
CHEM 0360	Organic Chemistry II	1
CHEM 0500	Inorganic Chemistry	1
CHEM 0600	Preparative Chemistry Lab	.5
Two semesters of independent study:		2
CHEM 0980	Undergraduate Research ¹	
or CHEM 0981	Undergraduate Research - Writing Designated	
CHEM 1060	Advanced Inorganic Chemistry ²	1
CHEM 1140	Physical Chemistry: Quantum Chemistry	1
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics ²	1
CHEM 1700	Nanoscale Materials: Synthesis and Applications	1
MATH 0180 or equivalent ³		1
Two Physics courses, typically 0030/0040 or 0050/0060 ⁵		2
One of the following courses		1
BIOL 1090	Polymer Science for Biomaterials (or)	
BIOL 1120/	Biomaterials (or)	
BIOL 1140	Tissue Engineering (or)	
ENGN 1470	Composite Materials (or)	
ENGN 1490	Biomaterials (or)	
Four electives, at least two must be upper level CHEM courses. ⁴		4
Total Credits		18.5

¹ Two semesters of undergraduate research are required for the concentration. Chem0980 and 0981 are courses which may be repeated for credit.

² For students with a more Engineering bent, the following substitutions can be made - ENGN 0040 can be substituted for PHYS 0030; ENGN 0410 can be substituted for CHEM 1060; ENGN 0720 for CHEM 1150

³ NOTE: MATH 0180 has additional prerequisites.

⁴ Upper level chemistry courses are any 1000- and 2000-level CHEM course. BIOL 0280 is credited as an upper level chemistry elective

for the chemistry concentration. Non CHEM electives are typically foundational courses or upper level science/math courses with a significant molecular focus or those that cover tools/techniques that are of utility to a chemist. You should discuss your elective choices with your Concentration Advisor to craft a course of study that is appropriate for your interests.

CHEM 0980 /CHEM 0981 should be carried out with a faculty member with an appointment in the Chemistry Department. Research with faculty advisors outside the Chemistry Department is also possible after consultation with a Concentration Advisor.

Honors Requirements for Chemistry

All Chemistry concentrators who have grades of A or S with distinction in a majority of their concentration courses after their seventh semester are eligible for Honors; no separate application is necessary.

The requirements for Honors in Chemistry are:

* Grades of A or S with distinction in a majority of courses taken for the concentration.

* Two semesters of Undergraduate Research CHEM 0980, CHEM 0981 or equivalent. Guidelines and requirements associated with Undergraduate Research are in the Undergraduate Concentration Handbook which can be found at the department website (<http://www.brown.edu/academics/chemistry/undergraduate/>).

* A Senior Thesis in a form approved and recommended by the research advisor. Additional information about thesis guidelines will be provided to seniors by the Director of Undergraduate Studies.

* A Senior Poster presentation at the chemistry department's spring undergraduate poster session.

Biochemistry & Molecular Biology Concentration Requirements

How does life work at the molecular level? This question is at the core of the concentration program Biochemistry and Molecular Biology. In earlier years of this discipline, the focus was on structure and function of proteins, nucleic acids, lipids, carbohydrates and small molecules such as vitamins. Today the logical approach and tools of biochemical science are being expanded to new areas in neuroscience, developmental biology, immunology, pharmacology and synthetic biology (the design of analogs of biological systems). Training in biochemistry begins with a foundation in mathematics, physics, chemistry and biology. Some courses offered in other departments, including engineering, geology and computer science, are also useful. A key component of this program is the year of hands-on research carried out in collaboration with a faculty member here at Brown. Faculty sponsors are drawn from both the Chemistry Department and the Division of Biology and Medicine, and include basic science and clinical faculty.

Standard program for the Sc.B. degree

Students must take twenty courses in biology, chemistry, mathematics, and physics, including the following core requirements, some of these may be fulfilled with AP credits.

Three courses in mathematics including two courses in MATH 0090/0100 or MATH 0170/0180 with a third class in statistics, math, or computer science ¹ 3

Options for statistics courses include: ¹

APMA 0650	Introduction to Probability and Statistics
APMA 1650	Introduction to Probability and Statistics with Calculus
APMA 1655	Introduction to Probability and Statistics with Theory ³
BIOL 0495	Statistical Analysis of Biological Data
CPSY 0900	Statistical Methods
PHP 1501	Essentials of Data Analysis

PHP 1510	Principles of Biostatistics and Data Analysis
Two courses in physics, typically: ¹	2
PHYS 0030	Basic Physics A
or PHYS 0050	Foundations of Mechanics
or ENGN 0040	Engineering Statics and Dynamics
PHYS 0040	Basic Physics B
or PHYS 0060	Foundations of Electromagnetism and Modern Physics
Three courses in physical and organic chemistry:	3
CHEM 0330	Equilibrium, Rate, and Structure
CHEM 0350	Organic Chemistry I
CHEM 0360	Organic Chemistry II
One course in biophysical chemistry:	1
CHEM 0400	Biophysical and Bioinorganic Chemistry
Four courses in biochemistry:	4
BIOL 0280	Biochemistry
BIOL 0285	Inquiry in Biochemistry: From Gene to Protein Function
Plus two of three upper level biochemistry courses:	
BIOL 1270	Advanced Biochemistry
or CHEM 1230	Chemical Biology
or CHEM 1240	Biochemistry
The two semester research requirement may be satisfied by any two of the following. Students should discuss alternative arrangements or special situations directly with their concentration advisor to obtain prior approval.	2
Students should aim to complete this requirement in their junior year at the latest to maximize their ability to find a lab able to host them. Finding a lab involves reaching out to professors directly to inquire about research possibilities in their lab prior to receiving an override code for registration for BIOL1950/1960 or Chem 0980/0980S/0981.	
BIOL 1950	Directed Research/Independent Study
BIOL 1960	Directed Research/Independent Study
CHEM 0980	Undergraduate Research
CHEM 0980S	Undergraduate Research - Writing Designated and Mandatory S/NC
CHEM 0981	Undergraduate Research - Writing Designated
A summer research experience with faculty in Biology or Chemistry at Brown equivalent or greater in scope and scale to work the student would pursue in a Biology or Chemistry independent study course to satisfy one semester of the research requirement.	
Suggested Elective Courses:	
Students are required to take five courses from the chart below or, with approval from a concentration advisor, from any science or mathematics course relevant to biochemistry, cell and molecular biology.	5
Applied Mathematics Electives:	
APMA 0330	Methods of Applied Mathematics I
APMA 0410	Mathematical Methods in the Brain Sciences
APMA 0650	Introduction to Probability and Statistics
Biology Electives:	
BIOL 0030	Principles of Nutrition
BIOL 0150D	Techniques in Regenerative Medicine: Cells, Scaffolds and Staining
BIOL 0170	Biotechnology in Medicine
BIOL 0190R	Phage Hunters
BIOL 0200	The Foundation of Living Systems

BIOL 0380	The Ecology and Evolution of Infectious Disease
BIOL 0415	Microbes in the Environment
BIOL 0440	Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses
BIOL 0470	Genetics
BIOL 0500	Cell and Molecular Biology
BIOL 0510	Introductory Microbiology
BIOL 0530	Principles of Immunology
BIOL 0800	Principles of Physiology
BIOL 1050	Biology of the Eukaryotic Cell
BIOL 1090	Polymer Science for Biomaterials
BIOL 1100	Cell Physiology and Biophysics
BIOL 1110	Topics in Signal Transduction
BIOL 1120	Biomaterials
BIOL 1150	Stem Cell Engineering
BIOL 1200	Protein Biophysics and Structure
BIOL 1210	Synthetic Biological Systems
BIOL 1222A	Current Topics in Functional Genomics
BIOL 1260	Physiological Pharmacology
BIOL 1290	Cancer Biology
BIOL 1300	Biomolecular Interactions: Health, Disease and Drug Design
BIOL 1310	Developmental Biology
BIOL 1330	Biology of Reproduction
BIOL 1520	Innate Immunity
BIOL 1540	Molecular Genetics
BIOL 1560	Virology
BIOL 1600	Development of Vaccines to Infectious Diseases
BIOL 2110	Drug and Gene Delivery
BIOL 2350	The Biology of Aging

Chemistry Electives:

CHEM 0500	Inorganic Chemistry
CHEM 1140	Physical Chemistry: Quantum Chemistry
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics
CHEM 1220	Computational Tools in Biochemistry and Chemical Biology
CHEM 1230	Chemical Biology
CHEM 1240	Biochemistry
CHEM 1450	Advanced Organic Chemistry
CHEM 1560H	Chemical Glycobiology
CHEM 1560N	Organometallic Chemistry
CHEM 2410	Organic Mechanisms
CHEM 2420	Organic Reactions

Computer Science Electives:

CSCI 0080	A First Byte of Computer Science
CSCI 0111	Computing Foundations: Data
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science
CSCI 0160	Introduction to Algorithms and Data Structures
CSCI 0170	Computer Science: An Integrated Introduction
CSCI 0180	Computer Science: An Integrated Introduction
CSCI 0190	Accelerated Introduction to Computer Science
CSCI 1810	Computational Molecular Biology

Engineering Electives:

ENGN 0410	Materials Science

Neuroscience Electives:²

NEUR 0010	The Brain: An Introduction to Neuroscience
NEUR 1020	Principles of Neurobiology
NEUR 1030	Neural Systems
NEUR 1040	Introduction to Neurogenetics
NEUR 1670	Neuropharmacology and Synaptic Transmission
NEUR 1740	The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders

Physics Electives:

PHYS 0160	Introduction to Relativity, Waves and Quantum Physics

Public Health Electives:

PHP 1501	Essentials of Data Analysis

Total Credits	20

¹ Note that the mathematics and physics requirements may be satisfied by Advanced Placement credit.

² or any NEUR course in Cell, Genetics, Molecular Biology, or Development.

³ Students may opt to enroll in APMA 1655 for more in depth coverage of APMA 1650.

Honors Requirements for Biochemistry

All ScB Biochemistry concentrators are candidates for Honors; no separate application is necessary.

The requirements for Honors in Biochemistry are:

* Students must have a majority of either As or S with distinction grades in concentration courses.

* Two semesters of Independent Study (CHEM 0980, CHEM 0980S, CHEM 0981, BIOL 1950, or BIOL 1960). Guidelines and requirements associated with Independent Study are in the Undergraduate Concentration Handbook which can be found at the department website (<http://www.brown.edu/academics/chemistry/undergraduate/>).

* A Thesis in a form approved by the research advisor, and recommended by the research advisor. Additional information about thesis guidelines will be provided by the Concentration Advisor in the first half of the fall semester.

* An oral presentation of the thesis in a fifteen-minute senior talk followed by a five-minute question and answer period.

Chemical Physics Concentration Requirements

Chemical Physics is an interdisciplinary field at the crossroads of chemistry and physics and is administered jointly by the two departments. The concentration provides students with a broad-based understanding in fundamental molecular sciences, as well as a background for graduate studies in physical chemistry, chemical physics, or molecular engineering. Concentrators are required to take twenty courses in chemistry, physics, and mathematics, although approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substitutes. Chemical Physics concentrators are also advised to take at least six courses in the humanities and social sciences. Chemical Physics concentrators at all levels (first-year through seniors) are actively involved in research with faculty members in both departments.

Standard program for the Sc.B. degree

Twenty-one semester courses¹ in chemistry, physics, and mathematics, with a minimum of four semester courses in mathematics. The

expectation is that courses required for a concentration in Chemical Physics will be taken for a letter grade. Core courses are:

CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1
CHEM 0500	Inorganic Chemistry	1
CHEM 1140	Physical Chemistry: Quantum Chemistry	1
PHYS 0070	Analytical Mechanics	1
PHYS 0160	Introduction to Relativity, Waves and Quantum Physics	1
PHYS 0470	Electricity and Magnetism	1
Select one of the following laboratory courses:		1
CHEM 1160	Physical Chemistry Laboratory	
PHYS 0560	Experiments in Modern Physics	
PHYS 1560	Modern Physics Laboratory	
Select one course in statistical mechanics:		1
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics	
PHYS 1530	Thermodynamics and Statistical Mechanics	
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
MATH 0520	Linear Algebra	1
Seven courses, primarily at the 1000 or 2000 level, in chemistry or physics.		7
Select two semesters of independent study:		2
PHYS 1990	Senior Conference Course	
CHEM 0980	Undergraduate Research	
Total Credits		21

¹ Other approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substituted for some of the twenty-one.
Students are advised to take at least six courses in the humanities and social sciences.

Requirements for Honors

All Chemical Physics concentrators who have grades of A or S with distinction in a majority of their concentration courses will be considered for Honors; no separate application is necessary.

The requirements for Honors in Chemical Physics are:

* Grades of A or S with distinction in a majority of courses taken for the concentration.

* Two semesters of Independent Study (CHEM 0980 or equivalent). Guidelines and requirements associated with Independent Study are in the Undergraduate Concentration Handbook which can be found at the department website (<http://www.brown.edu/academics/chemistry/undergraduate/>).

* A Thesis in a form approved and recommended by the research advisor. Additional information about thesis guidelines will be provided to seniors by the Concentration Advisor.

* A Poster presentation at the chemistry department's spring undergraduate poster session.

Chemistry Graduate Program

The Department of Chemistry offers graduate programs leading to the Master of Arts (A.M.); the Master of Science (Sc.M.); a the Doctor of Philosophy (Ph.D.) degree.

Research in Chemistry stretches from the exploration of physical phenomena of individual molecules, to the creation of new molecules, to material science, and indeed to the foundations of life. The Department

of Chemistry reflects this profound importance and diversity by offering excellent research opportunities in areas including organic and inorganic chemistry, chemical biology, analytical chemistry, nanochemistry and theoretical and experimental physical chemistry. In addition, graduate students have the opportunity to participate in interdisciplinary research in molecular biology, chemical engineering and the Institute for Molecular and Nanoscale Innovation. The faculty student ratio is approximately 3:1 with most research groups numbering no more than six graduate students.

For more information on admission and program requirements, please visit the following websites:

<http://www.brown.edu/academics/gradschool/programs/chemistry> (<http://www.brown.edu/academics/gradschool/programs/chemistry/>)

Courses

CHEM 0080A. First Year Seminar- Energy.

An introductory study of the scientific foundation of energy, fundamental physical, chemical, and thermodynamic aspects of common (fossil, nuclear) as well as novel (fuel cells, solar, wind, etc.) energy sources. Concentrates on scientific principles, but includes discussion on resources and reserves, environmental impact, current usage, and future needs. For students of all disciplines who are interested in obtaining an understanding of scientific principles of energy. Enrollment limited to 19 first year students.

CHEM 0080B. Molecular Structures in Chemistry and Biology.

This course will consist of a survey of historical developments and concepts of three dimensional structures of molecules. The course will conclude with a survey of the current state of the art of structure determination and 3D structure motifs for small molecules, nanomaterials and biological macromolecules. This freshman only seminar will be strictly limited to a maximum of 19 students.

CHEM 0080C. Drug Discoveries in the Pharmaceutical Industry.

A Freshman seminar that provides a survey of past and current approaches that enable the discovery and development of therapeutic agents. Topics ranging from target validation to the development of therapeutics (small molecules, biologics, and stem cells) will be discussed. Enrollment limited to 19 first-year students.

CHEM 0080F. Kitchen Chemistry.

Have you ever wondered why olive oil is a liquid but butter is solid? Or why bread and cookies rise when baked? This Kitchen Chemistry course is an experimental approach to chemistry, as seen in cooking. We will examine topics such as trans fats, baking soda as a leavening agent in baking, ripening of fruit, artificial sweeteners, GMOs, and enzymatic and non-enzymatic browning of foods. Edible experiments will be used to discuss the science behind recipes. Enrollment limited to 14 first year students. Instructor permission is required.

CHEM 0090. Kitchen Chemistry.

Kitchen Chemistry is a course that highlights the chemistry underlying food and cooking. We will examine topics such as trans fats, baking soda as a leavening agent in baking, chemical basis for ripening of fruit, pectin as a cellular glue, artificial sweeteners, GMOs, and enzymatic and non-enzymatic browning of foods. In-class demonstrations and edible experiments will be used to discuss the science behind cooking. Content will be discussed using a variety of contexts including primary scientific literature, public policy reports, mainstream media, and food blogs. This class is appropriate for all students interested in chemistry.

CHEM 0100. Introductory Chemistry.

Explores stoichiometry, atomic and molecular structure, chemical bonding, solutions, gases, chemical reactions, equilibria, thermochemistry. S/ NC. Students must complete the Chemistry Placement Test at <https://chemistry.brown.edu/undergraduate/undergraduate-courses/chemistry-placement-exam> in order to register for Chem 0100.

CHEM 0330. Equilibrium, Rate, and Structure.

Explores the electronic structure of atoms and molecules, thermodynamics, solution equilibrium, electrochemistry, chemical kinetics, and reaction mechanisms. To successfully register for this course, please include all three components: lecture, lab, and conference. Students who previously passed 0330 lab may be excused from repeating the lab portion of the course, please register for L11 as your lab section. Required background: CHEM 0100 or AP Chemistry 4 or CHEM Placement Test 8 or IBH Chemistry.

CHEM 0330L. Equilibrium, Rate, and Structure Lab.

Please see course description for CHEM 0330.

CHEM 0332. Equilibrium, Rate and Structure - Tutorial.

The CHEM 0332 tutorial program offers students the opportunity to master the concepts taught in the fall semester CHEM 0330: Equilibrium, Rate and Structure course by focusing on active problem solving. Students who struggle in the fall CHEM 0330 course may be invited to join the tutorial program. Students accepted into the tutorial program begin by reviewing compound and reaction stoichiometry at the beginning of the spring semester. Tutorial students enroll in CHEM 0332 during the spring semester to complete their studies of equilibrium, acid-base equilibria, thermodynamics, atomic and molecular structure and kinetics. Students in the CHEM 0332 tutorial program complete weekly problem sets during the spring semester and participate in two mandatory, regularly scheduled problem sessions during each week of the spring semester.

To qualify for consideration, a student must be on track to pass the laboratory component but is below a passing overall score after the last midterm. Accepted students receive a grade of incomplete for the Fall CHEM 0330 course. Upon successful completion of the CHEM 0332 tutorial program in the spring semester, the INC in Fall CHEM 0330 is replaced by the student's tutorial program grade with the laboratory component imported from the fall course.

CHEM 0350. Organic Chemistry I.

Investigates the constitution and properties of organic compounds, with considerable attention to structural motifs, isomerism and chirality, acid/base chemistry, elementary reaction mechanisms (alkene/alkyne addition, nucleophilic substitutions, eliminations, etc.) and synthetic schemes. You must register for the conference section (C01) AND one lecture section (S01/S02) in order to register for this course. Prerequisite: CHEM 0330

CHEM 0350L. Organic Chemistry I Lab.

Please see course description for CHEM 0350.

CHEM 0360. Organic Chemistry II.

Sequel to CHEM 0350. Investigates the constitution and properties of organic compounds at a fundamental level with an introduction to physical organic, bioorganic, and synthetic organic chemistry. Laboratory work is concerned with the identification and characterization of organic compounds, including modern instrumental methods. Prerequisite: CHEM 0350.

CHEM 0360L. Organic Chemistry II Lab.

Please see course description for CHEM 0360.

CHEM 0400. Biophysical and Bioinorganic Chemistry.

Examines aspects of physical and inorganic chemistry relevant to biochemistry: thermodynamics of hydrophobic and hydrophilic interactions, electrically charged membranes, coordination chemistry, active and passive transport, enzyme kinetics and mechanisms, metal-based drugs, and physical methods. Prerequisite: CHEM 0360. Prerequisite or corequisite: PHYS 0040 or 0060.

CHEM 0500. Inorganic Chemistry.

Examines the chemistry of main group and transition metal elements with treatment of covalent bonding and molecular structure. Emphasis will be placed on the methods of studying inorganic compounds and reactions, as well as their pervasiveness in real-world applications. Students will have the opportunity to develop their scientific writing through a peer-reviewed review paper project connecting inorganic chemistry to a topic of their choice. Prerequisite: CHEM 0360.

CHEM 0600. Preparative Chemistry Lab.

This course is designed to develop advanced skills in chemical synthesis and analysis as preparation for work in a modern synthetic chemistry research environment. Students will perform synthesis of new chemical compounds using advanced techniques including air-free Schlenk and glovebox techniques, microwave synthesis, photocatalytic methods, and others. Students will also learn how to characterize their synthesized compounds using 2D NMR, ESI mass spectrometry, EPR spectroscopy, and other methods. The course consists of 1 hour of lecture per week discussing various techniques and applications and 4 hours of laboratory time. This course counts for 0.5 credits.

CHEM 0980. Undergraduate Research.

Independent research in chemistry mentored by a faculty member. The student will carry out original research in chemistry or chemical education. Students should consult with their faculty mentor to discuss the selection of a research project and setting objectives for the semester. This course may be repeated for credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required.

CHEM 0980S. Undergraduate Research - Writing Designated and Mandatory S/NC.

Independent research in chemistry mentored by a faculty member. The student will carry out original research in chemistry or chemical education. Students should consult with their faculty mentor to discuss the selection of a research project and setting objectives for the semester. Students in this independent undergraduate research course will be expected to work on several scaffolded writing assignments throughout the semester. Students will receive feedback on their writing that they can incorporate into a revised version of the assignment or a future submission. Students who will not be engaged in this level of scientific writing should enroll in the traditional undergraduate research course, CHEM0980. This course may be repeated for credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required. This course is Mandatory S/NC.

CHEM 0981. Undergraduate Research - Writing Designated.

Independent research in chemistry mentored by a faculty member. The student will carry out original research in chemistry or chemical education. Students should consult with their faculty mentor to discuss the selection of a research project and setting objectives for the semester. Students in this independent undergraduate research course will be expected to work on several scaffolded writing assignments throughout the semester. Students will receive feedback on their writing that they can incorporate into a revised version of the assignment or a future submission. Students who will not be engaged in this level of scientific writing should enroll in the traditional undergraduate research course, CHEM 0980. This course may be repeated for credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required.

CHEM 0986. From Molecules to Masterpieces: Chemistry's Influence on Culture and Art.

"From Molecules to Masterpieces: Chemistry's Influence on Culture and Art" delves into the intricate connections between chemistry and art within their historical contexts. This interdisciplinary course offers a fresh perspective, placing emphasis on cultural exploration and underscoring chemistry's profound influence on artistic expressions throughout history. Topics encompass the utilization of color in art, chemical analysis of pigments, art conservation, ceramics, pottery, stained glass, and more. The course content will revolve around cultivating engaging discussions through a series of case studies, providing students with opportunities to engage in hands-on activities and complete insightful writing assignments. By the end of the course, students will have acquired a deep-seated understanding of how chemistry has shaped human creativity, cultural identity, and artistic expression.

CHEM 0999. Chemistry and Art.

"Chemistry and Art" is an interdisciplinary course that explores different chemical concepts and techniques through the lenses of art and art history. The topics covered include paint and painting, stained glass; pottery and porcelains; gemstones and jewelry; color and art conservation. Drawing from early artistic texts, we will take a historically informed approach, connecting medieval stained-glass techniques, early pigmentation sourcing, and Qin dynasty pottery work to modern chemical explanations. Throughout the course, lectures, discussions, hands-on activities, and writing are totally integrated and the chemistry principles and techniques behind art objects and art-making are introduced through a series of case studies.

CHEM 1060. Advanced Inorganic Chemistry.

Covers the physical and chemical properties of transition metal compounds as well as current research topics in inorganic chemistry. Laboratory is designed for the practice of modern inorganic chemistry through the synthesis and spectroscopic characterization of air-sensitive transition metal compounds. Prerequisite: CHEM 0500.

CHEM 1140. Physical Chemistry: Quantum Chemistry.

An introduction to the quantum theory of chemical systems. Elements of quantum mechanics; electronic structure of atoms and molecules; study of molecular structure and behavior by spectroscopy; chemical bonding are all explored. Prerequisites: CHEM 0330; and MATH 0180, 0200 or 0350; and PHYS 0030, PHYS0050, or ENGN 0040; and PHYS 0040 or PHYS 0060; or PHYS 0070 and 0470; or minimum score of WAIVE in 'Graduate Student PreReq'.

CHEM 1150. Physical Chemistry: Thermodynamics and Statistical Mechanics.

Examines the question: Where does chemical equilibrium come from? Focuses on macroscopic perspectives on chemical systems and the molecular origins of macroscopic behavior along with elements of statistical mechanics, the laws of thermodynamics, and the relationships between the two. Prerequisite: CHEM 1140

CHEM 1160. Physical Chemistry Laboratory.

An introduction to modern instrumentation and experimental techniques as applied to physical chemistry. Experiments will emphasize application of the ideas of spectroscopy, kinetics, statistical mechanics, and thermodynamics to systems of chemical and biochemical interest. Prerequisites: CHEM 1140 or permission of the instructor.

CHEM 1170. Environmental Chemistry.

A laboratory course using analytical methods to help in the study and description of several realistic environmental problems. Illustrates scientific methodology and measurement techniques as they apply to these important problems. A problem-solving course employing a kind of environmental chemical detective work. Two laboratory sessions per week. Prerequisites: MATH 0100 or the equivalent, or permission of the instructor. Enrollment limited to 8. Instructor permission required.

CHEM 1220. Computational Tools in Biochemistry and Chemical Biology.

Introduction to computational tools used to analyze protein sequences and structures, DNA sequence analysis, RNA structure, biochemical pathways and the analysis of microarray data. Extensive use of programs such as AMBER, BLAST, PSIBLAST and a discussion of their limitations.

CHEM 1230. Chemical Biology.

This course covers topics at the interface of chemistry and biology and, specifically, the use of chemical tools to probe biological systems. Using examples from the recent literature, we will discuss using the central methods of chemistry, namely the ability to design and synthesize compounds with a particular set of properties, to analyze biological problems. Specific topics include molecular recognition of DNA, artificial enzymes, small molecule sensors, and in vivo imaging of proteins, nucleic acids, and cell-surface carbohydrates. Prerequisites: CHEM 0360 and BIOL 0280.

CHEM 1240. Biochemistry.

Examines the chemical, mechanistic, and structural basis for enzymatic catalysis. Uses examples from the recent literature to examine how the experimental and conceptual tools of chemical synthesis, isotopic labeling, stereochemistry, enzymology, kinetics, and protein structure can be brought to bear to unravel the chemical and physical principles underlying the enormous catalytic acceleration and exquisite structural specificity of enzyme-catalyzed reactions. Prerequisites: CHEM 0360, BIOL 0280.

CHEM 1450. Advanced Organic Chemistry.

Lectures cover topics of current interest in organic reaction mechanisms, synthesis, and structure determination. Prerequisite: CHEM 0360.

CHEM 1560A. Molecular Modeling.

No description available.

CHEM 1560C. Advanced Spectroscopy.

No description available.

CHEM 1560E. Biological Mass Spectrometry.

This seminar course will survey the instrumentation, methods, and applications of modern biological mass spectrometry. Through lecture and interactive discussions, we will explore the fundamentals of mass spectrometry. We will then proceed to cover a series of topics relevant to protein and peptides analysis. The seminar will conclude with an exploration of recent developments in instrumentation or applications of particular interest to the participants. Recommended pre-requisites: CHEM 0360, BIOL 0280, PHYS 0040. Enrollment limited to 20.

CHEM 1560F. Organic Structure Analysis.**CHEM 1560G. Nuclear Magnetic Resonance.**

These special topics courses cover the basics of modern NMR spectroscopy. Topics to be included are as follows: modern Fourier transform methodology, modern NMR instrumentation, and a comprehensive discussion of one and two dimensional experiments that are routinely performed. Topics such as coherence transfer and pulsed field gradients will also be included. Experimental methods covered in detail include COSY, TOCSY, HSQC, HMBC, NOSEY, ROSEY, EXSY and DOSY methodology. This course will not focus on structure determination or spectral interpretation but rather on experimental methodology.

CHEM 1560H. Chemical Glycobiology.

This course examines the chemistry and biology of carbohydrates in living systems. Topics to be covered may include - principles of carbohydrate recognition, enzymes involved in synthesis and modification of carbohydrates, carbohydrates in bacterial/viral and other cellular interactions, glycomics, carbohydrate synthesis. Prerequisites: CHEM 0360 and BIOL 0280. Instructor permission required. Attendance at the first class meeting is required for enrollment.

CHEM 1560I. DNA Damage and Repair.

This course analyzes the chemistry of DNA damaging agents and the molecular mechanisms of DNA replication and DNA repair. We will also analyze the mutagenic and toxic consequences of modifications to DNA structure. Specific topics include the reactions of alkylating agents, ultraviolet radiation, and oxidizing radicals with DNA; additionally, chemotherapeutics that modify DNA will be discussed. Multiple cellular repair pathways will be covered including base excision repair, nucleotide excision repair, mismatch repair, and direct reversal. Prerequisites: CHEM 0350, CHEM 0360, BIOL 0280, BIOL 1270, or by permission.

CHEM 1560J. Topics in Bioinorganic Chemistry.

Covers current topics of bioinorganic chemistry with review of fundamental inorganic and biological chemistry. Topics include metal ion transport and storage, oxygen metabolism, electron transfer, respiration and photosynthesis, metal ion receptors and signaling, hydrolytic chemistry, metallo-neurochemistry, and medicinal bioinorganic chemistry. Students are strongly urged to complete both CHEM 0500 and CHEM 0360 prior to this special topics course.

CHEM 1560K. Computational Chemistry.

Introduction to computational methods for studying chemical systems ranging from the structure of molecules and their chemical bonds to large ensembles of interacting molecules (e.g. in solution). The course will discuss the quantum mechanical and thermodynamic theories behind a variety of important algorithms including Hartree-Fock, density functional theory (DFT), Monte Carlo sampling, and molecular dynamics. Students will learn how to perform calculations using their own simple codes and advanced software packages, as well as how to assess the validity of their simulations using the underlying theories. This course is designed for upper-level undergraduates and graduate students. Specifically, CHEM 1140 (or another course in quantum mechanics) is required. Prior knowledge of basic programming will be very important. Knowledge of basic linear algebra will be helpful, but not required.

CHEM 1560M. Applied Materials Chemistry.

Materials chemistry is the study of the synthesis, structure, properties, and application of solid materials. Our technology-driven world is fueled by advances in materials chemistry with examples of application in areas such as microelectronics, polymers, and energy technology. This course will explain the application of materials chemistry through the materials properties and characterization, detailing how the crystalline and molecular structure of materials can be related to electronic, optical, thermal, and mechanical properties.

CHEM 1560N. Organometallic Chemistry.

Modern organometallic chemistry continues to find unique applications including next generation lighting displays, therapeutics and imaging, energy science, and green chemical synthesis. In this course we will briefly review fundamentals of inorganic chemistry (MO theory, ligand field theory, Pearson's HSAB theory), and then delve into the structure, bonding, synthesis, reactivity, and mechanisms associated with organometallic complexes and their associated applications. Significant emphasis will be placed on effective oral and written communication skills, with frequent peer and instructor feedback provided. Prerequisites: CHEM 0360, CHEM 0500. PLEASE NOTE: This class is WRIT designated for Undergraduates Only. Graduate students should register for CHEM 2310. Undergraduates should register for CHEM 1560N.

CHEM 1560P. Applications of Modern Physical Methods in Synthesis.

The modern synthetic chemist leverages a wide range of physical methods to answer research questions in diverse application areas ranging from renewable energy, medicine, materials, complex molecule synthesis, and others. Students will develop a working knowledge of modern techniques applied to synthesis, learning fundamental principles, experimental limitations, and interpretation of experimental results. Selected techniques may include: Nuclear Magnetic Resonance (NMR), Electron Paramagnetic Resonance (EPR), Fluorimetry, Absorption Spectroscopy (UV-Vis, IR, X-ray), Diffraction (X-ray), Magnetometry, Electrochemistry, and Mass-Spectrometry. Emphasis will be placed on how techniques are relevant in current research areas, and the instrumental capabilities available at Brown University.

CHEM 1560Q. Accelerating Chemical Discovery.

For centuries, chemists have relied upon chemical intuition to guide their chemical discovery. However, with the advent of high-throughput synthesis and characterization techniques and spectroscopies that produce TBs of images, chemists are now being inundated with data. This course will equip you with the tools of data science and computational chemistry so that you can fully leverage your data for discovery. It consists of four key modules: Intro to Data Science, Chemical Discovery (RDKit, chemical databases, and machine learning), Modern Spectroscopy (image recognition and computational chemistry), and Atomistic Simulation (computational catalysis and molecular dynamics simulations) that will challenge you to solve practical chemistry problems via data science and/or simulation. While previous computing knowledge will be an advantage, it will not be required. Recommended prerequisites: CHEM0330/0350/0360, PHYS0030/0040, MATH0100. CHEM1140/1150/2770/2780/2020 would be beneficial, but are not required.

CHEM 1560R. Reimagining the Role of Chemists.

Reimagining the Role of Chemists teaches chemistry in the context of today's issues. This course investigates chemistry's entanglements with colonialism, anti-black racism, and environmental injustice. In the hopes of regrounding chemistry, reorienting its values, and reimagining its future, we engage with diverse histories, perspectives, and impacts that have often been rendered invisible. Together, we will consider how to transition from a false pretense of objectivity to a just and beneficial practice of chemistry.

CHEM 1560S. The Chemistry of Polymeric Organic Materials.

The 21st century has seen the transition of carbon-based polymers from commodity bulk materials to sophisticated and intricately engineered materials with applications in biotechnology, energy harvesting and storage, separations, and sensing schemes. At the heart of these thrusts have been developments in the synthesis of organic polymers and methods for their fabrication into materials and devices. The aim of this course is to build a fundamental knowledge of polymer chemistry and survey their application to functional materials and devices. Topics covered in this course can be broken into three major categories: 1. Synthesis and characterization of polymers; 2. Processing and characterization of polymeric materials; 3. Applications of organic materials to modern challenges.

CHEM 1620B. Spectroscopy.

Prerequisite: CHEM 1140 or equivalent.

CHEM 1620C. Topics in Modern Physical Chemistry.

No description available.

CHEM 1660. Instrumental Analysis with Environmental Applications.

This course covers the principles and practical applications of important analytical chemistry tools used to study environmental problems, including discussions of method selection and statistical treatment of data. Students will strategize and implement a study of a field site. Includes lab sessions with hands-on experience of instrumental analysis using atomic and molecular spectroscopic techniques, separations by gas and liquid chromatography, and electrochemical methods. Prerequisite: CHEM 0330 or GEOL 1370. Enrollment limited to 20. Instructor permission required.

CHEM 1700. Nanoscale Materials: Synthesis and Applications.

Focuses on synthesis, properties, and applications of nanoscale materials. It begins with the introduction to size-dependent properties and to general characterization methods of nanomaterials. It then outlines the synthesis, surface chemistry and self-assembly of nanomaterials. It further reviews catalytic, optical and magnetic properties of nanomaterials. Finally, the course highlights the applications of nanomaterials in information storage, energy conversion, and biomedicine. Prerequisites : CHEM0350, PHYS 0030 or 0050, BIOL0280 recommended.

CHEM 2010. Advanced Thermodynamics.

Fundamental principles of macroscopic equilibrium thermodynamics. The three laws of thermodynamics, the thermodynamic potentials, temperature scales, heat engines and refrigerators, entropy, kinetic theory, and transport phenomena. Applications to solids, fluids, and magnetic systems; Gibbs relations, first and second order phase transitions, thermal radiation, gas expansions.

CHEM 2020. Statistical Mechanics.

Introduction to modern equilibrium statistical mechanics, including the classical and quantum descriptions of ideal gases, the molecular basis of thermodynamics, the concepts of ensembles and fluctuations, and the implications of quantum mechanical indistinguishability. Applications include chemical and phase equilibria, the transition-state theory of chemical reaction rates, and the theory of liquids.

CHEM 2210. Chemical Crystallography.

Introduces the principles of crystallography (plane groups, point groups, space groups, Bravais lattice, crystal classes), crystallographic methods (single-crystal, powder XRD, macromolecular), strategies for data collection, methods for data reduction, and structure interpretation; reviews modern crystal structure databases (CSD, ICSD) and search engines; reviews the historical development of crystallography and the scope, potential and application of X-ray analysis.

CHEM 2310. Organometallic Chemistry.

Modern organometallic chemistry continues to find unique applications including next generation lighting displays, therapeutics and imaging, energy science, and green chemical synthesis. In this course we will briefly review fundamentals of inorganic chemistry (MO theory, ligand field theory, Pearson's HSAB theory), and then delve into the structure, bonding, synthesis, reactivity, and mechanisms associated with organometallic complexes and their associated applications. Significant emphasis will be placed on effective oral and written communication skills, with frequent peer and instructor feedback provided. Prerequisites: CHEM 0360, CHEM 0500. PLEASE NOTE: This class is WRIT designated for Undergraduates Only. Graduate students should register for CHEM 2310. Undergraduates should register for CHEM 1560N.

CHEM 2320. Solid State Chemistry.

This course focuses on descriptive understanding of structures and properties of inorganic materials. It covers symmetry operations in crystals, crystal structure, physical properties of inorganic materials, materials phase diagram and preparation, and solid state electrochemistry for battery, fuel cell and supercapacitor applications. Prerequisites: CHEM 0500 and 1060 or equivalents or written permission. Recommended for seniors and first-year graduate students.

CHEM 2410. Organic Mechanisms.

This course examines methods for determining organic reaction mechanisms. Types of experiments introduced may include kinetics, free energy relationships, isotope effects, molecular orbital theory, spectroscopy, and product distribution analysis. Reactions typically covered include pericyclic reactions, reactive intermediates, organometallic reactions, and substitution/addition/elimination. The course makes extensive use of the primary literature, with a strong emphasis on the development of effective communication strategies. Completion of CHEM0500, and CHEM1140 is strongly recommended.

CHEM 2420. Organic Reactions.

Study of organic reactions and reaction mechanisms. Discussion and analysis of organic transformations. Topics can include arrow pushing strategies and synthetic methods.

CHEM 2430. Synthetic Organic Chemistry.

Practical synthetic methods, strategies, and mechanisms essential for chemists. Discussions will include common pitfalls, how to overcome them, and real-life examples encountered in the lab when carrying out organic synthesis. Topics will also include the construction of pharmaceutical drug candidates or complex natural products, and include the chemistry of anions, cations, concerted reactions, conformational analysis, and stereochemistry

CHEM 2770. Quantum Mechanics.

The course discusses the foundations of quantum mechanics and applications to chemical systems and phenomena. Using a rigorous mathematical treatment and Dirac notation, important time-independent model systems include two-level systems, one- and three-dimensional problems and angular momentum. Elements of time-dependent quantum mechanics focus on wavepacket motions. The semester will close out with a discussion of the spin and symmetry postulates.

CHEM 2780. Quantum Mechanics.

The second semester sequel of Quantum Mechanics covers many body systems and matter-radiation interactions. It starts with a discussion of the symmetry postulates of quantum mechanics, followed by applications to the electronic structure of atoms and molecules, including angular momenta, the nature of chemical bonds, the Born-Oppenheimer approximation and conical intersections as well as molecular vibrations. The semester closes out with a discussion of time-dependent perturbation theory and spectroscopy, including the quantum adiabatic theorem, as well as the theory of electron and x-ray scattering. Prerequisite: CHEM 2770.

CHEM 2810. Departmental Seminars.

No description available.

CHEM 2820. Departmental Seminars.

No description available.

CHEM 2870. Departmental Colloquia.

Open to first year chemistry graduate students only.

CHEM 2880. Departmental Colloquia.

No description available. Open to graduate students only.

CHEM 2920C. Topics in Modern Spectroscopy.

No description available.

CHEM 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CHEM 2980. Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CHEM 2981. Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. CHEM 2981 is mandatory S/NC.

CHEM 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

CHEM XLIST. Courses of Interest to Students wishing to Study Chemistry.

Classics

The study of Classics focuses on the languages, literature, history, culture, and legacy of Greco-Roman antiquity. Brown's Department of Classics has a long and distinguished history, extending from the founding of the University to the present. The department offers courses that contribute to a broad liberal education, and provides specialized training for those students intending to enter graduate school. Courses are offered from beginning to advanced levels in Ancient Greek, Latin, and Sanskrit language and literature, and in Modern Greek. Each semester the department also offers a number of courses that require no knowledge of the ancient languages, in literature, mythology, history, philosophy, and religion.

For additional information, please visit the department's website: <http://www.brown.edu/academics/classics/>

Classics Concentration Requirements

The study of Classics focuses on the languages, literature, history, culture, and legacy of Greco-Roman antiquity. An undergraduate concentration in Classics furnishes students with a broad liberal education, and provides specialized training for those students intending to enter graduate school. Students may choose to study Ancient Greek, Latin, Sanskrit, and/or Modern Greek, and to explore courses in literature, mythology, history, philosophy, and religion. Students may either pursue the standard Classics concentration – the most popular choice – or one of several optional tracks: Greek, Latin, Greek and Latin, South Asian Classics, Sanskrit, Greek and Sanskrit, or Latin and Sanskrit. Concentrators who pursue an honors degree write a senior thesis, typically over the course of two semesters during their senior year.

Beginning with declarations submitted after September 1, 2018, all tracks except "Greek and Latin," "Greek and Sanskrit," and "Latin and Sanskrit" require the satisfactory completion of nine courses as described below. The introductory courses in Greek and Latin may not usually be counted toward a concentration, but those in Sanskrit may be counted toward the concentration requirement in some of the tracks. Students should always consult with the Director of Undergraduate Studies regarding their path toward fulfilling requirements and choosing electives.

Classics

One course in Greek or Latin on the 1000-level or above.	1
Select any two of the four ancient history courses:	2
CLAS 1210	Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC

CLAS 1220	The Fall of Empires and Rise of Kings: Greek History 478 to 323 BC	
or HIST 1200B	The Fall of Empires and Rise of Kings: Greek History to 478 to 323 BCE	
CLAS 1310	Roman History I: The Rise and Fall of an Imperial Republic	
CLAS 1320	Roman History II: The Roman Empire and Its Impact	
or HIST 1201B	Roman History II: The Empire	
Five other courses in classics, including classical archaeology, Greek (excluding GREK 0100, 0200, 0110), Latin (excluding LATN 0100, 0200, 0110), Sanskrit, or related areas to be approved by the concentration advisor. At least three of these five courses must be offered through the Department of Classics.		5
One further course offered by the Department of Classics and designated "Classics and Beyond," OR a DIAP course offered by the Department of Classics.		1
Total Credits		9

¹ Options include, but are not limited to: GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810, LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, LATN 1930B, and with instructor permission for those who are very advanced in Greek or Latin: GREK 2020E, GREK 2110K, and LATN 2080F LATN 2090I.

² Options offered by the Department of Classics include, but are not limited to: CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120G, CLAS 1120Q, CLAS 1120U, CLAS 1145, CLAS 1310, CLAS 1320, CLAS 1750H, GREK 0100, GREK 1110H, GREK 1110B, GREK 1110S, GREK 1150, GREK 1810, LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, LATN 1930B, SANS 0100 and SANS 0200.

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0660, CLAS 0765, CLAS 0855, CLAS 1120G, CLAS 1120U, CLAS 1145, CLAS 1750H, LATN 1110H, and with instructor permission for those who are very advanced in Latin: LATN 2080F and LATN 2090I.

Greek

Four Greek courses on the 1000-level or above, at least one of which is to be:		4
GREK 1810	Greek Literature Survey to 450 BCE	
or GREK 1820	Greek Literature Survey after 450 BCE	
CLAS 1210	Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC	1
CLAS 1220	The Fall of Empires and Rise of Kings: Greek History 478 to 323 BC	1
Two additional courses in classics, including classical archaeology, Greek (excluding GREK 0100, 0200, 0110), Latin (excluding LATN 0100, 0200, 0110), or related areas to be approved by the concentration advisor. At least one of these two courses must be offered through the Department of Classics.		2
One further course offered by the Department of Classics and designated "Classics and Beyond," OR a DIAP course offered by the Department of Classics.		1
Total Credits		9

¹ Options include, but are not limited to: GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810, and with instructor permission for those who are very advanced in Greek: GREK 2020E and GREK 2110K.

² Options offered by the Department of Classics include, but are not limited to:

CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120U, CLAS 1145, CLAS 1310, CLAS 1320, CLAS 1750H, LATN 0300, LATN 0400, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, LATN 1930B, SANS 0100, and SANS 0200

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0660, CLAS 0765, CLAS 0855, CLAS 1120G, CLAS 1120U, CLAS 1145, CLAS 1750H, LATN 1110H, and with instructor permission for those who are very advanced in Latin : LATN 2080F and LATN 2090I.

Latin

Four Latin courses on the 1000-level or above, at least one of which is to be:		4
LATN 1810	Survey of Republican Literature	
or LATN 1820	Survey of Roman Literature II: Empire	
CLAS 1310	Roman History I: The Rise and Fall of an Imperial Republic	1
CLAS 1320	Roman History II: The Roman Empire and Its Impact	1
or HIST 1201B	Roman History II: The Empire	
Two additional courses in classics, including classical archaeology, Greek (excluding GREK 0100, 0200, 0110), Latin (excluding LATN 0100, 0200, 0110), or related areas to be approved by the concentration advisor. At least one of these two courses must be offered through the Department of Classics.		2
One further course offered by the Department of Classics and designated "Classics and Beyond," OR a DIAP course offered by the Department of Classics.		1
Total Credits		9

¹ Options include, but are not limited to: LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, LATN 1930B, and with instructor permission for those who are very advanced in Latin: LATN 2080F and LATN 2090I.

² Options offered by the Department of Classics include, but are not limited to: CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0771, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120G, CLAS 1120Q, CLAS 1120U, CLAS 1145, CLAS 1750H, CLAS 1750U, GREK 0300, GREK 0400, GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810, SANS 0100 and SANS 0200.

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0660, CLAS 0765, CLAS 0855, CLAS 1120G, CLAS 1120U, CLAS 1145, CLAS 1750H, LATN 1110H, and with instructor permission for those who are very advanced in Latin: LATN 2080F and LATN 2090I.

Greek and Latin

Ancient Language A (Either Latin or Ancient Greek) requires four (4) courses on the 1000-level. Typically Ancient Language A will be the one in which a survey course will be taken.		4
Ancient Language B (Either Ancient Greek or Latin, respectively) requires four ancient language courses of which two can be 0300 and 0400 and the other two at 1000-level or above.		4
One of the survey courses in Ancient Language A:		1
LATN 1810	Survey of Republican Literature	
or LATN 1820	Survey of Roman Literature II: Empire	
GREK 1810	Greek Literature Survey to 450 BCE	
or GREK 1820	Greek Literature Survey after 450 BCE	
Any THREE of the FOUR Ancient History courses:		3
CLAS 1210	Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC	
CLAS 1220	The Fall of Empires and Rise of Kings: Greek History 478 to 323 BC	

or HIST 1200B	The Fall of Empires and Rise of Kings: Greek History to 478 to 323 BCE	
CLAS 1310	Roman History I: The Rise and Fall of an Imperial Republic	
CLAS 1320	Roman History II: The Roman Empire and Its Impact	
or HIST 1201B	Roman History II: The Empire	
One further course offered by the Department of Classics and designated "Classics and Beyond," OR a DIAP course offered by the Department of Classics.		1
Total Credits		13

¹ Options offered include, but are not limited to: LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, LATN 1930B, and with instructor permission for those who are very advanced in Latin: LATN 2080F and LATN 2090I.

² Options include, but are not limited to: , GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810 and with instructor permission for those who are very advanced in Greek: GREK 2020E and GREK 2110K.

South Asian Classics

At least one Sanskrit course above Sanskrit 0300 ¹	1
Three of the Sanskrit Classics Courses in Translation ²	3
Four other courses in Classics or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc., including SANS 0100, 0200, 0300) to be approved by the concentration advisor ³	4
One further course offered by the Department of Classics and designated "Classics and Beyond," OR a DIAP course offered by the Department of Classics. ⁴	1
Total Credits	9

¹ Options offered include: SANS 0400, SANS 1080 and SANS 1600.

² Options offered include: CLAS 0855 and CLAS 1145.

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0771, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120G, CLAS 1120Q, CLAS 1120U, CLAS 1145, CLAS 1310, CLAS 1320, CLAS 1750H, CLAS 1750U, GREK 0100, GREK 0110, GREK 0200, GREK 0300, GREK 0400, GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810, LATN 0100, LATN 0110, LATN 0200, LATN 0300, LATN 0400, LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, and LATN 1930B.

⁴ Options offered by the Department of Classics include, but are not limited to: & CLAS 0660, & CLAS 0765, & CLAS 0855, & CLAS 1120G, & CLAS 1120U, & CLAS 1145, & CLAS 1750H, & LATN 1110H, and with instructor permission for those who are very advanced in Latin: & LATN 2080F & and LATN 2090I.

Sanskrit

Two Sanskrit courses at the 1000-level or above ¹	2
Two of the Sanskrit Classics Courses in Translation ²	2
Four other courses in Classics or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc., including SANS 0300 and SANS 0400) to be approved by the concentration advisor ³	4
One further course offered by the Department of Classics and designated "Classics and Beyond," OR a DIAP course offered by the Department of Classics. ⁴	1
Total Credits	9

¹ Options offered include: SANS 1080 and SANS 1600.

² Options offered include: CLAS 0855 and CLAS 1145.

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0771, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120G, CLAS 1120Q, CLAS 1120U, CLAS 1145, CLAS 1310, CLAS 1320, CLAS 1750H, CLAS 1750U, GREK 0100, GREK 0110, GREK 0200, GREK 0300, GREK 0400, GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810, LATN 0100, LATN 0110, LATN 0200, LATN 0300, LATN 0400, LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, and LATN 1930B.

⁴ Options offered by the Department of Classics in 2018/2019 include, but are not limited to: CLAS 0660, CLAS 0765, CLAS 0855, CLAS 1120G, CLAS 1120U, CLAS 1145, CLAS 1750H, LATN 1110H, and with instructor permission for those who are very advanced in Latin: LATN 2080F and LATN 2090I.

Greek and Sanskrit

Four Sanskrit courses at any level ¹	4
Four Greek courses on the 1000-level or above, at least one of which is to be: ²	4
GREK 1810 Greek Literature Survey to 450 BCE or GREK 1820 Greek Literature Survey after 450 BCE	
One of the two Ancient Greek History Courses:	1
Either	
CLAS 1210 Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC	
or	
CLAS 1220 The Fall of Empires and Rise of Kings: Greek History 478 to 323 BC or HIST 1200B The Fall of Empires and Rise of Kings: Greek History to 478 to 323 BCE	
Two additional courses in Classics (including GREK 0300 and GREK 0400) or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc.) to be approved by the concentration advisor. ³	2
One further course offered by the Department of Classics and designated "Classics and Beyond" or a DIAP course offered by the department of Classics.	1
Total Credits	12

¹ Options offered include: SANS 0100, SANS 0200, SANS 0300, SANS 0400, SANS 1080 and SANS 1600.

² Options offered include, but are not limited to: , GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, GREK 1810 and with instructor permission for those who are very advanced in Greek: GREK 2020E and GREK 2110K.

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0771, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120G, CLAS 1120Q, CLAS 1120U, CLAS 1145, CLAS 1310, CLAS 1320, CLAS 1750H, CLAS 1750U, LATN 0100, LATN 0110, LATN 0200, LATN 0300, LATN 0400, LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, and LATN 1930B.

Latin and Sanskrit

Four Sanskrit courses at any level ¹		4
Four Latin courses on the 1000-level or above, at least one of which is to be ²		4
LATN 1810	Survey of Republican Literature	
or LATN 1820	Survey of Roman Literature II: Empire	
One of the two Roman Ancient History courses		1
Either		
CLAS 1310	Roman History I: The Rise and Fall of an Imperial Republic	

Or		
CLAS 1320	Roman History II: The Roman Empire and Its Impact	
or HIST 1201B	Roman History II: The Empire	
Two additional courses in Classics (including LATN 0300 and LATN 0400) or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc.) to be approved by the concentration advisor		2
One further course offered by the Department of Classics and designated "Classics and Beyond" or a DIAP course offered by the department of Classics.		1
Total Credits		12

¹ Options offered include: SANS 0100, SANS 0200, SANS 0300, SANS 0400, SANS 1080 and SANS 1600.

² Options offered include, but are not limited to: LATN 1020D, LATN 1040B, LATN 1060G, LATN 1110F, LATN 1110H, LATN 1110P, LATN 1820, LATN 1930B, and with instructor permission for those who are very advanced in Latin: LATN 2080F and LATN 2090I.

³ Options offered by the Department of Classics include, but are not limited to: CLAS 0150, CLAS 0660, CLAS 0765, CLAS 0771, CLAS 0780, CLAS 0855, CLAS 0900, CLAS 1120G, CLAS 1120Q, CLAS 1120U, CLAS 1145, CLAS 1750H, CLAS 1750U, GREK 0100, GREK 0110, GREK 0200, GREK 0300, GREK 0400, GREK 1110H, GREK 1110B, GREK 1110S, GREK 1111B, GREK 1150, and GREK 1810.

Honors

Students may earn honors in the concentration by presenting a satisfactory thesis, for the preparation of which they will ordinarily enroll in the relevant 1990 courses; these courses may not be used to satisfy the standard requirements for a concentration. In order to qualify, the candidate for honors in the Department of Classics ordinarily will be entering his/her seventh semester of study and must have an "A" average (3.50 or higher on a 4.00 scale) in the concentration.

Classics Graduate Program

The Department of Classics offers graduate study leading to the Doctor of Philosophy (Ph.D.) degree. In addition to the Ph.D. program in Classics, the department offers graduate work in Sanskrit leading to a Ph.D. in Classics and Sanskrit, and with the Department of History, sponsors a joint Ph.D. program in Ancient History. A degree of Master of Arts (A.M.) is available for students already working toward the Ph.D. in cognate programs at Brown.

For more information on admission and program requirements, please visit the following website: <http://www.brown.edu/academics/gradschool/programs/classics> (<http://www.brown.edu/academics/gradschool/programs/classics/>)

Courses

Classics

CLAS 0010. The Ancient Greeks.

From poetry to philosophy, from music to economics to political theory, it is hard to find a subject of study that did not originate with the ancient Greeks, at least in word. Biology? Greek. Physics? Still Greek. Math? Technology? Gym? You guessed it. Since we cannot escape the ancient Greeks, in this class we will be on the lookout for them, reading some of the first classics of world literature and discussing the great ideas behind them. All texts read in English.

CLAS 0020. The Romans.

Statesmen exposed republican conspiracies; historians chronicled imperial intrigue; playwrights "Greeked-it-up" with toga parties; epic poets sang of Rome's rise (and fall); moralizers bemoaned gladiators' beauty habits; and a novelist recounted the adventures of a man turned into an ass. This course tracks the development of literary culture at Rome from its beginnings to the end of the Empire, with an emphasis on the major genres, authors, and works of Roman literature. Intended for all students desiring an introduction to Roman literary culture and its masterpieces. All texts read in English; no previous experience in Roman history or Latin required.

CLAS 0066. Gender and Sexuality in Ancient Greek Literature.

This class will consider representations of gender and sexuality in the literature of Ancient Greece from the Archaic to the Imperial periods, with an eye to comparing and contrasting ancient ideas with more contemporary discourses of gender and sexuality. We will explore how gender and sexuality are constructed in a variety of written genres in antiquity; how and when this literature has impacted modern conceptions of gender and sexuality; and how ancient ideas about gender and sexuality might offer alternative ways of thinking about gender and sexuality today.

Broad topics will include (but will not be limited to) marriage, queerness, sex work, childbirth, abortion, and sexual politics, which will be considered in light of intersecting issues of religion, race, class, ethnicity, and ability. Classes will be discussion and group activity based. THERE ARE NO PREREQUISITES FOR THIS COURSE.

CLAS 0090A. Women and Gender in Ancient Religions (RELS 0090A).

Interested students must register for RELS 0090A.

CLAS 0150. Ancient Greek Philosophy.

The natural philosophy, metaphysics, epistemology, and ethics of the principal figures in ancient philosophy from the Pre-Socratics to Aristotle. Emphasis is given to understanding the problems the philosophers were trying to solve and to assessing the arguments for their various positions. Primary readings are from the original sources in translation. No prerequisites.

CLAS 0180. Indian Civilization through Its Literature.

An examination of various historical, geographical, social, scientific, and literary aspects of Indian civilization through the reading of translations of original works of Indian culture such as the short story collection *Bīhatkathāslokaśamgraha*. Each topic that comes up in the story is explored in greater depth in supplementary material.

CLAS 0210A. Alexander the Great and Alexandria.

No description available.

CLAS 0210B. Death in Ancient Greece.

Examines how ancient Greeks understood, described, and experienced death. Making use of sources in translation, considers how death is anticipated, imagined, feared, and sometimes sought. Also contrasts classical ideas with current experiences in our own society in order to see whether and how our assumptions concerning death are culturally determined. Enrollment limited to 19 first year students.

CLAS 0210E. The Family in the Classical World.

It has been said that the household, not the individual, was the core of classical society. Using primary sources, we examine such questions as parental (and paternal) authority, the status of women, the role of private property, extended kinship, the physical structure of houses, the experience of childhood, etc. Comparisons are drawn with other societies, including our own.

CLAS 0210F. The Meaning of History in the Ancient World.

What is history for? Why do we study the history of the distant past, and what did the people living in the distant past think about their own history? This course investigates the way the histories of ancient Greece and Rome have been told, from ancient times to today, inspiring both contemporary methods of writing academic history and racialized constructions of 'Western Civilization'. We will read works of famous historians like Herodotus, Thucydides, Polybius, Livy, Sallust, and Tacitus, and examine what purposes they pursued in writing history; how later generations have used these narratives, and for what purposes; and how we can or should use them today. All readings in English. For first year students only.

CLAS 0210G. Themes in Ancient Science.

The ideas of ancient scientists are apt to seem both oddly familiar and utterly strange. Examines the major developments in ancient physics, biology, medicine, mathematics, technology, anthropology, and astronomy. Pays particular attention to the tensions between observation and theory, science and society, and the reappearance of ancient notions in modern beliefs.

CLAS 0210H. Thucydides: History and Cultural Context.

Thucydides' history of the Peloponnesian War is a magnificent and profound study of the growth and deterioration of Athenian imperialism. We shall examine his history against the background of concurrent intellectual achievement in drama, philosophy, and rhetoric.

CLAS 0210I. How Women were Seen.

Classical literature offers a wide array of representations of women, from loyal wives like Penelope to murderesses like Medea, from powerful queens like Dido to helpless slaves like the women of Troy after the destruction of their city. Through a selection of poems and prose texts, almost all composed by men, we shall attempt to gain insight into the place of women in the ancient Greek and Roman imagination.

CLAS 0210J. Homer - The 'Big Bang' of Western Literature?

The history of Western Literature seems to begin with a 'Big Bang', the *Iliad* and the *Odyssey*. A primary goal of this First Year Seminar will be to become thoroughly familiar with the many fascinating and highly influential characteristics of the two epics and their plots by means of close reading (in English translation). At the same time, we will examine the key factors which made this 'miraculous beginning' possible. This includes a question that has received much attention in recent scholarship: the influence of literature from the Middle East. Looking in the other direction, Homer's enormous and lasting influence on literature and art will also be discussed. Enrollment limited to 19 first year students.

CLAS 0210L. Who Owns the Classical Past?

This course offers a forum for informed discussion of a variety of difficult questions about access to the classical past, and its modern-day ownership and presentation, seen primarily from the perspective of material culture (archaeology, art, museum displays, etc.). Enrollment limited to 19 first year students.

CLAS 0210M. Seneca: A Philosopher in Politics.

The Stoic philosopher Seneca led a life full of contradictions: a millionaire and a politician, a man who preached the importance of mind over matter but begged for return from exile, and a philosopher compromised by his relationship with the emperor Nero, his pupil and his murderer. At least his end was heroic: ordered to commit suicide in 65 AD, he modeled his death on that of Socrates, discursing calmly about philosophy with his friends as the blood drained out of his veins. In this course we'll read broadly in his writings and try to come up with some answers about this complex and fascinating figure and the philosophy of living for which he stood.

CLAS 0210O. Sport in the Ancient Greek World.

Athletics and sports were as popular and significant in the ancient Greek world as they are today, and so offer an excellent introduction to its archaeology and history. This class will discuss the development of Greek athletics, the nature of individual events, the social implications of athletic professionalism, women and athletics, and the role of sport in Greek education.

CLAS 0210P. Dead and Loving It: The Cult of the Saints in the Eastern Mediterranean.

This course introduces students to the literature, history, and religious life of the late ancient and medieval Mediterranean through the lens of a highly significant socio-cultural phenomenon: the Christian cult of the saints. Students will have the opportunity to engage with a variety of primary source texts in translation, while examining the subject from the perspectives of anthropology, religious studies, material culture, history and literary studies, to approach this rich topic through an interdisciplinary framework. Enrollment limited to 19 first year students.

CLAS 0210S. The Age of Augustus.

The Age of Augustus (44 BCE – 14 CE) was a turning point for ancient Roman politics, art, literature, and religion. In this class, intended to be accessible to those with no background in ancient studies or ancient languages as well as to those with some prior knowledge, we will consider both the political changes that allowed one man to consolidate power and turn Rome from a republic to an empire and the cultural shifts that were taking place at the same time. The course is split equally between history and art/literature/culture. We will read Virgil's *Aeneid* and other major works of Latin literature in translation, consider some of the most canonical works of ancient art and architecture, and place both in the context of broader Roman culture and lived experience. How were the political and cultural changes connected?

CLAS 0210T. Travelers in Greece: from Pausanias to Shirley Valentine.

Ever since Pausanias the *Periegete* wrote his "Description of Greece" in the 2nd century CE, travelers have been inspired both to see the sights of Greece and to narrate their travels. The subject of this course is travel narratives about Greece, and our own journey will lead us to sites throughout the country. Yet we will also be using these narratives as launchpads for exploring the imaginary and imagined power of the Greek landscape: from its ancient status as seat of the gods to its modern appeal as a land of anonymity, relaxation and freedom for the wearied 'westerner'.

CLAS 0210Y. The Philosophy of Classical Indian Yoga.

This course will introduce the history of the ancient Indian texts and ideas that came to provide the philosophical foundations of the classical school of Indian Yoga. We will examine the oldest evidence for yoga in the ancient texts of the Vedas, the Jainas, and the Buddhists. We will watch it take clear shape in the Upanishads and in texts of the Mahābhārata, especially the Bhagavad Gītā. We will conclude the course by reading the classical exposition of Indian Yoga, Patañjali's *Yogasūtras*. This course is a philosophy course, not an introduction to the practice of yoga.

CLAS 0220. Horror in the Ancient and Modern World.

When are little kids creepy? Why are we afraid of clowns? How does culture shape what we find scary? In this course we will analyze literature from ancient Greece and Rome and compare it to modern horror films and short stories in an attempt to answer these questions. Topics will include monsters, witches, and possession. We will cover themes like gender, death, family, and nature.

Class will be primarily discussion-based, with regular writing feedback sessions. No Classics background necessary. WRIT designated. Note that we will be reading, watching, and discussing scenes, images, and concepts that may be disturbing. Content warnings provided.

CLAS 0280. Latin in English/Latinate English.

The influence of Latin not only on the English vocabulary but on English style. Topics include: word building from Latin (and some Greek), Latin words and phrases in English, English lexicography, translations into and from Latin, euphuism, the revolt against Latin elements (Saxonism). Students write essays exemplifying these types of writing.

CLAS 0300. Animals in the Greco-Roman World.

Animals are an important part of any culture. This is especially true for the civilizations of the ancient world, which used animals not only for food and companionship but also for labor power, medicine and entertainment. In this class, we will explore the role of animals in the civilizations of the Greco-Roman world, looking at both practical uses and literary or artistic portrayals. We will focus on ancient beliefs about animals that now seem strange to us (kneeless elephants, self-castrating beavers, venomous mice, etc.), and we will try to explain how those beliefs came to be so widely held.

CLAS 0310. Social Welfare in the Ancient Greek City.

What inequalities existed in the ancient Greek city? This course seeks to identify the different treatment of the inhabitants of the Greek city (polis) and the degree to which the city sought to support the disadvantaged by the redistribution of wealth. Ancient Greek communities taxed activity and property, gathered revenue, and redistributed wealth within the community. The wealthy were often liable to redirect part of the wealth to the community. How well did the redistributive economy of the Greek city work? Who were the winners? Who were the losers? What conclusions can we draw about well-being in the Greek polis?

CLAS 0310R. Revolutionary Classics (or, the classical origins of your Brown education).

When Brown University was founded in 1764 the curriculum was based on classical texts. In early America, the classics of Greek and Roman antiquity – read in the original Greek and Latin – were the foundation of a gentleman's education. This course will explore early ideas and structures of higher learning in America from the springboard of those classical texts. We will read a sizable portion of Brown's earliest curriculum (in English translation), but just as importantly we will seek to set that curriculum in the context of early American intellectual history, from roughly the Colonial to the Antebellum Period.

CLAS 0311. Juno: The Original Diva.

Juno was the queen supreme of Rome's gods, the wife of philandering Jupiter, and the mother of Mars, god of war. It was Queen Juno who guaranteed the constant imperial triumph of Rome --a ruthless conqueror of nations-- and who safeguarded and preserved both marriage and Rome's Republic. This course explores constructions of and attitudes towards divinity, gender, war, conquest, and family. Case studies include the destruction and religious plundering of both Etruscan Veii and Hannibal's Carthage, from the perspectives of both conqueror and conquered. Interdisciplinary in nature, course materials will include literature, art, architecture, archaeology, and comparative religious studies.

CLAS 0320. 21st century Classics.

The changing face of Classics, the study of Greek and Roman culture and literatures, and their receptions, has never been more turbulent than in the early 21st century. Why do we study these cultures, and what do they mean to us? Who is us? This course grapples with these questions of relevance and has been designed with input from Brown undergraduate and graduate students to try to bridge the multiple divides that can separate those who are already engaged in Classical studies from the majority who may never have thought about studying these cultures. This introductory course considers: literature, art, fine arts, history, and culture; embraces historiography and ideology, critical race theory and meets head on the exclusive past with which Classics has been associated.

CLAS 0330. The Odyssey in Literature and Film (COLT 0710Q).

Interested students must register for COLT 0710Q.

CLAS 0350. Ancient Philosophy (PHIL 0350).

Interested students must register for PHIL 0350.

CLAS 0360. Race and Ethnicity in the Ancient Mediterranean.

Were the Greeks and the Romans racist? How were identities constructed in the ancient Mediterranean world? Did the concepts of "race" and "ethnicity" even exist in antiquity? We will explore these questions through the art, archaeology, and literature of the ancient Mediterranean from Homeric times to the end of the Roman Empire. We will also analyze how the perceptions of race and ethnicity in antiquity have shaped conceptions of identity in more modern eras, especially how they contributed to and authorized violent societal structures, such as slavery, colonization, imperialism, and nationalism.

CLAS 0400. Ancient Comedy and its Influence.

This course examines the origins and developments of comedy in ancient Greece (early iambic poetry, Aristophanes, Menander), its later offshoots in Rome (Plautus, Terence), England (Shakespeare), and the continued influence these ancient forms have on comedy today. Secondary readings include ancient and modern thoughts on humor and laughter, and writings on the historical contexts in which these plays were produced.

CLAS 0410. Horror in the Ancient and Modern Worlds.

When are little kids creepy? Why are we afraid of clowns? What makes a story "horror" and how does culture shape what we find scary? In this course we will analyze works of literature from ancient Greece and Rome and compare them with modern horror films and short stories in an attempt to answer these questions. Topics will include monsters, witches, and possession. We will cover themes like gender, death, family, and the relationship between humans and nature.

The class will be primarily discussion-based, with writing feedback sessions throughout the term. No Classics background necessary. WRIT designated. Students should be aware that we will be reading, watching, and discussing scenes, images, and concepts that may be disturbing. Content warnings will be provided on a class-by-class basis.

CLAS 0450. Philo of Alexandria and His World.

Philo, a Hellenized Jew, lived in Alexandria at the moment when Egypt saw the last of the Ptolemies (Cleopatra) and became a province of Rome. Philo developed, for the first time, a sophisticated allegorical interpretation of the Bible (which he read in Greek), that became the basis of Christian exegesis for centuries to come. He led a mission to Rome to defend the Jewish population of Alexandria at a time of conflict with the Greeks. We will read a variety of his works and situate them in the context of Jewish and Classical thought and the world of emerging Christianity. We will discuss issues such as the conjunction and clashes of Jewish and Greek cultures with the power of the Roman Empire, and examine different positions regarding politics, citizenship, the role of the individual in society, the value of human life, and more. Each meeting will consist of a mixture of lecture by the instructor and open discussion. Be ready to bring up questions and/or comments in class. This is a WRIT course and is open to all undergraduate students.

CLAS 0500. Virgil, Augustus, and Rome.

Examines, in translation, the three masterpieces of Virgil, central poet of the golden age of Latin literature. In particular, considers his epic, the *Aeneid*, against the background of the Rome of the emperor Augustus. Subjects for discussion include the relation of poetry and power, the connection between the imagination and historical reality, and the tension between intellectual freedom and the constraints of society.

CLAS 0520. Religion and Magic in Ancient Greece.

Examines the sacred or supernatural realm that pervaded ancient Greek culture, considering both public and private practices. Topics include belief in the gods; aspects of polytheism; sacrifice; pollution; athletic and civic festivals; oracles; mystery cults; death and afterlife; hero cults; religion and gender; curses, spells, and charms; ancient atheism and agnosticism.

CLAS 0529. The Roman Army in Peace and War.

The Roman legionary is often seen as synonymous with the power of the Roman Empire: heavily armored, spear and shield in hand, marching unrelentingly forward against enemies. But the military was more than a menacing State institution, and this class shifts the focus to the lives of the men who filled the ranks, exploring their languages, religions, clothing, equipment, and fighting styles. We will draw upon evidence of all sorts, including archaeological material from fortifications and battlefields, inscriptions on tombstones and other monuments, and iconographic depictions.

CLAS 0530. Ancient Science, Medicine and Magic.

What are the origins of scientific thought? How does it differ from other systems of knowledge, such as magic or myth? In this course, we will examine the cultural and intellectual history of science, medicine and magic in the Ancient World. We will delve into such topics as cosmology, zoology, geography, astrology, Hippocratic medicine, and scientific methodology. Discover how Thales predicted an eclipse, why Aristotle was afraid of seals, and how the Stoics justified their belief in divination. All students welcome.

CLAS 0560. War and Society in the Ancient World.

In a broad survey of ancient societies (from Egypt and Mesopotamia to late antiquity), but with a strong focus on the Greco-Roman world, this course examines the sociology of war in premodern societies: we investigate how in each case warfare and military organization interacted with social, economic, and political structures and how each society dealt with the challenges, gains, and costs of war. Readings in English.

CLAS 0580. Monsters and Marvels: Conceptualizing Difference in the Ancient Mediterranean.

From the Cyclops of Homeric epic to human-animal hybrids to the demons plaguing Saint Anthony in the desert, monsters and marvels haunt the texts of the ancient Mediterranean. This course will explore the thematics of monstrosity across a broad spectrum of literary production spanning roughly two millennia (ca. 1200 BCE-700 CE) to address the fundamental question of how societies determine categories such as the "real" and the "fantastic" and to what purpose such distinctions are made. We will pose questions concerning definitions of monstrosity, the creation of monsters, and their function in defining notions both of community and the individual. Class time will be centered around discussion, and students will learn to analyze ancient sources in their original contexts and to apply the concepts we explore to broader questions of identity formation.

CLAS 0600. The Literary Worlds of Late Antiquity.

We study the manifold literary forms championed in those centuries when Greco-Roman literature was transformed by social, spiritual, and creative forces perhaps unparalleled in the western tradition. Genres to be studied include: history (Gregory of Tours), consolation (Boethius), lyric (Ausonius and Fortunatus), hymnody (Prudentius), epic (Juvencus), apology (Tertullian), the philosophic dialogue (Augustine), the cento (Proba), among others. Close attention will be paid to contextualizing these authors and genres in the Greco-Roman tradition and in their late ancient configurations.

CLAS 0620. Greek Tragedy.

An investigation of many of the surviving plays of the Greek tragedians Aeschylus, Sophocles, and Euripides. Considers the diverse aspects of ancient drama: the context, both religious and sociopolitical; issues of theatrical production, the poetic texture of the plays; and the influence of classical drama on later drama and western thought. Additional readings may include Aristophanes' *Frogs* and *Thesmophoriazousae* and selections from Aristotle's *Poetics*, the earliest criticism of Greek tragedy.

CLAS 0650. War and Society in Ancient Greece.

21st century society can no longer study the worlds of ancient Greece and Rome acritically. Today's culture can be very accepting about the "culture of war" that was such a dominant aspect of the apogee of ancient Greek 'civilization': the 300 Spartans, the Athenian Empire, and the conquest of Persia, are all moments to which some turn in admiration. The exploitation of the martial culture today is a two-edged sword at least. This course explores the realities and cultures of war and warfare in ancient Greece. We will cover a variety of topics including Homer and warfare, Sparta, Persia, Athens' Empire, Philip II and Alexander, violence in the Greek city, martial culture, women and warfare, siege warfare, naval power, memory, and aspects of their legacies in the 21st century. Materials will be provided via the course Canvas site.

CLAS 0660. The World of Byzantium.

In this course we shall explore the world of Byzantium from the founding of New Rome to Ottoman times. Caught between the East and West, the culture of Byzantium inherited the ancient worlds of Greece, Rome, and Jerusalem, nurturing many a modern ideology, conflict, and identity. We explore Byzantium through its history, texts, and art. Surveys of representative periods in Byzantine history will accompany topical investigation of themes including: the foundation and history of Constantinople itself, Iconoclasm, the Crusades, medieval Christianity and Islam, Byzantine court life, concepts of gender, self, and sexuality, book culture and revivals of learning, the development of Byzantine architecture, the Palaiologan "Renaissance," and the continued influence of and attitudes towards the Byzantine inheritance in both Western and Eastern Europe after 1453.

CLAS 0750. Gender and Sexuality in Classical Antiquity.

This course will analyze women in classical Greek and Roman society and literature. Using gender as a critical tool, we will examine Greek and Roman women in various sources, from Homeric epics and public inscriptions to scathing Roman satire. These sources show how the Greeks and Romans defined normative gender categories and how they used these categories as a vehicle for social and political criticism. We will cover both social history and gender discourse, focusing especially on the body and sexuality as a site for power. The limitations imposed by the source materials, both literary and non-literary, will be a topic of discussion throughout, as well as the relation of these ideas to contemporary constructions of gender.

CLAS 0760. Ancient Utopias/Imaginary Places.

Literary depictions of idealized imaginary societies already had a long tradition when Thomas More produced his *Utopia* in 1516. This course explores the ancient Greco-Roman utopian tradition, examining both literary depictions of mythological or fantastic utopias (or dystopias), including representations of societies remote in time ("the Golden Age") or place (e.g., Homer's Phaeacia), and works that critique contemporary values or attempt to describe idealized possible societies (e.g., Plato's *Republic*). These Greco-Roman depictions in turn provided the foundation for the utopian (and dystopian) tradition as it continued through the Medieval age and into modernity, and we will also follow that tradition.

CLAS 0765. Witches and Vixens: Nasty Women in Ancient Greece and Rome.

What do video vixens and Foxy Brown have in common with "Witchy Woman"? These modern metaphors continue a long history of equating female sexual allure with dangers found in/or capable of subverting Nature. This course will use contemporary methodologies to make sense of similar descriptions of women found in Greco-Roman literature: how do the Greeks and Romans express a concern about gender, ethnicity, class, and/or politics using these metaphors? How do these same categories help distinguish what is "natural" from "unnatural"? To what end does this discourse about women and nature affect law, public space, or other aspects of "civilization"?

CLAS 0770. The Tradition of the Philosophical Dialogue.

This course will examine the Greco-Roman tradition of the philosophical dialogue, from its Socratic origins through its adoption by early Christian authors. As we read dialogues by major practitioners including Plato, Cicero, Plutarch and Augustine, we will consider formal features of the dialogue, including setting, characterization, and authorial self-representation; and we will compare treatments of common subjects and themes, including Socrates, the pursuit of truth, good government, and the happy life. We will also discuss issues of performance and the philosophical, pedagogical, and therapeutic advantages of dialogue. All texts will be read in English.

CLAS 0771. Dreaming in the Ancient World.

Dreaming has always been part of our everyday experience. But did the Greeks and Romans dream any differently than we do? How and why did they extract meaning from their nightmares and daydreams? In this course, we will explore the cultural history of dreams and dream interpretation, a curious practice that stands at a fascinating intersection in the history of ideas between psychology, religion, and medicine. Readings (all in translation) include Homer, Herodotus, Plato, Egyptian magical papyri, Babylonian dream diaries, Cicero, Freud, and more. No previous knowledge of the Ancient World required.

CLAS 0780. From Antiquity to the Humanities (via Humanism) and the History of Ideas.

This course looks at the origins of several subjects in the Humanities in order to explain, question, and sometimes challenge the ways in which those subjects are studied or understood today. Consideration of sources for the Humanities today – in the educational practices of classical antiquity, in the 'humanism' of the Renaissance and in the 17th-20th centuries– will throw new light on ideas and categories which are central to western education. Topics include grammar/language, persuasive argument, scholarship; theory/practice of history, literature, poetry, fiction, fantasy, and the novel; relationship between words and images, and connections between studying the Humanities and being human.

CLAS 0800. Religious and Philosophical Thought in Ancient India.

The historical development of the main themes of ancient Indian religious and philosophical thought. Part I: The rise of monism in tension with polytheism, the efficacy of Vedic words and Vedic rites, and early Brahminic cosmology and psychology. Part II: The rise of the non-Brahminic traditions (Jainas, Ājīvikas, and Buddhists) challenging Vedic revelation and everything based upon it (mainly the rites and authority of brahmins). Part III: The ensuing 'conversations' among the completing traditions, conversations that developed new world-views and new methods for effecting human well-being in the cosmos.

CLAS 0810. Film Classics: The Greeks on the Silver Screen (MGRK 0810).

Interested students must register for MGRK 0810.

CLAS 0810A. Alexander the Great and the Alexander Tradition.

This course focuses on a single historical figure, Alexander the Great, using him as a point of departure for exploring a wide range of problems and approaches that typify the field of Classical Studies. How knowledge of Alexander has been used and abused provides a fascinating case study in the formation and continuous reinterpretation of the western Classical tradition.

CLAS 0820. Epics of India.

An introduction to Indian epic literature with reading and analysis of one or more of India's grand and powerful epics, such as the *Mahabharata*, the *Rāmāyana*, the *Cilappadikaram*, and others.

CLAS 0850. Mythology of India.

Reviews major myths from religions of India in order to understand how the peoples of India imagined their relation to the divine world, to nature, and to other human beings. Considers connections between myths and religious practices, social structures, historical events, and psychological and aesthetic dimensions of Indian cultural life. Reading of mythic narratives will be accompanied by analysis from selected theoretical perspectives.

CLAS 0855. The Bhagavad Gītā.

This course will study and discuss the teachings of the Bhagavad Gītā in the context of its literary, theological, and philosophical origins in ancient India. We will read the text itself (in English, not Sanskrit), parts of the epic Mahābhārata in which the Gītā is situated, and collateral texts, such as Upanisads, Indian myths, Buddhist sermons, or even modern novels, that may shed light on why and how this text has exercised such far-reaching influence across the ages, inside India and beyond.

CLAS 0900. Greek Mythology.

This course is an introduction to Ancient Greek mythological traditions, as well as to the concept of 'myth' and its relevance and resonance today. Topics include the Olympian gods; 'culture heroes' (e.g. Heracles), Homer and the Trojan Cycle of myths; mythical traditions about the families of Oedipus and Agamemnon; etc. We will be reading ancient hymns, epics, and tragic dramas and other primary source material. Throughout the course, we will be considering questions of identity, migration, belonging, belief, and adaption. We will investigate myth's relationship with literature, visual culture, and religion. We will explore modern adaptations of and engagements with ancient mythology. We will try to come to grips with conceptions of divinity and the imagined relationship—and symbiosis—between gods and mortals.

CLAS 0920. Roman Mythology.

Introduction to Ancient Roman mythological traditions. Far from simply assimilating Greek myths and changing the names of divinities and heroes, the Romans were highly creative in their adaptation of myths from various other cultures. They had a rich store of myths and legends of their own, including dual foundation stories for Rome itself (Aeneas and the Trojans; Romulus and Remus) as well as mytho-historic tales of exemplary heroes and heroines (e.g. Horatius and Lucretia) whose exploits provided models for future Roman generations. Even obviously flesh-and-blood persons (e.g. Regulus, Hannibal, Caesar, Cleopatra) take on mythical status. We'll focus on the ancient material - literature, art, architecture, religious rituals - with a look as well at the rich reception of Roman mythology in later literature and art. We'll consider also the way the Romans themselves understood – and manipulated – their myths.

CLAS 0990. Karma and Free Will: The Self in Indian Philosophy.

Examination of the great Indian epic Mahabharata and related mythology to introduce the context for the most ancient speculations of the Rgveda and the subtle teacher-student dialogues about the self contained in the Bhagavadgita and Upanishads. We will also examine the more systematic Indian philosophical texts and note their resonance in ancient and modern European conceptions of self.

CLAS 0995. India's Classical Performing Arts.

South Asia is home to rich classical traditions in the performing arts – drama, dance, music – which continue into the present. These performative traditions are accompanied by theoretical analyses going back to the Nāṭyaśāstra attributed to the sage Bharata, (2nd c. BCE–6th c. CE). This course introduces students to these traditions and theories to allow for an informed appreciation of South Asia's classical arts. This course will include reading classical texts in translation and experiencing, analyzing, and discussing recorded performances. The final portion of the course will examine the influence of the classical arts on Bollywood film.

CLAS 1010. The Classical World in Film (MGRK 1010).

Interested students must register for MGRK 1010.

CLAS 1070. Narratives of Disability in Greek and Latin Literature.

What is disability? What makes someone disabled, or enabled, now and in the past? How was disability conceptualized in ancient Greek and Latin sources? How do ancient Mediterranean narratives of disability provide insights into disability histories, presents, and futures? What is the relationship between disability, society, politics, power, and oppression? In this course, we take an interdisciplinary approach to the question of how Greek and Latin writing represented complex ideas about embodiment, society, and community. Our course material traverses the intersections between critical disability studies, disability justice movements, ancient literature, and classical studies. We will work together to adapt the course experience to meet the access needs, interests, and unique wisdom of the particular community of students enrolled in the class.

CLAS 1110A. A History of Violence: Art and Injustice Through the Ages.

Artistic expression and violence have crossed paths often through the ages. A remarkable number of masterpieces from around the world tell stories of violence from myth and history, or react to systematic injustice through artistic expression. Stories of war, murder, gender-based violence, racism, colonialism, and many other types of force and coercion people have exercised over each other make up our histories and are documented through art. This course is a survey of the power and aesthetics of such narratives, from the Stone Age to contemporary art. We will learn about different art movements and individual works that address or depict violence. We will also learn about curatorial narratives around social justice issues and how museums are helping communities reckon with histories of violence.

CLAS 1120A. Dreams, Love and Confession.

The Middle Ages are notorious for their love of bizarre locales, hauntings, fear of demons, and superstitions. But the outlook of the medieval world also encouraged a love of hidden and of internal, spiritual space. This world-view attended to dreams, a complex anatomy of human love and confessions. In this course, we will examine the social and literary context of these three modes of communication in the classical and, especially, the medieval period. We will read classical and medieval poetry (Horace, Propertius, Ovid, Lucretius, Cambridge Songs, Alan de Lille, Bernardus Silvestris), late antique dream books (Aelius Aristides), medieval bestiaries and fables, vernacular Romances and lays, and the medieval confessional mode (Augustine, Guibert); we will also examine visual evidence, where possible.

CLAS 1120B. Epic Poetry from Homer to Lucan.

Traces the rich history and manifold varieties of the genre of epic poetry in the literatures of ancient Greece and Rome beginning with Homer's *Iliad* and *Odyssey* (VII c. B.C.) and ending with Lucan's *Civil War* (I. c. A.D.). Masterpieces such as Virgil's *Aeneid* and Ovid's *Metamorphoses* are included. Original sources read in translation.

CLAS 1120D. Myth and Origins of Science.

Examinations of various explanations of the origin of the cosmos, of human beings, and human institutions, with readings from literary, philosophical, and scientific texts. What constitutes a scientific explanation and in what respects ancient science was similar to and different from our own? Authors include Hesiod, Aeschylus, Plato, Aristotle, Hippocratic medical writings and the Presocratic fragments. Read in English translation.

CLAS 1120E. Slavery in the Ancient World.

Examines the institution of slavery in the ancient world, from Mesopotamia and the Near East to the great slave societies of classical Greece and (especially) imperial Rome; comparison of ancient and modern slave systems; modern views of ancient slavery from Adam Smith to Hume to Marx to M.I. Finley. Readings in English.

CLAS 1120G. The Idea of Self.

Literature gestures us toward a certain kind of knowledge not quite psychological, not quite philosophical. We read widely in the classical and medieval traditions in order to gauge the peculiar nature of what this knowledge tells us about experience and the ways in which expressions of selfhood abide or are changed over time. Authors include but are not limited to Sappho, Pindar, Catullus, Horace, Augustine, and Fortunatus.

CLAS 1120H. The Invention of Literature: Literary Theory from Antiquity to the Renaissance.

Literature is a recent concept. We study the prehistory of its invention in Antiquity and the Middle Ages focusing on ideas about authorship, fiction, and practices of reading. The course is based on close reading of primary texts from classical Greco-roman and medieval Byzantine, Latin, and Arabic authors. Beyond theoretical discussions, primary readings include contemporary premodern literary texts.

CLAS 1120J. Essaying the Essay.

This course explores the personal essay as a vehicle for self-expression. Examining self-reflective essays from a variety of cultures and time periods—ancient, modern, East, and West—we trace the theme of friends as dialectical others against whom individuals define themselves. Our investigations will lead us to a provisional definition of the essay genre, keeping in mind its unique placement between fiction and non-fiction, and its relationship with non-Western forms such as the *suibi* and the *xiaopin wen*. First year students need instructor permission to enroll.

CLAS 1120K. Skeptical Traditions East and West.

The skeptical project begins and ends in doubt and the refusal to affirm any belief dogmatically. While these ideas are most frequently associated with the writings of Cicero and Sextus Empiricus, they also appear in early Buddhist and Daoist texts. The course examines several strands of skeptical philosophy as they appear in writings from ancient Greece, Rome, China, and India. It further explores literary enactments, appropriations, and critiques of skepticism evident in the skeptical revival of the European Renaissance and in Zen kōans.

CLAS 1120L. Archaeology of Feasting.

No description available.

CLAS 1120M. Plato.

A close reading of Plato's major dialogues from a philosophical perspective. Topics may include his ethics, politics, metaphysics, epistemology, philosophy of mind, philosophy of language, or aesthetics. Readings are from original sources (in translation) and contemporary secondary literature. Students wishing to read the texts in the original Greek should make arrangements with the instructor.

CLAS 1120N. Games and Spectacles of Ancient Greece and Rome.

Will examine games and spectacles of the ancient Greek and Roman worlds, from the early Olympic contests to the popular chariot races of late antiquity. By using a variety of sources, including archaeological evidence, we will explore not only the historical development of sports in the classical world, but also its ongoing political, social and cultural importance. By seeking to understand both participants and spectators, we also hope to connect the significance of games to other facets of Greco-Roman society, including women and religion. We will not only discuss the limitations of the primary sources, but also make relevant comparisons to the role of sports in contemporary society.

CLAS 1120P. Experiencing the Roman Empire: Life in the Roman Provinces.

This course explores the experiences of people living in the Roman Empire through archaeological and textual evidence, seeking to understand how Roman imperialism shaped the daily life of its residents, from Spain to Mesopotamia and from Scotland to Egypt. We will address themes such as imperialism, identity, globalization, and Romanization as we investigate provincial urbanism, economies, rural settlements, the military, art, and religion from a number of different case studies in order to understand how the Roman Empire both shaped and was shaped by those living within its territory.

CLAS 1120Q. Seven Wonders of the Ancient World.

"Everyone has heard of the Seven Wonders of the World," wrote Philo of Byzantium two millennia ago, and it's still true today. But what's a "Wonder"? And why seven of them? Why make such a list anyway, then or now? This class will use ancient texts, explorers' accounts, and archaeological investigations to travel through several thousand years of history in the Mediterranean and Near Eastern world. We will consider how the Seven Wonders captured past imaginations; the aura of technological achievements; the intersections of history, memory, invention, and myth; and how members of one culture view another culture's monuments.

CLAS 1120R. Social Conflict and Political Factions in the Roman Republic.

Traces the evolution of social conflict and political factions at Rome from the foundation to the dissolution of the Republic (C5-C1 BCE). Roman armies secured a vast empire of territory, raw materials, and manpower governed by the senate and the people of Rome itself. The influx of resources, however, destabilized Rome's constitution and upset political power balances at the city of Rome. How did the Romans—elites and masses—compete amongst themselves for the bounty of empire abroad and confront their own internal conflicts at home? Was concord possible, or were the developments of empire inconsistent with the constitution of the Republic?

CLAS 1120S. Greeks and 'Others' in the Mediterranean.

Activities of Greek adventurers, traders, settlers, and mercenaries—embodied in Plato's famous dictum 'frogs around the pond'—are well-known and the subject of much debate in Classics and Mediterranean Archaeology. This course examines the varied encounters between the Greeks and groups local to different parts of the Mediterranean, usually subsumed under the often unhelpful umbrella term 'others'. In this course, we will examine the most iconic of these encounters, and think how they shaped all actors involved. We will do so by referencing and questioning archaeological, iconographic, and textual evidence. We will also think about how different types of mobility forged connectivity and interregional networks, shaped exchange and trade, and enabled flow of ideas. We will also investigate how intercultural contact affected people's lives and how it changed their views of themselves and others.

CLAS 1120T. Age of Augustus: Topography, Architecture, and Politics.

Augustus Caesar boasted that he had found Rome a city in brick, but left it in marble. This course explores the transformation of Rome from an unadorned village to the capital of an empire. Was Rome's first emperor trying to fashion himself a Hellenistic monarch on the model of Alexander and his successors? Was he simply operating within republican traditions, which had been established through centuries of aristocratic competition at Rome? Our source materials will include ancient works of art and architecture, literary accounts, maps, and critical urban theory.

CLAS 1120U. The American Presidents and the Western Tradition.

We are accustomed to engaging the American presidency as a public office best approached through the prism of government or political science, but this course studies the ways in which the presidents in thought and action are part of a larger continuum of humanistic expression in the western tradition. It is organized around five categories: memory, language, consolation, farewell, and self-reflection. Our work involves reading and viewing/listening to various materials, including videos and original documents. The words we study, both by and about presidents, will be compared to various masterworks of Greco-Roman antiquity and the western Middle Ages.

CLAS 1120V. The Age of Constantine: The Roman Empire in Transition.

The reign of Constantine the Great (306-337) and his dynasty heralded a period of remarkable/rapid change in the Roman Empire. Christianity became the sole imperially sponsored religion; the split between Western and Eastern halves of the Empire gradually became permanent and irrevocable; consequently new ways of thinking and writing about the Roman world, past and future, developed. Focusing on generous selections of primary source material in translation and current scholarship, we will explore the history, literature, and culture of Constantinian Empire in order to highlight the role of Constantine and his successors in the evolution of the late Roman Mediterranean.

CLAS 1120W. Aristotle.

A close study of Aristotle's major works: his method, natural philosophy, psychology, metaphysics, with main emphasis on his ethics. Readings from original sources (in translation) and some contemporary secondary material. The class will combine lectures and discussion and is a writing course.

CLAS 1120X. Ovid's Metamorphoses.

Ovid's epic Metamorphoses, a prime source for ancient mythology from the Renaissance to Disney films, has often been received as a delightful compendium of older myths retold with urbane wit; yet its blithe treatment of horrific mythological events can also unsettle, as when its place in the Columbia University curriculum recently prompted a discussion of "trigger warnings." We will read it in English translation, exploring its capacity to inspire disparate responses. What must we suppress to find the Metamorphoses pleasant or menacing? How does it create its tensions? How do they get projected onto a later culture's assumptions?

CLAS 1121C. Cicero in New Spain.

This course will explore the reception in colonial Mexico of Cicero's oration 'Pro Archia poeta' ("In defense of Archia the Poet"), with particular emphasis on its use in the colonial schools. Some of the related topics which will be tackled are: the role of education in building society, linguistic and national identity, the purpose and power of literature, the possible existence of an intrinsic value of poetry. Class activity will involve reading the oration in its entirety and in English; upon request, extracts in the original Latin can also be included. In parallel, we will examine handwritten primary sources from early modern Mexico, for which a basic training in Latin palaeography will be offered to the students.

CLAS 1130. The Fragility of Life in Ancient Greece.

This interdisciplinary course explores the fragility of life in the Ancient Greek city-state from multiple perspectives: those of state-building, the population stress in the city, the capacity for the family to maintain and sustain itself, to those of the individual: man, woman, and child, whose life experiences left them vulnerable to disease and economic hardship. This course explores Ancient Greek socio-economic history addressing health, disease, fertility and childbirth, migration, mobility, and population and family 'management' as well as topics fundamental to historical demography (mortality, birth rates, and growth) over the longue durée approach (Archaic through Roman Imperial eras).

CLAS 1140. Classical Philosophy of India.

This course introduces the classical traditions of philosophy in India. After presenting a general overview of this discourse and its basic Brahminic, Buddhist, and Jain branches, the course will examine the ideas and debates between various schools on issues of epistemology (the nature of perception, inference, testimony, etc), metaphysics (the nature of the self and ultimate reality, the question of the reality of the world, etc), and ethics (the theory of karma, non-violence and asceticism, and devotion).

CLAS 1145. Goddesses and Women Gurus in South Asian Religious Traditions.

Indian Religions have featured some prominent female figures: fierce goddesses, domestic goddesses, legendary women sages, and historical women poets. These figures can be used to empower female authority and agency, but can also be used to construct normative gender roles that limit societally accepted agency for women. This course will explore the canonical narratives of these prominent female figures and the reception of these narratives in various historical contexts. It will also examine the contemporary reception of these figures, looking both at those who champion the progressive possibilities they represent as well as feminist and subaltern critiques.

CLAS 1160. Love and Devotion, Power and Poverty: India's Literary Classics.

This course will introduce, in English translations, the most powerful examples of the literature of India. The course will introduce students to India's unparalleled literary richness by reading selections of the best poetry, drama, and narrative literature of Indian civilization from any of its many languages (Sanskrit, Tamil, Hindi, Bengali, etc., and English), ancient and modern.

CLAS 1175. High Crimes and Misdemeanors: Impeachment trials and their Rhetoric.

This course explores the history of impeachment trials in Athens, Britain, and the USA. We study some of the early deployments of impeachment (eisangelia in Greek) at Athens, its brief flourish in fourteenth century Britain, and its flowering in the seventeenth and eighteenth centuries. Subsequently we turn to the impeachment of Warren Hastings in 1788-1795 and then to the earliest impeachments in the US. We keep in mind the different time periods and governmental structures (direct democracy, monarchy with parliament, representative democracy) and investigate how legal processes--and their rhetoric--function in each of them.

CLAS 1179. Reception of Latin in Americas.

This course will explore the reception in colonial Mexico of the Ovidian Latin poetry centred on the theme of exile, tackling also related topics such as displacement, nostalgia, geographical discoveries, the encounter with the Other, barbarity, linguistic and national identity. Class activity will involve the close reading of a selection of pieces, literary and not, which we shall intersect with a survey of the historical circumstances that shaped the three colonial centuries of Mexico (from the 16th to the 19th). Departing from this core, we shall follow the several lines of our enquiry along their path from the Old to the New World (and back to the Old) — to eventually end up exploring the possibility that literature itself (as much as other arts) might serve as a viable means to find some comfort for the exilic distress.

CLAS 1181. Encountering Monsters in Comparative Literature (COLT 1815U).

Interested students must register for COLT 1815U.

CLAS 1202. Formation of the Classical Heritage Greeks, Romans, Jews, Christians, and Muslims.

Explores essential social, cultural, and religious foundation blocks of Western Civilization, 400 BCE to 800 CE. We will study how ancient Western individuals and societies confronted oppression and/or dramatic change and developed intellectual and spiritual strategies still in use today. The organizing theme is the eternal struggle between universalism and particularism, including: Greek elitism vs. humanism; Roman imperialism vs. inclusion; Jewish assimilation vs. orthodoxy; Christian fellowship vs. exclusion, and Islamic transcendence vs. imminence. Students should be prepared to examine religious thought from a secular point of view. There is no prerequisite or assumed knowledge of the period.

CLAS 1202A. Formation of the Classical Heritage: Greeks, Romans, Jews, Christians, and Muslims (HIST 1202).

Interested students must register for HIST 1202.

CLAS 1205A. The Long Fall of the Roman Empire (HIST 1205)..

Interested students must register for HIST 1205.

CLAS 1210. Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC.

From the end of the Bronze Age to the end of the Persian Wars is a period of considerable change in the Mediterranean and beyond. The Greek polis challenges the powers of the ancient Near East. Over seven centuries we meet Greek writing, Homeric epic, and the first historian (Herodotus). But the Greek world lay on the edges of the Ancient Near East and this course tries to offer a more balanced approach than the typically Hellenocentric perspective of the standard textbooks. CLAS 1210 addresses cultural, political, social, and economic histories. Literary, epigraphical and archaeological cultures provide the evidence. There are no written exams for this course. No previous knowledge of the ancient world is required.

CLAS 1220. The Fall of Empires and Rise of Kings: Greek History 478 to 323 BC.

The Greek world was transformed in less than 200 years. The rise and fall of Empires (Athens and Persia) and metamorphosis of Macedon into a supreme power under Philip II and Alexander the Great provide the headlines. The course covers an iconic period of history, and explores life-changing events that affected the people of the eastern Mediterranean and the topics that allow us to understand aspects of life and culture of the peoples of the eastern Mediterranean. and through these transformations, offers insights into the common pressures that communities confronted. No prior knowledge of ancient history is required.

CLAS 1230. The Persian Empire and Achaemenid Culture.

CLAS1230 explores the Persian Empire (6th to 4th centuries BCE), its beginnings, development, historiography. We will incorporate Achaemenid culture, and its reception, in a broad spatial and temporal context. The course approaches the ancient world from the perspective of 'the Other'. Taking a Perso-centric view, the course incorporates the multi-disciplinary fields associated with Achaemenid studies since the 1980s. Primary source documents, maps, and readings, will be assembled to provide students with visual, material, and written evidence from the regions of the Persian Empire. Central to this course will be our own engagement with difference/different cultures, and their presentation(s). The majority of the materials will be delivered via the Canvas site. No prior knowledge of antiquity is assumed.

CLAS 1240. Modern Greece in the World (MGRK 1240).

Interested students must register for MGRK 1240.

CLAS 1260. The Roman Reception of Greek Literature.

Reading a number of shorter poems and excerpts in both Greek and Latin, paying particular attention to how Roman writers respond to Greek examples. Readings include Catullus and Sappho, Horace and Pindar, Virgil and Theocritus, and others, with a view to the interactions of meter, genre, and language.

CLAS 1310. Roman History I: The Rise and Fall of an Imperial Republic.

The social and political history of Ancient Rome from its origins to the death of Augustus in 14 CE. Focuses on the social conflicts of the early Republic; the conquest of the Mediterranean and its repercussions; the breakdown of the Republic and the establishment of monarchy. Readings emphasize ancient sources in translation.

CLAS 1320. Roman History II: The Roman Empire and Its Impact.

The social and political history of the Roman Empire (14-565 CE). Focuses on expansion, administration, and Romanization of the empire; crisis of the 3rd century; militarization of society and monarchy; the struggle between paganism and Christianity; the end of the Empire in the West. Special attention given to the role of women, slaves, law, and historiography. Ancient sources in translation.

CLAS 1320X. Roman History II: The Empire (HIST 1201B).

Interested students must register for HIST 1201B.

CLAS 1330. Roman Religion.

Explores the religions of Rome, from the animism of King Numa to the triumph of Christianity. Topics include: concepts of religion and the sacred; sacred law; ritual space and the function of ritual; festivals; divination; magistrates and priests; the imperial cult; death and the afterlife; mystery cults; astrology and magic.

CLAS 1350. Comparative Grammar of Greek and Latin I.

An introduction to the histories of the Greek and Latin languages within the frame of their Indo-European antecedents. Addresses the sound systems of the two languages and applies our knowledge of them to a consideration of the semantics (etymology) of words in the languages. For those who know Greek and Latin well, though no specific prerequisites can be listed. Students of classics and linguistics are the main audiences addressed.

CLAS 1420. Death in the West.

This course explores the history of western attitudes toward death from their origins in the ancient Near East and classical antiquity through the medieval and early modern periods to the modern era. The aim is to trace the evolution of western deathways against the backdrop of an anthropologically and sociologically informed understanding of this universal human experience. Among the issues to be considered are the needs of both individuals and society in proper treatment of the dead; in what ways funerary customs reflect broader cultural and historical developments; and what the implications are of recent and contemporary trends in western funerary practices.

CLAS 1750A. Caesar's Failure and Augustus' Success.

Both Caesar and Augustus reached sole power in the Roman empire by winning civil wars. Both initiated broad reform programs, but Caesar was soon assassinated, while Augustus lived for another 45 years. We will analyze their reforms and examine the causes and historical significance of Caesar's failure and Augustus's success.

CLAS 1750B. Justice.

An inquiry into notions and definitions of justice. Plato's *Republic* is the basic reading. Considers a wide variety of novels, poems, and plays as examples.

CLAS 1750C. Undergraduate Seminar: Emotions.

Were the emotions of the ancient Greeks and Romans identical to our own? When a Greek felt pity, or a Roman was angry, were the causes and the manifestations the same as ours? This senior seminar examines how Greeks and Romans defined the emotions, and checks their descriptions against literary texts. One year of either Greek or Latin required.

CLAS 1750D. Philosophy of Socrates.

In this class we will read and discuss various ancient portraits of Socrates (in Aristophanes' *Clouds*, Plato's *Apology* and *Symposium*, and Xenophon's *Apology*) and several Platonic dialogues representing Socrates in action discussing moral questions, including the *Crito*, *Laches*, *Charmides*, *Lesser Hippias*, *Protagoras*, and *Gorgias*. We will focus on questions about the historical Socrates (as distinct from the portraits), his avowals of ignorance, irony, methods of argument, and interest in definition, as well as the moral questions explored in the dialogues. All readings will be in English translation.

CLAS 1750E. Writing History in the Ancient World.

The Greeks and Romans created the western tradition of historiography as a genre of literature and historical reflection. The seminar will focus on the great historians from Herodotus to Tacitus and examine what purpose they pursued in writing history; investigate the origins of historical writing, and look at forms of historical reflection and writing in other ancient civilizations.

CLAS 1750H. Heroes and Heroism in Graeco - Roman Antiquity and Beyond.

Examines the concept of hero, an ancient Greek word, which had a wide variety of meanings and was employed to designate a series of diverse characters of myth. We will trace the evolution of this idea through a detailed analysis of its uses in Greek and Roman texts, and also contrast its ancient sense with present day conceptions of the hero and heroism. All readings will be in English. The course is open to all undergraduates, but preference will be given to juniors and seniors. Enrollment limited to 25.

CLAS 1750I. Highways and Byways in Antiquity.

This seminar will explore the construction and development of pathways of communication and contact in the ancient (primarily Mediterranean) world. Emphasis will be placed upon major routes (highways) and the state-level powers that instituted and controlled them, but also on more modest roads and paths and the communities they promoted. The scope of the course is thus quite extensive, embracing both terrestrial and maritime roadways, and all forms of activity that took place on and along them (trade, pilgrimage, 'strip development', imperial postal and spy systems, ports, etc.). Some previous study of antiquity is desirable. Please note: CLAS 1750I is being team-taught by Susan Alcock and John Bodel.

CLAS 1750J. Ancient Revenge Dramas.

We shall study revenge tragedies composed in ancient Athens and Rome and also some composed during the Renaissance. We shall examine formal characteristics of the tragedies as well as the conceptual constellations (historical, political, social, theatrical, legal) under which they operated for the three periods; an important question will be whether and how this medium permits us to understand how law and the notion of justice operates in a given society.

CLAS 1750K. Madwomen and Lovers.

Ancient Greeks and Romans were fascinated by the figure of the distressed mythological heroine, and from the Classical period onward their literature showcases women tormented by love (often for a forbidden object), but able to give voice to their desires and dilemmas. We will look at examples from different types of ancient literature (especially drama and epic), focusing on the blend of victimization and self-expression in their portrayal, and on their sometimes surprising role in the literature of love, mythology, and national history.

CLAS 1750L. Erotic Desire in the Premodern Mediterranean.

Erotic desire may be a universal human phenomenon. How we explain, depict, express, or experience desire is, however, not a universal, uniform matter. The premodern Mediterranean (from roughly the fifth century BCE to the fifteenth century CE) gives us a variety of forms of sexual experience and expression. We will study the history of these forms through texts, images, and objects: from Platonic love or eros to Roman tales of romance, from Judeo-Christian mysticism to Islamic literature, from sexual diets to erotic amulets. Enrollment limited to 25.

CLAS 1750N. Marriage in the Ancient World.

Marriage is a historical phenomenon: it assumes various forms and has distinct meanings in different societies, even those that have been regarded as the fountainhead of Western values. This course (a seminar addressed in particular to upper-level undergraduates) investigates this important social institution in ancient Greece and Rome, using a variety of primary documents (literary, historical, epigraphical, etc.) and taking account of modern approaches to the study of marriage, including anthropological, sociological and psychological theories. All sources will be read in English.

CLAS 1750P. Homicide, Revenge, & Marital Disasters: Reception of Greek Drama in Rome, England, & Japan.

(1) We examine theater and its relation to society, particularly, its reflection of legal culture (detections of murderers, adulterers, and young lovers); we also examine law's 'theatricality' ('productions' of trials). (2) We also explore more broadly how dramas were performed, using as comparanda Japanese Noh and Kabuki (in each, for example, we find all-male casting). (3) Attention is also directed toward twentieth century receptions of these plays; we focus largely on Japanese productions, particularly of Yukio Ninagawa, mastermind of Japanese theater who directed numerous Greek tragedies and Shakespearean plays in different venues, absorbing and subverting phenomena of traditional Japanese theater.

CLAS 1750R. Holy Places and Sacred Spaces in Ancient Greece.

For thousands of years, travelers have been astonished at the physical beauty of Ancient Greek sites such as Olympia, Delphi, and Delos. For anyone who visits these numinous sites, it's easy to see why the Greeks believed that the gods loved them, too. In this course we will be exploring the notion of sacred space in Greek, with emphasis on sanctuaries, topography, archaeological phenomenology, and pilgrimage. We will research and discuss sites and sanctuaries from literary, archaeological, and other material and theoretical perspectives; we will also ask what about certain spaces and places leads us to regard them as 'sacred'.

CLAS 1750T. Love and Identity in the Roman Empire.

Sex, pirates, powerful goddesses, and mistaken identities: these are just some of the aspects of the so-called Ancient Novel and its parodies. In this course we will investigate how a few fictional texts from the 1st-3rd centuries A.D. construct their characters' gender and sexuality, and therefore reflect concerns about wisdom, power, and difference within the Roman Empire.

CLAS 1750U. Greek Life: Athens as a College Town Under the Roman Empire.

This course focuses on the role of Athens as one of the most important educational centers of the Roman Empire to examine themes in the cultural history of the Eastern Mediterranean from the 2nd to the 6th century CE. Students traveled from all over the Roman world to study in Athens, celebrity professors competed to attract the biggest classes, and freshmen joining fraternities were subjected to bizarre hazing rituals. Course topics include the Second Sophistic, the educational curriculum, Paganism and Christianity in Late Antiquity, Neoplatonism, and the fate of Athens as an urban center. All readings in English translation.

CLAS 1770. Ancient Law, Society and Jurisprudence.

After a brief survey of modern legal systems (USA, common and civil law systems), we return to Athens and Rome. Topics: sources of law, its evolution, (e.g., feuding societies); procedural law (e.g., how to bring cases); legal reasoning; rhetoric; substantive law (e.g., regarding marriage, religion, homicide). Different approaches are used: historical, comparativist, anthropological, case-law study.

CLAS 1825. Race, The Classics and Democratic Theory (POLS 1825G).

Interested students must register for POLS 1825G.

CLAS 1930A. Introduction to Greek and Latin Meters.

We will survey the major metrical systems of Greek and Roman verse by reading a wide range of short poems and brief extracts. The main concerns will be, first, how to scan poems correctly, and second, how to evaluate metrical and rhythmic choices. Prerequisite: GREK/LATN 0400, or demonstration of equivalent ability in Greek and Latin.

CLAS 1930B. Dying God.

The figure of the dying god (like Adonis, Osiris, or Attis), embodying both beauty and tragedy, has exerted a fascination from ancient times to the present day. His worship was sometimes central to the community, sometimes marginal, yet compelling in its "outsider" status. His myths invited meditations on love and death in various modes from comedy to epic. This course, through the great mythological texts of Greece and Rome as well as modern literature and art, will explore the figure in all its variety, along with Christian adaptations and recent interpretations. There will be writing assignments.

CLAS 1930C. Parasites and Hypocrites.

The course is a study of the many forms of toadying, groveling, feigning friendship, flattery, ass-kissing, and so on, that were such a large of source of concern — and comedy — in antiquity. The anxieties over hypocrisy in a democracy and parasites in client-patron systems will be explored historically, in literary representations, and in their social, political, and economic contexts. Authors to be read include Aristophanes, Plutarch, Lucian, Plautus, Horace, and Petronius.

CLAS 1930E. Economy of Ancient Greece: New Approaches.

What was the material underpinning of Greek Society? How did the production and distribution of resources connect individuals and states and what ancient mentalities and ideologies governed this exchange? New scholarly approaches and new evidence have drastically changed how we understand the ancient economy in recent decades. This course will survey key issues in the ancient economy such as Mediterranean ecology, trade, the invention of coinage, taxation, consumption, agriculture, slavery, and connectivity. In the process, we focus closely on the primary sources, in the form of literacy, archeological, numismatic, and epigraphic evidence, while also considering current scholarly methodologies and controversies.

CLAS 1930F. Women Writing Epic.

This course will introduce students to English translations and adaptations of ancient Greek and Roman epics to consider the contemporary politics of representing and publishing women. These poems chronicle men talking with or fighting each other, all in the hopes of reproducing "great" men. Women often function as backgrounded appendages or, if significant, effect something catastrophic. We will revisit these dynamics and explore how literary genre genders authors and readers in relation to war, citizenship, race, class, sexuality and/or celebrity. How does epic negotiate social identities or formations? What needs to happen for women to write epic? What happens when women write epic? Which kind of women does the publishing industry want/allow to write epic now?

CLAS 1970. Special Topics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CLAS 1990. Conference: Especially for Honors Students.

Section numbers vary by instructor. Please check banner for the correct section number and CRN to use when registering for this course.

CLAS 2000. Proseminar in Classics.

Introduction to standard research methods and tools in major subdisciplines of classical philology and ancient history. Required of entering graduate students. Survey of various subdisciplines in order to become familiar with field and scholarly principles.

CLAS 2010A. Mysteries Documents.

No description available.

CLAS 2010B. Roman Topography.

That actions occur in place is obvious, but how does place define action, and how do actions define place? How does the accretion of meanings assigned to a place through repeated use provide significance to the current actions, affect reinterpretations of past events, and effect future uses? Topography explores not only the history of monuments but also the constellation of meanings shaped by the interaction of monuments with each other in the cultural landscape. Topographical relationships serve as an imprint of a particular community's social, political, economic, and religious behavior within and across space and time. Ancient Roman case studies.

CLAS 2010M. Problems in Old World Archaeology: The Archaeology of Empires.

They were big, they were bad, they were beautiful... Cradles of civilization, wreckers of havoc, empires rank among the most influential political and social formations in global history. This seminar will explore general literature on imperial genesis, consolidation and decline, as well as the specific and unique contributions that archaeology and art history can offer to the understanding of empire.

CLAS 2011. Critical Approaches to Classical Texts: Theory and Methods.

These seminars will examine categories fundamental to the study of ancient literature and historiography, highlighting the relevance of ancient philosophy, rhetoric and poetics to modern critical/theoretical approaches. Topics can include: text, author, context, literature, genre, representation, emulation, narrative, historiography, commentary, reception. Contradictions in the idea of 'classics' can also be considered, in connection with questions of diversity and ethical approaches to Greco-Roman texts. The course aims to draw on participants' needs and experiences to offer firm and constructive guidelines for professional academic writing, eliminating common errors and misconceptions (intentional and biographical fallacies, confusion between allusion and intertextuality, 'topoi and 'tropes'.)

CLAS 2011A. Critical Approaches to Classical Texts: Theory and Methods.

These seminars will examine categories fundamental to the study of ancient literature and historiography, highlighting the relevance of ancient philosophy, rhetoric and poetics to modern critical/theoretical approaches. Topics can include: text, author, context, literature, genre, representation, emulation, narrative, historiography, commentary, reception. Contradictions in the idea of 'classics' can also be considered, in connection with questions of diversity and ethical approaches to Greco-Roman texts. The course aims to draw on participants' needs and experiences to offer firm and constructive guidelines for professional academic writing, eliminating common errors and misconceptions (intentional and biographical fallacies, confusion between allusion and intertextuality, 'topoi and 'tropes'.)

CLAS 2080A. Seminar: Allusion/Intertextuality/Influence.

We will study the full career of allusion (from Homer to hip-hop) to gain a sense of its origins and development, especially in antiquity and late antiquity; to understand allusion functionally, (and to measure the durability of that function across time); and to read extensively in the allusive practices of one ancient author.

CLAS 2080B. Seminar: Social Conflicts in the Roman Republic.

This seminar, open to upperclassmen with experience in Roman history, will analyze the causes, impact, and results of social conflicts in the early (the "struggle of the orders") and late Roman Republic (Tiberius Gracchus, the Catilinarian Conspiracy), and the latter's contribution to the demise of the Republic. Sources in translation.

CLAS 2080C. The Emperor Tiberius.

No description available.

CLAS 2080H. Topics in Roman Republican History.

This seminar will examine some of the major controversies in Roman Republican history, with possible excursions to the archaic and triumviral periods. The focus will be on political and cultural history, and on questions of method and theory. Topics will be partially dictated by student interest. Assessment include student presentations and leading discussions, writing an abstract for a term paper, and a term paper.

CLAS 2100G. The World of Late Antiquity.

Focused on the Mediterranean world between the third and ninth centuries CE, this seminar introduces students to the study of late antiquity and the early middle ages from a multidisciplinary perspective. Class sessions focus on the intensive reading of a small collection of closely-related primary sources in the original language and contextualizing them through a grounding in other disciplines essential to the study of ancient and medieval history, including archaeology, codicology, palaeography, numismatics, and prosopography. Topics vary by semester and may include such themes as the body, emotional and psychological histories, trauma, slavery, violence, "barbarians," or interfaith interaction. Prerequisite: Latin

CLAS 2110A. Graduate Seminar: The Book.

This seminar examines the relationship between ancient literary forms and the media in which they were presented. Specifically, it considers the connections between the ways in which ancient books were published and distributed—in papyrus rolls and bound codices, individually and in groups, privately and commercially—and the cultural conventions of reading and literary appreciation in antiquity. Chronologically the seminar focuses on the late Roman Republic and early Empire (ca. 100 BCE -200 CE), but attention is devoted also to new papyrological evidence for the development of poetry books during the Hellenistic period. A reading knowledge of Greek and Latin is required.

CLAS 2110K. Vision and Visualization in Literature: The Rhetoric of Enargeia.

How does writing make us see? We will study rhetorical concepts of “vivid description” (enargeia, phantasia, evidentia) from ancient Greek and Roman theory and literary practice and follow their reception in later periods and literary traditions, including modern evaluations of their significance (all readings in English). Taking texts from poetry, historiography, philosophy, and elsewhere, we will explore “vividness” particularly in terms of tropes of persona-fashioning (prosōpopoeia) and subject-positioning, with attention to the ethical and ideological implications that that may entail, and explore its relations with such topics as ecphrasis, narratology, and spectacularity.

CLAS 2200. Frogs Round a Pond: Studies in Mediterranean Connectivity.

Holden and Purcell's *The Corrupting Sea* was swiftly established as a landmark study of the ancient Mediterranean with its publication in 2000 and has remained such in the intervening years. The monumental work covers three millennia of human history and highlights the long-standing connectivity of highly fragmented Mediterranean microregions. While drawing on a long and rich tradition of Mediterranean-centered scholarship, it is distinguished by its authors as a study of the human history of the Mediterranean rather than of history in the Mediterranean. This course considers the research traditions out of which this work developed and explores its marked influence on scholarship in the 25 years since its publication.

CLAS 2450. Exchange Scholar Program.**CLAS 2930A. Alexandrian Poetry.**

We will read extensive selections in the original languages from Hellenistic Greek poetry and Latin poetry with Hellenistic influence, with an eye to their historical and cultural context and to their intertextual dimension.

CLAS 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CLAS 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CLAS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

CLAS XLIST. Courses of Interest to Classics Concentrators.**Greek****GREK 0100. Essentials of the Greek Language.**

This is the first part of a two-semester Ancient Greek course. The purpose of the course is to develop students' ability to read and understand Ancient Greek literary texts and to build firm foundations in terms of grammar, vocabulary and reading skills. Selections from Attic Greek authors. No previous knowledge of Greek is required.

GREK 0110. Intensive Introduction to Ancient Greek.

Intensive, one-semester introduction to Greek. No previous knowledge of Greek is required. This is a double credit course.

GREK 0200. Essentials of the Greek Language.

Second half of a two-semester approach to ancient Greek with special emphasis on developing facility in rapid reading of Greek literature. Selections from Attic Greek authors. Students typically have completed GREK0100, or have the equivalent already.

GREK 0300. Introduction to Greek Literature.

Introduction to Greek literature through intensive reading. Prerequisite: GREK 0200, GREK 0110, or the equivalent. This course focuses on translation and comprehension of Classical Greek prose. The goal is to expand your vocabulary, increase your ease with morphology, and deepen your understanding of syntax as each of these elements of the language interact with each other. The primary text will be Plato's *Apology*, with some additional readings by Xenophon.

GREK 0310. Grammar Review and Composition.

Half-credit course with attention to student's individual needs.

GREK 0400. Introduction to Greek Literature.

Prerequisite: GREK 0300 (or the equivalent). Review of grammar of the Attic dialect through rapid reading of texts by Lysias, Plato, or Xenophon. Emphasis on syntax and style.

GREK 1010. Introduction to Greek Drama.

Both for students who have recently finished GREK 0300 and 0400 and for those who have little or no experience of translating Greek drama. Begins with a brief review of Attic grammar with readings in Plato. Then turns to Greek drama with students reading a play of one of the dramatists and focusing on philological analysis and meters.

GREK 1050A. Aristophanes.

The course is addressed to students with at least a medium-level command of Ancient Greek (that is, they have completed at least two years of study at the college level); previous knowledge of Aristophanic language and poetry is not required. We will be reading in the original language Aristophanes' *Acharnians* and, if there is time, *Wasps*. The first was composed during the Peloponnesian War and the second during a short interval of peace when the law courts appear to have been in operation; both have a good deal of political humor. There will be readings of modern essays on different aspects (language, meter, historical background, theatrical performances, literary interpretations, etc.) of this play and of Aristophanes' production.

GREK 1050B. Euripides.

We will read two plays of Euripides, *Andromache* of ca. 425 and *Orestes* of 408, both dramatizing the aftermath of the Trojan War; as time permits, we will read relevant fragmentary plays and papyrus fragments. We will give a close reading to the two plays and their textual problems, esp. in *Andromache*, and in the case of that play, we will be concerned with its double plot and oft-cited lack of coherence. In both plays, we will also be concerned with their emotional onslaught, mythological fireworks, theatrical dynamics, and the connection to their dramatic locales (in *Phthia* in the earlier one, in *Argos*, in the later) and to the politics of the times, that is, respectively, to the first years of the Peloponnesian War and to the tumultuous politics of the last decade of the fifth century.

GREK 1050C. Sophocles.

An introduction to the study of Athenian tragedy. We shall read closely at least two plays of the Oedipus cycle: *Antigone*, *Oedipus the King*, and *Oedipus at Colonus*. We will give close attention to language, meters, and matters of performance.

GREK 1050D. Homer: *Iliad*.

No description available.

GREK 1060. Herodotus.

How do we read Herodotus' *Histories* in today's post-truth era? Once known as part of the 'Liar School', today's 'Father of History' is better understood as a commentator on cultural difference, an artful story teller, and an astute observer of historical methods. This course focuses on Herodotus Book I and the short stories of Croesus, Cyrus, the rise of the Persian empire, the Greeks in Asia Minor, Athens, and Sparta. This Advanced Greek course is suitable for Undergraduates (including those who have recently completed GREK0400) and Graduates. Assessment is formative and summative; no summatively assessed written examinations.

GREK 1080. Attic Orators, Seeing Slavery in Athenian Lawcourt Speeches.

We study Athenian lawcourt speeches (Greek) that exemplify the way slaves are present in them. Slaves may have approximated at least a third of the population of Athens; their lack of legal status, however, meant they had no right to sue others or to defend themselves—not even, if murdered, to find a post-mortem justice for their deaths. They are visible in disputes and often enmeshed in the very process of trials—as informers against masters who could win awards for so doing or more likely as witnesses who were subjected to torture for their testimony. At other times they are the objects of legal disputes from their ‘workplace’: as bankers sued for appropriating vast sums of money, as managers of shops that change ownership, as prostitutes under contract who are fought over by citizen men.

GREK 1082. Readings in Athenian Oratory.

Readings, in Ancient Greek, of selections from 4th C. BCE Athenian oratory, with emphasis on building and reviewing the grammar and vocabulary of Attic prose. As the speeches demand, thematic topics (historical, linguistic, juridical, etc.) will also be covered. Students should have completed at least four semesters of college-level Ancient Greek or the equivalent before taking the course.

GREK 1100. Advanced Homer: The Odyssey.

It is hard to imagine a more joyful way to acquire excellent control of Homeric Greek than by reading, in its entirety (if possible), Homer's wonderful and captivating work, the *Odyssey*. Though it can be a little time-consuming initially, students quickly become familiar with the syntax and the vocabulary, and find great pleasure in immersing themselves in this thrilling masterpiece.

GREK 1100G. On the Sublime.

What makes great writing great? We will explore this question with the author of “On the Sublime” a treatise thought to be from the first century CE and usually attached to the name “Longinus”. Sappho, Homer, Plato and many others are invited into the discussion as we try to define the power (and occasional shortcomings) of the works they’ve left behind.

GREK 1110B. Plato, Phaedrus.

We will read in Greek Plato's dialogue *Phaedrus* on love and rhetoric. We will attempt to understand the dialogue as a unified whole, discussing such questions as the link between love and the art of persuasion, Plato's denigration of writing, and the relationship between rhetoric and philosophy.

GREK 1110C. Plato: Statesman.

Reading of Plato's *Statesman* in Greek and discussion of the questions: What is special about the Statesman's expertise? How (if at all) does his expertise differ from that of the philosopher? How is the Statesman related to the philosopher-kings in Plato's *Republic*? Discussion of Plato's later philosophical method, a topic central of the *Statesman*.

GREK 1110D. Plato: Symposium.

Readings in Greek Plato's *Symposium*, his beautiful dialogue about love and philosophy.

GREK 1110E. Plutarch.

Reading of selections from Plutarch's works with attention to literary and historical background.

GREK 1110F. Poetry of Gods and Heroes.

Readings in early Greek hymns, creation myths (especially Hesiod's *Theogony*), and short poems about human struggle and values.

GREK 1110G. Selections from Greek Authors: Mysteries.

We shall read documents pertaining to the Eleusinian Mysteries. In the first part of the course, we focus on orations (Andocides 6, “On the Mysteries”; Lysias 6, *Against Anocides for impiety*). In the second part, we read inscriptions (including ‘sacred laws’) pertaining to the Mysteries.

GREK 1110H. The Odyssey.

It is hard to imagine a more joyful way to acquire excellent control of Homeric Greek than by reading, in its entirety (if possible), Homer's wonderful and captivating work, the *Odyssey*. Though it can be a little time-consuming initially, students quickly become familiar with the syntax and the vocabulary, and find great pleasure in immersing themselves in this thrilling masterpiece.

GREK 1110I. Selections from Greek Authors: Thucydides.

Thucydides Book 5: It begins with a corrupt line that seems to tell us that Athens' truce (4.117-19) with the Spartans would continue; it ends with the diplomatic failure of the Melians' conference with the Athenians. In between and inter alia, there are the deaths of Brasidas and Kleon, the story of Thucydides' exile from Athens, and three verbatim or ‘raw’ (?) treaties: the peace of Nikias, the alliance of Athens and Sparta, and the ‘Quadruple Alliance’ (a treaty between Athenians, Argives, Mantineians, and Eleians—to which we shall compare IG 13 83). We shall translate the book with nitty-gritty philological attention; and we shall also be concerned with the overall narrative structure and the way the diplomatic documents fit into the text. Why did Thucydides insert verbatim or ‘raw’ treaties into his history? And are they in fact the real thing?

GREK 1110J. Plato: Theaetetus.

Theaetetus is in many ways Plato's most modern dialogue. The central question is: what is it to know something? Is knowledge some sort of skill? Is it perception? True judgment? Some sort of account together with true judgment? We will read the dialogue in Greek and discuss Plato's fascinating investigation of knowledge.

GREK 1110K. Early Byzantine Literature.

No description available.

GREK 1110L. Aeschylus' Agamemnon.

No description available.

GREK 1110M. Selections from Greek Authors: Plato, Sophist.

No description available.

GREK 1110N. Menander.

Thanks to a series of remarkable discoveries over the last century, we can now read several comedies by Menander. In this course, we shall investigate the nature of New Comedy, its typical plot structures and characters, the conditions of its performance, and its relation to the Hellenistic world in which it was composed.

GREK 1110O. Aristotle: Nichomachean Ethics.

In this class we will read Books I, II, III, and X of Aristotle's *Nicomachean Ethics* and discuss his treatment of the highest human good, moral virtue, the doctrine of the mean, and his theory of action.

GREK 1110P. Sophocles.

This course offers a thorough introduction to Sophocles and Greek tragedy through a careful study of two plays, *Antigone* and *Philoctetes*, as well as a rapid survey of Sophocles' other works. Close attention will be paid to issues of language, poetry, and performance. In addition, through a representative selection of recent scholarship we will explore themes including Sophocles' engagement with culture and politics in fifth-century Athens as well as the reception of his plays in modern and contemporary theater.

GREK 1110Q. Greek Erotic Literature: From Plato to the Medieval Romances.

Survey of desire in Greek writing, with an emphasis on post-classical texts. Exploration of Platonic love, Roman Greek literature on eros, friendship in late antique and medieval rhetoric and letter-writing, erotic epigrams from Imperial to Middle Byzantine times, depictions of the erotic in hagiographical texts, and, finally, the twelfth-century revival of romantic fiction. Four semesters of Greek required.

GREK 1110R. Characters and Characterization in Greek Literature.

We will read passages from a wide range of Greek literature, both verse (epic, drama, lyric, epigram) and prose (history, oratory, biography, the character sketch), as well as ancient criticism, with our attention focused on the representation of character, individuality, and self-hood, especially in relation to genre.

GREK 1110S. Xenophon.

What discourse was there about running the state in Xenophon's work? GREK 1060 reflects on tyranny, democracy, and oligarchy under the critical eye of the Old Oligarch ([Xenophon] Constitution of the Athenians and Xenophon's Hieron, Constitution of the Spartans, and Poroi. This advanced Greek language and literature course enhances participants' knowledge and understanding of Greek, develops an appreciation of important themes and current research into Xenophon and his minor works, and improves the student's capacity to translate and comment on ancient Greek text. Assessment is by a combination of translation, commentary, essay assignments, and examinations.

GREK 1110T. Rhetors and Philosophers: Intellectual Thought and Sophistic Style in the Ancient World.

In a series of notorious dialogues, Plato delineated a distinction between two professions that were to define future intellectual history: philosophy and rhetoric, the science of thinking juxtaposed to the art of speaking. We will study the transformations of this distinction in four exceptional socio-cultural contexts: Classical Athens, Imperial Rome, Late Antique Alexandria, and Medieval Constantinople. We will discuss the basics and varieties of educational curricula (Aristotle's Academy, Second Sophistic, Neoplatonism), the social position and self-definition of ancient intellectual figures, and the ever-fluid boundaries between content and form, thought and style; ultimately, between philosophy and literature.

GREK 1110U. Survey of Post-Classical Greek (2nd-12th century CE).

This course will study the development of post-classical Greek language and literature with an emphasis on three traditions—the Second Sophistic, late antique discourse (4th-5th centuries), and writing in medieval Constantinople (9th-12th centuries)—through a close reading of texts from a variety of styles, authors, and genres. The selections will be tailored to the needs of the participants. Prior knowledge of Greek (an equivalent of 2 years) is required. Prerequisite: GREK 0400 or instructor permission. Enrollment limited to 20.

GREK 1110V. Greek Funeral Orations.

Survey of classical Greek funeral orations; authors to be covered include Thucydides, Plato, Demosthenes, and other fourth century prose writers. The emphasis of the course will be on Greek grammar and techniques of prose translation, though throughout the semester we will also be discussing the nature of ancient Greek commemorative discourses, particularly in classical Athens. Some background on Greek lament and other funerary genres will be provided, and short supplementary texts may range from Homeric excerpts to inscribed epitaphs. Students should already have four semesters of ancient Greek (completion of GREK 0400) or the equivalent.

GREK 1110W. Persians, Others, in Greek Literature.

This Advanced-level Greek course explores the depiction of the 'other' in the long-5th century BCE. The course engages the construction of identity, and issues of race and ethnicity, in relation to the Greek presentation of the Persians in the century after the Second Persian invasion (478 BCE onwards). We will read, in ancient Greek, selections from Aeschylus' Persians, Aristophanes' Acharnians, Ctesias' Persica, Herodotus' Histories, and Xenophon's Cyropaedia. Equipped with the more recent approaches to identity and critical race theory, students will explore the production of categories of ethnicity in ancient Greece and the world beyond the confines of the Mediterranean.

GREK 1110X. Aristotle's Politics.

Aristotle's Politics is a landmark in the history of political thought: the first systematic study of political life. Thinkers from Aquinas to Agamben and Foucault have taken the Politics as the foundation of their own political theories. In this course, we will read Book 1 of the Politics in its entirety, as well as selections from Books 3, 5, 7 and 8. We will address stylistic, philosophical and philological questions raised by the text, as well as reflecting on larger interpretive questions.

GREK 1110Z. Greek Texts in the Postclassical Tradition.

A treasure of unedited or insufficiently edited as well as untranslated or little studied Greek texts exists in the postclassical tradition (especially from the Roman period onward). The course will introduce graduate and qualified undergraduate students into this large body of later Greek literature as well as provide training in the study of manuscripts and the preparation of critical editions, translations, and commentaries. Participation in a joint publication project is possible.

GREK 1111B. Polybius.

This course focuses on Book IV of Polybius' Histories, deals with the late third century BCE, the Roman impact on Hellenistic Kingdoms and Greek communities, and Polybius as writer and historian. The course is addressed to students with at least a medium-level command of Ancient Greek (that is, they have completed at least two years of study at the college level). The course enhances student knowledge of Ancient Greek, develops an appreciation of important themes and recent research into Polybius and his work, and improves the student's capacity to translate Ancient Greek (into English) and comment on ancient Greek text. Assessment is by a combination of translation, commentary, and essay assignments. There is no mid-term or final examination.

GREK 1111C. Late Antique Historiography: Procopius of Caesarea.

This course will consider the writings of Procopius of Caesarea (ca. 500-565) in light of his place in Greek literary history, and his cultural context in the Late Roman Empire of Justinian. Sessions will combine a critical reading of texts in Greek with analysis of the author's historical methods, style, and literary influences. We will study portions of all three of Procopius' surviving works, beginning with The Wars, and continuing with The Secret History and The Buildings.

GREK 1111D. Daphnis and Chloe.

Goethe said that you should read Longus' "Daphnis and Chloe" once a year (in Greek, of course!). So if you haven't read it yet, it's time. One of the first novels ever written, it offers pirates, erotic encounters, and numerous goat-filled landscapes. Discussions include the origins and development of the prose novel, the political and social context of the times, and the beauty of Longus' idyllic narrative.

GREK 1111F. The Greek Chorus.

One of the most striking features of Greek drama is the presence of a chorus whose members dance, sing, and contribute to the dramatic action in ways that puzzle modern audiences. Besides the drama, choruses are also found in other genres: in victory odes for champions of athletic competitions, in hymns to gods and goddesses, and in other forms such as the dithyramb. In this class, we will read a representative selection of choral lyric, from Alcman to Aristophanes, including major figures such as Pindar, Aeschylus, Sophocles, and Euripides.

GREK 1111J. Hippocratic Medicine.

In this class we will read texts from the Hippocratic Corpus on ancient medicine, including the Oath, On Ancient Medicine, Airs, Waters, Places, The Sacred Disease, On the Seed, On the Nature of the Child, and some other texts including Diseases of Women in ancient Greek. Requires basic reading knowledge of ancient Greek

GREK 1140. Introduction to Greek Linguistics.

Examines changes that took place in Greek from the time of its separation from its parent language (Proto-Indo-European) to the dialects of Classical times (5th-4th C.B.C.). This course is also an introduction to the methodology of historical linguistics, concentrating on phonology. Proficiency in ancient Greek is required.

GREK 1150. Greek Prose Composition.

Survey of Greek grammar and an opportunity to reflect on problems of translation. Main goals: to improve the students' command of prose syntax (both in reading and writing), and to develop a keen sensitivity towards issues of translation. A variety of texts written in Attic prose are read and analyzed in class. Students are expected to write two to three compositions a week in good Attic prose. Advanced knowledge of ancient Greek is a prerequisite for this course.

GREK 1260. Plato and Aristotle.

No description available.

GREK 1260A. Plato's Protagoras.

Plato's Protagoras is a literary and philosophical masterpiece representing a great gathering of intellectuals, including Socrates and the sophist Protagoras. The two men try to out-wit each other on such topics as political theory, literary criticism, and education. Major questions throughout the discussion are: What is the role of knowledge in a successful life, and how can we acquire knowledge that leads to success? We will read the dialogue in Greek. Prerequisite: two years of Greek (GREK 0400) or demonstrated equivalent ability.

GREK 1810. Greek Literature Survey to 450 BCE.

Surveys early Greek literature to 450 BCE. Works studied include the *Iliad*, *Odyssey*, the Hesiodic poems, Pindar, Bacchylides, and Aeschylus. Emphasis on literary interpretation, the poetics of oral poetry, and the early history of various literary genres. Extensive readings in the original.

GREK 1820. Greek Literature Survey after 450 BCE.

Surveys Greek literature after 450 BCE. Authors studied include Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, as well as the literature of the fourth century and beyond. Emphasis on literary interpretation and the intellectual currents of the times. Extensive readings in the original.

GREK 1830. Imperial Greek Prose.

How did Greek literature evolve under the Roman Empire? In this course we survey Greek prose literature of the 2nd-4th centuries CE, in particular trends related to what might be called "the Long Second Sophistic." Authors and topics we study include: figures traditionally associated with the Second Sophistic (Dio Chrysostom, Philostratus, Lucian, Aristides), the Greek novel, rhetorical theory and textbooks, biographical literature, travel-writing (Pausanias), Athenian-trained Christian rhetors such as the Cappadocian Fathers, and the concept of *paideia* and its relationship to specialized disciplines such as medicine and logic.

GREK 1910. Special Topics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GREK 1930A. Euripides.

The plays of Euripides and related works, subject to consultation with students.

GREK 1930B. Greek Epigraphy.

Practical (making and reading squeezes, identifying letters, locating inscriptions, etc.) and analytical aspects of epigraphy will be pursued. The major focus will be legal inscriptions from the Greek world.

GREK 1930C. Introduction to Greek Papyrology.

During the 20th century, papyrology has become the most important source for new literary texts, with three substantial discoveries in the last decade (Simonides, Empedokles, Poseidippos). Provides an introduction to the basic techniques of this comparatively young discipline: material evidence, decipherment, dating, interpretation, restoration, editing, etc. Focus on literary texts, but documentary papyri will also be examined.

GREK 1930D. Rapid Reading in Plutarch.

No description available.

GREK 1990. Conference: Especially for Honors Students.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GREK 2000A. Aristophanes.

No description available.

GREK 2000B. Greek Epigraphy.

An introduction to the study of Greek epigraphy. We shall examine treaties, laws, decrees and other documents, mostly from Athens but also from other parts of the Greek world. Practical issues (e.g., the actual reading of letters and the identification and dating of documents) and analytic questions (e.g. regarding historical context) will be explored.

GREK 2000C. Seminar: Plutarch.

Rapid reading of selections from Plutarch's *Lives* and from his *Moralia*.

GREK 2000D. Graduate Seminar: On Greek Margins: Introduction to Reading Scholia and other Technical Literature.

No description available.

GREK 2020A. Sophocles.

No description available.

GREK 2020B. Herodotus.

Books 3 to 5.

GREK 2020C. Pindar.

No description available.

GREK 2020D. Thucydides.

Books I and VIII: language, mode of thought, and methodology; how the work was composed, historical problems; supplementary sources: epigraphical, literary.

GREK 2020E. Greek Choral Lyric: Pindar and Bacchylides.

Choral lyric played an essential role in the religious, cultural, and festive life of the Greeks in the fifth century B.C. Both Pindar and Bacchylides were acclaimed as masters of this art, and their compositions were performed in all parts of the Greek world. With proper preparation, we can enjoy in their original language their elevated poetry and appreciate the information it harbors concerning myth, local traditions, economics and power relations of class and gender. We will also consider such topics as the circumstances of their performance, literary sources and allusions, and the poets' own social position.

GREK 2050A. Demosthenes.

No description available.

GREK 2050B. Documents: Religious Cults and Sacred Laws.

In the first half of the course we shall read documents pertaining to the Eleusinian mysteries in Athens, including (a) two orations, Andocides 1 "On the Mysteries," and Lysias 6 "Against Andocides for impiety;" (b) a variety of inscriptions published by Clinton (in Eleusis, The Inscriptions on Stone: Documents of the Sanctuary of the Two Goddesses and Public Documents of the Deme), and (c) the grand inscription of Adnanian (ca. 92 B.C., not Eleusinian but related). In the second half of the course, we shall read inscribed sacred laws from Greece and Asia Minor, from the fifth to the first century B.C.

GREK 2070A. Lucian.

The funniest and most impressive writer of Greek prose during the imperial period (not to mention the alleged inventor of science fiction), it is no wonder that Lucian was a favorite author from the Renaissance to the early 20th century. But he was also regularly reviled -- Martin Luther once thundered at Erasmus, "you ooze Lucian from every pore" (it wasn't a compliment). This class will focus on his philosophical satires and contextualize those satires within the philosophies of the second century CE. Along with primary and secondary readings -- not only from Lucian but also authors like Galen and Sextus Empiricus -- we will discuss the texts, the times, and the nature of Lucian's philosophical skepticism.

GREK 2070B. Seminar: Hellenistic Poetry.

In this seminar we will read in their original Greek version extended portions of three major Alexandrian poets' works: Apollonius of Rhodes, Callimachus, and Theocritus, supplemented by readings in Hellenistic epigrams and other texts as well as secondary literature. We will pay attention to the social, political and literary environment of third century Alexandria, where --under very special conditions-- these works were produced and received for the first time. We shall investigate the nature of the Hellenistic aesthetic, the relation of Hellenistic to archaic and classical poetry, and the way Hellenistic poetry is a reflection of its time and place.

GREK 2100A. Herodotus.

No description available.

GREK 2100B. Making Memory: Simonides, Herodotus, and Greek Identity.

No description available.

GREK 2100C. Drama and the Polis.

No description available.

GREK 2100D. Ancient Literary Criticism.

Survey of ancient literary theory, with an emphasis on Greek sources. Topics to be covered include the representation of poets, the nature of inspiration, the elements of literary style, the moral and ethical uses (and dangers) of poetry, mimesis, the relationship between poetry and citizenship, literature and education, etc. We will read, in Greek, excerpts from (e.g.) Aristophanes' *Frogs*, Plato's writings on poetry, Aristotle's *Poetics*, Plutarch's *How a young man should study poetry*, and pseudo-Longinus' *On the Sublime*. Students will be evaluated on the basis of in-class presentations, two translation exams, and a seminar paper.

GREK 2110A. Homer.

A close reading of the entire *Odyssey*, exploring all aspects of the poem, from its oral composition, language, and style to its background myths and social dimensions. Homer's text will be read in Greek, and extensive secondary sources in several languages will be used.

GREK 2110B. Literary Criticism in Greek Scholia.

No description available.

GREK 2110C. Plato's Republic and its Neoplatonic Reception.

A close reading of Plato's *Republic* together with Proclus' fifth-century CE commentary. The main focus is Plato's discussion of poetry and mimesis (books 2, 3, and 10), his appropriation of myth and dramatic technique (books 7 and 10), and Proclus' attempt at reconciling Plato with Homer, namely Plato's anti-mimetic stance with his overt theatrics and myth-making. Brings together classical writing with its post-classical readings, broaches such topics as the notion of mimesis and the reception of Plato as well as Homer in Antiquity, and introduces students to late antique allegory and what has been termed the birth of the symbol.

GREK 2110D. Greek Epigraphy.

An introduction to the study of Greek epigraphy. We shall examine treaties, laws, decrees and other documents, mostly from Athens but also from other parts of the Greek world. Practical issues (e.g., the actual reading of letters and the identification and dating of documents) and analytic questions (e.g., regarding historical context) will be explored.

GREK 2110E. Aeschines and Demosthenes, "Crowning Speeches".

GREK 2110F. Greek Palaeography and Premodern Book Cultures. Introduction to pre-modern Greek book culture and the study of Greek literary scripts from classical antiquity to the Renaissance. Students become acquainted with the history of books, the context and agents of their production, and the transmission of Greek (classical as well as post-classical) literature. Training is provided in reading and dating different scripts and in editing ancient texts.

GREK 2110G. Identity, Repatriation, and Justice: International Relations Among Greek Cities 700 BCE - 90 BCE.

We study diplomatic documents, mainly in epigraphical sources, from all parts of the Greek world especially from the 5th to 2nd centuries BCE. Alliances, international arbitrations, and decisions of foreign judges will be major concerns; we shall be particularly interested in agreements that are composed after wars or major disputes among citizens (*staseis*) are ended, especially in arrangements that are made to foster harmony between citizens who have remained in a polis with fellow citizens who have returned from exile; and also in arrangements to solve disputes over land ownership and to promote economic growth. Our texts are not only diplomatic instruments (treaties, arbitrations, etc.) but also letters of monarchs and dynasts and honorary decrees. As a final project, students are to prepare a dossier of texts relating to one particular polity, documenting its relations with another city or cities, or to divisions within its own population.

GREK 2110K. Aristotle's Theology in Metaphysics Lambda.

Metaphysics Lambda (Book XII) is a self-contained series of lectures presenting in its first five chapters an overview of Aristotle's natural philosophy and metaphysics (first philosophy) and culminating in its last five chapters in his tantalizing treatment of divine substance and its causal role in the cosmos. Among the questions to be asked: What is first philosophy and how does Lambda—finally developing Aristotle's theology—fit into that larger project? How does God govern the cosmos as an object of love? How should we understand the claims that God thinks himself and that "thinking is thinking of thinking"?

GREK 2120A. Graduate Seminar: Greek Autobiography: From Plato to the Middle Ages.

An exploration of autobiographical narratives written in Greek from classical to Byzantine times, focusing on the relation between changing notions of the self and the development of autobiography as a literary genre. Authors examined: Plato, Demosthenes, Nicolaus of Damascus, Marcus Aurelius, Aelius Aristides, Lucian, Gregory of Nazianzus, Libanius, Synesius, Michael Psellos, Michael Attaleiates, and Anna Comnena.

GREK 2150. Plato's Theaetetus.

See PHIL 2150I for course description.

GREK 2970. Preliminary Exam Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

GREK 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

GREK 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Latin**LATN 0100. Essentials of the Latin Language.**

An intensive two-semester approach to Latin with special emphasis on developing facility in the rapid reading of Latin literature. No previous knowledge of Latin is required.

LATN 0110. Intensive Introduction to Latin.

This course offers a rapid introduction to the Latin language and grammar. As a one-semester introduction to material often covered in two semesters, this course carries two credit hours instead of one. The workload for this course is correspondingly heavy; students may expect an average of ten hours of homework—including memorization, practice, and preparation of vocabulary and grammar—per week. There are no prerequisites for this course.

LATN 0200. Essentials of the Latin Language.

Second course in an intensive two-semester approach to Latin. Special emphasis on developing facility in the rapid reading of Latin literature. No previous knowledge of Latin is required prior to taking this two course sequence.

LATN 0300. Introduction to Latin Literature.

Introduction to Latin literature through intensive reading of major authors in prose and poetry with careful attention to grammar and style. Prerequisite: LATN 0100, 0200 or 0110 (or equivalent).

LATN 0310. Grammar Review and Composition.

Half-credit course with attention to student's individual needs.

LATN 0400. Introduction to Latin Literature.

Introduction to Latin literature through intensive reading of major authors in prose and poetry with careful attention to grammar and style. Prerequisite: LATN 0100, 0200 or 0110 (or equivalent).

LATN 0510A. Latin Mystical Writing.

We read variously in Latin those authors (Cicero, Horace, Augustine, Anselm, Hildegard) who articulate the best traditions of mysticism in the West: a longing for transcendence, alienation, unity through participation with divinity and culture. Prerequisite: A knowledge of Latin at the intermediate level (one or two years).

LATN 0510B. Medieval Latin Lyric.

Open to students with two years of Latin.

LATN 1010. Latin Lyric: Catullus and Horace.

Introduction to Latin lyric poetry through the poems of its finest representatives, Catullus and Horace. Emphasis placed on careful reading of the poems, which will be considered individually, as parts of a collection, and as representatives of the poetry we call lyric. The primary objective of the course is to improve students' ability to read Latin lyric poetry fluently, in terms of meter, grammar, syntax, and literary-critical appreciation. We will also read and discuss a selection of seminal articles on ancient lyric, and students will get experience (and guidance) writing scholarly criticism.

LATN 1015. Horace's Odes.

This course covers Horace's four books of lyric poetry in the original Latin, with attention paid to linguistic and literary details as well as to the poetry's place in the history of Greek and Roman literature and in Roman political and social culture at the moment of transition from Republic to Empire.

LATN 1020A. De Oratore.

No description available.

LATN 1020B. Cicero, Verrines.

Our aims are to understand and translate Cicero's *Against Verres* II.4 ('On the Statues'), and to study its historical, legal, and cultural background—not only the laws that were broken and the legal procedures, rhetorical strategies and performative displays for winning the case (but never 'used' since the speech was never delivered), but also the concept of cultural theft that impels Cicero's argument and that has exerted so great an influence in later centuries. We shall, as time permits, consider the influence of the Verrines on Edmund Burke in his prosecution of Warren Hastings (1787-1794), so much so that accounts of Verres' enormities in Sicily became comparative material for the contemporary trial of Hastings in London newspapers; and also their influence on the first international law code recognizing cultural property (the 'Lieber Code', 1863) as a protected category in war.

LATN 1020C. Cicero's Republic.

As one of the only texts that articulates a "Roman" political philosophy, Cicero's *De Re Publica* is indispensable for students with an interest in Roman history or classical political thought. In this class, we will address the text from both these perspectives; but we will also read it as a work of literature that remakes the genre conventions of the Platonic dialogue for a Roman readership. We will also address the complex relationship between the text of *De Re Publica* and the troubled times in which it was written.

LATN 1020D. Cicero at the End of the Republic: Politics, Letters, and Philosophy.

We study Cicero's writings from the last months of his life, when both his own personal legacy and the fate of the Republic were at stake. During this turbulent period he produced the *Philippics* against his arch-enemy Mark Antony, letters offering an intimate perspective on friendship and family life, and the *De Officiis*, a treatise on ethical duties that became one of the most influential works of moral philosophy ever written. We read the Second *Philippic*, several letters, and most of *De Officiis* Book I in Latin, plus selections of other *Philippics* and all the *De Officiis* in English.

LATN 1040A. Virgil: Eclogues and Georgics.

Virgil, most famous as the poet of the *Aeneid*, began his career with two smaller masterpieces: a collection of ten bucolic poems (*Eclogues*) modeled on the *Idylls* of the Hellenistic poet Theocritus, and a didactic work on agriculture in four books, the *Georgics*, which found its inspiration both in Hellenistic models and in more recent Roman antecedents (including Lucretius' *De Rerum Natura*) and is viewed by many as the poet's finest achievement. We will read selections from both works, concluding with the *epyllion* at the end of *Georgics* Four, which relates the tragic love story of Orpheus and Eurydice.

LATN 1040B. Virgil: Aeneid.

Close reading of selections from all twelve books of Virgil's epic.

LATN 1050. Horace Satires, Epistles and 'Ars Poetica'.

We will read selections from each of these collections of Horace's hexameter poetry, in which we learn much about the poet's life and education, his friendships with Vergil and others, his relationship with his patron Maecenas and eventually with Augustus, and his theories about the "Art of Poetry" as it should best be practiced and appreciated. We will also consider the place of Horace's poems in the development of the satirical and epistolary genres at Rome as well as the influence of these works on the later poetic (and literary-critical) tradition.

LATN 1060A. Latin Prose: Further Readings in Roman Historiography.

No description available.

LATN 1060B. Sallust.

A study of the nature and themes of Roman historical writing through reading one of its major representatives: "Catilinarian Conspiracy" and selections from Sallust's other works. Comparison with other authors writing on the same topics.

LATN 1060C. Sallust and Livy.

Two major Roman historians provide a basis for study of style, intent, veracity, and stature.

LATN 1060D. Sallust, Livy, and Tacitus.

Three major Roman historians provide a basis for study of style, intent, veracity, and stature.

LATN 1060E. Livy.

Close readings of Livy's history of Rome, *From the Foundation of the City*. As we read selections from Books 1, 5, and 21, we will explore several historiographical aspects of Livy's text. We will consider both the historical tradition Livy was adapting and the influence and intrusion of the Augustan regime upon Livy's particular construction of the past. We will pay special attention to the roles played by myth, legend, and history. We will also discuss the text as literature and examine how the historian structures and crafts his work into individual books, sets of books, and a coherent multi-volume whole.

LATN 1060F. Ovid.

Reading of selections from Ovid's poetry, with emphasis placed both on close reading and on the texts' engagement with poetic issues (genre and intertextuality) and with the wider political and cultural issues of Augustan Rome.

LATN 1060G. Tacitus.

Will examine the literary and historical significance of Tacitus' *Annals*. In addition to reading the entire *Annals* in English, we will focus on books 1 and 4 of the Latin text, translating 6-8 pages per week (time permitting, we will also practice some sight-translations from book 14). In an effort to understand Tacitus' place in the ancient historiographical tradition, we will read several secondary sources, many of which respond to (or build on) Ronald Syme's monumental work. Not open to first year students.

LATN 1060H. Conquest: Caesar and Tacitus.

Caesar's account of the Gallic Wars reconstructs his conquests, defeats, and ultimate victory. We will consider the great general's aims and objectives in launching such a major military campaign and in writing a history of these endeavors. Was he simply seeking greater glory for the Roman people? After the midterm, we will turn our critical attention to the life of another Julius: Cn. Iulius Agricola, the Imperial general largely responsible for Rome's conquest of Britain. In this moral biography of his father-in-law, Tacitus mixes panegyric and invective to reveal the less savory aspects of imperialism: Rome's rapacity, corruption, greed, and despotism.

LATN 1060I. Senecan Tragedy.

Close reading and thorough translation of two Senecan revenge tragedies, the *Medea* and *Thyestes*. Emphasis will be on translation of the Latin, but as time permits we will also be discussing the two plays in their mythological, cultural, historical, and performance contexts. Students should already have four semesters of Latin (LATN 0400) or the equivalent.

LATN 1060J. Ovid Heroides.

Ovid's collection of "Heroides" is comprised of fifteen elegiac "letters" from mythological heroines to the lovers who have mistreated or abandoned them, as well as three pairs of letters between heroic lovers and their beloveds. We will read selected Heroides in Latin and the remaining poems in English translation. Emphasis will be placed on close reading of the Latin and on the poems' engagement both with poetic issues (e.g., genre and allusion) and with the wider political, social, and cultural discourses of Augustan Rome.

LATN 1060K. Seneca.

Philosopher, statesman, teacher, husband, and friend, Seneca (the Younger) was respected in his life and revered for his spectacularly Stoic death. This course will introduce students to aspects of Senecan thought, style, and influence while refining general facility with Latin.

LATN 1110A. Apuleius.

No description available.

LATN 1110B. Augustine, *Confessions*.

We will focus on the Christian humanism of Augustine's *Confessions*, reading excerpts from the autobiographical books against the diction found in them owed to Catullus, Cicero, Horace, Lucretius, Ovid, Sallust, and Virgil. The question of why a Christian might make use of such diction will be answered through attention to Augustine's training and his literary aims in writing the *Confessions*.

LATN 1110C. Caesar: *Bellum Gallicum*.

No description available.

LATN 1110D. Civil War Literature.

Reading of Latin works that deal with the reality and experience of civil war, focusing primarily on the civil war of 49-48 B.C.E.: Caesar's *Civil War*, Cicero's letters of the time, Cicero's Caesarian orations, and selections from Suetonius and Lucan. Additional readings in translation.

LATN 1110E. Comedy.

No description available.

LATN 1110F. Fortunatus.

Wide reading in the occasional poetry of the most prolific writer of the early Middle Ages, attending to diction, meter, imagery, allusion, and paying special attention to the (homo- and hetero-) erotic pieces written to the poet's friends.

LATN 1110G. Latin Love Elegy.

Reading of representative selections from each of the Roman elegists: Tibullus, Propertius, and Ovid. Discussion also of the origins and development of love elegy at Rome and exploration of the themes and topoi that define the genre. Follows the poets' negotiations with various discourses and ideologies in Augustan Rome: literary, social, sexual, and political.

LATN 1110H. Literature at the Court of Charlemagne.

We will read widely in the Latin literature of the eighth and ninth centuries, paying attention to genre, meter, patronage, and the shifting uses put to poetry in the decades in which Charlemagne ruled.

LATN 1110I. Lucretius.

Lucretius' *De Rerum Natura*, a long philosophical poem, is both a major source for Epicurean philosophical thought and an example of the ambitious Latin poetry of the late Roman Republic. We will read extensive selections from the poem in Latin. Our aim will be to make a detailed exploration of these sections through close reading of the Latin text and discussion of linguistic, literary, and cultural problems.

LATN 1110J. Petronius.

Close reading of Petronius's comic masterpiece, the *Satyricon*, with emphasis on questions of form, narrative technique, and literary intention.

LATN 1110K. Selections from Latin Authors: Ausonius.

We will read widely in the poetry of Ausonius, aiming for depth and breadth, but focusing especially on those poems that speak to the ways in which the poet transformed or transferred the classical Latin tradition to his successors.

LATN 1110L. Medieval Latin Lyric.

Close reading of a representative sampling of the personal poetry of the Latin Middle Ages, paying attention to what constitutes the lyric mode in the fourth through the twelfth centuries, developments in metrics, the effects of Christianity on vision and voice, the pressures of vernacular traditions, lyric rhetoric.

LATN 1110M. Plautus.

We shall read two or three plays of the comic genius of ancient Rome, with focus on Plautus' language and cultural background.

LATN 1110N. Latin Comedy: Terence.

We shall read several plays of Terence. This course is ideal for freshman who have studied Latin for three or four years in high school and who are taking their first college course and for students returning to Latin after an interval without Latin.

LATN 1110O. Roman Satire.

Survey of the genre of Roman verse satire, with special attention to Horace and Juvenal and additional readings in Lucilius and Persius.

LATN 1110P. Lucan's Civil War.

We will read selected books of Lucan's Civil War (*Bellum Civile*) in Latin and the poem in its entirety in English. Alongside the primary goal of refining our facility with Latin language, we will also become increasingly familiar with and sensitive to Lucan's style, his poem's place within the development of Greco-Roman epic, and the socio-political context(s) of his poem's creation (e.g. Nero and the Pisonian conspiracy). Themes to be discussed may include, but are not limited to, the grotesque, epic's both complimentary and critical relationship to empire, ambition and Roman gender constructs, and the dynamics between art and politics.

LATN 1110R. Catilines: Cicero and Sallust.

Close readings of selections from Cicero's Catilinarians and Sallust's *Bellum Catilinae*. We will explore how two contemporary authors responded to the same historical event: the Catilinarian conspiracy. We will consider not only the differences of genre (political speech v. historical monograph), but also the ways in which each author's involvement affected the content of his presentation. Additionally, we will examine Sallust's and Cicero's distinctive positions on Latin diction and stylistics. Prerequisite: Knowledge of elementary Latin grammar and intermediate Latin reading skills.

LATN 1110S. Catullus.

We will read all the extant poetry of Catullus with an emphasis on close reading of the Latin text and discussion of linguistic, literary, and cultural problems.

LATN 1110T. The Poetry of Praise.

The art of praising powerful men and women comes into Roman poetry from Greek encomium, particularly of the Hellenistic period; it begins in the late Republic, but comes into full flower with Augustus' consolidation of his own rule. Are we dealing with straightforward praise of rulers? With ironic or tendentious critiques? With texts that can perform both functions? We will study examples drawn from a number of Latin authors, mainly Augustan, as well as a few Greek texts in English translation. Enrollment limited to 20. Intermediate Latin (a passing grade in LATN 0300 and/or 0400) or the equivalent, for example in secondary school.

LATN 1110X. Selections from Latin Authors: Ovid, *Ars Amatoria*.

This course will cover Ovid's *Ars Amatoria*, Book One, as well as other selections from Ovid. Our aim will be a detailed exploration of this poetry through close reading of the Latin text and discussion of linguistic, literary, and cultural questions. Quizzes, exams, and a 7 to 10-page term paper will be required.

LATN 1110Y. Latin Epistolography.

Through reading letters from different periods of Roman History, students will become more familiar not only with the ways letters negotiated Roman social, political, and intellectual networks but also how Roman authors drew on epistolary conventions to compose literature in other forms. Authors to be read may include but are not limited to Cicero, Ovid, Pliny the Younger, and Fronto.

LATN 1110Z. Dying in the Republic.

For those who witnessed the bloody violence and brutal butchering of the late Republic, death and dying were everywhere. What did these Romans believe happened to the dead? Was there an afterlife? This course explores two texts (Virgil and Cicero) that deal with visions from and of the spheres beyond the realm of the living. Discussion of supplementary material from other authors, religious studies, and material evidence further develop our notions of what it meant to die in the Republic.

LATN 1120A. Literary Culture in the Latin Middle Ages.

This course will survey the genres relevant to the Latin Middle Ages (beast poetry, hymns, sequences, tropes, miracle and passion plays, prosimetrum) and older forms in their medieval incarnations (epic, lyric, elegy, pastoral). We will also do some work in manuscript production, including the interplay of visual and textural modes. Work in selected medieval vernaculars is possible for students so inclined. We will focus on the tenth through the thirteenth centuries.

LATN 1120B. Poetry at the End of the Roman World.

Edward Gibbon thought the "fame of Ausonius condemned the taste of his age." Study of the taste of Ausonius' age, surveying Latin literature written during and after the so-called fall of Rome. Focus on some masterworks of Silver Latinity as a bridge to our period. Sampling of literature from the 4th, 5th, and 6th centuries. Authors include Prudentius, Ausonius, Paulinus of Nola, Sidonius, Avitus, and Fortunatus.

LATN 1120C. Survey of Late and Medieval Latin.

A study of the masterworks of the Latin language written between 350 C.E. and 1300 C.E., with special emphasis on the 4th, 8th, and 12th centuries. The historical development of Latin literature; changes in Latin grammar, syntax, and morphology; innovations in genre, prosody, and stylistics; and the relationship of writings (manuscripts) to art and music.

LATN 1120D. Alcuin.

Alcuin lived a life of wide variety and accomplishment, not least as an important member of Charlemagne's inner circle and, like many at court, he wrote widely and in multiple genres. From his enormous output this course will focus on the large collections of poetry and letters. We will attend in both gatherings to theme, tone, style, and allusivity and, where appropriate, we will ponder alternate readings in a collection that has not been edited since the late nineteenth century.

LATN 1120E. Writing Lives in Late Antiquity: Jerome and Augustine.

This course will explore the development of new forms of biographical and autobiographical writing in Latin in the fourth and fifth centuries CE. We will focus on two monumental late ancient authors, Jerome and Augustine, and examine the way that these Christian intellectuals conceive of and express ideal lives in a newly Christian Empire. Texts will include selections of Jerome's *Lives of Paul the Monk and Hilarion*, his letters, and Augustine's *Confessions*.

LATN 1120G. Reading Humanist Latin Texts.

The course will explore in depth some important Renaissance or 'early modern' works of Latin literature, many of which have not been translated into English. As well as opening up a new field of Latin writing, the course will extend general knowledge of classical literature by involving some less commonly studied ancient sources. It will also introduce some early imprints, enabling you to consider texts directly in the original form in which they first appeared.

LATN 1120H. Latin Radicals (HMAN 1975V).

Interested students must register for HMAN 1975V.

LATN 1120I. Latin Epic from Mexico.

The Latin epics produced in colonial Mexico contain a wealth of exciting material, and only one, Rafael Landívar's *Rusticatio Mexicana*, has ever been translated into English. The course will introduce this remarkable tradition of writing which began in the 1500s, before focusing on two striking examples from the early eighteenth century: José de Villerías y Roelas' *Guadalupe* (1724), a narrative of the celebrated apparitions of the Virgin of Guadalupe in Mexico in 1531, a decade after the Spanish conquest; and (ii) José Mariano de Iturrigarsa's *Californiad* (1740), an account of the visions and divine prompting that led the Jesuit missionary Salvatierra to seek to convert the indigenous inhabitants of Baja California. This is a 1000 level Latin class: some familiarity with Virgil and experience of reading the *Aeneid* will be a helpful prerequisite.

LATN 1150. Latin Prose Composition.

Review of the basic tenets of Latin syntax, composition, and style. English to Latin translation exercises will shore up composition skills, as we study the stylistic traits of seven Roman authors: Cato, Caesar, Cicero, Sallust, Livy, Seneca, and Tacitus. The course will proceed chronologically according to author. Class time will be spent on translation exercises and review, as well as the identification of the stylistic and syntactic characteristics of the seven authors under study.

LATN 1250. Law and Literature.

No description available.

LATN 1810. Survey of Republican Literature.

Our purposes in this survey of Latin literature are to acquire a comprehensive historical perspective on Latin poetry and prose until the end of the Republic and a sense of its phases and the dynamics of its tradition; and to read different styles of Latin poetry and prose with confidence and ease.

LATN 1820. Survey of Roman Literature II: Empire.

This course will survey the major authors of Latin literature in chronological order from Virgil.

LATN 1930A. Cicero: *De Oratore*.

Close reading of Cicero's *de Oratore*.

LATN 1930B. Ammianus Marcellinus.

In brilliant if idiosyncratic language, Ammianus Marcellinus, last of the major Latin historians, records the exciting and fateful events of his own times, the fourth century A.D., including therein his personal and dramatic involvement in events. We will chiefly read his famous account of the deeds of the emperor Julian ("the Apostate"). The course is intended for advanced students.

LATN 1970. Special Topics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

LATN 1990. Conference: Especially for Honors Students.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

LATN 2000A. Senecan Tragedy.**LATN 2010A. Catullus in Horace.**

No description available.

LATN 2010B. Horace's *Epistles*.

No description available.

LATN 2010C. Ovid, *Metamorphosis*.

No description available.

LATN 2010D. Seminar: Roman Comedy.

We start with a couple of plays of Menander and fragments of New Comedy; we then read representative comedies of Plautus and Terence in depth.

LATN 2010E. Virgil: *Aeneid*.

We will read through the whole of Virgil's *Aeneid* in the original Latin, raising and discussing interpretive questions that can include—but are not limited to—the poem's political dimension and its representation of Roman identity, its relation to Augustan culture and the wider cultures of the ancient Mediterranean, its Greek and Roman models and how it changes them, its narrative and narratological style, and its reception in later cultures, including the *Aeneid*'s influence on European and other imperial discourses and the 20th- and 21st-century contestation of its ideological thrust.

LATN 2010F. Ovid: *Tristia*.

Close examination of the eleven poems that comprise the first book of Ovid's *Tristia*.

LATN 2010G. Roman Agricultural Writers.

No description available.

LATN 2010H. Varro.

Survey of the works of Rome's greatest scholar, the polymath M. Terentius Varro, with focus on *De Re Rustica*, *De Lingua Latina*, *Antiquitates*, and the Menippean satires.

LATN 2010I. Appendix Virgiliana.

We will survey the Latin poetry of the Julio-Claudian period, focusing on collections of pseudonymous texts that have come down under the names of Virgil and others and that include epic, lyric, epigrammatic, elegiac, and other types of poetry, ranging in theme from high-flown panegyrics to raunchy Priapea. Some of these exerted great influence on later writing; some are almost unknown. We will aim for a more nuanced view of Latin poetry and Roman culture between and around the better-studied poetic texts of the period.

LATN 2010J. Terence and Reception in Donatus.

No description available.

LATN 2020F. Seminar: Ammianus Marcellinus.

No description available.

LATN 2030A. The Age of Augustus.

No description available.

LATN 2030G. Augustine: Confessions.

A close reading of selected books of the Confessions against the backdrop of its pagan and Christian sources. Part of the seminar will be devoted to re-constructing the readerly and writerly spaces Augustine inhabits, how those spaces impinge on his engagement of his sources, and what sort of readerly competencies the imply.

LATN 2030H. Graduate Seminar: Caesar, *Bellum Civile*.

No description available.

LATN 2040. Seminar: Roman Literature.

No description available.

LATN 2080A. Late Latin Literary Culture.

No description available.

LATN 2080B. Lucan.

No description available.

LATN 2080C. Late Latin Poetry.

We will read widely and quickly in a selection of poets (Prudentius, Claudian, Sidonius, etc.) but focus our work on the poetry of Fortunatus and Alcuin, paying attention especially to textual issues and the history of scholarship, such as it is, of select poems. Reading knowledge of French required. The seminar will convene for one week at the conference on late Latin poetry to be held in October 2011 on campus. Open to graduate students; advanced undergraduates may enroll with instructor permission.

LATN 2080D. Late Latin Poetry.

We will read selectively in the fourth (Ausonius, Prudentius) and the sixth (Fortunatus) centuries, paying attention to the ancient Latinity informing the compositional habits of these poets, and focusing on the collective writing of a commentary on one book of Fortunatus' collection. There will be regular reports and some guest lecturers.

LATN 2080F. Latin in America.

Exploration of some of the rich and extensive 'neo-Latin' writing from colonial Spanish America, with particular emphasis on poetry and literary prose from sixteenth-century Mexico, much of which has never been studied or translated. Latin satires, epigrams, bucolic poems, literary epistles and dialogues will be examined in relation to their classical models and influences – and in the context of the multicultural environment in which they were produced. As well as opening a new world of Latin, this course will familiarize you with the format of some early modern books and manuscripts, and offer a unique perspective on traditional classical literature

LATN 2080I. Latin Atlantic Epic.

This course will involve study of Latin epics produced in Europe and the Americas (1500-1780) which addressed themes particular to the discovery, conquest and colonisation of the New World.

A range of texts of will be introduced, but the class will probably focus on two or three works in particular over the course of the semester. The historical conditions in which these epics will be considered as well as the poets' classical models and their sources in early modern Latin and vernacular writing.

LATN 2090A. Elegy.

No description available.

LATN 2090B. Lucretius.

In this seminar, we will read Lucretius' *De rerum natura* entire, and discuss it both as a work of Epicurean philosophy and as one of the world's greatest works of didactic poetry and a masterpiece of Latin literature. Background texts will be assigned from time to time.

LATN 2090C. Ovid: Exile Poetry.

No description available.

LATN 2090D. Propertius.

We will concentrate especially on the elegist's third book, which has been viewed both as a work of closure (a farewell to the erotic themes dominant in the earlier books) and as transitional (as the poet moves toward the more overtly Callimachean stance and political themes that will characterize the fourth book). While our primary interest will be literary-critical, including especially the elegist's engagement with his Roman contemporaries, we will also engage seriously with textual criticism, employing Heyworth's *Cynthia* and the new Oxford commentary on Book 3 (in addition to the other major commentaries).

LATN 2090F. Tibullus.

No description available.

LATN 2090G. Epigrams.

No description available.

LATN 2090I. Augustan Literature and Egypt.

This seminar studies Hellenistic influence on Latin poetry and Roman ideology in the period of Rome's slide from a dysfunctional oligarchy to an autocracy. We will focus on how such authors as Virgil, Horace, Propertius, and Ovid assimilate and transform the imperial literature of the Greek East in the time of Augustus' conquest of Egypt, both accommodating a poetics of monarchy and opening up adversarial standpoints within the same discourse. We will also look at earlier and later Latin poetry and prose texts to place this poetry within literary and political history.

LATN 2110. Seminar: Roman Satire.

No description available.

LATN 2111. Horace's Odes and their Reception.

We will read selections from Horace's Odes closely, with attention to the lyric traditions in which they were composed and the lyric traditions which they later helped constitute. In addition to questions of style, meter, voice, and history, we will also examine the commentaries, ancient and modern, which have accompanied readers of the Odes. Although the course is primarily aimed at graduate students in Classics, advanced undergraduates are also welcome to participate, as well as qualified graduate students in other humanities programs.

LATN 2120A. Roman Epigraphy.

A practical introduction to the study of Latin inscriptions, with emphasis on the reading, editing, and interpretation of texts on stone. Class time will be divided between discussion of various categories of texts in the light of the 'epigraphic habit', literacy, and the sociology of reading in antiquity and hands-on experience with editing inscriptions on stone.

LATN 2120B. Tacitus.

Close readings of selections from Tacitus's works, especially the *Agricola*, *Dialogus*, and *Annales*, with emphasis on style, form, and literary intention. Attention will be paid also to Tacitus's political career and the life of a senatorial historian in the age of Trajan.

LATN 2120C. Graduate Seminar: Apuleius.

No description available.

LATN 2970. Preliminary Exam Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

LATN 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

LATN 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Modern Greek**MGRK 0100. Introduction to Modern Greek.**

Designed for students with little or no prior knowledge of Modern Greek. The aim is to introduce students to basic linguistic structures and develop the ability to comprehend and produce text, as well as to speak and understand speech, in a variety of contexts and registers. The course objectives are to enable students to perform a range of tasks, master a minimum core vocabulary and acquire knowledge and understanding of various forms of Greek culture.

MGRK 0110. Intensive Beginning Modern Greek.

This is an hybrid, intensive, double-credit language course that meets three days a week synchronously in a physical / remote classroom, in addition to three classroom days, in an asynchronous online environment. This proficiency and literacy-oriented, integrated-skills course is designed for students with little or no prior knowledge of Modern Greek. It places emphasis on the acquisition of the four language skills, speaking, listening, reading and writing, within a framework that fosters communicative competences, understanding of discourse and critical insights into Modern Greek societies and cultures, within their world contexts. By the end of MGRK0110, students will be able to transition to MGRK0300. In addition to language and culture-specific work, this course will support the development of transferable skills that will enable students to respond with confidence to the demands of undergraduate study.

MGRK 0200. Introduction to Modern Greek.

A continuation of MGRK 0100. New students may place into it, after special arrangement with the instructor. The course continues on an integrative skills approach and aims to develop language skills, within a framework of specific topics and functions. The course objectives are to enable students to perform a range of tasks, master a minimum core vocabulary and acquire knowledge and understanding of various forms of Greek culture.

MGRK 0300. Intermediate Modern Greek.

Develops linguistic and cultural competence and may be taken by anyone who has completed MGRK 0200 or after consultation with the instructor and/or a placement exam. It focuses on further development of the four language skills as well as knowledge and understanding of various aspects of Greek society. It employs a variety of materials, including film, digital stories, internet based sources, music, art, and literature.

MGRK 0400. Intermediate Modern Greek.

A continuation of MGRK 0300. New students may place into it, after special arrangement with the instructor. It aims to enhance language skills within a variety of registers and themes; enable the students to master, use and understand effectively essential linguistic structures; examine a variety of expressive forms within an authentic cultural context.

MGRK 0500. Advanced Modern Greek.

May be taken by students who have completed the previous sequences or by anyone who places successfully into the course. The course places emphasis on the improvement of writing and oral skills, via presentations, collaborative projects, conversations and assignments based on topics and texts, drawn from a variety of sources and cultural forms of expression.

MGRK 0600. Advanced Modern Greek.

A continuation of MGRK 0500. Students who have not taken the previous sequence may take a placement test, after consultation with the instructor. The course aims to promote range, accuracy and fluency and enable students to develop ease and spontaneity with the language. Authentic materials drawn from a range of sources inform the content of the course and include films, literature, media, testimonies, music and internet based sources. The development of transcultural competence will be an essential component of the course.

MGRK 0810. Film Classics: The Greeks on the Silver Screen.

This course examines the adaptation of classical Greek themes and figures in world cinema. Proceeding from classical texts (that will include *The Odyssey*, *The Iliad*, *Oedipus Rex*, *Medea*, *The Oresteia*), analysis of films focuses on the ways such texts are recast to comment upon very different cultural, socioeconomic, and political circumstances. How do such films aspire to be "classic" in their own right? What genres or modes follow such films' epic, or anti-epic, cycles? Considers Hollywood blockbusters (*Ulysses*, *Jason and the Argonauts*, *Troy*, *300*) as well as arthouse fare by Godard, Pasolini, Camus, Merchant, Cacoyannis, Dassin, the Coen brothers, Angelopoulos.

MGRK 0811. Travelers in Greece: from Pausanias to Shirley Valentine (CLAS 0210T).

Interested students must register for CLAS 0210T.

MGRK 1010. The Classical World in Film.

Why do film directors, Hollywood moguls, and TV executives hark back to antiquity? This course introduces spectacular, epic representations of classical literature, myth, and history alongside more understated, tongue-in-cheek—occasionally hyperbolic—adaptations of that world in the present. Explores how narrative, cinematic technique, audience reception, and political context produce desired effects and elicit incisive commentary on modernity, race, ethnicity, gender. Analysis centered around a cluster of classical texts, heroic and mythic figures, and truly "historical" events. No prior knowledge of classical literature required. Films range from silent movies, Hollywood epics, European auteurism, anti-colonial Third Cinema, gladiatorial kitsch, and sci-fi franchise.

MGRK 1210. A Migration Crisis? Displacement, Materiality, and Experience.

In the past few years, we have all experienced, most of us through the media, what has been called a migration crisis. And yet, migration as a phenomenon did not appear in 2015; it is as old as humanity, and displacement and contemporary forced migration have also a long history. In this course, we will examine the historical, material and experiential dimensions of contemporary displacement and migration. Many of the examples will be from Greece but also other parts of Mediterranean and beyond, including from the Mexico-US border. Engaged Scholarship Course.

MGRK 1220. Decolonizing Classical Antiquity: White Nationalism, Colonialism, and Ancient Material Heritage.

Why do the material remnants of classical antiquity still attract public attention and exercise symbolic power? Why have such monuments been "used" by authorities and diverse social groups in the service of often totalitarian agendas? What are the cases where these monuments operate as weapons for resistance? How has colonial, racial, and national modernity shaped the way we understand and experience the materiality of the classical? Finally, how can we decolonize classical antiquity? We will use a diversity of global case studies, including modern Greece and Europe, and a variety of sources, from ethnographically derived performances to digital culture.

MGRK 1230. Mediterranean Fictions: On Debts, Crises, and the Ends of Europe.

Sun-drenched, seductive, and timeless, the Mediterranean is an appealing location from which to ponder Europe's debt to this cradle of western civilization. Recently, an economic debt crisis in Greece and the region stoked fears that a peaceful, unified Europe will come undone or else be rehabilitated. The word 'crisis' itself hinges on a making a crucial decision, often in marking the turning point of a disease. This course examines representations of this moment through literature, film, history—but also in anthropology, journalism, and art—and in relation to other twentieth-century Mediterranean texts that also anticipated seismic shifts on the continent.

MGRK 1240. Modern Greece in the World.

This course introduces the culture, history, and politics of modern Greece. No prerequisites; all texts in English. Putting aside exceptionalist claims rooted in antiquity, the course focuses on critical moments when Greece figures in the frontline of Balkan, European, and global events in the modern period: when, as historian Mark Mazower claims, "democracy's cradle [is] rocking the world." Literary, filmic, and artistic representations of such moments from within and outside Greece will illuminate issues of nationalism, modernization, sovereignty, and postcoloniality. Faculty at Brown from diverse disciplines working on Greece will be invited to address such questions through their own research.

MGRK 1250. Before and After Empire: Material Cultures of the late Ottoman and post-Ottoman World (1700-1950).

In early modernity, The Ottoman Empire ruled over the Middle East, North Africa, and Eastern Europe. Under the pressure of increasing European expansionism as well as nationalist movements, the Empire fragmented and eventually dissolved after World War I, giving rise to a cluster of modern nation states as well as colonial states. This course introduces students to the visual and material cultures of the late Ottoman and post-Ottoman world.

MGRK 1800. In Other Words: Translating Greece.

This is an advanced undergraduate seminar that will offer students the opportunity to build on their linguistic, cultural and critical literacies, by translating from Greek into English. Over the course of the semester we will be thinking critically about texts, their ideological, historical and social coordinates and their embedded discourses of Greekness, community, diglossia, identity and gender, among others. In addition to translating from Greek into English, we will read and discuss essays on translation, in order to consider in an informed way the issues (untranslatability?) and types of decision making associated with the practice of translation.

MGRK 1910. Special Topics in Modern Greek.

No description available.

MGRK 2200. Modern Greek for Classicists and Archaeologists.

This graduate level course promotes the acquisition and further refinement of the necessary translingual and transcultural skills to prepare students in the fields of Classics and Archaeology to carry out research in Greece and Cyprus. In addition, it involves training in linguistic skills that will enable students to study closely a range of texts of relevance to these disciplines. Primary emphasis will be on the development of reading, oral and aural skills using a variety of text and web based materials, of discipline specific content but also in professional and other communicative contexts of cultural currency.

Sanskrit**SANS 0100. Elementary Sanskrit I.**

This introduction to the Sanskrit language does not require prior knowledge of any language other than English. Students learn the Devanāgarī script and modes of transcription, the phonetics of Sanskrit, and an outline of most of its foundational grammar, with a goal of being able to begin reading classical Sanskrit literature in the original. Reading exercises are drawn from ancient narrative texts such as the *Hitopadeśa*, *Devīmāhātmya*, and *Mahābhārata*.

SANS 0200. Elementary Sanskrit II.

This course continues the survey of grammar and the reading exercises of SANS 100. The second half of this course reads selected passages of the *Bhagavad Gītā* and the beginning of the classic story of Nala and Damayantī from the *Mahābhārata*. Prerequisite: SANS 0100.

SANS 0300. Sanskrit Epic Narrative.

Consolidates and extends the knowledge of Sanskrit grammar introduced in first year Sanskrit; acquaints students first-hand with basic themes of ancient Indian culture, and cultivates the reading and interpretive skills necessary to read epic and closely related Sanskrit narrative with comprehension and increased fluency. Prerequisite: SANS 0200.

SANS 0400. Classical Sanskrit Story Literature.

Introduces students to the more challenging Sanskrit of classical story literature and continues to extend the knowledge of Sanskrit grammar introduced in first year Sanskrit and developed in SANS 0300, as well as present basic Indian cultural themes. Prerequisite: SANS 0300.

SANS 1020. Early Sanskrit Philosophy and Religion.

Reading in Sanskrit of selections from the *Upanishads*, *Bhagavad Gītā*, *Dharmasāstras*, etc. Prerequisite: SANS 0200.

SANS 1030. The Bhāgavata Purāṇa: Text and Reception.

The Bhāgavata Purāṇa narrates the stories of Kṛṣṇa and other gods and is rich with philosophical and theological discourse. Though relatively late, it became one of the most prominent religious texts, attracting many formal commentaries from the 13th century into the modern period. In this course, students will apply their knowledge of the foundational grammar of language to interpret the complex, poetic language of the Bhāgavata, and learn the language and idioms of scholastic Sanskrit to access the interpretations of centuries of the Purāṇa's audiences.

SANS 1080. The Critical Episodes of the Mahabharata.

A guided tour of the structure of the *Mahabharata*, "The Great Epic of India," through the reading in Sanskrit of selected critical passages.

SANS 1100. Vedic Sanskrit.

Introduction to reading the *Rig Veda* and later Vedic literature, with particular attention to the grammar of Vedic Sanskrit.

SANS 1400. The Sanskrit Grammatical Tradition.

Introduction to the Sanskrit tradition of *vyākāraṇa* (grammatical derivation and analysis) through reading Pāṇini's *Aśṭādhyāyī* and commentaries upon it.

SANS 1500. Sanskrit Song and Musicology.

The Sanskrit language is a medium of rich traditions of song and musicological literature that inform Carnatic, Hindustani, and other classical music traditions to this day. This course will introduce students who already have a foundation in the Sanskrit language to the distinctive language of technical musicological literature and notation, as well as to the lyrical poetry set to music in these traditions. There is no requirement for students taking this course to have any background in musicology or performance, though students who do have a background in music are welcome to incorporate performance into the final project for the course.

SANS 1600. Sanskrit Poetry and Drama.

Introduction to *kāvya* (classical Sanskrit *belles lettres*)—poetry, drama, and prose narrative—through the reading of authors of the Classical Period as well as works on aesthetics and commentaries upon them.

SANS 1800. Classical Schools of Indian Philosophy.

Introduction to the classical Brahminic *darsanas* (comprehensive, rationalized systems of philosophy and, or, theology dealing with Hermeneutics and Philosophy of Language, Logic, Metaphysics, and Ultimate Beatitude) and to corresponding Buddhist and Jain traditions through reading, in Sanskrit, of selected works. Prerequisite: SANS 0400.

SANS 1910. Advanced Sanskrit.

In-depth study of major poetic, dramatic, epic, philosophical, religious, grammatical, medical, or astronomical texts. Topics depend on the interest of students.

SANS 1970. Independent Study - Special Topics.**SANS 1990. Conference: Especially for Honors Students.**

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor's permission required.

SANS 2100. Theme, Language, and Meter in the Mahābhārata.

This seminar will undertake systematic studies of thematic, linguistic, and metric continua in the text of the written Sanskrit Mahābhārata. We shall alternate between the discussion of important scholarly works of interpretation of the epic, important methodological controversies, and selected case studies focused upon variations in epic language and meter and the tracing of the 'threads' of important epic themes across large stretches of the epic. Prerequisite: three or more years study of Sanskrit. Instructor permission required.

SANS 2970. Sanskrit Preliminary Exam Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

SANS 2980. Sanskrit Reading and Research.

Section numbers will vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

Cognitive and Psychological Sciences

The Department of Cognitive and Psychological Sciences (CoPsy) is dedicated to the interdisciplinary study of the mind, brain and behavior. Its mission is to conduct impactful state-of-the-art research, to teach, and to provide service to society in these areas of scholarship. Our curriculum features a unique, intellectually diverse mix of courses. We place a particular emphasis on methods, critical thinking, and research skills to address questions about the mind, brain, and behavior.

For additional information, please visit the department's website: <https://copsy.brown.edu/>

Cognitive Neuroscience Concentration Requirements

Cognitive neuroscience is the study of higher cognitive functions in humans and their underlying neural bases. It is an integrative area of study drawing primarily from cognitive science, psychology, neuroscience, and linguistics. There are two broad directions that can be taken in this concentration - one is behavioral/experimental and the other is computational/modeling. In both, the goal is to understand the nature of cognition from a neural perspective. The standard concentration for the Sc.B. degree requires courses on the foundations, systems level, and integrative aspects of cognitive neuroscience as well as laboratory and elective courses that fit within a particular theme or category such as general cognition, perception, language development or computational/modeling. Concentrators must also complete a senior seminar course or an independent research course. Students may also participate in the work of the Brown Institute for Brain Science, an interdisciplinary program that unites ninety faculty from eleven departments.

Standard Program for the AB degree

These are the new requirements approved by CCC effective Fall 2024. For existing concentrators graduating in 2024-25, the prior requirements can be found by selecting the Bulletin archive <https://bulletin.brown.edu/archive/2023-24/>

Common Core

Careers in Cognitive Neuroscience and related fields require familiarity with statistics. Therefore, the Cognitive Neuroscience concentration requires a course in Quantitative Methods (CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>)). CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) is a prerequisite for research methods and laboratory courses, so concentrators should plan to take this course by their fourth semester. Students may substitute for CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) a comparable statistics course taught in another department, with the approval of a Cognitive Neuroscience concentration advisor. Consult with a concentration advisor for details. The department does not grant concentration credit for AP Statistics, regardless of score. We strongly recommend fulfilling the statistics requirement as a sophomore.

Another element in the Cognitive Neuroscience concentration is a course on research methods. Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>)) or Research Methods (CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>)) is the preferred course for fulfilling this requirement. This course builds on the introductory statistics course and exposes students to a variety of topics in the psychological sciences: to empirical methods (e.g., surveys, chronometry, eye tracking, brain imaging), to common designs (e.g., factorial experimental, correlational, longitudinal), to research ethics, and to best practices of literature review. Other CPSY laboratory courses can be used to fulfill the research methods requirement; consult with a Cognitive Neuroscience advisor for lists of

approved courses. The research methods requirement should be fulfilled before senior year.

Foundation

The goal of these requirements is to provide students with the foundational knowledge across Cognitive Neuroscience. Students are expected to have some background in Psychology, in Neuroscience, and in Computation. The requirements below afford students with the opportunity to gain background in each of these foundational areas and cannot be interchanged.

(A) Students are expected to take two courses that provide them with a foundation in cognition/psychology. The goal of taking courses in this category is to consider general principles of Psychological and Cognitive Science towards the study of Cognitive Neuroscience. The courses below are ones that teach fundamental topics related to Cognitive Neuroscience or that provide foundational knowledge that can be applied to neuroscientific principles and techniques. Cognition, Learning, Perception and Cognitive Neuropsychology are emphasized. Students interested in Developmental Cognitive Neuroscience are encouraged to get a background in Cognitive Development (CPSY 0610), while students interested in Social Neuroscience are encouraged to get a background in Social Psychology (CPSY 0700). However, we do not accept both CPSY 0610 and CPSY S0700, as students interested in both of these topics are recommended to concentrate in psychology

(B) Students are expected to take one course that provides them with a foundation in neuroscience. The goal of taking a course in this category is to become familiar with the principles of cognitive neuroscience research and methods in one of the foundational domains.

Please note that CPSY 0400 and CPSY 0450 can be used for either the Foundation in Cognition/Psychology or the Foundation in Neuroscience requirement, but not both. That is, if either of these classes are used for the Foundation in Cognition requirement, students must take NEUR 0010 to satisfy Foundations in Neuroscience requirement; if either CPSY 0400 or CPSY 0450 are used for the Foundation in Neuroscience requirement, students cannot use them (or CPSY 0200) to satisfy the Foundations in Cognition/Psychology requirements.

(C) Because the study of Cognitive Neuroscience can focus on computational explanations for the relation between neural processes and behavior, students are required to take one course in programming or computational modeling.

Electives

The goal of the elective requirement is to construct a curriculum that provides a deeper understanding of Cognitive Neuroscience. Students should take five electives from the CPSY, NEUR, or CSCI departments, of which three must be at the 1000-level. Courses might also come from the APMA, COST or PHP departments (only with permission of concentration advisor). Extra foundation classes can be used as electives. However, students cannot construct a program of study that includes both CPSY 0950 and an introductory CSCI class as part of this requirement. Moreover, students must have at least three electives at the 1000-level. These elective courses must represent a specific coherent program of study, which is discussed with the concentration advisor.

Requirements for the A.B. degree

CPSY 0900	Statistical Methods	1
CPSY 1900 or CPSY 1901	Research Methods And Design Research Methods	1
Two Foundation Courses in Cognition from the following:		2
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0100	Learning and Conditioning	
CPSY 0200	Human Cognition	
or CPSY 0400	Cognitive Neuroscience	
or CPSY 0450	Brain Damage and the Mind	
CPSY 0500	Perception and Mind	
or CPSY 0550	Science of Consciousness	

CPSY 0610	Children's Thinking: The Nature of Cognitive Development	
or CPSY 0700	Social Psychology	
One Foundation Course in Neuroscience from the following:		1
CPSY 0400	Cognitive Neuroscience	
CPSY 0450	Brain Damage and the Mind	
NEUR 0010	The Brain: An Introduction to Neuroscience	
One Foundation Course in Computation from the following:		1
CPSY 0950	Introduction to programming	
CPSY 1291	Computational Methods for Mind, Brain and Behavior	
CPSY 1492	Computational Cognitive Neuroscience	
CPSY 1950	Deep Learning in Brains, Minds and Machines	
Or any introductory CSCI course with a programming component such as:		
CSCI 0111	Computing Foundations: Data	
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
Five Approved Electives:		5
Five courses from the CPSY, NEUR, or CSCI department, of which three must be at the 1000-level		
Capstone: Independent Study (CPSY 1970, CPSY 1980) or approved seminar or lab		1
Total Credits		12

Honors Requirement

The Honors Program in Cognitive Neuroscience gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member. The program also provides the opportunity for outstanding senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in Cognitive Neuroscience must meet all of the requirements of the concentration as described above. Candidates submit their application for the program in semester 7. We encourage students to seek out a potential faculty mentor prior to semester 7. Candidates for Honors must have completed the Statistics CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) and Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>), Research Methods CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>), or laboratory course) requirements before semester 7. Please refer to the CPSY Honors Program page for detailed information about the specific requirements for the Honors program in Cognitive Neuroscience.

Requirements for the Sc.B. degree

These are the new requirements approved by CCC effective Fall 2024. For existing concentrators graduating in 2024-25, the prior requirements can be found by selecting the Bulletin archive <https://bulletin.brown.edu/archive/2023-24/>

Common Core

Careers in Cognitive Neuroscience and related fields require familiarity with statistics. Therefore, the Cognitive Neuroscience concentration

requires a course in Quantitative Methods (CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>)). CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) is a prerequisite for research methods and laboratory courses, so concentrators should plan to take this course by their fourth semester. Students may substitute for CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) a comparable statistics course taught in another department, with the approval of a Cognitive Neuroscience concentration advisor. Consult with a concentration advisor for details. The department does not grant concentration credit for AP Statistics, regardless of score. We strongly recommend fulfilling the statistics requirement as a sophomore.

Another element in the Cognitive Neuroscience concentration is a course on research methods. Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>)) or Research Methods (CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>)) is the preferred course for fulfilling this requirement. This course builds on the introductory statistics course and exposes students to a variety of topics in the psychological sciences: to empirical methods (e.g., surveys, chronometry, eye tracking, brain imaging), to common designs (e.g., factorial experimental, correlational, longitudinal), to research ethics, and to best practices of literature review. Other CPSY laboratory courses can be used to fulfill the research methods requirement; consult with a Cognitive Neuroscience advisor for lists of approved courses. The research methods requirement should be fulfilled before senior year.

Foundation

The goal of these requirements is to provide students with the foundational knowledge across Cognitive Neuroscience. Students are expected to have some background in Psychology, in Neuroscience, and in Computation. The requirements below afford students with the opportunity to gain background in each of these foundational areas and cannot be interchanged.

(A) Students are expected to take two courses that provide them with a foundation in cognition/psychology. The goal of taking courses in this category is to consider general principles of Psychological and Cognitive Science towards the study of Cognitive Neuroscience. The courses below are ones that teach fundamental topics related to Cognitive Neuroscience or that provide foundational knowledge that can be applied to neuroscientific principles and techniques. Cognition, Learning, Perception and Cognitive Neuropsychology are emphasized. Students interested in Developmental Cognitive Neuroscience are encouraged to get a background in Cognitive Development (CPSY 0610), while students interested in Social Neuroscience are encouraged to get a background in Social Psychology (CPSY 0700). However, we do not accept both CPSY 0610 and CPSY 0700, as students interested in both of these topics are recommended to concentrate in psychology.

(B) Students are expected to take one course that provides them with a foundation in neuroscience. The goal of taking a course in this category is to become familiar with the principles of cognitive neuroscience research and methods in one of the foundational domains.

Please note that CPSY 0400 and CPSY 0450 can be used for either the Foundation in Cognition/Psychology or the Foundation in Neuroscience requirement, but not both. That is, if either of these classes are used for the Foundation in Cognition requirement, students must take NEUR 0010 to satisfy Foundations in Neuroscience requirement; if either CPSY 0400 or CPSY 0450 of these classes are used for Foundation in Neuroscience, students cannot use them (or CPSY 0200) to satisfy the Foundations in Cognition/Psychology requirements.

(C) Because the study of Cognitive Neuroscience can focus on computational explanations for the relation between neural processes and behavior, students are required to take one course in programming or computational modeling.

Electives

The goal of the elective requirement is to construct a curriculum that provides a deeper understanding of Cognitive Neuroscience. Students should take five electives from the CPSY, NEUR, or CSCI departments, of which three must be at the 1000-level. Courses might also come from the APMA, COST or PHP departments (only with permission of concentration

advisor). Extra foundation classes can be used as electives. However, students cannot construct a program of study that includes both CLPS950 and an introductory CSCI class as part of this requirement. Moreover, students must have at least three electives at the 1000-level. These elective courses must represent a specific coherent program of study, which is discussed with the concentration advisor.

Research Methods

Another element in the Cognitive Neuroscience concentration is a research methods course that builds on the introductory statistics course (which will be a prerequisite) but exposes students to a variety of topics in research of the mind: to empirical methods (e.g., surveys, chronometry, eye tracking, brain imaging), to common designs (e.g., factorial experimental, correlational, longitudinal), to research ethics, and to best practices of literature review. Alternatively, students may take an approved laboratory course.

ScB Requirements in Cognitive Neuroscience

To satisfy the ScB. requirements in the Cognitive Neuroscience concentration, one must satisfy all the AB requirements as well as take five (5) additional classes in STEM fields related to the concentration. The goal of this requirement is to provide students with a broader background in both the study of psychology and STEM fields in general. At least two (2) of those five classes must be in the CPSY Department. These two courses must be at the 1000-level. We strongly recommend that one of these courses be a laboratory course.

The other three classes can be from the following departments: APMA, BIOL, CSCI, CHEM, CPSY, MATH, NEUR, or PHYS. Courses from other STEM fields might be eligible with permission of the concentration advisor, but such courses must be related to a student's other courses, such as their electives. Courses from CPSY must be at the 1000-level to be considered for the Sc.B (no other department has that requirement). All courses must also be acceptable for the concentration requirements of a concentration administered by that department. For example, if a PHYS course is used to satisfy one of these requirements, it must be acceptable for a concentration in the PHYS department.

CPSY 0900	Statistical Methods	1
CPSY 1900	Research Methods And Design	1
or CPSY 1901	Research Methods	
Two Foundation Courses in Cognition from the following:		2
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0100	Learning and Conditioning	
CPSY 0200	Human Cognition	
or CPSY 0400	Cognitive Neuroscience	
or CPSY 0450	Brain Damage and the Mind	
CPSY 0500	Perception and Mind	
CPSY 0550	Science of Consciousness	
CPSY 0610	Children's Thinking: The Nature of Cognitive Development	
or CPSY 0700	Social Psychology	
One Foundation Course in Neuroscience from the following:		1
CPSY 0400	Cognitive Neuroscience	
CPSY 0450	Brain Damage and the Mind	
NEUR 0010	The Brain: An Introduction to Neuroscience	
One Foundation Course in Computation from the following:		1
CPSY 0950	Introduction to programming	
CPSY 1291	Computational Methods for Mind, Brain and Behavior	
CPSY 1492	Computational Cognitive Neuroscience	
CPSY 1950	Deep Learning in Brains, Minds and Machines	
Or any introductory CSCI course with a programming component such as:		
CSCI 0111	Computing Foundations: Data	

or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
Five Approved Electives:		5
Five courses from the CPSY, NEUR, or CSCI department, of which three must be at the 1000-level		
Five additional STEM courses of which two (2) must be CPSY courses at the 1000-level from the Electives of Capstone offerings (a lab is strongly recommended). Courses from APMA, BIOL, CSCI, CHEM, CPSY, MATH, NEUR, or PHYS will be considered and must be applicable to a concentration in that department.		5
Capstone: Independent Study (CPSY 1970, CPSY 1980) or approved seminar		1
Total Credits		17

Honors Requirement

The Honors Program in Cognitive Neuroscience gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member. The program also provides the opportunity for outstanding senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in Cognitive Neuroscience must meet all of the requirements of the concentration as described above. Candidates submit their application for the program in semester 7. We encourage students to seek out a potential faculty mentor prior to semester 7. Candidates for Honors must have completed the Statistics CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) and Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>), Research Methods CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>), or laboratory course) requirements before semester 7. Please refer to the CPSY Honors Program page for detailed information about the specific requirements for the Honors program in Cognitive Neuroscience.

Cognitive Science Concentration Requirements

Concentration Requirements

Cognitive science is the interdisciplinary study of the mind. Research in Cognitive Science uses behavioral experimentation, computational modeling, and brain imaging to study mental representations and processes. The study of Cognitive Science involves integrating certain areas of focus within Psychology with methods and topics from other disciplines, such as Computer Science, Neuroscience, Linguistics, Philosophy, Anthropology, and Sociology. The goal of the Cognitive Science concentration is to provide students with the foundational background in those areas of psychological science that are fundamental to the field, as well as exposure to the other disciplines that involve the study of the mind. Students can choose to focus on behavioral experimentation or computational modeling with their choice of core classes, and can focus on a particular avenue of study with their electives.

These are the new requirements approved by CCC effective Fall 2024. For existing concentrators graduating in 2024-25, the prior requirements can be found by selecting the Bulletin archive <https://bulletin.brown.edu/archive/2023-24/>

Common Core

Careers in Cognitive Science and related fields require familiarity with statistics. Therefore, the Psychology concentration requires a course in Quantitative Methods (CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>)). CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) is a prerequisite for research methods and laboratory courses, so concentrators should plan to take this course by their fourth semester. Students may substitute CPSY 0900 (<https://bulletin.brown.edu/>)

search/?P=CPSY%200900) with a comparable statistics course taught in another department with the approval of a Cognitive Science concentration advisor. Consult with a concentration advisor for details. The department does not grant concentration credit for AP Statistics, regardless of score. We strongly recommend fulfilling the statistics requirement as a sophomore.

Another element in the Cognitive Science concentration is a course on research methods. This course could focus on behavioral research methods or computational methods. One of Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>)) or Research Methods (CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>)) is the preferred way of fulfilling this requirement if students are interested in behavioral methods. One of the laboratory courses in computation (CPSY 1291 or CPSY 1492) is the preferred course for fulfilling this requirement if students are more interested in computational methods. These courses expose students to a variety of topics and methods in Cognitive Science. Other laboratory courses can be used to fulfill the research methods requirement; consult with a Cognitive Science advisor for lists of approved courses. The research methods requirement should be fulfilled before senior year.

Foundation

The goal of the foundation courses is to provide students with a background in the relevant areas of psychological science related to Cognitive Science, as well as provide students with exposure to computational training and foundational knowledge in at least one other discipline related to the study of the mind.

(A) Three of these foundational courses will be in the CPSY department, specifically providing students with foundations in the psychological sciences related to Cognitive Science. The goal of the foundational courses in the psychological sciences is to provide students with the background in areas of psychology relevant to the study of the mind. This includes cognition, perception, psycholinguistics, and cognitive neuroscience as well as the possibility to study developmental cognitive science or social cognitive science. No student in cognitive science is expected to know all of these topics; rather, the expectation is that students have exposure to a subset of these fields.

Note however, that we do not accept both CPSY 0610 and CPSY 0700 for the Cognitive Science concentration; students interested in both of these courses are recommended to concentrate in Psychology. Moreover, given the emphasis that some of these courses place on cognitive neuropsychology, one further restriction to these requirements is that students cannot specifically take CPSY 0010, CPSY 0200, and CPSY 0450 to satisfy this foundation requirement. All other combinations are acceptable.

(B) One foundation course must be outside of the CPSY department. The goal of this requirement is to provide students with exposure to fields related to the study of the mind, not in psychology. These courses contribute to a more interdisciplinary approach to the study of the mind.

(C) Because the study of cognitive science has a fundamental relation with computational modeling and understanding the computational model of the mind, it is critical that all cognitive science students be familiar with computation and programming. The goal of this last foundation requirement is to provide students with this knowledge base. Note that if students use CPSY1291 or CPSY1492 to satisfy this requirement, they must use a different course to satisfy the research methods requirement listed above.

Electives

The goal of the elective requirement is to construct a curriculum that provides a deeper understanding of Cognitive Science. Students should take four classes in CPSY, PHIL, NEUR, SOC, ANTH, LING, or CSCI with at least one of these classes coming from the CPSY department at the 1000-level and at least two others at the 1000-level. Permission of concentration advisor required to approve electives. No more than two 1970/1980 credits can count towards electives (or requirements to the concentration in general).

Requirements for the A.B. degree

CPSY 0900	Statistical Methods	1
CPSY 1900 or CPSY 1901	Research Methods And Design Research Methods	1
Three Foundation Courses within CPSY:		3
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0200 or CPSY 0220	Human Cognition Making Decisions	
CPSY 0400 or CPSY 0450	Cognitive Neuroscience Brain Damage and the Mind	
CPSY 0500 or CPSY 0550	Perception and Mind Science of Consciousness	
CPSY 0610 or CPSY 0700	Children's Thinking: The Nature of Cognitive Development Social Psychology	
CPSY 0800	Language and the Mind	
One Foundation Course Outside of CPSY:		1
LING 0100	Introduction to Linguistics	
NEUR 0010	The Brain: An Introduction to Neuroscience	
SOC 0010	Social Forces: An Introduction to Sociology	
Or choose from a set of approved courses in PHIL, ANTH, or SOC		
One Foundation Course in Computation:		1
CPSY 0950	Introduction to programming	
CPSY 1291	Computational Methods for Mind, Brain and Behavior	
CPSY 1492	Computational Cognitive Neuroscience	
CPSY 1950	Deep Learning in Brains, Minds and Machines	
Or any introductory CSCI course with a programming component such as:		
CSCI 0111 or CSCI 0150	Computing Foundations: Data Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170 or CSCI 0190	Computer Science: An Integrated Introduction Accelerated Introduction to Computer Science	
Four Approved Electives related to Cognitive Science, such as:		4
Students should take four courses from CPSY, PHIL, NEUR, SOC, ANTH, LING, or CSCI with at least one of these classes coming from CPSY at 1the 1000-level and at least two others at the 1000-level.		
Capstone: Independent Study (CPSY 1970, CPSY 1980) or approved seminar		1
Total Credits		12

Honors Requirement

The Honors Program in Cognitive Science gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member. The program also provides the opportunity for outstanding senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in Cognitive Science must meet all of the requirements of the concentration as described above. Candidates submit their application for the program in semester 7. We encourage students to seek out a potential faculty mentor prior to semester 7. Candidates for Honors must have completed the Statistics and Research Methods requirements before semester 7. Please refer to the CPSY Honors

Program page for detailed information about the specific requirements for the Honors program in Cognitive Science.

Requirements for the Sc.B. degree

Cognitive science is the interdisciplinary study of the mind. Research in Cognitive Science uses behavioral experimentation, computational modeling, and brain imaging to study mental representations and processes. The study of Cognitive Science involves integrating certain areas of focus within Psychology with methods and topics from other disciplines, such as Computer Science, Neuroscience, Linguistics, Philosophy, Anthropology, and Sociology. The goal of the Cognitive Science concentration is to provide students with the foundational background in those areas of psychological science that are fundamental to the field, as well as exposure to the other disciplines that involve the study of the mind. Students can choose to focus on behavioral experimentation or computational modeling with their choice of core classes, and can focus on a particular avenue of study with their electives.

These are the new requirements approved by CCC effective Fall 2024. For existing concentrators graduating in 2024-25, the prior requirements can be found by selecting the Bulletin archive <https://bulletin.brown.edu/archive/2023-24/>

Common Core

Careers in Cognitive Science and related fields require familiarity with statistics. Therefore, the Psychology concentration requires a course in Quantitative Methods (CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>)). CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) is a prerequisite for research methods and laboratory courses, so concentrators should plan to take this course by their fourth semester. Students may substitute CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) with a comparable statistics course taught in another department with the approval of a Cognitive Science concentration advisor. Consult with a concentration advisor for details. The department does not grant concentration credit for AP Statistics, regardless of score. We strongly recommend fulfilling the statistics requirement as a sophomore.

Another element in the Cognitive Science concentration is a course on research methods. This course could focus on behavioral research methods or computational methods. One of Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>)) or Research Methods (CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>)) is the preferred way of fulfilling this requirement if students are interested in behavioral methods. One of the laboratory courses in computation (CPSY 1291 or CPSY 1492) is the preferred course for fulfilling this requirement if students are more interested in computational methods. These courses expose students to a variety of topics and methods in Cognitive Science. Other laboratory courses can be used to fulfill the research methods requirement; consult with a Cognitive Science advisor for lists of approved courses. The research methods requirement should be fulfilled before senior year.

Foundation

The goal of the foundation courses is to provide students with a background in the relevant areas of psychological science related to Cognitive Science, as well as provide students with exposure to computational training and foundational knowledge in at least one other discipline related to the study of the mind.

(A) Three of these foundational courses will be in the CPSY department, specifically providing students with foundations in the psychological sciences related to Cognitive Science. The goal of the foundational courses in the psychological sciences is to provide students with the background in areas of psychology relevant to the study of the mind. This includes cognition, perception, psycholinguistics, and cognitive neuroscience as well as the possibility to study developmental cognitive science or social cognitive science. No student in cognitive science is expected to know all of these topics; rather, the expectation is that students have exposure to a subset of these fields.

Note however, that we do not accept both CPSY 0610 and CPSY 0700 for the Cognitive Science concentration; students interested in both of

these courses are recommended to concentrate in Psychology. Moreover, given the emphasis that some of these courses place on cognitive neuropsychology, one further restriction to these requirements is that students cannot specifically take CPSY 0010, CPSY 0200, and CPSY 0450 to satisfy this foundation requirement. All other combinations are acceptable.

(B) One foundation course must be outside of the CPSY department. The goal of this requirement is to provide students with exposure to fields related to the study of the mind, not in psychology. These courses contribute to a more interdisciplinary approach to the study of the mind.

(C) Because the study of cognitive science has a fundamental relation with computational modeling and understanding the computational model of the mind, it is critical that all cognitive science students be familiar with computation and programming. The goal of this last foundation requirement is to provide students with this knowledge base. Note that if students use CPSY1291 or CPSY1492 to satisfy this requirement, they must use a different course to satisfy the research methods requirement listed above.

Electives

The goal of the elective requirement is to construct a curriculum that provides a deeper understanding of Cognitive Science. Students should take four classes in CPSY, PHIL, NEUR, SOC, ANTH, LING, or CSCI with at least one of these classes coming from the CPSY department at the 1000-level and at least two others at the 1000-level. Permission of concentration advisor required to approve electives. No more than two 1970/1980 credits can count towards electives (or requirements to the concentration in general).

Research Methods and Capstone

Another element in the Cognitive Science concentration is a research methods course that builds on the introductory statistics course (which will be a prerequisite) but exposes students to a variety of topics in research of the mind: to empirical methods (e.g., surveys, chronometry, eye tracking, brain imaging), to common designs (e.g., factorial experimental, correlational, longitudinal), to research ethics, and to best practices of literature review. Concentrators will additionally take either a seminar course or an independent research course to serve as their capstone experience.

ScB Requirements in Cognitive Science

To satisfy an ScB. in the Cognitive Science concentration, one must satisfy all the AB requirements as well as take five (5) additional classes in STEM fields related to the concentration. The goal of this requirement is to provide students with a broader background in both the study of psychology and STEM fields in general. At least two (2) of those five classes must be in the CPSY Department. These two courses must be at the 1000-level. We strongly recommend that one of these courses be an advanced laboratory course (Described above).

The other three classes can be from the following departments: APMA, BIOL, CSCI, CHEM, CPSY, MATH, NEUR, or PHYS. Courses from other fields might be eligible with permission of the concentration advisor, but such courses must be related to a student's other courses, such as their electives. Courses from CPSY must be at the 1000-level to be considered for the Sc.B requirements. All courses must also be acceptable for the concentration requirements of a concentration administered by that department. For example, if a PHYS course is used to satisfy one of these requirements, it must be acceptable for a concentration in the PHYS department.

CPSY 0900	Statistical Methods	1
CPSY 1900 or CPSY 1901	Research Methods And Design Research Methods	1
Three Foundation Courses within CPSY:		3
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0200 or CPSY 0220	Human Cognition Making Decisions	
CPSY 0400	Cognitive Neuroscience	

or CPSY 0450	Brain Damage and the Mind	
CPSY 0500	Perception and Mind	
or CPSY 0550	Science of Consciousness	
CPSY 0610	Children's Thinking: The Nature of Cognitive Development	
or CPSY 0700	Social Psychology	
CPSY 0800	Language and the Mind	
One Foundation Course Outside of CPSY:		1
LING 0100	Introduction to Linguistics	
NEUR 0010	The Brain: An Introduction to Neuroscience	
SOC 0010	Social Forces: An Introduction to Sociology	
Or choose from a set of approved courses in PHIL, ANTH, or SOC		
One Foundation Course in Computation:		1
CPSY 0950	Introduction to programming	
CPSY 1291	Computational Methods for Mind, Brain and Behavior	
CPSY 1492	Computational Cognitive Neuroscience	
CPSY 1950	Deep Learning in Brains, Minds and Machines	
Or any introductory CSCI course with a programming component such as:		
CSCI 0111	Computing Foundations: Data	
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
Four Approved Electives related to Cognitive Science		4
Students should take four courses from CPSY, PHIL, NEUR, SOC, ANTH, LING, or CSCI with at least one of these classes coming from CPSY at 1the 1000-level and at least two others at the 1000-level.		
Five Additional STEM Courses, of which at least two (2) must be PCSY courses at the 1000-level (a lab course is strongly recommended). Courses in APMA, BIOL, CSCI, CHEM, CPSY, MATH, NEUR, or PHYS will be considered and must be applicable to a concentration in that department		5
Capstone: Independent Study (CPSY 1970, CPSY 1980) or approved seminar		1
Total Credits		17

Honors Requirement

The Honors Program in Cognitive Science gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member. The program also provides the opportunity for outstanding senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in Cognitive Science must meet all of the requirements of the concentration as described above. Candidates submit their application for the program in semester 7. We encourage students to seek out a potential faculty mentor prior to semester 7. Candidates for Honors must have completed the Statistics and Research Methods requirements before semester 7. Please refer to the CPSY Honors Program page for detailed information about the specific requirements for the Honors program in Cognitive Science.

Psychology Concentration Requirements

Psychology is the scientific study of the mind and behavior. Fundamental to the study of psychology is analytic methods and critical thinking about the relation between theory and evidence. Studying psychology allows students to understand human and animal behavior, cognitive, perceptual,

and developmental processes, motivation, identity, and the relations between well-being and society. Studying psychology also allows students insight into clinical applications of psychological science. Students in the concentration are required to take courses in quantitative methods and experimental design, become familiar with a set of foundational topics in the psychological sciences, and participate in seminars and laboratory courses on specialized topics and state-of-the-art experimental techniques. The concentration in psychology can prepare students for careers in research, teaching, clinical practice, business, law, marketing, and education, among many other professions. The general goal of the psychology concentration requirements is to provide students with a broad exposure to the different areas within psychological science, while also allowing students to explore some of those areas deeply.

Careers in Psychology and related fields require familiarity with statistics. Therefore, the Psychology concentration requires a course in Statistics (CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>)). CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) is a prerequisite for research methods and laboratory courses, so concentrators should plan to take this course by their fourth semester.

Students may substitute for CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) a comparable statistics course taught in another department, with the approval of a Psychology concentration advisor. Consult with a concentration advisor for details. The department does not grant concentration credit for AP Statistics, regardless of score. We strongly recommend fulfilling the statistics requirement as a sophomore.

Another element in the Psychology concentration is a course on research methods. Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>)) is the preferred course for fulfilling this requirement. This course builds on the introductory statistics course and exposes students to a variety of topics in the psychological sciences: to qualitative and quantitative methods (e.g., observations, surveys, experiments), to common designs (e.g., factorial experimental, correlational, longitudinal), to research ethics, and to best practices of literature review. Other CPSY laboratory courses may be used to fulfill the research methods requirement; consult with a Psychology advisor for lists of approved courses. Laboratory or research methods courses in other departments cannot be used to fulfill the research methods requirement. The research methods requirement should be fulfilled before senior year.

Foundation

To provide students with a solid foundation of knowledge in their area of concentration, the Psychology concentration requires five foundation courses, representing core areas of Psychology as a science. Foundation courses are all numbered below the 1000 level. The list of approved foundation courses is posted on the CPSY undergraduate page. CPSY courses above the 1000 level and courses in other departments, at any level, cannot be used to satisfy foundation requirements.

Electives

Concentrators will select four additional courses that examine in greater depth topics of special interest to them. The CPSY courses designed to count as electives will often have foundation courses as prerequisites. Electives can be chosen from laboratory courses, lecture courses, or seminars. At least two electives should be at the 1000 level in the CPSY department. In addition, students may choose up to two courses outside of CPSY (preferably at the 1000 level) as electives. Electives should fit into a coherent intellectual theme, and should be chosen in consultation with a concentration advisor.

Requirements for the A.B. degree

STANDARD PROGRAM FOR THE A.B. DEGREE

Common Core:		
CPSY 0900	Statistical Methods	1
CPSY 1900	Research Methods And Design (or approved laboratory course)	1
Five courses from the following:		5
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0100	Learning and Conditioning	

CPSY 0110	Animal Behavior	
CPSY 0200 or CPSY 0220	Human Cognition Making Decisions	
CPSY 0400 or CPSY 0450	Cognitive Neuroscience Brain Damage and the Mind	
CPSY 0500	Perception and Mind	
CPSY 0610 or CPSY 0620	Children's Thinking: The Nature of Cognitive Development Social and Moral Development	
CPSY 0700	Social Psychology	
CPSY 0702	Introduction to Clinical Psychology	
CPSY 0800	Language and the Mind	
Four approved Electives related to Psychology		4
Capstone: Independent Study (CPSY 1970, CPSY 1980) or approved seminar		1
Total Credits		12

Honors Requirement

The Honors Program in Psychology gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member. The program also provides the opportunity for outstanding senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in Psychology must meet all of the requirements of the concentration as described above. Candidates submit their application for the program in semester 7. We encourage students to seek out a potential faculty mentor prior to semester 7. Candidates for Honors must have completed the Statistics CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) and Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>) or laboratory course) requirements before semester 7. Please refer to the CPSY Honors Program page for detailed information about the specific requirements for the Honors program in Psychology.

Psychology is the scientific study of the mind and behavior. Fundamental to the study of psychology is analytic methods and critical thinking about the relation between theory and evidence. Studying psychology allows students to understand human and animal behavior, cognitive, perceptual, and developmental processes, motivation, identity, and the relations between well-being and society. Studying psychology also allows students insight into clinical applications of psychological science. Students in the concentration are required to take courses in quantitative methods and experimental design, become familiar with a set of foundational topics in the psychological sciences, and participate in seminars and laboratory courses on specialized topics and state-of-the-art experimental techniques. The concentration in psychology can prepare students for careers in research, teaching, clinical practice, business, law, marketing, and education, among many other professions. The general goal of the psychology concentration requirements is to provide students with a broad exposure to the different areas within psychological science, while also allowing students to explore some of those areas deeply.

Common Core

Careers in Psychology and related fields require familiarity with statistics. Therefore, the Psychology concentration requires a course in Statistics (CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>)). CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) is a prerequisite for research methods and laboratory courses, so concentrators should plan to take this course by their fourth semester.

Students may substitute for CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) a comparable statistics course taught in another department, with the approval of a Psychology concentration advisor. Consult with a concentration advisor for details. The department does not grant concentration credit for AP Statistics, regardless of score. We strongly recommend fulfilling the statistics requirement as a sophomore.

Another element in the Psychology concentration is a course on research methods. Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>)) is the preferred course for fulfilling this requirement. This course builds on the introductory statistics course and exposes students to a variety of topics in the psychological sciences: to qualitative and quantitative methods (e.g., observations, surveys, experiments), to common designs (e.g., factorial experimental, correlational, longitudinal), to research ethics, and to best practices of literature review. Other CPSY laboratory courses may be used to fulfill the research methods requirement; consult with a Psychology advisor for lists of approved courses. Laboratory or research methods courses in other departments cannot be used to fulfill the research methods requirement. The research methods requirement should be fulfilled before senior year.

Foundation

To provide students with a solid foundation of knowledge in their area of concentration, the Psychology concentration requires five foundation courses, representing core areas of Psychology as a science. Foundation courses are all numbered below the 1000 level. The list of approved foundation courses is posted on the CPSY undergraduate page. CPSY courses above the 1000 level and courses in other departments, at any level, cannot be used to satisfy foundation requirements.

Electives

Concentrators will select four additional courses that examine in greater depth topics of special interest to them. The CPSY courses designed to count as electives will often have foundation courses as prerequisites. Electives can be chosen from laboratory courses, lecture courses, or seminars. At least two electives should be at the 1000 level in the CPSY department. In addition, students may choose up to two courses outside of CPSY (preferably at the 1000 level) as electives. Electives should fit into a coherent intellectual theme, and should be chosen in consultation with a concentration advisor.

Additional ScB Requirements in Psychology

To satisfy an ScB. in the Psychology concentration, one must satisfy all the AB requirements as well as take five (5) additional classes in STEM fields related to the concentration. The goal of this requirement is to provide students with a broader background in both the study of psychology and STEM fields in general. At least two (2) of those five classes must be in the CPSY Department. These two courses must be at the 1000-level. We strongly recommend that one of these courses be a laboratory course.

The other three classes can be from the following departments: APMA, BIOL, CSCI, CHEM, CPSY, MATH, NEUR, or PHYS. Courses from other STEM departments might be eligible with permission of your concentration advisor, but such courses must be related to a student's other courses, such as their electives. All courses must also be acceptable for the concentration requirements of a concentration administered by that department. For example, if a PHYS course is used to satisfy one of these requirements, it must be acceptable for a concentration in the PHYS department.

Requirements Specific for the Sc.B. degree

STANDARD PROGRAM FOR THE Sc.B. DEGREE

Common Core:		
CPSY 0900	Statistical Methods	1
CPSY 1900	Research Methods And Design (or approved laboratory course)	1
Five courses from the following:		5
CPSY 0010	Mind, Brain and Behavior: An Interdisciplinary Approach	
CPSY 0100	Learning and Conditioning	
CPSY 0110	Animal Behavior	
CPSY 0200	Human Cognition	
or CPSY 0220	Making Decisions	
CPSY 0400	Cognitive Neuroscience	
or CPSY 0450	Brain Damage and the Mind	
CPSY 0500	Perception and Mind	

CPSY 0610	Children's Thinking: The Nature of Cognitive Development	
or CPSY 0620	Social and Moral Development	
CPSY 0700	Social Psychology	
CPSY 0702	Introduction to Clinical Psychology	
CPSY 0800	Language and the Mind	
Four approved Electives related to Psychology		4
Capstone: Independent Study (CPSY 1970, CPSY 1980) or approved seminar		1
Five Additional STEM courses: of these, at least two (2) must be CPSY courses, all must be related to Psychology, and all must be applicable to a concentration in that department		5
Total Credits		17

Honors Requirement

The Honors Program in Psychology gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member. The program also provides the opportunity for outstanding senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in Psychology must meet all of the requirements of the concentration as described above. Candidates submit their application for the program in semester 7. We encourage students to seek out a potential faculty mentor prior to semester 7. Candidates for Honors must have completed the Statistics CPSY 0900 (<https://bulletin.brown.edu/search/?P=CPSY%200900>) and Research Methods and Design (CPSY 1900 (<https://bulletin.brown.edu/search/?P=CPSY%201900>), Research Methods CPSY 1901 (<https://bulletin.brown.edu/search/?P=CPSY%201901>), or laboratory course) requirements before semester 7. Please refer to the CPSY Honors Program page for detailed information about the specific requirements for the Honors program in Psychology.

Behavioral Decision Sciences Concentration Requirements

Leading to a Bachelor of Arts, the study of decision making at Brown covers descriptive questions like how people, institutions, and nations make judgments and decisions; normative questions about rationality, such as what constitutes the best judgments and decisions; and prescriptive questions, such as how the process of decision making can be improved to make actual decisions closer to optimal ones. By virtue of its broad interdisciplinary nature, the study of decision making covers work found in a variety of more traditional disciplines including psychology, cognitive science, economics, philosophy, computer science, and neuroscience. Professors Steven (steven_sloman@brown.edu?subject=Behavioral%20Decision%20Sciences) Sloman and David Levari (david_levari@brown.edu?subject=Behavioral%20Decision%20Sciences) are the concentration advisors. Upon declaring, concentrators are also encouraged to speak with the appropriate area specialist from among those listed here (<https://copsy.brown.edu/undergraduate-study/concentrations/#behavioral-decision-sciences>).

Standard Program for the AB Degree

These are the new requirements approved by CCC effective Fall 2024. For existing concentrators graduating in 2024-25, the prior requirements can be found by selecting the Bulletin archive <https://bulletin.brown.edu/archive/2023-24/>

Foundational Courses:

CPSY 0220	Making Decisions	1
Choose one of the following:		1
CPSY 0200	Human Cognition	
CPSY 0400	Cognitive Neuroscience	
CPSY 0450	Brain Damage and the Mind	
CPSY 0620	Social and Moral Development	

CPSY 0700	Social Psychology	
Choose one from the following:		1
CPSY 0710	The Psychology and Philosophy of Happiness	
CPSY 1280B	Special Topics in Cognition: Collective Cognition and Collective Behavior	
CPSY 1280C	Topics in Cognition: Information and Decision Making	
CPSY 1470	Mechanisms of Motivated Decision Making	
CPSY 1495	Affective Neuroscience	
CPSY 1560	Visually-Guided Action and Cognitive Processes	
CPSY 1680A	Topics in Development: Social Learning	
CPSY 1680H	The Developmental Origins of Cooperation	
CPSY 1730	Psychology in Business and Economics	
CPSY 1750	Blame and Punishment	
CPSY 1760	The Moral Brain	

Distribution Requirements:

Select one Introductory Course from the following:		1
CPSY 0950	Introduction to programming	
ECON 0110	Principles of Economics	
CSCI 0111	Computing Foundations: Data	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	

Select Two Advanced Courses From:		2
CSCI 0410	Foundations of AI and Machine Learning	
CSCI 1420	Machine Learning	
ECON 1090	Introduction to Game Theory	
ECON 1110	Intermediate Microeconomics	
ECON 1130	Intermediate Microeconomics (Mathematical)	
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1200	History of Economic Thought	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1870	Game Theory and Applications to Economics	
PHIL 1610	Decision Theory: Foundations and Applications	
PHIL 1430	Moral Theories	
SOC 1311	Micro-Organizational Theory: Social Behavior in Organizations	
SOC 1315	Macro-Organizational Theory: Organizations in Social Context	

Methods Classes:

Basic Probability and Statistics. Choose One From the Following:		1
CPSY 0900	Statistical Methods	
APMA 1650	Introduction to Probability and Statistics with Calculus	
APMA 1655	Introduction to Probability and Statistics with Theory	
CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
DATA 0200	Data Science Fluency	
ECON 1620	Introduction to Econometrics	

Advanced Methods. Choose one of the following: 1

CPSY 1291	Computational Methods for Mind, Brain and Behavior
CPSY 1492	Computational Cognitive Neuroscience
ECON 1630	Mathematical Econometrics I
ECON 1660	Big Data
LING 1771	Introduction to Corpus Linguistics
SOC 1120	Market and Social Surveys
SOC 1260	Market Research in Public and Private Sectors
CSCI 0111	Computing Foundations: Data
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science
CSCI 0170	Computer Science: An Integrated Introduction
CSCI 0190	Accelerated Introduction to Computer Science
CSCI 0200	Program Design with Data Structures and Algorithms

or any advanced course in Computer Science beyond the introductory set of classes

Choose one of the following Research Methods and Design courses: 1

CPSY 1791	Laboratory in Social Cognition
CPSY 1890	Laboratory in Psycholinguistics
CPSY 1900	Research Methods And Design
CPSY 1901	Research Methods
ECON 1629	Applied Research Methods for Economists
IAPA 1500A	Ethnographic Research Methods
POLS 1600	Political Research Methods
SOC 1020	Methods of Social Research
SOC 1260	Market Research in Public and Private Sectors

Electives: 3

Students will choose three additional courses in consultation with a concentration advisor that will constitute an integrated specialization in some area of decision science. Any advanced course taught at Brown is eligible.

Capstone: 1

CPSY 1960 Senior Seminar in Behavioral Decision Sciences

Total Credits 13

Students will be expected to take no more than 6 courses below the 1000-level within the concentration. Students with multiple concentrations may not apply more than 2 courses from a second concentration to the AB in Behavioral Decision Sciences. Students are responsible for satisfying all prerequisites for courses they plan to take.

Honors

The Honors Program in BDS gives undergraduates a special opportunity to carry out a research project under the direction of a faculty member that they have developed a relationship with. The program also provides the opportunity for senior concentrators to receive their undergraduate degree with Honors. Participation in the program allows students to develop an understanding of research and acquire research skills and background.

Candidates for Honors in BDS must meet all of the requirements of the BDS concentration as described above. Candidates submit their application for the program at the beginning of semester 7. We encourage students to seek out a faculty mentor prior to semester 7 and to complete their methods courses and two of their three electives before semester 7. Please refer to the CPSY Honors Program page for detailed information about the specific requirements for the Honors Program in BDS.

Cognitive and Psychological Sciences Graduate Program

The department of Cognitive and Psychological Sciences is a unique multidisciplinary department that offers Doctor of Philosophy (Ph.D.) degrees in two fields: Cognitive Science and Psychology.

While the department offers transitional Master's degrees en route to the Ph.D., it does not accept applicants into non-Ph.D. programs.

For more information on admission and program requirements, please visit the following website:

<https://graduateprograms.brown.edu/graduate-program/cognitive-science-phd> (<https://graduateprograms.brown.edu/graduate-program/cognitive-science-phd/>)

Courses

CPSY 0010. Mind, Brain and Behavior: An Interdisciplinary Approach.

This course will provide an interdisciplinary approach to the science of the mind through lens of psychology, cognitive science, cognitive neuroscience, behavioral neuroscience, computational modeling and linguistics, as uniquely represented by our department. It will focus on questions that drive the field, current state-of-the-art, and successful techniques and approaches. Questions addressed will include: What is the nature of the human mind? How do we get input from the world? How do we communicate? How do we change as infants and adults through experience? How do we make decisions and judgments? How do minds meet other minds in a social world?

CPSY 0020. Approaches to the Mind: Introduction to Cognitive Science.

Cognitive science is the study of the mind from an interdisciplinary perspective. It focuses on such questions as how do we process information to recognize objects and faces, to know that a cup is not a bowl, to remember and learn, and to speak and understand? How can studying the brain inform us about the mind? This course will examine the above questions and discuss major themes in cognitive science including nature-nurture, categories and representations, and the nature of computations.

CPSY 0050A. Computing as Done in Brains and Computers.

Brains and computers compute in different ways. We will discuss the software and hardware of brains and computers and with introduction to the way brains are organized, the way computers are organized, and why they are good at such different things. We will talk about our current research, the Ersatz Brain Project, an attempt to design a first-class second-class brain. Enrollment limited to 15 first year students.

CPSY 0050B. The Two Visual Systems: Visual Perception and Control of Action.

In a series of theoretical articles, Melvyn Goodale and his collaborators have proposed that separate, but interacting visual systems have evolved for the perception of objects on the one hand and the control of actions directed at those objects on the other hand. This seminar will cover the basic literature addressing this problem with studies involving human and animal studies. Enrollment limited to 19 first year students.

CPSY 0050C. Intentionality and Theories of the Mind.

The purpose of this seminar is to familiarize students with the topic of "theory of mind" – how we understand each other's mental states. In particular, we will focus on how human beings understand other's intentions and beliefs and come to act volitionally. Readings will span developmental, cognitive, social, and cross-cultural psychology as well as neuroscience and philosophy. Emphasis in assignments will be on evaluating and constructing scientific investigations. Reserved for First Year students. Enrollment limited to 19.

CPSY 0050D. Reading Science/Understanding Science.

How is science presented in the modern media? How does this shape the way we think about and understand scientific ideas and the scientific process? Focusing on the brain sciences, we will critically read several award-winning scientific works written for non-specialized audiences, including books by Dawkins, Gould, Pinker, and Sapolsky. We will also consider critiques of these works, as well as related shorter articles intended for wider audiences (e.g., from *Scientific American*). Finally we will examine several examples of "bad neurojournalism" in an attempt to understand what makes good and bad science reporting. No prerequisites; enrollment limited to 19 first year students.

CPSY 0050E. Animal Minds.

This freshman seminar examines what we can learn about the mind of an animal through observations and manipulations of that animal's behavior. Drawing on the work of biologists, ethologists and psychologists in the field and in the lab, we will critically evaluate the evidence that animals have minds and debate the thesis that their minds are qualitatively indistinguishable from our own. Enrollment limited to 19 first year students.

CPSY 0050F. Olfaction and Human Behavior.

In this first year seminar we will explore how our sense of smell is involved in a variety of psychological processes, including: emotion, learning, memory, language and social behavior. Topics such as olfaction in health, technology and marketing will also be critically examined. Students will acquire the basics of olfactory physiology and perception-cognition through course reading, projects and discussions. Enrollment limited to 19 first year students.

CPSY 0050G. Pidgins, Creoles, and the Emergence of Language.

Pidgins and creoles are language systems that arise in situations of contact between groups without a common language. Their study has informed models of language change and has inspired theorizing about the origins of language, in particular the role children play as agents of language creation and language change. In the last twenty years, however, the field has seen significant upheavals, as foundational assumptions have been challenged and in some cases overturned. This course will consider pidgins and creoles within their socio-historical context, with primary emphasis on what pidgins and creoles can tell us about language emergence and language change. Enrollment limited to 19 first year students.

CPSY 0050I. Art and Science of Learning.

The course will emphasize normal adult learning, in comparison with learning of special populations, nonhuman animals, and computers. Topics will include perceptual learning, memorization, search, conditioning in changing environments, and motor learning. The role of types and amount of practice, motivation, and talent in the development of expertise in art, music, dance, science, sports, and games will be examined. Readings will be based on laboratory experiments and case histories of experts in a range of fields. Enrollment limited to 19 first year students.

CPSY 0050J. Psychology of Creativity.

This course is a first year seminar intended to introduce students to the lively world of creativity and the science thereof. Classic and contemporary readings will be discussed covering topics ranging from theory and assessment to applications in education, product design, organizational behavior, the arts, and science itself. Students will also be nudged to become more mindful of the role of creativity in their everyday lives. The course will emphasize class discussion and the production of tangible projects. Enrollment limited to 19 first year students.

CPSY 0050K. Color.

This Brown/RISD seminar will take a multidisciplinary approach to studying color. Each meeting will focus on color from a different perspective, through the lenses of psychology, philosophy, neuroscience, physics, art history, architecture, and design. This seminar will be taught by a team of faculty from the Brown/RISD Color Lab, where each class will be led by a scholar on the topic of the day. The main instructor will be present every week to integrate discussions across topics. The class time will be divided between lectures, discussions, hands-on activities, and local outings (e.g., to the RISD Museum). Instructor override required.

CPSY 0050L. Anthropogenic Activity + Animals.

Human activities that affect animals and their habitats are both widespread and increasing with largely negative impacts. In this first year seminar, we will examine the effects of anthropogenic disturbances on animal behavior through reading and discussion of scientific papers and conversations with expert guests. Topics include anthropogenic feeding on wildlife; noise, light and chemical pollution on aquatic and terrestrial species; recreational land and water use; technological modernization along migration routes; deforestation, hunting, and poaching. Students conduct an independent examination of environmental disturbances on a species from their country of origin or one with special personal relevance. Limited to first years.

CPSY 0050W. Color in the world or what you see is not what you get.

This first-year seminar will explore the science behind rainbows, peacock feathers, and your favorite color. Color is a fundamental characteristic of how we experience the world in a wide variety of ways. Color contributes to how we recognize objects (is that an apple or orange?) and navigate the world (red light or green light?). Color invades how we understand our social world (green with envy or feeling blue?) and how we present ourselves to the world (fashion anyone?). We will explore many different aspects of color, what it is, how we see it, and how we use it.

CPSY 0100. Learning and Conditioning.

Presents classical and contemporary approaches to the study of the prediction and control of behavior. Emphasizes theories and data derived from studies of Pavlovian conditioning and instrumental learning with nonhuman animals, but also considers implications for human behavior (e.g., drug-dependent behaviors, eating disorders, behavior modification and psychopathologies). No prerequisites.

CPSY 0110. Animal Behavior.

The topic of this course is the scientific study of animal behavior, based on the theoretical framework proposed by Nobel Prize winner Niko Tinbergen. This framework addresses four basic questions about behavior: its evolutionary history, its function, its development, and its underlying mechanisms. We will focus on social behaviors, communication, and cognition in a range of animal species.

CPSY 0120. Introduction to Sleep.

This course uses sleep as the focal point for describing complex behavioral phenomena. How is sleep measured and defined? How does sleep differ across species? What accounts for the timing of sleep? How does sleep change with age? What are the behavioral, physiological, and cognitive concomitants of different states of sleep? How can dreaming be understood? What can go wrong with sleep? Recommended prior coursework: CLPS 0001 or NEUR 0010, or an AP course in psychology or physiology.

CPSY 0150. Behavioral Neuroscience: Introduction to Biological Psychiatry.

This course aims to convey fundamental knowledge and understanding of Behavioral Neuroscience with a focus on Biological Psychiatry. Biological Psychiatry represents a multidisciplinary approach towards understanding psychiatric disease with input from the fields of genetics, biochemistry, molecular biology, and neurobiology. The course will begin by introducing principles of Behavioral Neuroscience and then introduce Biological Psychiatry. We will then elucidate some of the more prevalent psychiatric disorders affecting the general population. Subsequent material will cover scientific approaches and techniques commonly used in the field of Biological Psychiatry to investigate the causes, underlying biological mechanisms, and therapeutic interventions relevant for psychiatric disorders.

CPSY 0200. Human Cognition.

Introduction to theoretical issues and empirical findings motivating controversies in human cognition. Basic issues in cognition - including attention, memory, categorization, reasoning, decision making and problem solving will be examined. Emphasis will be on experimental methods and formal theories.

CPSY 0210. Human Thinking and Problem-Solving.

An inter-disciplinary introduction to adult human thinking and reasoning. Covers logical thinking, computational models, reasoning and the scientific method, creativity, intelligence, visual thinking, problem solving in a group setting, and methods of teaching "thinking skills." Students will learn about research findings on these topics and will practice methods for improving their own skills.

CPSY 0220. Making Decisions.

Life is full of decisions. Some decisions are made rationally, others could be improved. This course considers the psychology of human decision-making, the analysis of optimal decision-making, and implications for individual action and social policy. Topics include: chance and preference (e.g., how do consumers weigh attributes when making purchases?); the value of information (e.g., when should physicians order expensive diagnostic tests?); risky choice (e.g., is it rational to play the lottery?).

CPSY 0330. The Grammar of English.

English probably has greater international utility and importance today than any other human language. This no-prerequisites course takes seriously the idea that we should be able to describe its structure accurately. Challenging two hundred years of myths and mistakes, it attempts to offer students a rigorous basis for understanding sentence structure. Enrollment limited to 40.

CPSY 0350. Playing with Words: The Linguistic Principles Behind Word Games and Puzzles.

In this course, we explore the use of language in a domain which is fairly unlike ordinary communication: the use of language in wordplay, alternate languages, games, and puzzles. At one level, understanding aspects of linguistic theory can provide insight into the internal workings of these various forms of wordplay. On another level, wordplay and puzzles often intentionally subvert the grammar and other rules of ordinary language use and therefore can provide a unique lens into typically implicit grammatical knowledge speakers possess and deploy in all domains of language.

CPSY 0400. Cognitive Neuroscience.

This course provides an introduction to the neuroscientific study of cognition. Topics surveyed in the course include the neural bases of perception, attention, memory, language, executive function, emotion, social cognition, and decision making. In covering these topics, the course will draw on evidence from brain imaging (fMRI, EEG, MEG), transcranial magnetic stimulation, electrophysiology, and neuropsychology. The course will also consider how knowledge about the brain constrains our understanding of the mind.

CPSY 0410. Principles of Behavioral Neuroscience.

A lecture course that covers the bodily systems that underlie motivated behavior. Topics include the autonomic nervous system, drugs and behavior, hormones and behavior, reproductive physiology/behavior, homeostasis, biological rhythms, emotions and stress, the neurobiology of mental disorders, and biological perspectives on learning and memory. Does not cover synaptic transmission or sensory processing and perception. Prerequisite: background in psychology, neuroscience, or linguistic/cognitive science including an introductory course (CLPS 0040 (COGS 0720), CLPS 0400 (PSYC 0470), or NEUR 0010).

CPSY 0450. Brain Damage and the Mind.

Brain damage in humans can produce dramatic and highly selective impairments in cognitive functioning. This course provides an overview of the major neuropsychological disorders of perception, language, memory, thought, and action. It emphasizes the development of human information processing models for understanding the cognitive deficits observed in brain-damaged patients and the implications of neuropsychological findings for models of normal cognition.

CPSY 0500. Perception and Mind.

How do the mind and the brain take physical energy such as light or sound and convert it into our perception of the world? This course examines the behavioral and biological bases of human and animal perceptual systems, including vision, audition, smell, taste, and touch. Particular emphasis is placed on high-level perception and how it relates to other cognitive systems.

CPSY 0510. Perception, Illusion, and the Visual Arts.

Visual art can be viewed as an exploration of perceptual questions. This course considers the representation of space and time in painting and film from the viewpoint of the science of visual perception. Topics include Renaissance linear perspective, picture perception across cultures, color, form, shape, abstraction, how film editing constructs events, and why Godzilla looks phony. Slide lectures and visual exercises.

CPSY 0520. Art, Music, and Science: An Introduction to Aesthetics.

Topics include: art and representation; art and the emotions; beauty, form, and aesthetic experience; and the definition of art. We will focus especially on the visual arts, though we will consider examples drawn from music as well. We will be looking throughout to understand how empirical research bears on traditional topics in the philosophy of art, drawing from empirical perception science, evolutionary biology, and cognitive neuroscience. The course will be example driven: We will try out philosophical theories against our lived reactions to many dozens of images of visual art, and against our reactions to a number of music selections.

CPSY 0530. Making Visual Illusions.

Visual illusions are vivid examples of the mistakes our visual systems make. This interdisciplinary course is designed for art and science students with interests in visual perception to explore how and why visual processing sometimes fails. Course work will include hands-on laboratory experiments and art construction exercises. Topics will include color, brightness, and geometric illusions. Enrollment limited to 15.

CPSY 0540. Simulating Reality: The (Curious) History and Science of Immersive Experiences.

Can an experimental approach enhance our critical-historical understanding of immersive experiences? We will look at the history of 3D vision from an interdisciplinary perspective combining the science of perception and the cultural history of technology. Through a series of collaborative activities and team experiments, we will learn how popular, pre-digital optical devices (such as camerae obscurae, magic lanterns, panoramas or stereoscopes) foreshadow contemporary VR, AR, or XR experiences designed for education and entertainment. Among the themes explored: virtual travel, social voyeurism and surveillance, utopian and dystopian imagination.

CPSY 0550. Science of Consciousness.

This course will focus on consciousness related to visual perception, attention, memory, and cognitive control. The learning goal is to understand the neural correlates of consciousness, with an emphasis on visual consciousness. We will examine 1) basic neural mechanisms of perceptual and cognitive processing; 2) philosophical and neuroscientific models of consciousness; 3) the interaction between attention, reward, and memory and visual consciousness; 4) recent advances in research of consciousness by neuroscientific experiments with animals and humans.

CPSY 0600. Developmental Psychology.

Children's behavior and development from infancy through adolescence. Major topics include learning, perception, parent-child attachment, language, intelligence, motivation, emotional development, and peer relations. Major developmental theories, including psychoanalytic, ethological, social learning, and cognitive, are considered as organizers of these phenomena and as a source of testable hypotheses.

CPSY 0610. Children's Thinking: The Nature of Cognitive Development.

An examination of children's thinking and cognitive development from infancy to early elementary school. Considers a range of topics including memory, reasoning, categorization, perception, and children's understanding of concepts such as space, time, number, mind, and biology. Major theories of cognitive development are described and evaluated in light of the available psychological data.

CPSY 0620. Social and Moral Development.

This course examines children's social and moral development from infancy to adolescence. There are no prerequisites. The course is designed for students anywhere from their first to their final semester at Brown. Some of the topics we will consider are children's social cognition, moral reasoning, social learning, attachment, parent-child interaction, prosocial behavior, and the role of culture and SES in development. We will evaluate theories of social and moral development in light of the available psychological data. We will also integrate behavioral work with issues in developmental cognitive neuroscience.

CPSY 0640. Developmental Psychopathology.

A comprehensive introduction to child and adolescent psychological disorders. Focuses on risk, vulnerability, and protective factors in order to probe why some children develop significant psychological problems when others do not. Emphasis on how biological, psychological, and sociocultural factors interactively contribute to the development of psychopathology. Examines effective treatments, as well as educational and social policy implications. Prerequisite: CLPS 0010, 0020, or 0600.

CPSY 0700. Social Psychology.

Examines the theories, findings, and methods of social psychology. Topics include: social cognition (person perception, attitudes), social influence (cultural sources of attitudes, conformity), and social relations (aggression, altruism, prejudice). Students become better informed consumers of empirical research and acquire a new framework for interpreting social behavior. Applications to historic and current events.

CPSY 0701. Personality Theory.

A survey of the major perspectives (psychoanalytic, behavioral, humanistic, existential, trait, and evolutionary) within the theories of personality. Particular emphasis will be placed on those theories that inform clinical practice.

CPSY 0702. Introduction to Clinical Psychology.

This course is designed to provide an introduction to the field of clinical psychology, with a particular emphasis on common mental health symptoms and disorders across the lifespan (i.e. formerly referred to as "abnormal psychology"). We will discuss the defining characteristics of specific disorders (e.g., mood, anxiety, post-traumatic stress, and psychotic disorders), review systems used to define and assess diagnostic criteria (e.g., the DSM-5), consider theories of etiology (causes), and introduce basic methods of therapeutic treatment. This course will draw on historical and contemporary case studies, experimental research, clinical research, and media to illustrate concepts and guide class discussions.

CPSY 0710. The Psychology and Philosophy of Happiness.

The course explores four fundamental questions about happiness: What is happiness—pleasure, life satisfaction, something else? How is happiness achieved—what are the myths and realities about what conduces to happiness? Can happiness be achieved—are we naturally well suited to be happy? Why pursue happiness—is it sufficient, or even necessary, for a good life? The course examines classic contributions from philosophy and psychology, the two disciplines that have studied happiness most extensively. Team-taught by professors from both philosophy and psychology, it invites students to compare and combine both approaches.

CPSY 0720. Thinking About the Social World.

Acting in and understanding the social world require, among other things, the process of abstraction. Abstraction broadens mental horizons, integrates new experiences, and allows communication with other people. In this course we will discuss the different ways in which abstraction has been defined in the literature and look into some surprising implications of abstraction for people's understanding of, and actions in, the social world. This is a mid-level seminar for students with introductory background to psychology, cognitive science, or cognitive neuroscience.

CPSY 0800. Language and the Mind.

Explores fundamental issues in psycholinguistics: what is the nature of language; what are its biological underpinnings; how does the mind process speech, recognize words, parse sentences, comprehend discourse; what do effects of brain injuries on language reveal about the organization of language in the mind? Syntheses of results from multiple modes of analysis – linguistic, psychological, computational, and neurophysiological – are emphasized.

CPSY 0810. The Biology and Evolution of Language.

Human language is made possible by specialized anatomy and brains that can regulate speech production, complex syntax, and acquiring and using thousands of words. This course examines Darwin's theory of evolution and the archaeological and fossil records of human evolution; studies of chimpanzee communication, culture, and language which provide insights on human evolution; the physiology of human speech; and recent studies of the brain bases of human language and thought.

CPSY 0900. Statistical Methods.

A survey of statistical methods used in the behavioral sciences. Topics include graphical data description, probability theory, confidence intervals, principles of hypothesis testing, analysis of variance, correlation, and regression, and techniques for categorical data. Emphasizes application of statistical methods to empirical data.

CPSY 0950. Introduction to programming.

This course provides an introduction to programming and computational thinking. We will use the Matlab programming language as a starting point because it is concise and easy to read. It is also one of the most popular scientific programming languages. We will then transition to Python which has now become the main programming language used in data science. The course is designed for students in psychology, cognitive science, neuroscience, and other non-computer science majors interested in learning to program and, more generally, in developing computational thinking skills. Beyond teaching specific coding skills, this course will support students' development as computational thinkers. Mastering these skills will enable students to more richly understand the cognitive, linguistic, and psychological sciences — and impact society.

CPSY 1080A. Intentionality.

The purpose of this seminar course is to familiarize students with the topic of "theory of mind" - how we understand other's mental states. In particular, we will focus on how children develop an understanding of others intentions and beliefs. While the majority of the reading will be in developmental psychology, cognitive, social, clinical and comparative literatures will also be examined.

CPSY 1080C. Evolution of the Brain Bases of Creativity.

Humans share virtually all of our genes with chimpanzees, yet you are reading this sentence on a device that no chimpanzee could have made. For that matter, your grandparents would have been baffled had they encountered email. Creativity - the drive to think of new concepts, new ways of doing things, and new things - marks us. In this vein, we will read and discuss the findings of new studies that are exploring the neural bases and evolution of human creativity. We will also consider the alternative, that we are ruled by genes that evolved more than 50,000 years ago. Enrollment limited to 40.

CPSY 1090. Research Methods in Psychology.

This upper division laboratory course is designed to provide CLPS concentrators (psychology/cognitive science/cognitive neuroscience) with the tools to comprehend, conduct, and report on psychological research. Students will learn about the central aspects of research, including reviewing literature, formulating hypotheses, designing experiments, collecting/analyzing data, and presenting findings in written and oral reports. Lectures and laboratory exercises will survey a variety of methods to prepare students to design and execute their own research projects. Class time will be divided between lectures, discussion, labs, and student presentations. Prerequisites: CLPS 0010 or CLPS 0020 and CLPS 0900 or APMA 1650. Enrollment limited to 25.

CPSY 1092. Psychological Theory.

An examination of types of explanations used in psychology, with an emphasis on quantitative models of perception, learning, and motivation. Students implement models on a computer and compare theoretical predictions to observed facts. No previous experience with computers assumed; students will learn to implement and develop theories based upon spreadsheets.

CPSY 1100. Animal Cognition.

A seminar focusing on the experimental analysis of animal mental processes such as perception, attention, learning, memory, and decision-making. Some specific topics include navigation, visual search, working memory, time perception and memory, song learning in birds, and concept formation. Prerequisite: advanced lab.

CPSY 1110. Behavior Modification.

Examines basic principles of learning theory as applied to the development and change of human behavior. Topics include: experimental design in clinical research, addictive behavior, fear and anxiety reduction, cognitive behavior modification, self management, child behavior modification, and clinical therapy. Prerequisites: CLPS 0701 (PSYC 0300) or CLPS 1700 (PSYC 1330). Enrollment limited to 50.

CPSY 1120. Physiological Psychology.

Research articles focusing on the neural regulation of behavior are discussed, with an emphasis on experimentation in animal models. Topics vary from year to year but may include the neural and molecular mechanisms regulating social behaviors, the mechanisms and site of action of drugs of abuse, development of neural systems, sensory information processing and genetic analysis of behavior. Prerequisites: CLPS 0410 (PSYC 0750) or NEUR 0010. Enrollment limited to 25.

CPSY 1130. Psychology of Timing.

Topics include temporal perception, memory, and preferences; cognitive, biological, and quantitative theories of timing; biological rhythms; pharmacological influences on time perception and timed performance; altered timing in abnormal states; and timing in sports and music. Enrollment limited to 20.

CPSY 1140. Psychophysiology of Sleep and Dreams.

Overview of sleep, biological timing, dreaming, and sleep disorders. Topics include physiology of NREM and REM sleep, circadian rhythms, determinants and measurement of daytime sleepiness, development and phylogeny, dreaming, and sleep functions. Biological bases and behavioral concomitants of sleep disorders are assessed. Prerequisites: CLPS 0010 (PSYC 0010) and NEUR 0010, or CLPS 0110 (PSYC 0500), or other background in NREM science or physiology. Students who have taken CLPS 0120 (PSYC 0550) should not take this course. Not open to Freshmen or Sophomores.

CPSY 1150. Memory and the Brain.

This flipped course is for undergraduate and beginning graduate students of psychology, cognitive neuroscience, and biology who are interested in biological research on memory. There are three parts: 1) the genesis of modern research on memory, 2) the hippocampus and beyond, and 3) multiple brain memory systems. The course is designed to be accessible to students in a variety of disciplines, but requires background in psychology, cognitive science, or neuroscience. Class will include online lectures, writing assignments, reading primary research articles, and presenting research articles. Prerequisite: CLPS 0010, CLPS 0020, CLPS 0040, CLPS 0200, or NEUR 0010.

CPSY 1160. Evolution and Development of the Brain.

What is unique about the human brain? In this course, we will investigate this question from an evolutionary, comparative perspective. Drawing upon research from many disciplines including psychology, neuroethology, cognitive science, biology, biological anthropology, and neuroscience, we will identify changes in the nervous system that have occurred over phylogeny and over ontogeny to allow the development of complex social behaviors, cognition, language, and consciousness.

CPSY 1180A. Canine Behavior.

Topics covered in this seminar include canine perception, cognition, vocalization, and social behavior. The behavior of wolves and other wild canids is explored to facilitate our understanding of dog behavior. Observational field work is required in addition to regular class meetings. Prerequisites: CPSY 0050E, CPSY 0100, CPSY 0110, CPSY 1191, or CPSY 1192. Not open to first year students.

CPSY 1180B. Animal Languages.

Most animals – fishes, frogs, birds, bats, whales, monkeys, and humans – communicate using sounds. Are these acoustic communication systems complex enough to be considered as animal languages, or is human language unique? We will examine the structure, function, and neural control of animal acoustic communication systems and search for evidence of evolutionary continuities between animal sounds and human language. Topics to be studied include vocal learning and imitation, the evolution of cooperative vocal exchange, syntax in bird and whale songs, and symbolic communication in primates.

CPSY 1181A. Canine Behavior.

This discussion-based online course focuses on the psychology of dogs using primary readings on canine perception, cognition, communication, development, genetics, social behavior, and common behavioral pathologies. Case studies of domestic dogs are used to illustrate the diagnosis and treatment of aggression, fear, anxiety, and obsessive-compulsive disorders. The natural behavior of wolves and other wild canids is explored to facilitate our understanding of the domestic dog. After taking this course, you will be so much closer to knowing a dog!

CPSY 1181C. The Psychology of Pandemics.

Through a psychological lens, we will examine how pandemic-related emotional reactions (e.g. fear, anxiety, distress) and behavioral problems (e.g., nonadherence, avoidance, stigmatization of out-groups) influenced the effects of the pandemic, its disproportionate impacts on various communities both during and after 2020, and how these psychological factors shaped individual and national political shifts, including trends toward radicalization. What can we do to buffer the adverse effects of future pandemics on society and to mitigate the deleterious consequences of pandemics on mental health and sociality? In addition to reading and discussing the scientific literature, students will participate in group and individual authentic research projects, public service announcements, and policy recommendations. Visit our Google course site for more information. Enrollment limited to 18.

CPSY 1190. Techniques in Physiological Psychology.

Laboratory course in behavioral neuroscience for advanced students of psychology or or neuroscience. The goal is to gain "hands on" research experience with a variety of behavioral assays used to assess the effects of genetic mutations on behavior. Over the course of the semester, students will examine the behavioral phenotype of three mouse models of human disease and prepare a manuscript suitable for publication in a scientific journal. Prerequisites: CPSY 0410 or NEUR 0010, and CPSY 0900.

CPSY 1191. Observing Animals: Methods for Animal Behavior Research.

This course is designed for students with a serious interest in animal behavior research. Topics include methods in lab and field research, enrichment programs for captive species and conditioning procedures for managing zoo and shelter animals. Prerequisites: CPSY 0900 or equivalent or instructor permission. Enrollment limited to 18.

CPSY 1192. Experimental Analysis of Animal Behavior and Cognition.

A laboratory course on the prediction, control, and explanation of the behavior of animals in simple environments. Prerequisite: CPSY 0900.

CPSY 1193. Laboratory in Genes and Behavior.

Laboratory course in behavioral neuroscience designed to provide research experience in assessing effects of genetic alterations on behavior. Students examine the behavioral phenotype of a mouse model of human disease. Mice are tested on behavioral batteries to assess, for example cognitive, affective, and sensorimotor behavior. Recent classes tested models of early life stress, Fragile X Mental Retardation, and Alzheimer's Disease. Students will test the mice, analyze the data, and prepare a manuscript suitable for publication in a scientific journal. Prerequisites: CPSY 0410 or NEUR 0010, and CPSY 0900 or instructor permission. Enrollment limited to 10; not open to first-year students

CPSY 1194. Sleep and Chronobiology Research.

Part of a summer immersion experience, this course and research apprenticeship provide a fully textured research and academic experience in human sleep and chronobiology research. The course addresses direct technical instruction for research procedures that enable students to participate in the apprenticeship research projects. In support of the technical skills learning, students are provided background in the physiological, theoretical, and conceptual bases of the methodologies and the research program. This information provides a framework for understanding the methods and the research project's design and rationale. Oral presentation skills and conference attendance planning are also included. Recommended prerequisite: CPSY 0120 is preferred; NEUR 0010 is also acceptable.

Course open only to students admitted to the Sleep and Chronobiology Research Apprenticeship. Must apply here: www.sleepforscience.org/academic/apprenticeship.php (<http://www.sleepforscience.org/academic/apprenticeship.php>)

CLPS 1194 has a commitment from Memorial day through the third week of August.

CPSY 1195. Life Under Water in the Anthropocene.

Aquatic ecosystems are under intense pressure from a variety of anthropogenic stressors. Through lectures, discussion and authentic research projects, this course explores the impact of some of those stressors on the development and behavior of the most vulnerable, the developing young. Topics for Fall 2020 include the impact of anthropogenic stressors on local and global ecosystems; the behavioral biology, embryonic development, and behavior of zebrafish; basic research techniques for studying the development and behavior of zebrafish; and skills needed to conduct authentic scientific research. Students will design, conduct and present an authentic research project using zebrafish. No prior research experience required.

CPSY 1196. Sleep, Circadian Rhythms, and Behavioral Health.

The goal of this course is to engage in an in-depth study of sleep from the context of a specific topic (to be determined). An upper-level seminar, the course is strengthened by discussion and student-led exploration of the topic. Because of the extensive core knowledge base required to begin exploring the area in depth, the class starts with lectures and readings providing an overview of background material, including definitions/vocabulary, measurement, neural systems, regulatory processes, and typical experimental paradigms and measures. As the semester progresses, students will pick specific components of the topic for leading seminar sessions/discussions and preparing a final paper. CPSY 0010 and NEUR 0010 are recommended but not required.

CPSY 1200. Thinking.

An investigation of conceptual structure, judgment, and inferential processes. The focus is on the relation between empirical evidence, theories, and models of cognitive process and structure. Prerequisite: CPSY 0200.

CPSY 1210. Human Memory and Learning.

How does human memory work and why are some things easier to learn and remember than others? This course covers experimental and behavioral studies of human memory including long- and short-term memory for text, pictures, spatial information, and autobiographical events. Emphasis on real-world situations, including education, in which memory and learning play a role. Prerequisite: CPSY 0200.

CPSY 1211. Human and Machine Learning.

How is human memory like a search engine? Is human knowledge like the internet? What can artificial intelligence and machine learning tell us about the mind? How can studying the mind help machine learning? This seminar explores parallels between human cognition and contemporary research in computer science, emphasizing common problems. In addition to the above, topics include simplicity, object recognition, categorization, and causality.

CPSY 1220. Concepts and Categories.

Our knowledge of the world is organized into concepts and categories. What is the basis of this organization? What information is used to make category judgments? How do children acquire concepts and categories? How are our concepts related to the language we speak? This course will examine these questions from an interdisciplinary perspective, combining relevant work in cognitive and developmental psychology, philosophy, linguistics, and computational modeling. Recommended prerequisite: CPSY 0200.

CPSY 1230. Seminar in Decision Making.

No description available.

CPSY 1240. Reasoning and Problem Solving.

How do people reason about informal events in everyday life and more formal subject domains? What are the fallacies that people endorse and how can they be averted? What are some strategies for developing critical reasoning skills? A presentation of theories of human reasoning and problem solving and their applications to educational practice. Prerequisite: CPSY 0200.

CPSY 1241. Causal Reasoning.

This seminar will concern the principles and processes by which people learn causal knowledge and engage in causal inference, including prediction, explanation, and counterfactual reasoning. Some emphasis will be on probabilistic models of causal inference and on the development of causal reasoning in young children. Enrollment limited to 20 juniors, seniors, and graduate students.

CPSY 1250. Human Factors.

The application of knowledge of human characteristics to the design of equipment, facilities, and environments for human use. Research on attention, perception, learning, and decision making will be applied to problems in various areas including: aviation, highway safety, industrial safety, consumer products, human-computer interaction, and aging. Enrollment limited to 25.

CPSY 1271. Cognition in the Classroom: Seminar in the Science of Teaching and Learning.

Most university students believe they are good learners, and most professors believe they teach well, yet the strategies each group employs are often the ones found to be least effective when examined from a scientific standpoint. This seminar examines what the basic scientific research in human cognition, as well as some well-designed applied studies, tell us about effective teaching and learning inside and outside of the classroom. Emphasis will be on K-12 learners and teachers, but with some extensions to college. Pre-Requisites: At least one CPSY course at the 1000-level or above or permission of the instructor.

CPSY 1280A. Moral Reasoning.

A review of research on how people make moral judgments. We will discuss and attempt to integrate diverse perspectives and research on cognition, action, and emotion from cognitive science, cognitive neuroscience, and philosophy.

CPSY 1280B. Special Topics in Cognition: Collective Cognition and Collective Behavior.

Humans, like other social species, move, live, and work together in groups. Although our individual actions may be simple, emergent patterns of collective behavior can be complex, as in ant colonies, bird flocks, and work teams. Similarly, as individual humans, we know little. We overestimate our knowledge and the depth of our arguments. Yet as a society we have achieved great things through a community of knowledge, guided by shared intentionality. This has enabled us to build ships and economies, but also leads to the belief that we know more than we do and can amplify vacuous ideology, misinformation, and conspiracy theories. In this seminar, we will investigate what can be learned from the parallels and divergences between collective behavior and collective cognition. We will draw from literatures in animal behavior, complex systems, psychology, cognitive science, philosophy, and computer science.

CPSY 1280C. Topics in Cognition: Information and Decision Making.

Why do people expose themselves primarily to media that aligns with their prior beliefs? When two people from opposing political parties read the same exact news article, how can they end up with even stronger conflicting opinions? What underlying mechanisms might be driving people's decisions to post specific clickbait on Facebook? Despite the fact that neoclassical economic theory dictates that individuals should seek out a diverse array of information in order to make the best judgments and decisions, there is abundant evidence that they do not. We will explore these types of questions throughout this course as we investigate how people engage with information across three distinct stages: exposure to, consumption of, and sharing of information. Through the readings and discussion, you will be exposed to relevant literatures in decision science, experimental economics, behavioral economics, and social psychology.

CPSY 1290. Laboratory in Cognitive Processes.

Presents the experimental way of thinking by pursuing several topics in an interactive computer-based laboratory. Students run experiments as a class and, by the end of the course, run their own experiment. Focus is on experimental design, procedure, analysis, and reporting. Topics include attention, visual imagery, memory, and reasoning. Prerequisite: CLPS 0900 (COGS/PSYC 0090), and either CLPS 0200 (COGS 0420) or CLPS 0500 (COGS 0440); or permission of the instructor.

CPSY 1291. Computational Methods for Mind, Brain and Behavior.

Provides an introduction to computational modeling of cognition, summarizing traditional approaches and providing experience with state-of-the-art methods. Covers pattern recognition and connectionist networks as well as Bayesian probabilistic models, and illustrates how they have been applied in several key areas in cognitive science, including visual perception and attention, object and face recognition, learning and memory as well as decision-making and reasoning. Focuses on modeling simple laboratory tasks from cognitive psychology. Connections to contemporary research will be emphasized highlighting how computational models may motivate the development of new hypothesis for experiment design in cognitive psychology.

CPSY 1292. Introduction to Programming for the Mind, Brain and Behavior.

This winter session course will provide an introduction to MATLAB programming for students in the life sciences with no prior programming experience. At the end of this course, students will be able to implement MATLAB functions independently to solve many common programming challenges associated with the study of the mind, brain and behavior — from conducting statistical data analyses to basic input/output functions for parsing a file to implementing their own psychophysics experiments. A life-long learning outcome is for students to develop computational thinking skills, a way of solving problems that draws on fundamental concepts borrowed from computer science.

CPSY 1320. The Production, Perception, and Analysis of Speech.

An introduction to the basis of the acoustic analysis of speech, the anatomy and physiology of speech production, and the perception of speech. Discussion and demonstration of quantitative computer-implemented methods for speech analysis. Linguistic and cognitive theories are discussed in relation to the probable neural mechanisms and anatomy that make human speech possible. Lectures, discussion, and laboratory demonstrations.

CPSY 1340. Introduction to Semantics.

An introduction to a variety of issues in linguistic semantics and in the related philosophical literature. Topics include: the nature of semantic representations; the relationship between meaning and the world; truth-conditional and "logical" semantics; word-meaning; the interaction of semantics and pragmatics; presupposition; the interaction of semantics with syntax.

CPSY 1381C. Topics in Phonetics and Phonology: Laboratory Phonology.

This course presents some of the primary methods of experimental phonology and examines basic elements of experimental design. The course will help students read phonology articles and design their own research projects. The first unit introduces laboratory phonology and the connections between phonological theory and experimentation. Subsequent units explore experimental methods for a range of phonological questions, incorporating information from phonetics and psycholinguistics. We will discuss some of the seminal studies as well as more recent literature to establish a framework of key questions, the resources for answering these questions, and factors to consider when designing experiments and interpreting results. Pre-requisites- CLPS 0030. CLPS 1310 strongly recommended.

CPSY 1382. Sounds of the World's Languages.

This course will introduce you to phonetics: the study of the physical aspects of speech. You will learn how to produce, perceive, describe, and transcribe the sounds of the world's languages. You will learn the fundamentals of acoustic and articulatory phonetics to better understand the properties of and mechanisms behind each speech sound. You will also gain practical skills in recording and measuring acoustic data, transcribing data in the International Phonetic Alphabet (IPA), and producing both familiar and foreign sounds in isolation as well as in real and hypothetical words. Prerequisite: LING 0100.

CPSY 1385. Topics in Language Acquisition: Language Acquisition and Cognitive Development.

What is the relationship between how we think and how we speak? This course explores the concurrent development of children's linguistic and cognitive abilities. Topics include the relationship between word meanings and concepts, the structure of the mental lexicon, pragmatic development, and the Whorfian hypothesis (whether speakers of different languages think differently). Students will read and discuss empirical and theoretical articles, and complete a set of writing assignments and problem sets. Prerequisite: CPSY 0610 or equivalent, or permission of the instructor. Appropriate for students interested in developmental/cognitive psychology, linguistics, and applied fields such as speech-language pathology.

CPSY 1387. Topics in Neurolinguistics.

No description available.

CPSY 1389. Discourse Processing.

Over the last decades psycholinguists have converged on a generally accepted framework for describing how humans process language at the sentence level. Much less is understood, however, about processing at the discourse level, where multiple sentences are understood to form a coherent whole. In this course we take an in-depth look at the question of discourse processing. We begin with a review of early models of discourse and narrative structure, turning next to findings from the sentence processing literature which implicate discourse structure. We consider both behavioral and neuro-imaging data in a critical analysis of past and current theories.

CPSY 1400. The Neural Bases of Cognition.

Research using animal models has informed and guided many of the recent advances in our understanding of the brain mechanisms underlying cognition. This seminar course will address related to animal models of human cognition. Students learn how different aspects of the neural bases of cognition are modeled in animals by reviewing the primary research literature. The course is divided into three sections, each addressing a different topic. Topics vary each year, but may include, for example, learning, memory, attention, decision-making, or cognitive impairment associated with neuropathology or aging. Enrollment limited to 20. Not open to first year students.

CPSY 1420. Cognitive Neuropsychology.

This foundation course in cognitive neuropsychology will explore the effects of brain damage on cognitive function. The goals of cognitive neuropsychology are to understand the effects of brain pathology within the context of modern theories of cognition, and to draw inferences about normal or intact cognitive function from patterns of dysfunction observed with brain pathology. Readings will focus on research investigations of brain damaged populations within one or more areas of cognition (e.g., perception, memory, or attention) that address topics of current relevance. Pre-Requisites: CPSY 0010 or CPSY 0200 or CPSY 0400 or NEUR 0010. CPSY 0900 is also strongly recommended.

CPSY 1470. Mechanisms of Motivated Decision Making.

How do we make decisions? This course considers the factors and mechanisms involved in motivated decision making, as informed by cognitive, neuroscientific, and computational modeling approaches. Readings will span a range of populations (e.g., healthy adults, adults with acquired brain damage, monkeys) and methods (e.g., behavioral, genetic, pharmacological and neuroimaging studies, electrophysiological recordings). Computational models will be prominently featured as a means for formalizing decision making theories across multiple levels of analysis, some focusing on high-level cognitive computations and others on neural mechanisms. Prerequisite: CPSY 0010, 1291, 1400, 1491, 1492, or NEUR 0010. Enrollment limited to 20. Not open to first year students.

CPSY 1478. Translational Models of Neuropsychiatric Disorder.

This course will be an upper level seminar course focused on reading and understanding the primary literature related to the use of animals to model human neuropsychiatric disorders. Throughout the course we will discuss the appropriateness, use, and limitations of animal models for studying human pathology. We will discuss a range of topics building from basic concepts of evolution, development, and genetics to the practice of using animals to study aging and memory function, affective pathology, and developmental disorders. Prerequisites: CLPS 0010 or NEUR0010; and preferably at least one of the following: CPSY 1150, CPSY 1480, CPSY 0400, CPSY 0100, CPSY 2100, NEUR 1740; NEUR 1540.

CPSY 1480A. Cognitive Neuroscience of Emotion.

Topics discussed in this course include: visual attention, awareness, emotional perception, and emotional memory. Classes will be structured around the discussion of current papers in the literature. Active participation in class is required, including the presentation of papers from the literature. Enrollment limited to 20.

CPSY 1480B. Cognitive Aging and Dementia.

This seminar examines the cognitive changes associated with normal aging and age-related dementia (e.g., Alzheimer's Disease). Topics covered will include changes in the neurocognitive systems mediating memory, perception, and attention. The course is primarily intended as an advanced seminar for junior and senior concentrators in Psychology, but is also intended for other students interested in aging and the neuropsychology of cognition. Recommended prerequisites: An introductory course in cognitive neuroscience (CPSY 0400, CPSY 0450, CPSY 0200) or permission of the instructor. CPSY 0900 or a comparable Statistics course is strongly recommended. Preference will be given to senior CPSY concentrators.

CPSY 1480C. Cognitive Control Functions of the Prefrontal Cortex.

The prefrontal cortex has long been known to support higher cognitive functions, including working memory, planning, reasoning, and decision making. This seminar offers an in-depth review of recent empirical and theoretical approaches to understanding prefrontal cortex function. This year the course will focus on prefrontal contributions to the cognitive control of declarative memory. Enrollment limited to 20.

CPSY 1480D. Cognitive Neuropsychiatry.

Will provide a broad survey of the field of cognitive neuropsychiatry. The approach taken is based upon the knowledge of brain-behavior-cognition relationship and allows explaining psychiatric phenomena in terms of deficits in normal cognitive mechanisms, as well as drawing conclusions about normal cognitive functioning based on patterns of impaired and intact cognition observed in clinical populations. Topics surveyed include delusions, hallucinations, social-emotional symptoms of schizophrenia, thought and language disorders, conversion disorder, obsessive-compulsive disorder, bipolar disorder, major depression, Parkinson's and Alzheimer's Disease. Prerequisite: CPSY 0400, or instructor permission. Enrollment limited to 25 juniors, seniors and graduate students concentrating in CPSY or LING.

CPSY 1480E. Embodiment and Interoception.

The brain and body are in constant dialogue—an ongoing exchange that shapes how we learn, feel, and adapt to the world. This seminar explores the neural and psychological foundations of embodiment and interoception: the brain's capacity to sense, interpret, and regulate internal bodily states. We will examine the sensory and inferential mechanisms that underlie interoception, its role in emotion, motivation, and reward, and how these processes are altered in clinical conditions. Through readings, discussion, and critical engagement with primary literature, students will develop an integrative understanding of how bodily signals shape the mind—and how the mind, in turn, shapes the body.

CPSY 1480H. Disorders of Memory.

In his 1882 treatise on Diseases of Memory, Ribot wrote that “the disorders and maladies of this faculty, when classified and properly understood, are no longer to be regarded as a collection of amusing anecdotes of only passing interest. They will be found to be regulated by certain laws which constitute the very basis of memory and from which its mechanism is easily laid bare.” In that spirit, this seminar will examine how both organic (e.g., Korsakoff syndrome, herpes encephalitis, semantic dementia) and functional (e.g., fugue, posthypnotic amnesia, multiple personality disorder) amnesias can inform our understanding of human memory.

CPSY 1480I. Memory, Space, and the Hippocampus.

Although the hippocampus is one of the most studied brain structures of the last century, there is still considerable disagreement about its core function. In one view, the hippocampus is essential for forming memories of the unique episodes in our lives. In another, the hippocampus is devoted to spatial navigation, encoding a spatial map of the world and our location in it. Reconciling these viewpoints has posed a significant scientific challenge. This seminar examines differing perspectives on how the hippocampus contributes to cognition and behavior, with the goal of integrating evidence from multiple subfields of psychology and neuroscience.

CPSY 1490. Functional Magnetic Resonance Imaging: Theory and Practice.

This course will train students in the practice and use of functional magnetic resonance imaging (fMRI) as a cognitive neuroscience methodology. Topics covered include MRI physics, the physiological basis of the BOLD signal, experimental design, data collection, statistical analysis, and inference. A practical component of the course includes the opportunity to collect and analyze fMRI data at the Brown MRF. Prerequisites: (CPSY 0400 or NEUR 0010) and CPSY 0900, or instructor permission. Enrollment limited to 20.

CPSY 1491. Neural Modeling Laboratory.

Numerical simulations of cognitively oriented nervous system models. Discussion of parallel, distributed, associative models: construction, simulation, implications, and use. Prerequisites: MATH 0090, 0100, or equivalent; knowledge of a computer language; some background in neuroscience or cognitive science is helpful.

CPSY 1492. Computational Cognitive Neuroscience.

We explore neural network models that bridge the gap between biology and cognition. Begins with basic biological and computational properties of individual neurons and networks of neurons. Examines specialized functions of various brain systems (e.g., parietal cortex, frontal cortex, hippocampus, ganglia) and their involvement in various phenomena, including perception, attention, memory, language and higher-level cognition. Includes a lab component in which students get hands on experience with graphical neural network software, allowing deeper appreciation for how these systems work. Prerequisites: CPSY 0200 or NEUR 0010.

CPSY 1495. Affective Neuroscience.

This course will survey key topics and methods in research on the neuroscience of affect and emotion. It is ideally suited for advanced undergraduates or graduate students who have taken an introductory cognitive neuroscience and/or psychology course. This course will use a variety of behavioral and neuroscientific data to examine the structure of affect/emotion; how affective processes shape cognition and action; how cognition in turn shapes affect; and the nature of variable affective reactions within/across individuals. The course will include in-class presentations, discussions, short lectures, short and long forms of reading responses, and a final research proposal.

CPSY 1500. Perception and Action.

The ecological approach treats perceiving and acting as activities of agent-environment system rather than an isolated "mind," and offers an alternative to the prevailing computational/representational view. Topics include inferential and direct perception, perception of the 3D environment, visual control of action, dynamics of motor coordination, and self-organization of behavior. Lecture and discussion. Prerequisite (any one of the following): CPSY 0010, CPSY 0020, CPSY 0500, or CPSY 0510.

CPSY 1510. Laboratory in Auditory Perception.

This course considers how we sense and comprehend the world through sound. Laboratory sessions focus on basic acoustics and demonstrations of loudness, pitch, and musical timbre. Class discussions explore topics such as pitch perception, speech perception, music cognition, and auditory scene analysis. Students record and analyze original soundscapes, and then conduct their own experiments to analyze listeners' responses to these soundscapes.

CPSY 1520. Computational Vision.

An introduction to computational models of biological vision summarizing traditional approaches and providing experience with state-of-the-art methods. We will sample topics from low- and mid-level vision including fundamental aspects of image, stereo, motion, surface and color processing to high-level vision including object and action recognition as well as scene understanding. Connections to contemporary research in computer vision and computational neuroscience will be emphasized highlighting how computational models may motivate the development of new hypothesis for the design of experiments in visual perception. Prerequisite: comfort with basic linear algebra and at least one introductory course in Computer Science or programming, or instructor permission.

CPSY 1530. 3D Shape Perception.

Our ability to move in the environment, recognize and grasp objects, depends enormously on the capacity that the brain has in organizing the visual stimulation in the perceived 3D layout. 3D objects in the world project on the human retina flat images. How does the brain re-transform these flat images into a 3D representation? Enrollment limited to 40.

CPSY 1540. Perceiving and Acting in 3D.

How does visual stimulation inform the brain about the three-dimensional structure of the world? What information is important for complex organisms, like humans and other primates, to be able to successfully interact with the surrounding environment? In this course we will examine how different sources of visual information such as stereo, contours, texture gradients, shading, and optic flow contribute to the vivid experience of 3D shape by the human visual system. Moreover, connections will be made to the mechanisms that govern goal directed actions, in order to unveil the commonalities between 3D processing for conscious perception and visuomotor mappings.

CPSY 1550. The Psychology of Aversion.

Explores what is aversive to us and why. In particular, the ways in which sensory preception (e.g., smell, taste, vision), cognition, culture, personal experience and neurobiology mediate our avoidance responses will be analyzed. The purpose of avoidance from an evolutionary perspective and how the emotion of disgust is uniquely human will be a theme throughout the course. Topics will range from neuropsychological disorders to our social behavior and morality. Additionally, why we are attracted to stimuli that "should" inspire avoidance (e.g., horror movies, roller coaster rides) will be examined. Students will acquire a broad knowledge of the psychology of aversion through course readings, discussions, projects and active participation. In addition to presentations and discussion, class time activities may include completing questionnaires, watching videos and assessing various sensory stimuli. Prerequisite: CPSY 0010, CPSY 0020, or NEUR 0010.

CPSY 1555. The Sensory and Psychological Science of Food and Eating Behavior.

How do our senses—what we see, hear, smell, feel and taste, influence what, when, and how much we eat? How do our moods, expectations, and the situation we are in influence our feelings of hunger and satiety, and even how we metabolize food? How does what we eat influence our emotions, and how do our moods and personalities influence what we eat? What are the factors that negatively or positively influence our cravings, and how can we control them? How does what we eat affect our moral and social behavior with others, and how might all the ideas covered in this course ("neurogastronomy") be applied towards sustainability? These topics and more will be explored in this seminar course through critical reading, class presentations, writing and research projects, and active discussion.

CPSY 1560. Visually-Guided Action and Cognitive Processes.

One of the main purposes of encoding visual information is to perform visually-guided actions to directly interact with the external world. This seminar will shed light on the behavioral and underlying neural mechanisms involved in integrating perception and cognitive processes, and converting them into action. We will also explore how visuo-motor behavior can provide a useful tool to study a wide range of conscious and unconscious cognitive processes including the current locus of attention, the nature of language representation, spatial representation of number, and high-level decision-making. Prerequisite: CPSY 0010, CPSY 0020, or NEUR 0010.

CPSY 1561. The Nature of Attention.

In daily life, most visual scenes are complex and crowded so that our visual system faces a daunting task of processing an enormous amount of information at any given moment. Thus, attentional mechanisms are necessary to select relevant objects or events and to guide actions. In this course, we will understand behavioral and underlying neural mechanisms involved in visual attention and their interaction with memory, learning, and goal-directed action. We will also study investigations of spared and impaired patterns of attention-based performance following brain injury. Prerequisites: CPSY 0500.

CPSY 1565. The Sense of Smell: Perception, Cognition, Health & Technology.

In this course students will discover the fascinating and unique features of the human sense of smell with a special focus on how the sensory, perceptual, and psychological mechanisms of olfaction are involved in our emotions, thoughts, behavior, health, and the latest innovations and applications in technology. These topics will be addressed in a seminar format with critical reading, class presentations, research idea development, written assignments, and active participation.

CPSY 1570. Perceptual Learning.

This course will focus on perceptual learning and visual plasticity. The goal of this course is to understand the mechanisms of visual perceptual learning and visual and brain plasticity. Perceptual learning is defined as long-term performance improvement as a result of visual experiences. Enrollment limited to 20.

CPSY 1571. Visual Consciousness.

This course will focus on consciousness related to visual perception. The goal of this course is to understand the neural correlates of visual consciousness. 1) We will learn about basic neural mechanisms of visual processing and other brain functions. 2) We will discuss philosophical and neuroscientific models of visual consciousness. 3) We will examine the roles of attention, reward, and memory in visual consciousness. 4) We will evaluate recent neuroscientific experiments with animals and humans and their potential to advance the research of consciousness.

CPSY 1580A. Visually-Guided Action and Cognitive Processes.

One of the main purposes of encoding visual information is to perform visually-guided actions to directly interact with the external world. This seminar will shed light on the behavioral and underlying neural mechanisms involved in integrating perception and cognitive processes, and converting them into action. We will also explore how visuo-motor behavior can provide a useful tool to study a wide range of conscious and unconscious cognitive processes including the current locus of attention, the nature of language representation, spatial representation of number, and high-level decision-making. Prerequisite: CPSY 0010, CPSY 0020, or NEUR 0010. Enrollment limited to 40.

CPSY 1580C. Visualizing Information.

There has been an explosion of interest in how to present information in a visual way rather than as a bunch of boring numbers. Visualizations can be outstanding at conveying information, but there have also been colossal failures. We will explore the good, the bad, and the ugly and harness knowledge of visual perception to understand why some are more successful than others. Someone interested in how to create effective visual displays (posters, infographics) would benefit from this course. Some background in visual perception is recommended such as a CPSY or NEUR course about vision or familiarity with graphic design.

CPSY 1580D. Seminar in Spatial Cognition.

How do we perceive, learn, remember, and interact with space? This seminar explores spatial knowledge in humans, animals, and robots, its sensory and neural basis, and how it is used to navigate and think spatially. We will investigate how desert ants find their way home, Nobel prize-winning 'place' and 'grid' cells, what your cognitive map of campus is really like, differences in spatial ability, and the effects of GPS on human wayfinding.

CPSY 1580E. Perception, Attention, and Consciousness.

This seminar will examine how recent neuroscientific research on perception, attention, and consciousness relates to fundamental questions of mental causation, the mind-body problem, and free will. We will address these important questions at the level of NMDA receptors, synapses, dendrites, neurons, and neuronal circuits. We will also consider the psychological and philosophical implications of having such an architecture realized in our brains.

CPSY 1590. Visualizing Vision.

This course provides hands-on experience in studying vision using computer graphics combined with visual psychophysics. Students will gain a better understanding of how images are formed, how one employs properties of image formation in the experimental study of vision, and how the perception of complex images function in biological systems. Labs will rely on matlab and several computer graphics packages (e.g; Lightwave). Enrollment limited to 20.

CPSY 1591. 3D Vision Laboratory.

How does vision provide the brain with information about the three-dimensional structure of the world? What types of information are essential for complex organisms like human primates to interact effectively with their environment? In this course, students will explore these fundamental questions by conducting original research using state-of-the-art visualization technologies. They will: (1) develop scientifically grounded hypotheses; (2) design and implement rigorous empirical tests; (3) construct experimental setups in a lab equipped with advanced virtual reality systems; and (4) collect and analyze behavioral data to produce a comprehensive scientific report.

CPSY 1610. Cognitive Development.

How do infant and preschoolers learn about the world? We will examine children's understanding of the physical world, psychological kinds, biological entities, number, objects, and space. Students are expected to read and comment on both empirical and theoretical primary source articles, to participate in weekly discussions, and complete a set of writing assignments. Prerequisites: CPSY 0600 or CPSY 0610 or EDUC 0800.

CPSY 1611. Cognitive Development in Infancy.

The acquisition of knowledge during the first year of life. Special attention to the infant's emerging concepts of space, objects, intermodal sensory connections, and speech as well as to such issues as the role of innate knowledge and the nature of the infant's concepts and categories.

CPSY 1620. Developmental Cognitive Neuroscience.

This course will examine fundamental topics in cognitive development from the point of view of the developing brain. Topics of interest will include developing abilities in perception, attention, action, object concepts, memory, learning, planning, language, and social cognition. Typical and atypical brain development will be considered. Prerequisite: One of CPSY 0600, CPSY 0610, EDUC 0800, or permission of the instructor. Enrollment limited to 40.

CPSY 1621. The Developing Brain.

Analysis of brain development, focusing on neural substrates of psychological processes in both animals and humans. Prerequisites: CPSY 0010 or NEUR 0010. Not open to first year students or sophomores. Instructor permission required.

CPSY 1630. Perceptual Development.

No description available.

CPSY 1640. Relationships and Human Development.

Explores formation and maintenance of relationships across childhood and early adulthood, as well as their importance for the development of social-emotional competence. Topics include: early caregiver-child relationships, peer relationships emerging in the school years, relationships with significant adults outside the family, family relationships and functioning, and marital relationships. Also considers approaches to intervention, particularly with respect to peer relationships. Instructor permission required. Enrollment limited to 20 senior or graduate-level Psychology concentrators.

CPSY 1650. Child Language Acquisition.

All normally developing children acquire language, yet there is little agreement about how this takes place. This class explores the course of language acquisition from birth to babbling and first words to the use of complex syntax, discussing philosophical, theoretical, and methodological approaches to the problem. Includes practical experience analyzing child language data. Prerequisite: CPSY 0800 or permission of the instructor.

CPSY 1660. Learning Compositional Language.

Babies come into the world not knowing a word. Within three years, they know enough of their first language to understand the difference between, "your doll is a toy" and "the stove is not a toy". By age five, they can't yet be trusted to look both ways before crossing the road, but their language is close to native adult speakers. How is this possible?

This course looks at how children learn how language expresses meaning; how they go from understanding individual words to putting words together to compose and express complex, meaningful ideas – the development of syntax, semantics, and pragmatics.

CPSY 1680A. Topics in Development: Social Learning.

How do we learn from other people? If a child was raised in the absence of any social interaction, what cognitive structures would s/he have? This course will focus on what and how children learn from others, including concepts like language, rituals, religion, biology. Emphasis will also be on "selective trust" - whether we learn from all informants equally or are rational in how we learn from others. Prerequisite: CPSY 0600, 0610, or 0700. Enrollment limited to 20 juniors and seniors.

CPSY 1680B. Topics in Development - Developmental Disorders.

This course will examine developmental disorders from a developmental cognitive neuroscience perspective. We will examine issues general to studying developmental disorders. What is the role of understanding typical development in examinations of atypical development? What are proper experimental strategies for studying disorder? Readings will focus on the neurobiological substrates of disorder, associated cognitive impairments, and clinical symptoms. We will then focus on specific disorders include Autism, ADHD, Dyslexia, Learning Disabilities etc. Enrollment limited to 20. Prerequisite: CPSY 0600, or 0610.

CPSY 1680C. Topics in Development: Theory of Mind.

How do we understand others' mental states? How do we acquire our knowledge of mental states at all? This course will focus on how human beings acquire knowledge of our own and others' mental states. Emphasis will be placed on integrating empirical data with particular theories of cognitive development.

CPSY 1680F. Topics in Development: The Developmental and Evolutionary Origins of Mind.

Human behavior can sometimes appear strikingly different from other animals: we create complex tools, plan for the future, and have sophisticated cultural traditions and group behaviors. What cognitive processes underlie these behaviors, and to what extent are they shared with other animals or unique to humans (and is that even the right question to ask)? What "counts" as intelligence or as having a mind? To explore these exciting questions, we will examine research and theoretical perspectives from psychology, biology, behavioral ecology and philosophy, and look at diverse aspects of learning and cognition in human and non-human primates along with a sampling of other species. Possible topics include spatial and numerical cognition, physical and causal reasoning, cooperation, communication, social learning and theory of mind, culture, morality, emotions, memory, foresight, and self-control in both human children and non-human animals.

CPSY 1680H. The Developmental Origins of Cooperation.

Cooperation is essential to a thriving and functioning society. Our everyday lives contain examples of strangers making sacrifices for the benefits of others. For instance, humans donate money, blood, or even a kidney to complete strangers in times of need. That beingsaid, it is hard to ignore that many of the problems we face as a society, such as climate change, remain intractable in part because of individuals' lack of willingness to incur monetary costs to benefit others. This class will explore the ways in which humans are and are not cooperative beings. We will do this through a developmental lens with an emphasis on understanding how cooperative impulses can be traced to behaviors in childhood.

CPSY 1680I. Child and Adolescent Mental Health.

This seminar course is designed to provide an in-depth exploration of child and adolescent mental health, through a clinical psychology lens. We will discuss the defining characteristics of childhood disorders (e.g., neurological, behavioral, mood, intellectual and learning disorders), consider theories of etiology (i.e. causes), examine methods of assessment, and introduce theory and methods of therapeutic treatment. We will discuss unique considerations for child populations, exploring developmental factors that influence the expression and management of mental disorders across stages of childhood. This course will draw on case studies (historical and contemporary), clinical research, and media (news and entertainment) to illustrate concepts and guide class discussions. We will also discuss issues related to mental health stigma, ethics, culture, diversity, and biases in the mental health field.

CPSY 1690. Laboratory in Developmental Psychology.

Conceptual and methodological foundations of research design and analysis in developmental psychology, with particular reference to techniques commonly used in studying cognitive development. We will cover general principles of experimental design, measurement and assessment, and strategies of data analysis. Practical and ethical issues involved in conceiving, designing, executing, interpreting, and presenting research will be considered. Recommended prerequisites: CPSY 0610, and CPSY 0900 or equivalent. Enrollment limited to 15.

CPSY 1700. Abnormal Psychology.

The study of anxiety, stress, and neurotic disorders, psychosomatic disorders, deviant social behavior, affective disorders, and schizophrenia. Considers theories of etiology (causes) and methods of therapeutic treatment, case studies, experimental research, and clinical research.

CPSY 1701. Controversial Issues in Mental Health Practice.

Examination of controversies involving scientific, clinical and social practices concerning mental health and illness. Topics will include: classification and diagnosis, biases in psychiatric research and practice, specific conditions (e.g., gender identity disorder, ADHD, depression), treatment issues (e.g., ECT, medicating children with psychiatric drugs), screening for mental illness in public schools, and social-legal issues (e.g., insanity defense, duty to warn, involuntary treatment). Enrollment limited to 20.

CPSY 1703. Forensic Psychology.

This course will examine the intersection between psychology and the law as pertaining to both civil and criminal matters. Students will learn the nature of forensic psychology as it applies to the assessment of criminal defendants, including the insanity defense, fitness to stand trial, offender recidivism, risk of dangerousness assessments, expert testimony, justice for minoritized groups, and psycholegal issues. This course will also review civil legal scenarios involving a psychological component, such as civil commitment, disability, fitness for duty, personal injury, child custody, fitness to parent, etc.

CPSY 1710. Political Psychology.

This seminar explores topics at the intersection of psychology and political science. Topics include political attitudes, perceptions and behaviors. The psychology of ordinary individuals, political leaders, and groups will be studied in contexts where their interests do and do not coincide. As conflicts among these agents are particularly interesting, this course will stress psychological aspects of wars, oppression, and terrorism. Enrollment limited to 20.

CPSY 1720. Human Resilience.

This course explores answers to the question of what enables some individuals to escape the worst psychological consequences of extreme personal disruption caused by a range of human-made and natural disasters. It examines personal accounts, pertinent psychological research, theoretical discussions, and the creative works of catastrophe survivors. Enrollment limited to 20.

CPSY 1730. Psychology in Business and Economics.

The goal of this course is to explore emerging themes at the intersection of psychological science, business, and behavioral economics. Psychologists are primarily interested in detecting limits to human rationality, whereas economics tends to proceed within the rational-actor model. In business, questions arise of how theoretical models and empirical findings related to the practice of managerial decision-making. Investigations of power and the psychological impact of money are relatively recent additions to the suite of research topics. New methodologies, such as neuro-imaging have led to advances not represented in the traditional framework of organizational psychology. Enrollment limited to 20 junior and senior Psychology and Behavioral Decision Making concentrators.

CPSY 1750. Blame and Punishment.

This hybrid lecture/seminar course provides a scientific investigation of two related but distinct forms of human moral regulation: blame and punishment. Students learn about the interdisciplinary literature on moral judgment and moral sanctions, drawing on psychology, cognitive science, behavioral economics, sociology, history, law, and anthropology. Students investigate the cognitive, social, and affective differences between blame and punishment, about their distinct cultural history and institutional dynamics, and about their functional and dysfunctional uses. Students critically examine core research articles on the topics, and they present, discuss, and write about their responses to the work.

CPSY 1760. The Moral Brain.

How do we learn to cooperate, help others in need, and appropriately respond after being treated unfairly? The human mind strives to resolve the competing pressures of self-interest against the greater good. By drawing upon many disciplines including philosophy, social and affective neuroscience, abnormal psychology, law, and experimental economics, this course covers topics from 18th-century philosophy to modern-day neuroscience. We will examine 1) the philosophical and epistemological foundations of moral thought, 2) the influence of emotion and contextual framing on moral action, 3) the psychopathology of immoral choice, and 4) the underlying cognitive and neurobiological processes that guide moral decision-making. Registration for this course will be determined by the faculty on the first day of class. The final class list is determined by 1) some working knowledge in cognitive neuroscience (evidence by taking at least 1 prior class in the

CPSY 1770. Stigma and Prejudice.

This seminar focuses on empirical research ranging across several topics in the psychology of prejudice, stereotyping, discrimination, and social stigma. We will read, interpret, and discuss quantitative research in social psychology (i.e., studies that contain statistics in their results) and the implications of these scholarly contributions to our knowledge of the inner workings of intergroup behavior. This includes understanding individual differences and contexts related to exhibiting prejudicial behaviors (prejudice/bias), the implications of this behavior for targets of discrimination (stigma), and contributions of each of these to how groups and group members interact with one another in society (intergroup relations).

CPSY 1781. Thinking about the Social World.

Understanding and acting in the social world require, among other things, the process of thinking in abstractions. Abstraction broadens mental horizons, integrates new experiences, and allows communication with other people. In this course we will discuss the different ways in which abstraction has been defined in the literature and look into some surprising implications of abstraction for people's understanding of, and actions in, the social world.

CPSY 1783. Nudge: How to Use Social Psychology to Create Social Change.

How can we make people eat healthier food, protect the environment, save money for retirement, or behave ethically? How can we reduce negative behaviors such as police violence and discrimination of underrepresented groups? Using an interdisciplinary approach, this course will introduce how to "nudge"—how to change people's behavior through psychological insights, without forbidding options or changing economic incentives. In particular, we will learn about cognitive and emotional biases in decision-making; then we will focus on "nudging remedies" for these systematic biases in various domains, such as health and wealth; finally, we will actively tackle some problems in an in-class nudging workshop.

CPSY 1790. Personality and Clinical Assessment.

Examines methods used in the study of child and adult personality, including microanalysis of social interactions, observer report, self report, test data, and life outcome data. Standardized personality assessment instruments will be examined in the context of their reliability, predictive and construct validity. Students will design research projects using these methods, collect and analyze data, give oral presentations, and prepare a written report of their research. Prerequisites: CPSY 0701 and CPSY 0900 or equivalent. Enrollment limited to 27.

CPSY 1791. Laboratory in Social Cognition.

Examines principles of experimental design and analysis in the context of classic and contemporary research in social cognition. Students replicate and extend several studies on topics such as person perception, social stereotyping, or judgment and decision making. Students will participate in the design of these studies, gather their own data, analyze them, and report the findings in oral presentations and written reports. Prerequisites: CPSY 0010, CPSY 0700, and CPSY 0900. Enrollment limited to 24.

CPSY 1792. How To Change Human Behavior At Scale.

In this course, students will review and critically assess scientific psychological and cognitive research on how situations dictate humans' mindsets and behaviors. This learning will be geared toward applied work to shift how humans think and behave across entire settings (e.g., schools, institutions, workplaces). Students will be responsible for reading and discussing scientific literature on experiments that test relevant topics. Students will also create a grant proposal for a relevant research project to test a method to change human behavior at scale and give an in-person oral presentation about it to the class.

CPSY 1800. Language Processing.

When you have a thought, how are you able to express it in a sentence? How does hearing a sentence cause you to think a thought? And why is Siri still worse at understanding sentences than a typical 5-year-old? Our focus will be on how words are put together into sentences, and then into narratives -- on syntactic, semantic, pragmatic, and discourse processing. We will consider and try to integrate multiple sources of evidence: formal analyses, computational models, and behavioral and neuropsychological experiments. Prerequisite: one of CPSY 0200, LING 0100, or CPSY 0800.

CPSY 1810. Syntactic Theory and Syntactic Processing.

The interface between work in theoretical syntax and psycholinguistic research on syntactic processing. Consideration of how results in psycholinguistics support various models of human language processing. Recommended prerequisite: CPSY 1330.

CPSY 1820. Language and the Brain.

This course will examine the neural systems underlying language and its parts -- sounds, words, sentences, and meaning. We will examine effects of brain injury on speaking and understanding in individuals with left hemisphere injury, right hemisphere injury, and with the two hemispheres split. We will also study brain plasticity by examining recovery of language in aphasia and the effects on language when there is deprivation to areas of the brain specialized for hearing in the deaf and seeing in the blind. Behavioral, electrophysiological and neuroimaging evidence will be investigated in those with and without brain injury. Prerequisites: one of the following -- CPSY 0010, LING 0100, CPSY 0450, NEUR 0010.

CPSY 1821. Neuroimaging and Language.

Examines neuroimaging approaches to language processing including fMRI, PET, TMS, and ERP. Consideration of the neural systems underlying speaking and understanding. Topics include neural basis of speech, lexical/semantic, and syntactic processing, mirror neurons and language, multisensory integration, meanings of words, literacy, and special populations. Recommended: either NEUR0010, CPSY 0020 or CPSY 0800 and one of the following: CPSY 0400, CPSY 0410, CPSY 1820, CPSY 1822, NEUR1030, NEUR1660, or by permission.

CPSY 1822. Subcortical Brain Bases of Language and Thought.

Recent studies indicate that the neural bases of human language and thought derive from a complex network of circuits within and connecting subcortical and cortical structures. Students prepare to evaluate published papers, noting the relationships that hold between data and theories. Relates neurophysiologic studies to current linguistic and cognitive theories and provides the background for independent research. Prerequisites: CPSY 0810, CPSY 1820, CPSY 1821, or NEUR 0010.

CPSY 1850. Language Processing in Humans and Machines.

Understanding language requires transforming sequences of sounds into words, combining words into meaningful thoughts, and incorporating thoughts into an ongoing discourse. Psychologists and linguists have been trying to reverse-engineer how humans do this so easily, at the speed of conversation. In parallel, computer scientists have been trying to engineer machines to solve the same problems, leading to products like Siri and Alexa. This class will explore how these two kinds of research can help each other, bringing recent insights from machine learning into the study of human language processing, and insights from human processing into the architectures of machine language systems.

CPSY 1860. Logic in Language and Thought.

Does logic only dictate how people ought to reason or can it also describe how human reasoning naturally works? In linguistics, the best theories of how language conveys meaning propose that word meanings have an abstract and formal logical structure. But in psychology, the best theories of people's reasoning argue that it is naturally flawed, biased, and deeply content-dependent rather than formal. In this course, we will explore this tension and work toward resolving it in order to understand whether and how much human reasoning really is inherently logical. We'll draw on existing research across the cognitive sciences, and come up with proposals of our own for what the next research steps might be.

CPSY 1880A. Speech Prosody.

The broad aim of this seminar is to discuss the various ways in which linguistic and paralinguistic meanings can be conveyed by the way that speakers produce their utterances. The topics will include the effect of pitch variation and phrasing on pragmatic meanings and discourse functions, turn-taking strategies, cue phrases and filled pauses, new-given information, or prosody of deceptive speech. Recommended prerequisite: CPSY 0030.

CPSY 1880B. Cognitive Neuroscience of Language Acquisition.

The ability to acquire language is unique to humans. This class explores our language-specific biological endowments. Topics include: Genetics and evolution of language; the brain-basis of acquisition; effects of age on language learning ability; effects of environmental differences (such as growing up blind or deaf) on acquisition; and language in special populations such as autism. Students will read and discuss empirical and theoretical articles, and complete writing assignments and problem sets. Prerequisite: CPSY 0060, 0610, 0800, or EDUC 0800, or instructor permission. Enrollment limited to 20. Not open to first year students.

CPSY 1880D. Topics in Psycholinguistics: Language + Memory.

Memory is an integral part of language comprehension. Research suggests that memory follows various divisions (time, modality, task, etc), and this course examines whether language processing follows the same divisions and to what extent it overlaps qualitatively with memory in different cognitive contexts and timescales. Students will read and discuss research on language comprehension, classic memory tasks, and computational models of memory.

CPSY 1890. Laboratory in Psycholinguistics.

An advanced course in methodological approaches to the study of psycholinguistics. Processes (e.g. with adult lexical access, sentence processing, corpus linguistics, etc.) Recommended prerequisites: CPSY 0800 and CPSY 0900, or equivalent.

CPSY 1891. Research Methods in Physiologic and Acoustic Phonetics.

Introduction to laboratory techniques and the analysis of data relevant to physiologic and acoustic phonetics. Emphasis on the use and interpretation of wave-form and spectrum analysis, electromyography, cineradiography, high-speed motion pictures, computer modeling of oral tract output, and experimental techniques involving the perception of synthetic and natural speech.

CPSY 1900. Research Methods And Design.

This course is designed to provide CPSY concentrators (psychology/cognitive science/cognitive neuroscience) with tools needed to conduct, analyze, and interpret research. Topics include research ethics, hypothesis testing, standard designs (e.g., descriptive, observational, correlational, survey, experimental), and best practices for statistical analyses. The course will include lectures, laboratory exercises, data collection, and presentation of findings in written and oral reports. Prerequisite: CPSY 0900 or equivalent with instructor permission.

CPSY 1901. Research Methods.

This course is designed to provide CLPS concentrators (Cognitive Science/ Cognitive Neuroscience/Psychology) with a variety of tools needed to conduct research: sources of data, standard experimental designs, and research ethics. The course will include lectures, section meetings, data collection, statistical analyses, and written and oral reports. This is a flipped course with content material (lectures) available as videos to be viewed before class meetings. Course includes one 80-min lecture meeting and one 80-min lab section each week, and students are expected to attend both. This course is enrollment capped at 60 students.

CPSY 1950. Deep Learning in Brains, Minds and Machines.

In recent years, a class of machine learning algorithms called deep neural networks have brought about a revolution in the field of artificial intelligence. Deep learning networks have pushed the state of the art on a range of challenging problems that had until now seemed out of reach for machines. At the same time, these neural networks have also led to progress in computational neuroscience with improved models of neural responses in higher visual cortical areas. The goal of this course is to provide an advanced introduction to deep learning from the joint perspective of machine learning and neuroscience.

CPSY 1960. Senior Seminar in Behavioral Decision Sciences.

This is the capstone course for the Behavioral Decision Sciences (BDS) concentration. It entails a research project that serves as a culmination of each student's experience within the concentration. Students should choose a research topic compatible with the three electives that they have taken or will take as part of the concentration. They will benefit from having a faculty advisor for the project. The course entails presentation of your ideas and plans, as well as your final results.

CPSY 1970. Directed Reading in Cognitive and Psychological Sciences.

Independent study or directed research in cognitive science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CPSY 1980. Directed Research in Cognitive and Psychological Sciences.

Required of all ScB concentrators and Honors students in psychology. Instructor permission required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CPSY 1990. Senior Seminar in Cognitive Science.

Examines general philosophical and theoretical issues that cut across cognitive science. Each student writes a substantial paper on a topic in cognitive science. Required of cognitive science concentrators. Enrollment limited to concentrators in the 7th semester or beyond, and, by permission, to others who have significant course background in cognitive science.

CPSY 2000. Graduate Proseminar.

Introduces students to the CLPS Department and the University; provides a brief history of the disciplines, philosophical foundations, and ethical treatment of human subjects; provides professional training, such as preparation of CV and research statement, practice in grant writing, and foundations in scientific writing and presentation; and supports students' early stages of developing a first-year project.

CPSY 2001. Core Concepts in Cognitive and Psychological Sciences I.

This course is the first of a two-course sequence that provides graduate students with background in the core topics and themes in the cognitive and psychological sciences. Topics include sensory systems, perception, action, evolution and development, phonetics and phonology, attention, learning, memory, and executive function. Students are also introduced to a wide range of approaches and levels of analysis that scientists adopt to study these topics. Weekly topics are addressed in lectures and assigned readings. A separate seminar session involves presentation of current papers by students and discussion with faculty. Open to graduate students only.

CPSY 2002. Core Topics in Cognitive and Psychological Sciences II.

An advanced overview of fundamental issues in philosophy of cognitive science, higher-level cognition (concepts, similarity, reasoning, inference, judgment, and decision-making), higher-level language (syntax, semantics, and pragmatics), cognitive development, and social cognition. Domains will be introduced by classic readings and then followed up discussion on modern and contemporary issues in the seminar portion. All topics will be connected throughout by common themes.

CPSY 2091. Graduate First Year Project Research.

Please check Banner for the correct section number and CRN to use when registering for this course.

CPSY 2092. Graduate First Year Project Research.

Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CPSY 2095. Practicum in Teaching.

Each student will assist a designated faculty member in teaching a course in cognitive science or related discipline. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CPSY 2096. Directed Graduate Research.

No description available. Instructor permission required.

CPSY 2100. Core Topics in Animal and Comparative Behavior.

No description available.

CPSY 2101. Graduate Core Module: Perspectives on Perception.

This course engages graduate students in multiple perspectives on perception, the epistemic basis for other cognitive processes. We will consider philosophical issues, evolution and development, sensory ecology, computational vision and deep neural networks, human visual perception, and the visual control of action. Students will be introduced to different approaches and methods that scientists use to study these topics. The module partially fulfills core requirements for the CPSY graduate programs.

CPSY 2102. Graduate Core Module: Memory and Cognitive Control.

This course provides graduate students with background in core topics and themes in the cognitive neuroscience of memory and cognitive control. Topics include attention, learning, working memory, long-term memory, and cognitive control. Students are also introduced to a range of approaches and levels of analysis that scientists adopt to study these topics. The module partially fulfills core requirements for the CPSY graduate programs.

CPSY 2132. Graduate Seminar in Learning.

Advanced topics in animal and human learning. Topics vary from year to year; examples include theories of associative learning, animal cognition, computational models of learning and performance, and neurobiological models of basic associative processes.

CPSY 2180. Duration Discrimination.

No description available.

CPSY 2181. Advanced Topics in Animal and Human Learning.

Topics vary from year to year, examples include theories of associative learning, animal cognition, computational models of learning and performance, and neurobiological models of basic associative processes. Open to graduate students only.

CPSY 2200. Core Topics in Cognition.

No description available.

CPSY 2210. Current Topics in Memory Research.

A graduate seminar addressing selected topics in memory, including theories of normal and pathological memory, animal models of human memory, and the neural substrates of memory. Topics vary from year to year. Permission required for undergraduates.

CPSY 2400. Biological Foundations of the Mind.

The goal of this course is to introduce students to the study of the biological foundations of cognitive science and psychology. We will use readings from neuroanatomy, cell and molecular biology, genetics, evolutionary biology, neuroethology, and behavioral neuroscience to elucidate principles and to understand methods for exploring the neural control of complex behaviors.

CPSY 2410. Auditory Neuroscience.

An in-depth analysis of the neural bases of auditory cognition. Topics to be discussed include object perception, spatial processing, auditory memory, illusions, cocktail party phenomena, and representation of speech signals.

CPSY 2450. Exchange Scholar Program.**CPSY 2455. The Mind Asleep.**

Seminar on selected topics in sleep, incorporating the core disciplines of psychology (Behavioral Neuroscience, Sensation and Perception, Cognitive Processes, and Social). Discussion based classes will examine sleep and affect/mood, dreaming, sleep and learning and memory, sensation/perception processes during sleep, effects of sleep deprivation and sleep disorders.

CPSY 2500. Core Topics in Perception.

No description available. Open to graduate students only.

CPSY 2510. Graduate Seminar in Vision.

Selected topics in vision, including optics of the eye, anatomy of the visual system, photochemistry of vision, psychophysics of color, acuity, models of color vision, and light as a visual stimulus. Specific topics vary.

CPSY 2700. Core Topics in Social Psychology.

A survey of classic and contemporary research in social psychology, including attitude formation and change, person and self perception, stereotyping, and intergroup relations. Open to graduate students only.

CPSY 2750. Seminar in Social Psychology.

No description available.

CPSY 2800. Core Topics in Language.

No description available. Open to graduate students only.

CPSY 2900. Statistical Methods.

A survey of statistical methods used in the behavioral sciences. Topics include graphical data description, probability theory, confidence intervals, principles of hypothesis testing, analysis of variance, correlation, and regression, and techniques for categorical data. Emphasizes application of statistical methods to empirical data.

CPSY 2902. Quantitative Methods in Research.

No description available.

CPSY 2906. Experimental Design.

The course designed for students at the intermediate level or above and will cover t-tests, power analysis, correlation, simple and multiple linear regression, logistic regression, analysis of variance, non-parametric tests, randomization and bootstrapping, among others. Instructor permission required. Open to graduate students only.

CPSY 2908. Multivariate Statistical Techniques.

This course covers the basic multivariate techniques currently used in psychology and related sciences: multiple regression, logistic regression, principal components and factor analysis, multivariate analysis of variance, discriminant function analysis, and log-linear analysis. Students will learn these techniques' conceptual foundations, their proper selection for a given data set, and the interpretation of computer output from statistical analysis packages (primarily SPSS). Enrollment limited to 20 graduate students.

CPSY 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CPSY 2980. Foundations of Advanced Statistics.

This course lays the foundation of graduate-level statistics concepts for all Ph.D. students in the CLPS Department. The course covers the basic multivariate techniques currently used in social and cognitive sciences: multiple regression, factorial and mixed between/within ANOVA, MANOVA, and linear approaches to categorical data analysis. The course does not cover mixed-effects (multi-level) analysis, covariance structure analysis (PCA, FA, SEM), or Bayesian statistics. The minimum prerequisite statistics knowledge assumed for the course will be undergraduate statistics, as covered in CLPS 0900 or comparable courses. Thus, the course assumes knowledge of such basics as point estimates, confidence intervals, normal distributions, hypothesis testing, t tests, univariate linear regression, and one-way ANOVA. Students will have assigned readings, attend lectures, complete weekly homeworks, and write two take-home exams.

CPSY 2981. Advanced Statistics Module I: Categorical Data Analysis.

This course is a half-semester advanced statistics module. The module covers basic and advanced categorical data analysis techniques. It starts with such topics as the binomial test, McNamar's, various uses of the chi-square test, means and correlation tests for rank data. It then reviews log-linear regression, logit, and logistic regression and expands on logistic regression (e.g., Poisson, multinomial). Finally, it introduces linear and generalized mixed-effects models.

CPSY 2982. Advanced Statistics Module II: Applied Bayesian Statistics I.

CPSY 2982 covers basic and advanced topics in Bayesian Statistics. It will include both the theoretical development of the core ideas of Bayesian Statistics, as well as hands-on data analysis on using data and models common in psychology, cognitive science, and social sciences more broadly.

CPSY 2983. Advanced Statistics Module III: Mixed Effects Modeling.

Course Overview: This 7-week module provides a comprehensive introduction to mixed effects modeling, a powerful statistical technique for analyzing data with multiple levels of variability. This course is designed to introduce students to the theoretical underpinnings of mixed effects models and provide opportunity for application and interpretation. Topics include introduction to multilevel structures, multilevel logistic regression, estimation and statistical inference, and causal inference using multilevel models.

CPSY 2984. Advanced Statistics Module IV: Machine Learning.

This graduate module focuses on using advanced machine learning techniques to model nonparametric data with complex, high-dimensional associations commonly found in cognitive and psychological research. The course covers a variety of algorithms and models, including ensemble methods, regularized regression, decision trees, and social network models. Emphasis will be placed on understanding the strengths and limitations of different machine learning approaches in the context of psychological and cognitive phenomena.

CPSY 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Cogut Institute for the Humanities

The Cogut Institute for the Humanities supports collaborative research and curricular innovation across the humanities and in partnership with other divisions and schools of the university. The institute serves as an incubator for research-based, cross-departmental initiatives that reframe approaches to humanistic inquiry and address urgent topics, such as environmental crisis, global justice, and artificial intelligence.

A robust lineup of courses and public events emerging from these initiatives creates a lively space of inquiry and dialogue that draws in faculty, students, alumni, and members of the larger Providence community. Each year, the institute's fellowship program brings together researchers at all levels — faculty members, postdoctoral fellows, and graduate and undergraduate students — to explore work-in-progress in a dynamic workshop setting. The institute also administers the University's Humanities Initiative, which provides for annual faculty programming funds and faculty appointments that combine scholarly, teaching, and disciplinary distinction with collaborative projects within and beyond the humanities. Each semester, the institute's faculty and fellows present unique courses for undergraduate and graduate credit.

The institute offers a Doctoral Certificate in Collaborative Humanities available to students pursuing doctorates in the humanities and the humanistic social sciences. Collaboration is built into the teaching model as well as the requirements for students. Read more: <https://humanities.brown.edu/programs/chi> (<https://humanities.brown.edu/programs/chi/>). As part of its Collaborative Humanities Initiative, the institute also fosters the development of undergraduate team-taught, collaboration-focused courses on a research theme, method, practice, or problem that has relevance across disciplines, divisions, or schools.

The Doctoral Certificate in Digital Humanities, a partnership between the Brown University Library Center for Digital Scholarship and the institute, provides a foundation for digital methods and skills for Ph.D. students in the humanities and humanistic social sciences. Read more: <https://library.brown.edu/create/cds/digital-humanities-doctoral-certificate/>

The institute is home to two centers: the Center for Environmental Humanities at Brown (CEHAB), which fosters the development of relevant courses and pedagogies, and the Center for the Study of the Early Modern World (CSEMW), which administers an interdisciplinary undergraduate concentration.

More about the Cogut Institute: <https://humanities.brown.edu> (<https://humanities.brown.edu/>)

Courses

HMAN 0700A. Simulating Reality: The (Curious) History and Science of Immersive Experiences (ITAL 0701).

Interested students must register for ITAL 0701.

HMAN 0700B. Psychology and Philosophy of Happiness (PHIL 0650).

Interested students must register for PHIL 0650.

HMAN 0800A. The Humanities in Context: Victimization and Voice across the Disciplines.

This seminar investigates the silent language of victims. How can marginalized groups make their voices heard? The notion of subalternity has become crucial for transdisciplinary debates in the humanities. It describes not only a predicament of social, political, and economical oppression, but also one that imposes silence. How to break this silence? The risk is that of producing a representation that enters the dominant discourse while perpetuating the subaltern's exclusion. Following the notion of subalternity from Antonio Gramsci to postcolonial studies and beyond, this seminar explores the conundrum of subaltern's representation, its theoretical implications, and several strategies to address it.

HMAN 0800B. The Art of International Relations.

From the ritual handshakes of country leaders to iconic photographs of migrants and refugees, from the use of music in combat and torture to the mobilization of art to make a better world, aesthetics informs the way international actors present themselves, portray the world, perceive others, and conceive of peace, conflict, and war. At the intersection of the humanities and social sciences, this course explores cultural practices constitutive of the diplomatic stage, international society, transnational networks, globalization, and postcoloniality in the 20th and 21st centuries. These include theatre, literature, music, dance, images, film, television, and social media.

HMAN 0900. Love and Longing across the Indian Subcontinent (COLT 0812Y)..

Interested students must register for COLT 0812Y.

HMAN 0900B. Fake: A History of the Inauthentic.

What is a fake? Are “fake” and “authentic” absolute and antithetical categories? Who gets to decide what is authentic? Greek statues, Chinese bronzes, Maya glyphs—what gets faked and why? Have fakes always existed? Galileo’s moons, a centaur’s skeleton, Buddhas bearing swastikas—are all fakes the same? If not, how are they different? Why do people make fakes? Who wins? Who loses? This course revolves around the history of the inauthentic through a diachronic exploration of art objects and other forms of material culture. We will range widely in time and space, focusing primarily on the pre-modern.

HMAN 0900C. Heritage in the Metropolis: Remembering and Preserving the Urban Past (ARCH 0317).

Interested students must register for ARCH 0317.

HMAN 0900D. Introduction to Indigenous Politics with Pacific Islander Focus (POLS 0920B).

Interested students must register for POLS 0920B.

HMAN 0900E. Encounters: Latin America in Its Literature and Culture (HISP 0730).

Interested students must register for HISP 0730.

HMAN 0900F. The Politics of Gender in the Caribbean Novel (AFRI 0850).

Interested students must register for AFRI 0850.

HMAN 0900G. Mural Painting in Mexico (HIAA 0632).

Interested students must register for HIAA 0632.

HMAN 0900H. Queerness in Caribbean Literature (AFRI 0850).

Interested students must register for AFRI 0850.

HMAN 0900I. Medieval Gender (ENGL 0300M).

Interested students must register for ENGL 0300M.

HMAN 0900J. Diplomats, Drunkards, Anarchists: Competing Visions of the Future in Japan’s Global Past (EAST 0411).

Interested students must register for EAST 0411.

HMAN 0900K. Suffering and Compassion (ANTH 0350).

Interested students must register for ANTH 0350.

HMAN 0900L. Caribe Queer (HISP 0750W).

Interested students must register for HISP 0750W.

HMAN 0900N. Indigenous Canada (HIST 0591).

Interested students must register for HIST 0591.

HMAN 0900P. Indigenous Education (HIST 0691).

Interested students must register for HIST 0691.

HMAN 0900Q. The Chisolm Massacre: Reconstruction and the Politics of Violence.

This humanities seminar takes a broad and varied look at Reconstruction, the United States’ first great experiment in racial justice. It situates this post–Civil War effort to remake the former Confederacy and integrate the formerly enslaved as American citizens, and the white supremacist backlash to it, by exploring broader discussions of American political and racial violence and the political history of the Reconstruction era (1863–1877) and its aftermath. The seminar foregrounds case studies of Mississippi communities riven by Ku Klux Klan terrorism, race riots, and vigilante murders, especially an incident called “the Chisolm Massacre” (1877). The course also examines the memory of Reconstruction and its portrayal in popular culture, from D.W. Griffith’s film *Birth of a Nation* (1915) through Steven Spielberg’s *Lincoln* (2012), for example.

HMAN 0900R. Home and Away: South Asian Literature in the Global Diaspora (COLT 0711U).

Interested students must register for COLT 0711U.

HMAN 0900S. From Turtle Island to Abya Yala: Art of the Indigenous Americas (HIAA 0076).

Interested students must register for HIAA 0076.

HMAN 1000A. The Cogut Institute for the Humanities Research Seminar.

This yearlong seminar involves reading and discussing in-progress research by the annual fellows of the Cogut Institute for the Humanities, an interdisciplinary group of faculty, postdoctoral fellows, graduate students, and undergraduates engaged in extended research on a major project or honors thesis. Students read a wide range of works-in-progress, prepare questions and participate in seminar discussions, serve as first questioners for specific sessions assigned to them in advance, and present their own work twice during the year. Students are required to complete both semesters (HMAN 1000A in the fall and HMAN 1000B in the spring) to receive credit. Admission to the course requires that students have received the Cogut Institute Undergraduate Fellowship for the year in which they enroll. More information about the fellowship and application process may be found at <https://humanities.brown.edu/apply/undergraduate-fellowship>.

HMAN 1000B. The Cogut Institute for the Humanities Research Seminar.

This yearlong seminar involves reading and discussing in-progress research by the annual fellows of the Cogut Institute for the Humanities, an interdisciplinary group of faculty, postdoctoral fellows, graduate students, and undergraduates engaged in extended research on a major project or honors thesis. Students read a wide range of works-in-progress, prepare questions and participate in seminar discussions, serve as first questioners for specific sessions assigned to them in advance, and present their own work twice during the year. Students are required to complete both semesters (HMAN 1000A in the fall and HMAN 1000B in the spring) to receive credit. Admission to the course requires that students have received the Cogut Institute Undergraduate Fellowship for the year in which they enroll. More information about the fellowship and application process may be found at <https://humanities.brown.edu/apply/undergraduate-fellowship>.

HMAN 1200. Making Choices: Ethics at the Frontier of Global Science (UNIV 1200).

Interested students must register for UNIV 1200.

HMAN 1300A. Decolonizing Data: Approaches from Caribbean Digital Humanities and Beyond.

What does it mean to decolonize methods of data collection, construction, analysis, ownership, and sharing in the digital humanities? To what extent is decolonization possible within existing institutional frameworks and digital technologies? This course will approach humanities "data" broadly as quantitative as well as archival, textual, and cultural, and explore innovative approaches to decolonizing data in Caribbean digital humanities projects and critical DH. Through hands-on workshops, theoretical readings, and evaluation of projects such as the Early Caribbean Digital Archive and Algorithmic Justice League, the course will interrogate questions of data ethics in the colonial archive, data justice, digital practices of care, and community-centered archiving. Students will find or create a dataset and develop a data management, preservation, and sharing plan that puts into practice decolonizing methodologies. No prerequisites or experience with coding, data, or digital technology required.

HMAN 1301. The Sounds of Science: Nonfiction Audio Storytelling (STS 1700E).

Interested students must register for STS 1700E.

HMAN 1305. Medical Humanities: Critical Perspectives on Illness, Healing, and Culture (ANTH 1305).

Interested students must register for ANTH 1305.

HMAN 1400A. Loss, Political Activism, and Public Feelings: Between Fact and Affect (HIST 1972I).

Interested students must register for HIST 1972I.

HMAN 1400F. The City in Strife: Mapping Segregations, Inequality, Insurrection (HIST 1954H or SOC 1954H).

Interested students must register for HIST 1954H or SOC 1954H.

HMAN 1400G. History of Artificial Intelligence (HIST 1825J).

Interested students must register for HIST 1825J.

HMAN 1400H. Transnational Feminist Knowledge Production & Practices: Perspectives from East & West Asia-EAST1706.

Interested students must register for EAST 1706.

HMAN 1970A. Religion, Secularization, and the International.

For the past several decades (but especially since 2001), internationalists have been increasingly preoccupied by the perceived "return of religion." Religion is often proclaimed to pose the single greatest threat to a liberal legal/political order and, less often, to be the greatest hope for that order. We will explore genealogies of the three key terms at stake in this conundrum – "religion," "secularization," and "the international." We begin from the proposition that none of these terms refer to ahistorical essences, but have been subject to continual theoretical/practical contestation/reconfiguration. We focus on that contestation as it has emerged in "modernity." Enrollment limited to 20 juniors, seniors, and graduate students.

HMAN 1970B. The Question of the Animal.

This course is built around the question of the animal as a difficulty posed to representation and thought at a time when animals have largely disappeared from humans' living environment, but proliferate as strange protagonists, specters or figures of ambiguity in literature and philosophy. We will consider a range of texts and films that "cast" the animal critically, that is, as a body that strains or scrambles meaning (interruption, irony, illegibility, haunting) and forces us to reconsider the work of language and narrative (indeed, of the "human"). Authors include Kafka, Coetzee, Hofmannsthal, Kofman, Chevallard, Darrieussecq, Derrida, Agamben, de Fontenay, Herzog. Enrollment limited to 20 juniors and seniors.

HMAN 1970C. Modern Arab Thought: The Arab Renaissance.

This course introduces students to the 19th/early 20th century Arab thought – the "Nahda" (Arab Renaissance). Through primary and secondary English texts, we will explore questions raised by thinkers of this epoch pertaining to perceived civilizational crisis, and examine the diagnoses/proposals offered by them. The course underlines the changes and continuities in these concerns under the impact of dramatic socio-political events of the epoch. We will discuss the strengths/weaknesses of "Nahda" thought that continues to inform/preoccupy contemporary Arab debates on culture, democracy, gender and Islam. We will examine the significance of this legacy in today's Arab world. Enrollment limited to 20 juniors and seniors.

HMAN 1970D. Places of Healing: Memory, Miracle, and Storytelling.

From antiquity to our day, therapeutic landscapes such as: mineral and thermal springs; shrines and churches built at sacred springs; volcanic ash mud baths; rocky landscapes emitting odorous gasses; and ponds filled with medicinal leeches, attract health pilgrims who search for healing. Storytelling transformed these into places of memory and pilgrimage. This seminar investigates places of bodily healing and miracle from a cultural studies perspective. The case studies will be drawn from the Mediterranean world and Western Asia (including Lourdes in France, Hierapolis in Southeastern Turkey and the Agiasma churches of Byzantine Istanbul). Enrollment limited to 20 juniors and seniors.

HMAN 1970E. The Precarious University.

The intensification of student protest-occupy movements across the country particularly in California, and the proliferation the OWS movements across the world have rejuvenated social movements against cutbacks for the people and kickbacks for the wealthy. In this seminar, we will address the epistemic shifts and intellectual costs of these ongoing upheavals, particularly the fight against the U.S. university's neoliberalization. We will imagine the kind of progressive university that is sustainable for the arts and humanities, and how the precarious work of artists and humanists are fundamental to 21st century global universities. Enrollment limited to 20 juniors and seniors.

HMAN 1970F. Pain in Polish and Russian Twentieth-Century Literature.

Does pain and reflection on pain teach us something about ourselves, the world, our relation to it? This seminar approaches the question by examining the meaning of pain in Russian/Polish literature/literary theory of the 20th century. Our concern is with pain's resistance to language and representation. The works analyzed offer a variety of responses to problem of pain as it appears in theology, experimental medicine, discussions of materialism, the philosophy of Schopenhauer, and above all, the giants of Russian literature, Dostoevsky and Tolstoy, in whom these debates are dramatized; they also form the ground on which Russian and Polish literature meet. Enrollment limited to 20 juniors and seniors.

HMAN 1970G. International Perspectives on NGOs, Public Health, and Health Care Inequalities.

Non-governmental and other non-state organizations play an expanding role in the provision of health care across much of the globe. Growth and internationalization of the non-governmental sector, contraction of post-socialist and advanced industrial welfare states, and sub-contracting of state-funded services have all contributed. The seminar focuses on this expansion, critically assessing texts on NGOs and health and drawing comprehensively from sources across disciplinary and interdisciplinary boundaries. We will address issues of human welfare, political citizenship and identity, replacement and displacement of states, new forms of health care inequalities, and the self-concepts, missions, and roles of non-profit sector workers around the globe. Enrollment limited to 20 juniors and seniors.

HMAN 1970H. Specters of Comparison.

Comparison, which posits a likeness between the dissimilar, is always profoundly haunted by the question of its ground and judgment. This seminar will examine the comparative logic of capitalist modernity in the works of Marx, Weber, Adorno and Horkheimer, Foucault, Heidegger, and Benjamin. We will ask the following questions: How is equivalence established between nonequivalent objects? How are actual social relations quantified and measured, and is there an ethics to modern forms of comparability? How does language reflect and produce these operations? Or, to put it differently: What are the forms through which difference "haunts" us? We will pay special attention to figures of the double and the ghost in Hoffmann and Freud. Other topics to be covered include rationalization and the disenchantment of the world, the modern uncanny, "mediauras," colonial comparison, and the ethics of incommensurability.

HMAN 1970I. Imposing Orthodoxy: "Jews," "Pagans" and "Heretics" when Constantinian Christianity Won.

What happens when a particular 'orthodoxy' becomes able to impose itself on others? This course examines the imposition of post-Constantinian catholicism on Jews, Samaritans, other Christians (Arians, Miaphysites, etc.) and the remaining ancient Mediterranean populace (4th-7th centuries) to consider a larger cultural phenomenon. We'll draw on ancient authors and legal sources (in translation), archaeological data, and contemporary studies. Half the course entails communal exploration of the late antique Mediterranean. Student research presentations, including studies of comparable situations from other cultural and historical contexts, comprise the second half. Useful prior coursework includes: RELS 400, RELS 410, CLAS 600, CLAS 660, CLAS 1320. Enrollment limited to 20 juniors and seniors.

HMAN 1970J. Miniature: An Introduction to Cognitive Cultural Studies.

Why do we take pleasure in small-scale objects? What is their history and what purposes do they serve? How do the technology and the aesthetics of the small contribute to human cognition? To find answers to these and other questions, the seminar explores the cultural, literary and cognitive significance of miniatures. We will explore productive relationships between three areas of research: imaginative texts produced during the eighteenth century, the period's prolific but insufficiently studied production of small-scale versions of everyday objects, and recent developments in cognitive theory about the role of size-perception in the developing brain. Enrollment limited to 20 juniors and seniors.

HMAN 1970K. Law and Religion.

In an arguably "post-secular" age, conflicts over the relationship between religion and law have moved to the forefront of international debate. In our multicultural/globalized world, such conflicts often provoke contestation over the very possibility of universal definitions of either "religion" or "law," let alone their proper relationship. Our interdisciplinary inquiries on these questions will include concrete legal disputes in domestic/international courts; theoretical debates over the construction of "religion" in fields such as anthropology, religious studies, and philosophy; historiographical controversies about the relationship between "secularization" and sovereignty, particularly in light of the legacy of colonialism. Limited to juniors, seniors, and graduate students.

HMAN 1970L. Topics in the History of Aesthetics: Eighteenth Century.

Modern aesthetics emerged in the eighteenth century at the intersection of different disciplines, discourses, cultures, and European nations. Contributors to the new field came not only from academic philosophy but also from the arts, literature, history, theology, and other fields. Aesthetics was thus and remains primary among interdisciplinary disciplines. Readings for this course will be drawn from British, German, and French authors such as Shaftesbury, Du Bos, Addison, Hutcheson, Hume, Burke, Kames, Diderot, Mendelssohn, Lessing, Kant, Schiller, and Herder. Enrollment limited to 25 juniors and seniors.

HMAN 1970M. Living in End Times.

Doomsday predictions/apocalyptic themes have become commonplace. Between "End of History" theses/Mayan Calendar predictions/posthumanist theories/the Rapture, and environmental/financial collapse, it seems we are living in what many believe to be End Times. This course will examine some principal clusters of ideas around finality: posthumanism/singularity, environmental collapse, patriot survivalism, and post-politics. We will look at a number of cultural products: traditional fiction/non-fiction, blogs/podcasts/films. It will be less important to establish whether the Mayan calendar calculations are accurate than seeing the connections between those claims and the claims of survivalists/Rapture theorists. Taken together, what do all these claims say about this moment in history? Enrollment limited to 25.

HMAN 1970N. The Israeli-Palestinian Conflict in the Global Scene.

Dominant narratives of Israeli/Palestinian conflict obscure influential forces taking place outside the boundaries of Israel/Palestine, stories we believe are unique/historically peculiar. We will see how groups have been inspired by/have inspired both peoples' struggles for survival/self-determination. We examine case studies revealing connectivity/reciprocity: Zionism's inspiration for Garvey's U.S.-back-to-Africa movement; adoption of Fanonian/Maoist/Guevarian thought in Middle East; Black Panther Party's support for Palestinians/their endorsement of an Israeli Black Panther Party in the 1970s; South Africa/Latin America's economic/military ties to Israel; Palestinian call for international Boycott Divestment Sanctions; and examine how struggles for self-determination negotiate between seeking territorially bounded independence/globally networked liberation, in the region/beyond. Enrollment limited to 20 juniors and seniors.

HMAN 1970O. Autonomy and Globalization.

Many of today's dissident movements adopt leaderless/self-managed practices presenting us with radically different notions of what it means to self-determine. We will situate these movements within historical struggles for autonomy. By "autonomy" we understand the quality or state of being self-governing/self-determining. By "self," we understand not the self-originating/self-determining/rational individual constructed by Enlightenment liberal humanism, but rather, a diversity of self-defined collectivities made up of social individuals. We will consider runaway slave societies (Western Hemisphere), Operismo (Italy), Zapatistas (Mexico), Tahrir Square's protesters (Egypt), Occupy Movement (US), Shackdwellers (South Africa), refugee/migrant movements. Readings include Marx/ Cleaver/Linebaugh/Rediker/Negri/Tronti/Virno/Berardi/Holloway/others, and documents from movements we engage. Enrollment limited to 20 juniors and seniors.

HMAN 1970P. Pragmatism, Religion, and Politics.

Pragmatism is a distinctive American school of thought that sees the goal of philosophy not as the apprehension of timeless truths but as a practical project of bettering individual lives and society as a whole. Pragmatists such as William James and John Dewey were devoted to deepening America's commitment to democracy. Both saw an important place for an unconventional sort of religion in democratic life. This course explores the pragmatist thought of James, Dewey, and others, looking especially at their views on religion and politics. We also will explore the influence of pragmatism on Barack Obama. Enrollment limited to 20 juniors and seniors.

HMAN 1970Q. Working (on) Concepts in the Humanities.

Concepts are usually thought of as cognitive tools, constituents of thought used for categorization/inference/memory/learning/decision-making. We shall think about them as effects of a language game whose rules change across genres, media, and discursive regimes. Looking for these rules and analyzing them comparatively, we shall ask how concepts are formed/displayed/performed, when do we need them/can we do without them. We shall read philosophers (Plato, Descartes, Kant, Heidegger, Wittgenstein, Foucault, Derrida, and Deleuze), intellectual historians (Koselleck, Skinner), literary works (Kleist, Kafka, Musil), and look at some conceptual art. Advanced juniors, seniors and graduate students welcome. Enrollment limited to 20.

HMAN 1970R. Literature and the Arts in Today's Cuba.

Cuba today is home to writers, musicians and artists who engage with new media and a global audience against the backdrop of a socialist revolution. This seminar will explore esthetic and political dimensions of contemporary Cuban culture with authors who will speak to us directly through a video link with Casa de las Américas in Havana. Knowledge of Spanish required.

HMAN 1970S. Ethics and the Humanities.

This seminar will engage with ethical issues in a broad range of humanities disciplines. We will survey historical and thematic perspectives on ethics, and will consider the ethical implications of authorship and possession of texts and objects; translation as an ethical problem; data and open access; the perspective of the human subject; public humanities, public intellectuals and community-based research; and ethical issues in popular culture. Enrollment limited to 20. Not open to first year students or sophomores.

HMAN 1970T. Music, New Media, and Virtual Performance.

We'll investigate how new media technologies shape musical practices (and vice versa). Topics will include DJ cultures, digital music distribution and related intellectual property issues, digital gameplay, music videos, popular music reception, online music lessons, and virtual communities. We'll give equal attention to production, circulation, and reception practices, as well as to their increasing convergence. Readings will include both contemporary and historical studies. The course will require critical engagement with a diverse range of media, genres, and cultural contexts, encouraging students to examine their own media production and consumption practices. Enrollment limited to 20. Not open to first year students or sophomores.

HMAN 1970V. Pragmatic Medical Humanities.

The question, "What is medical humanities?" has flummoxed the very experts who ardently argue for its importance to medical education and the professional and personal growth of health care providers. The interdisciplinary nature of medical humanities, engaging in conversations with persons who possess different expertise, knowledge and approaches, provides opportunities for insight unavailable elsewhere. Students will investigate alternative meanings, interpretations and purposes embedded in the term "medical humanities." They will develop their own personal relationship to this term/field of study, and its utility as a tool for understanding and responding to the profound experiences of clinical medicine, illness and health. Enrollment limited to 20. Not open to first year students or sophomores. This is a half-credit course.

HMAN 1970W. Medicine and Colonialism in the Atlantic World: A View from the South.

This seminar examines the role of disease, medicine, and health in the history of the Atlantic World. Our analysis will be centered on events that took place in Latin America, the Caribbean, and Sub-Saharan Africa, during the era of European colonial expansion (1490-1940). In these four and a half centuries, the West became the dominant force in global geopolitics and Western medicine emerged as the hegemonic form of healing worldwide. This seminar explores the complex relationship between these two historical developments. Enrollment limited to 20. Not open to first year students or sophomores.

HMAN 1970Y. Politics and Authority in Islamic Law and Society.

Few courses offer insight into the genesis of Islamic political theory in light of the social and historical circumstances of the medieval period. This seminar seeks to address major trends in political thought of classical Islam. In addition to reading secondary scholarship on social and political aspects of early Muslim society, we will also examine primary sources in translation (Prolegomenon, Book of Ordinances); literary genres, including official state epistles from the medieval period; and the work of Ibn Taymiyya. Finally we will address issues of authority, ethics and gender in contemporary analyses. Enrollment limited to 20. Not open to first year students or sophomores.

HMAN 1970Z. Knowledge Networks and Information Economies in the Early Modern Period.

This course is designed to introduce students to major topics in the developing historical literature on the relationships between intellectual and economic history, and their implications for European culture, mainly in the first two centuries after Columbus and Da Gama. Enrollment limited to 20 juniors and seniors.

HMAN 1971B. Paris Archive: The Capital of the Nineteenth Century, 1848-1871.

We will take as our starting-point Walter Benjamin's notes for his unfinished masterwork "The Arcades Project." The *Passagenwerke* comprise a massive index of citations/observations on the nature/form of the city of Paris in every aspect of its cultural/political life in the 19th/20th centuries. We will read works from which he culled his aphorisms/ investigate the present status of each of his assertions/citations, with historical/contemporary readings. We will discuss the nature of historical/archival interpretation and try to bring together artifacts – textual/visual/sensorial – that might constitute a "Museum" of 19th Century Paris. Taught by Prof. Anthony Vidler. Graduate students encouraged to register. Enrollment limited to 20.

HMAN 1971C. History, Theory and Practice of Storytelling Using Stereoscopic ("3D") Motion Pictures.

This course will support/enhance Brown's tradition in the Humanities by sharpening the focus on interdisciplinary/comparative work across cultural/linguistic boundaries. Can science/technology/medicine foster the presentation of innovative work in humanities by bringing 3D to New Media? Why do some cultural values dictate genres typically produced in 3D? What were the origins of 3D motion pictures/how might new technologies affect the distribution/visualization of 3D projects? How can 3D enrich relations between humanities and studio/performing arts? We provide Brown students with an opportunity to establish a foundation for analyzing/telling stories using stereoscopic tools, and receive basic technical experience using 3D small-format video equipment.

HMAN 1971E. Cross-Cultural Approaches to Death and Dying.

Despite the universality of death, human responses are incredibly varied. This course situates biological, medical, and psychological conceptions of death and dying in conversation with the religious and ethical perspectives that have also informed human responses to death and dying in cultural contexts. This course—team-taught by a psychologist, a scholar of religion, and two end-of-life care physicians—facilitates a more informed understanding of death-related cultural practices and a more skilled response to death-related decisions arising in the practice of medicine and in life. Limited to 20 students in Medical Humanities and graduate Humanities fields. Honors undergraduates and PLMEs may enroll with permission.

HMAN 1971K. Varieties of Secularism (RELS 1746).

Interested students must register for RELS 1746.

HMAN 1971R. The First Scientific Americans: Exploring Nature in Latin America, 1500-1800 (STS 1701C).

Interested students must register for STS 1701C.

HMAN 1971S. Introduction to iPhone/iPad Moviemaking Using 3-D and 360 VR Comparisons.

Mobile Devices are democratizing movie-making by lowering barriers to entry, enabling students to become full-fledged members of the film industry virtually overnight. This pioneering course provides the basic tools for students to create and distribute no- and low-budget live-action motion pictures with professional production values utilizing only their personal smartphones. Students will acquire the skills to plan, capture and edit short motion pictures through hands-on instruction and experimentation with low-cost accessories, including selfie-sticks, lens adapters, directional microphones and iPhone apps like Filmic Pro, Vizzywig and iMovie. Limited to junior, senior and graduate students.

HMAN 1971T. Law, Nationalism, and Colonialism.

This seminar explores the internationalism of the past century in terms of its relationship to separatist nationalism, anti-colonialism, and religious radicalism. It takes as its point of departure the dramatic political, cultural, and intellectual transformations that followed in the wake of World War I. A guiding hypothesis of the seminar is that internationalism cannot be understood apart from its complex relationship to "identity" broadly conceived – identity of local/transnational groups as well as the identity of internationalists themselves. Readings will be drawn from law/cultural studies/politics/postcolonial theory. Enrollment limited to 20.

HMAN 1971U. Kabbalah: An Introduction to Jewish Mysticism.

In the 12th and 13th centuries, new ways of approaching Judaism sprung up in France and Spain that would come to be known as "kabbalah." New approaches included aspirations for mystical illumination, elaborate mythological narratives, and human history. Kabbalists radically and self-consciously departed from conventional understandings of Judaism, particularly those of medieval Aristotelian philosophers like Maimonides. They claimed to find their mythological, mystical worldviews in traditional texts, from the Bible through rabbinic writings. This course introduces students to kabbalah's founding period, focuses on primary texts in translation, especially the Zohar, the magnum opus of classical kabbalah. No prior background necessary.

HMAN 1971W. Decolonizing African Education: Student Activism and Social Change, 1960-present (EDUC 1035).

Interested students must register for EDUC 1035.

HMAN 1971X. The Southern Question and the Colonial Mediterranean (ITAL 1400P).

Interested students must register for ITAL 1400P.

HMAN 1971Y. Visions of Liberation: African Decolonization Now? (COLT 1610R).

Interested students must register for COLT 1610R.

HMAN 1971Z. Cannibalism, Inversion, and Hybridity: Creative Disobedience in the Americas (HIAA 1870).

Interested students must register for HIAA 1870.

HMAN 1972A. Landscape and Japanese Cinema (MCM 1504X).

Interested students must register for MCM 1504X.

HMAN 1972B. Environmentalism and the Politics of Nature (ANTH 1556).

Interested students must register for ANTH 1556.

HMAN 1972C. Picturing Paradise: Art and Science in the Americas.

The study of nature has developed together with the representation of flora and fauna in Europe and the Americas. After the encounter, visual thinking remained an integral part of how knowledge was negotiated between different communities on both sides of the Atlantic—as several scientific expeditions involving artists confirm. This course, which includes field trips to museums and collections, examines connections between knowing and making, ranging from the tradition of pre-Columbian writer-painters to contemporary Latin American artist collectives. We will investigate the entangled histories of art and science as seen through the artistic productions inspired by the exuberant American land.

HMAN 1972D. Art of Criticism (ENGL 1901F).

Interested students must register for ENGL 1901F.

HMAN 1972G. Eternal Returns: Poetry and Politics in Modernity.

The title of this course alludes to Friedrich Nietzsche's "eternal return of the same," which he famously called "the highest formula of affirmation," and which later philosophers and thinkers, such as Pierre Klossowski and Martin Heidegger, would repeatedly return to. Yet Nietzsche's discovery is not new, for it infects, too, the thinking of the professional revolutionary, Louis-Auguste Blanqui, the returns of commodity production in high capitalism, and the poetic figurations of the big city found in nineteenth-century writers such as Charles Baudelaire. In this course, we will examine the problem of returns—temporal, political, economic, and poetic—in modernity.

HMAN 1972I. Me, Myself, and I: Exploring Senses of Self from a Multidisciplinary Perspective.

Human beings have long puzzled over how precisely to conceptualize and understand what it is we are. Questions about the nature of the self have informed the speculations of philosophy, the soteriologies of religion, the trajectories of self-cultivation in contemplative traditions, and the therapeutics of psychology. Recently, cognitive science and phenomenology have attempted to correlate abstract concepts about the self with lived experience, emphasizing how various senses of self give rise to our self-concepts. Through this course, students will engage with conceptions of self that we often take for granted by studying senses of self from multidisciplinary and cross-cultural perspectives.

HMAN 1972J. Urban History of Latin America (HIST 1979L).

Interested students must register for HIST 1979L.

HMAN 1972K. Anthropology of Climate Change (ANTH 1112).

Interested students must register for ANTH 1112.

HMAN 1972M. Environmental Political Thought (POLS 1185).

Interested students must register for POLS 1185.

HMAN 1972N. The Indian Ocean World (HIST 1979K).

Interested students must register for HIST 1979K.

HMAN 1972Q. The Nature of Conquest: Scientific Literatures of the Americas (HISP 1330X).

Interested students must register for HISP 1330X.

HMAN 1972R. Transnational Hispaniola: Haiti and the Dominican Republic (AFRI 1050W).

Interested students must register for AFRI 1050W.

HMAN 1972S. Comparative Education: International Trends and Local Perspectives (EDUC 1030).

Interested students must register for EDUC 1030.

HMAN 1972T. Apartheid in Post-Apartheid South African Literature (COLT 1814L).

Interested students must register for COLT 1814L.

HMAN 1972U. Feminist Thoughts for a Heated Climate (POLS 1180).

Interested students must register for POLS 1180.

HMAN 1972V. Sex, Gender, Empire (HIST 1979F).

Interested students must register for HIST 1979F.

HMAN 1972W. Rhythm and Resistance (AFRI 1050V).

Interested students must register for AFRI 1050V.

HMAN 1972Y. Indigenous Peoples and American Law.

The European colonial empires and their successor states in the Americas all developed bodies of law concerned with the indigenous peoples who preceded them. In the United States, this body of law is generally still known as "American Indian Law" or, more recently, "Federal Indian Law." It emerged out of colonial-era juristic thinking and was adapted and transformed after the U.S. gained independence from Britain. This seminar will study both the history and structure of this body of law. It will also seek to uncover the ways the technical legal materials embody deep-rooted cultural presuppositions about indigenous peoples.

HMAN 1973A. Race, Sexuality, and Mental Disability History (AFRI 1060Z).

Interested students must register for AFRI 1060Z.

HMAN 1973B. Feminist Theory for a Heated Planet (POLS 1824N).

Interested students must register for POLS 1824N.

HMAN 1973C. East Asian Cinemas in a Global Frame (MCM 1203U).

Interested students must register for MCM 1203U.

HMAN 1973D. Sports and Culture in Latin America (HISP 1371B).

Interested students must register for HISP 1371B.

HMAN 1973E. The Age of Constantine: The Roman Empire in Transition (CLAS 1120V).

Interested students must register for CLAS 1120V.

HMAN 1973F. Ruined History: Visual and Material Culture in South Asia (HIST 1979D).

Interested students must register for HIST 1979D.

HMAN 1973G. Writing Animals in the Iberian Atlantic (HISP 1331A).
Interested students must register for HISP 1331A.

HMAN 1973H. Water is Life/New Currents in the Study of Land, Water and Indigeneity (ETHN 1750H).
Interested students must register for ETHN 1750H.

HMAN 1973I. Oppositional Cinemas (MCM 1505J).
Interested students must register for MCM 1505J.

HMAN 1973N. Islam in America: A Global History.
This course explores the history of Muslims in America — and American discourses about Islam — from 1492 to the present. We follow five historical contexts bridging Spain and Portugal, West Africa, the Middle East, South Asia, and North America, including: (1) Iberian-Ottoman rivalry from the Mediterranean to the Indian Ocean and European colonization of the Americas; (2) transatlantic slave trade and the roots of African-American Islam; (3) the U.S. Founders' ideas about Muslims and religious freedom, plus diplomatic engagement with Morocco, the Ottoman Empire, and Persia; (4) large-scale immigration of Asian Muslims following the 1965 Civil Rights Act; and (5) racialization of Muslim Americans — and oft-misidentified minorities including Arab, Iranian, Sikh, Jewish, Black, and Latinx Americans — before and after 9/11 and U.S. wars in Afghanistan and Iraq.

HMAN 1973T. The Politics of Chinese Cinema (MCM 1204D).
Interested students must register for MCM 1204D.

HMAN 1973U. Art for an Undivided Earth: Transnational Approaches to Indigenous Activism and Art (ENGL 1711J).
Interested students must register for ENGL 1711J.

HMAN 1973W. Indigenous Politics in Hawai'i: Resurgence and Decolonization (POLS 1820I).
Interested students must register for POLS 1820I.

HMAN 1973Y. Rhythm and Silence: A Creative Writing Workshop (HISP 1700B).
Interested students must register for HISP 1700B.

HMAN 1973Z. Ammianus Marcellinus (LATN 1930B).
Interested students must register for LATN 1930B.

HMAN 1974A. Cinema and Imperialism (MCM 1505S).
Interested students must register for MCM 1505S.

HMAN 1974B. Southeast Asia's Entangled Pasts: Excavated, Curated, and Contested (ARCH 1494).
Interested students must register for ARCH 1494.

HMAN 1974C. Dawnland Voices: Exploring Native New England (AMST 1902S).
Interested students must register for AMST 1902S.

HMAN 1974D. Avicenna (PHIL 1002).
Interested students must register for PHIL 1002.

HMAN 1974E. Political Theology for the Anthropocene.
The Seminar develops a discourse in political theology for gaining insight into the catastrophes of the modern world and those associated with the Anthropocene. The political imagination embedded in a cluster of texts from the Hebrew Bible and the political theology they imply will enrich discussions in political theory about sovereignty, government, law, and violence. The seminar gives special attention to the way the modern state and other modern and contemporary institutions have come to substitute for God as authors of large scale, globalized, and planetary catastrophes. Our theoretical companions include Buber, Assman, Agamben, Arendt, Foucault, Boltanski, and Žižek.

HMAN 1974F. Anthropology in/of the Museum (ANTH 1901).
Interested students must register for ANTH 1901.

HMAN 1974G. Authority, Identity, and Visual Culture in Colonial Latin America (HIAA 1631).
Interested students must register for HIAA 1631.

HMAN 1974H. The Human Skeleton (ANTH 1720).
Interested students must register for ANTH 1720.

HMAN 1974I. Contested Histories of Colonial Indochina: Encounters, Soc. Transformations, Legacies of Emp-HIST 1978D.
Interested students must register for HIST 1978D.

HMAN 1974J. Rap as Storytelling (MUSC 1240R).
Interested students must register for MUSC 1240R.

HMAN 1974K. Governing Culture: Music and the Arts in Political Life.
The social function and governmental regulation of aesthetic life play a key role in the constitution of political regimes. This course examines debates on the arts as instruments of power, distinction, resistance, contestation, and revolution, from the early modern period to the present. The government of music, sound, noise, and silence will offer a point of comparison among absolutist monarchies, modern republics, totalitarian regimes, liberal democracies, and colonial empires. In addition to music, the course draws from political sources, theoretical works, literature, and the visual arts.

HMAN 1974L. The Coming Apocalypse: Between the Earth and the World.

A cascading catastrophe threatens to turn the earth uninhabitable and bring our world to its end. How to think, in this context, the relation between our world, the world, and the earth? Are they known, experienced, shared with others, or being destroyed in the same way? How have their differences and convergence been affected by globalization, and affected our understanding of the "Anthropocene"? Following the news on ongoing and future climate catastrophes, the seminar addresses these and related questions through critical readings of theoretical and philosophical texts, including works by Arendt, Latour, Haraway, Povinelli, Yussof, Moore, and Mbembe.

HMAN 1974M. Solidarities: Sharing Freedom, Inventing Futures.
Solidarity between people—even between species—has never been more needed. But our culture is saturated by personality politics and ubiquitous narcissism. How can we think and organize ourselves out of this impasse? Is it shared interests or shared identities that unite us? What does freedom mean in an interconnected age? These are some of the questions that any attempt to think through the question of solidarity in the twenty-first century must encounter. Writers to consider include Marx, Arendt, Foucault, Simondon, Negri, Stuart Hall, Maurizio Lazzarato, Donna Haraway, Couze Venn, and Ruth Ozeki, among others.

HMAN 1974N. Narrating the Borderlands: Literature, Legality, and Solidarity (HISP 1371F).
Interested students must register for HISP 1371F.

HMAN 1974O. Print and Power in Modern Southeast Asia (HIST 1962E).
Interested students must register for HIST 1962E.

HMAN 1974P. Theo-Politics: Political Readings of the Hebrew Bible.
The seminar presents the Hebrew Bible as a primary source for political theory. It offers readings of some highly charged theo-political episodes through which some key political concepts are explicated and problematized. Special attention is given to systemic violence, states of exception, the politics of plagues, and resistance. The readings are guided by (mostly) contemporary thinkers who contributed to the study of these concepts in non-biblical contexts. Reconstructing God's multiple political personae and several types of biblical theocracies, the seminar questions the gap separating our putatively modern, secular political imagination from that of the political cultures documented in the Bible.

HMAN 1974R. Humans, Animals, and Machines.
This course examines the invocation of animals and machines to illuminate the meanings and limits of the human in modern American thought and culture. Our objects of analysis will range from medical experiments to popular films, primatology to video games, and Crisp babies to science fiction. Readings will consider the roles of animals and machines in the history of categories of race, gender, and bodily difference. Throughout we will examine the political, cultural, and epistemological stakes of the shifting boundaries of the natural and the unnatural, as well as the human and non-human.

HMAN 1974X. Contested Histories of Colonial Indochina: Culture, Power, Change (HIST 1978D).

Interested students must register for HIST 1978D.

HMAN 1974Z. The Creative Ensemble (TAPS 1280B).

Interested students must register for TAPS 1280B.

HMAN 1975A. Disability and Culture in the Past and Present (ANTH 1760).

Interested students must register for ANTH 1760.

HMAN 1975B. Authority, Identity, and Visual Culture in Colonial America (HIAA 1631).

Interested students must register HIAA 1631.

HMAN 1975C. From Pancho Villa to Netflix: An Introduction to Mexican Cinema (HISP 1371I).

Interested students must register for HISP 1371I.

HMAN 1975D. Philosophy of Biology (PHIL 1900).

Interested students must register for PHIL 1900.

HMAN 1975E. Philosophy of the Environment: Environmental Utopias (PHIL 1785).

Interested students must register for PHIL 1785.

HMAN 1975G. Planning the Family: Gender, Reproduction, and the Politics of Choice..

This course explores 20th-century efforts to address population growth and family planning in a variety of global contexts, ranging from macro-level initiatives to individual practices. For some women, state leaders, and international experts, contraception meant sexual liberation, increased autonomy, and the reduction of economic hardship. But for others, the same biomedical technologies were associated with colonial control and efforts to reduce "undesirable" people. How is it possible for contraception to hold such expansive and contradictory meanings? In order to assess this central question, students will engage with critical theories of gender, race, class, nationalism, and decolonization.

HMAN 1975H. Orientalism and the Question of Palestine: Theory, History, Literature (MES 1244).

Interested students must register for MES 1244.

HMAN 1975I. History, Nation, Popular Culture and Caribbean Politics (AFRI 1600).

Interested students must register for AFRI 1600.

HMAN 1975J. Love Hurts: Romance, Media, Masochism (MCM 1506X).

Interested students must register for MCM 1506X.

HMAN 1975K. Race, Gender, and Sexuality in Hispanophone Caribbean Literature (HISP 1331M).

Interested students must register for HISP 1331M.

HMAN 1975L. What We Talk about When We Talk About Horror (MCM 1205A).

Interested students must register for MCM 1205A.

HMAN 1975M. Philosophy of the Environment (PHIL 1785).

Interested students must register for PHIL 1785.

HMAN 1975N. Mourning and Experimental Form (HISP 1331O).

Interested students must register for HISP 1331O.

HMAN 1975O. Caribbean Popular Culture (AFRI 1600).

Interested students must register for AFRI 1600.

HMAN 1975P. Medieval Race (ENGL 1361Q).

Interested students must register for ENGL 1361Q.

HMAN 1975Q. Crippling Technoscience (STS 1700).

Interested students must register for STS 1700.

HMAN 1975R. Religion from Below.

There has always been a tension between "religion," as it is practiced by ordinary people and communities, and the prescriptions of those who see themselves, or who have more official roles, as religious "elite." What, though, does it mean to speak of this "lived" or "popular" religion? Primarily through the close readings of case studies, this course will explore how scholars approach and theorize actual lived religious practice, and whether through such a cross-disciplinary and transhistorical approach we might be able to think more broadly about the ways in which people approach religion, and the reasons they do so.

HMAN 1975S. Figures of the Sovereign: Concepts and Stories from the Life of Power.

The sovereign is a person, institution, or a people where sovereignty – often understood as "the supreme authority in a given territory" – resides. How does the sovereign display its marks and perform or exercise its supreme authority? How is it questioned or undermined? These are matters of political imagination and public contestations no less than of legal definitions and conceptual distinctions. This is also where the problematization of the very idea of sovereignty may begin. We will study these questions by following the sovereign's language, time, impunity, and unruly subjects. Our stories, images, and concepts will be drawn from a variety of sources: early modern (Machiavelli, Hobbes), modern (Schmitt) and contemporary political theory (Honig, Butler, Sawyer); modern literary fictions (Melville, Kafka); journalistic essays on autocrats, abroad and at home (Snyder, Gessen); and anthropological accounts of "stateless societies" (Clastres, Graeber).

HMAN 1975T. Bodies at Work: Disability and Capitalism (STS 1700R).

Interested students must register for STS 1700R.

HMAN 1975U. The Jewelers of the Oumma – Inhabiting the Jewish Muslim World.

The independence of Algeria in 1962 marked the end of a centuries-old intertwined Jewish and Muslim world in North Africa and the Middle East. This end, however, is made into a non-event in the annals of history. We will study the colonial projects that produced this termination as a non-event, and will ask questions about the role of different imperial technologies such as art, museum, and archive in normalizing it. The Maghreb will be our point of departure, but students are invited to explore other imperial geographies and ask how practices of art-making such as jewelry, pottery, embroidery and others – not works of art destined to be displayed in museums – can resuscitate imaginaries of shared worlds?

HMAN 1975V. Latin Radicals: Polemics by Spaniards and native authors in early colonial Mexico.

The seminar, rooted in an ongoing research project on Cristóbal Cabrera, the first poet in the Americas, has a broader compass, incorporating texts by Cabrera's influential contemporaries and associates which contain inflammatory criticism of the conduct of the Spaniards in the Indies. The classes will also introduce writings by indigenous Mexican rulers who took advantage of their humanist education to write Latin, challenging aspects of the colonial status quo and advancing the interests of their local communities.

HMAN 1975X. Blackness and Puerto Rican Literature (HISP 1331R).

Interested students must register for HISP 1331R.

HMAN 1975Y. Narratives of Disability in Greek and Latin Literature (CLAS 1070).

Interested students must register for CLAS 1070.

HMAN 1976A. Disability and Sexuality: Politics of Desire and Desirability (STS1700A)..

Interested students must register for STS 1700A.

HMAN 1976B. Encountering Monsters in Comparative Literature (COLT 1815U).

Interested students must register for COLT 1815U.

HMAN 1976C. Native American Architecture (HIAA 1625).

Interested students must register for HIAA 1625.

HMAN 1976I. The World We Share: An Encounter Between a Continental Philosopher and Five Africana Thinkers.

What is “this world” we inhabit and share with others? Who are “we” in the name of whom “the world” is questioned and its apocalyptic end announced? Who are “they” — friends, neighbors, strangers, enemies, animate and inanimate beings — with whom the world is shared? To explore these questions, the course stages an encounter between French philosopher Jean-Luc Nancy, who wrote at the radical edge of continental philosophy and critical theory, and Black radical thinkers Ta-Nehisi Coates, Achille Mbembe, Toni Morrison, Christina Sharpe, and Olúfemi Taiwo, whose works reflect upon concrete and inherited experiences of colonization, slavery, and forced modernization. Through class discussions and assignments, participants will practice close readings of relatively short, selected texts drawn from the reading materials. There are no prerequisites; some experience in continental philosophy, postcolonial theory, and African American studies is recommended.

HMAN 1976J. Pacific Indigeneities: From Māori Mythology to James Cameron’s Avatar (EAST 1702)..

Interested students must register for EAS 1702.

HMAN 1976K. Anarchisms in Asia and Beyond (EAST 1704)..

Interested students must register for EAST 1704.

HMAN 1976L. Material Histories (HIAA 1627).

Interested students must register for HIAA 1627.

HMAN 1976M. Borders, Belonging, and Memory in the Black Mediterranean (ITAL 1001).

Interested students must register for ITAL 1001.

HMAN 1976N. Reimag Line-Mex/US Bd-HISP1371T.

Interested students must register for HISP 1371T.

HMAN 1976O. Reception of Latin in Americas (CLAS 1179)..

Interested students must register for CLAS 1179.

HMAN 1976P. Listening and Society (ANTH 1815)..

Interested students must register for ANTH 1815.

HMAN 1976Q. Settler-Colonial Placemaking: From Vikings to the Homestead Act (HIAA 1626).

Interested students must register for HIAA 1626.

HMAN 1976R. Pacific Indigeneities: From Māori Mythology to James Cameron’s Avatar (EAST 1702)..

Interested students must register for EAST 1702.

HMAN 1976S. The Latin American Diaspora in the US (HISP 0750B)..

Interested students must register for HISP 0750B.

HMAN 1976T. Ethnography, Oral History, and Storytelling: Theories and Methods of Narrating Italy (ITAL 1002)..

Interested students must register for ITAL 1002.

HMAN 1976U. The Politics of Symbolic Worth: Groups, Identities, and Status in American Politics.

What leads politics to become meaningful, engaging, and contentious for members of the public? In this course, we will examine how American politics is shaped by struggles between social groups over the meanings and status of group identities. First, we will examine theoretical perspectives suggesting political behavior can be seen as symbolic action to affirm—and sometimes legally enforce—one’s own morality, social status, lifestyle practices, and vision of the proper social world. Then, we will apply this framework to understanding two areas of American politics: the politics of white racial resentment, and stalled political action to address climate change. This course will provide conceptual tools for understanding what’s at stake in public debates for many Americans, and how elite-public interactions over the meanings and status of group identities have shaped American politics in the 20th and 21st centuries.

HMAN 1976W. Posthuman Latin America: Contemporary Imagination and Visions of the Future (HISP 1371U)..

Interested students must register for HISP 1371U.

HMAN 1976X. Cicero in New Spain (CLAS 1121C).

Interested students must register for CLAS 1121C.

HMAN 1976Y. Alternative Technofutures: Black Speculative Visioning for a Better Tomorrow (AFRI 1099).

Interested students must register for AFRI 1099.

HMAN 1976Z. Eating and the Politics of Wellness (STS 1700W).

Interested students must register for STS 1700W.

HMAN 1977B. Foreign Policy Worlds: Diplomatic Designs and International Relations.

Foreign policy unfolds through carefully crafted encounters and exchanges in both domestic and diplomatic arenas. International actors leverage narratives, venues, dress, gestures, images, and soundscapes to sustain relations with others, pursue security goals, and affect the world they live in. At the intersection of the humanities and social sciences, this course engages participants in new research on White House state dinners while drawing from a range of historical and global case studies from the early modern era to the present. Diplomatic dinners provide a lens into the everyday practices, protocol-driven scenes, mediatized moments, and spectacular occasions that are constitutive of the international stage and the theater of trust, respect, competition, conflict, and hegemony. At the end of the semester, a planning memo outlining the purpose and components of a state visit offers an opportunity to put knowledge into practice.

HMAN 1977C. We the People.

How do individual people come together to make a People? We will read key ancient texts including Aristotle, Livy, and Cicero, enlightenment thinkers like Rousseau and Hobbes, and modern theorists from Arendt and Schmitt to Chakrabarty and Mouffe to see how the “we” of We the People has been used both to include and exclude. We will also consider practices of political action both ancient and modern. Can a People create itself by a vote, a manifesto, or a riot? What is the relationship between the People and populism? The course is explicitly grounded in the ancient world; as well as analyzing how ancient concepts have echoed through the centuries, we will also look to the distant past for difference, asking how we might propose alternative genealogies of the People.

HMAN 1977D. Settler Colonial Cities: Indigenous Histories, Presents, and Futures.

The course examines the Indigenous histories, presents, and futures of settler colonial cities. Founded on Indigenous lands expropriated for town building, modern cities in settler colonial societies were and are complicit in processes displacing Indigenous people and appropriating their cultures, objects, and ancestors. We will draw on anthropology, archaeology, archival history, geography, heritage preservation, public art, and urban studies to explore colonialist tactics of spatial removal and symbolic and documentary violence aimed at erasure. Most importantly, we will look at how Indigenous people have challenged claims of their absence in urbanizing landscapes through their oral histories, writing, and material culture, and by their presence and diverse experiences in cities in the United States, Canada, Australia, and beyond.

HMAN 1977F. Hospitality and Literature.

This course will explore ways of thinking about literature in relation to the concept of hospitality, and vice-versa: we’ll test the proposition that literary hospitality helps us conceive of a hospitality irreducible to subjectivity, property, or power. Texts to be examined include the Bible, The Odyssey, and other classical texts; philosophical writing by Immanuel Kant, Emmanuel Levinas, and Jacques Derrida; and Franz Kafka’s The Castle, Clarice Lispector’s The Passion According to G.H., and poems by Paul Celan.

HMAN 1977G. Archival Activism and Digital Worlds.

This course examines the possibilities and perils of “archival activism”—the concerted effort to preserve the stories of marginalized people as part of the historical record—in the digital age. The growth of social media and the ubiquity of digital devices that can record, photograph, and upload events from a first-person perspective has made all participants in historical events into potential archivists. Through an examination of digital documentation created by ordinary citizens during major events in recent history—including the COVID-19 pandemic, racial justice protests, and the January 6 insurrection—we ask, what kinds of archives are we and our digital devices creating? What kinds of histories can or should be written with these records? And what roles can, and should, social scientists and other scholars of the contemporary be playing in collecting and preserving digital histories of the now?

HMAN 1977H. Critical Race Theory Now.

Moving beyond the reductive and polarizing deployment of Critical Race Theory (CRT) in current political discourse, this interdisciplinary seminar traces its history as a legal intervention foregrounding race and racism in the development of U.S. law and in the (infra)structures of U.S. civic, socioeconomic, and political life. Together, we will explore the central tenets of CRT, including the ubiquity and permanence of racism, intersectionality, whiteness as property and currency, and redistributive justice. Reading seminal texts of CRT alongside contemporary African American literature, we will attend to specific topics, such as affirmative action, immigration, mass incarceration, and reparations. The overarching inquiry of this course is: (1) how might the law be complicit in upholding racial hierarchy as well hierarchies of gender, class, sexuality, and citizenship, and (2) how might the law and literature be used to dismantle those same hierarchies?

HMAN 1977I. Black Digital Humanities: Black Technocultures (AFRI 1098).

Interested students must register for AFRI 1098.

HMAN 1977J. Disability, Coloniality, Decoloniality (STS 1400).

Interested students must register for STS 1400.

HMAN 1977K. Interpreting Literature on Stone, Paper, and Film (COLT 1310W).

Interested students must register for COLT 1310W.

HMAN 1977L. The Politics of Health and Disease (POLS 1295).

Interested students must register for POLS 1295.

HMAN 1977M. Combating Colonialism: Comics and Indigenous Storytelling (HIST 1958D).

Interested students must register for HIST 1958D.

HMAN 1977N. Artificial Images (GRMN 1702).

Interested students must register for GRMN 1702.

HMAN 1977O. The Black Outdoors.

What are the racialized and gendered politics of the outdoors? How does the concept of the Black outdoors challenge dominant narratives of nature, freedom, and belonging? What forms of Black cultural production have emerged from social life lived underground, under siege, and in flight? And how might Black artistic or cultural practices help us rethink what it means to be outside? This course explores the multiple dimensions of the Black outdoors — as theory, practice, poetics, and survival. We will examine how Black life has been shaped by, and has shaped, the outdoors and the environment more broadly — from the fields of the plantation to the vastness of outer space, from the breathless garrett to the open breeze, from the underwater afterlives of the Middle Passage to the speculative geographies of Black futures.

HMAN 1977P. Wet Ethnographies.

Recent experimental ethnographies explore the relationship between research and writing, textual strategies, and the politics of ethnography. Experimental methods provide tools to think and write about projects of coloniality and capital and how they shape the material environment. This seminar introduces students to ethnographies that take place in environments where the boundaries between water and land get blurred, in bodies, deltas, river embankments, swamps, mangrove wetlands, and reclamation areas that carry signs of both enabling and challenging former and continuing colonial projects of empire or capital. We will critically read and examine ethnographic works that tackle “wetness” and “fluidity” as theoretical tools to understand temporality, circulation, and flow and challenge linear development projects from a feminist perspective. The course fosters attunement to more-than-human life and materialities of soil, water, and land/seascape through ethnographic practices of walking and drawing, among others.

HMAN 1977Q. Philosophical Foundations of Cognitive Science (PHIL 1890K).

Interested students must register for PHIL 1890K.

HMAN 1977R. Toxic: Health, Environment, and Life after Harm (ANTH 1314).

Interested students must register for ANTH 1314.

HMAN 1977S. Bottom Ecologies: Blackness, Queerness, and the Environment.

How have Black queer communities — and minoritarian communities more broadly — transformed environments of shame and disposability into sources of erotic power, pleasure, and collective survival? Building on Toni Morrison’s “Sula” and theories from Black feminisms, queer-of-color critique, and Black ecological thought, this course views the “bottom” as Black queer ecological thought. We will trace how Black queer communities generate counter-knowledge, reshape racialized and sexual subjectivities, and challenge conventional environmental discourse by queering ecological analysis. Ultimately, this course examines the “bottom” as both a sexual position and an ecological site historically raced, and marked as disposable, dirty, abject. Readings from Morrison, Jennifer Nash, Audre Lorde, Darieck Scott, Juana María Rodríguez, Kathryn Bond Stockton, and Leo Bersani will guide our exploration of how landscapes of racial abjection and erotic desire converge, offering new critical tools for environmental humanities.

HMAN 1977T. Environmental Anthropology (ANTH 1555).

Interested students must register for ANTH 1555.

HMAN 1990. Independent Study.**HMAN 2300. Introduction to Digital Humanities.**

Digital humanities uses digital methodologies and formats to answer humanities research questions, produce and share knowledge, and teach. It encompasses critical studies of digital environments, innovative modes of researching and advancing arguments (including methodologies for constituting archives, analyzing texts and images, and visualizing data), new forms of scholarly and general publications, and digital pedagogy. The digital changes the way we research, understand, and share information in the humanities. This course will introduce students to a range of methodologies and critical lenses. Students will learn to collect resources formatted for machine-actionable research, analyze qualitative and quantitative datasets, and visualize and present their findings. They will consider the ethics of digital work and publication. Each student will plan a digital humanities project. This course is open to all graduate students and fulfills a requirement for the doctoral certificate in digital humanities.

HMAN 2301. Digital Humanities Capstone Seminar.

Participants in the Digital Humanities Capstone Seminar will learn how to design and build their own digital humanities project and/or participate as a key member on an already established digital humanities project with a faculty leader through hands-on, step by step instruction. Students will grapple with key methodologies and theoretical frameworks (including critical, Black, Indigenous, and Latinx digital humanities) and consider how to situate their own work within these ideas. Seminar participants will participate in the Digital Humanities Salon, where they will also present their project. Where desired and advisable, the capstone project may build toward dissertation work. Admission in the course is conditional on enrollment in the doctoral certificate in digital humanities, and partial or full completion of the digital tools and methods requirement.

HMAN 2400I. Environmental Humanities.

We live in a time of immense global change and ecological rupture that poses a foundational challenge for modern society. How are we to respond to environmental crises that take place on a geological scale without papering over complex issues of social inequality, racial difference, and powerful gender norms? How might we promote the flourishing of sustainable communities that include both human and non-human, present and future beings? This collaborative seminar will address deep philosophical questions like these by exploring a range of work in environmental humanities. The readings reflect a diversity of disciplinary commitments and methodological approaches ranging from History, Anthropology, and Philosophy to Indigenous Studies and Science Studies.

HMAN 2400Q. War and the Politics of Cultural Memory (ENGL 2901D).

Interested students must register for ENGL 2901D.

HMAN 2400T. Imagining Cities: Early Modern Urban Perspectives.

Every city is a palimpsest in space and time. Architectural treatises, legal charters, novels, poems, paintings, maps, and the archeological record all provide points of entry to real and imagined urban centers. This collaborative humanities seminar considers early modern cities as varied as Rome, Seville, Peking, Mexico City, and the City of God, but seminar participants will propose their own cities of interest. This multidisciplinary archive forms a basis for collaborations in recovering and reconstructing built environments from different perspectives in text, image, and digital media, working with original materials in special collections wherever possible.

HMAN 2400Z. Instruments and Instrumentalities.

What is an instrument? Today, in a variety of fields, the definitions of instrument and instrumentality are transforming. While retaining its older connotations of delegation, means to ends, and tool-use, the "instrument" now also implies bigger, messier complexes of technologies, bodies, and rationalities. In this seminar, we will think transversally across categories and contexts to consider the form and meaning of musical instruments, technical instruments, and ideas of instrumentality. Readings will draw from music, media studies, science and technology studies, sound studies, cultural studies, and related fields. This is a distributed seminar, collaboratively taught between Brown and McGill Universities.

HMAN 2401K. Technologies of Memory (ENGL 2901R).

Interested students must register for ENGL 2901R.

HMAN 2401L. Postcolonial Theory (ENGL 2900X).

Interested students must register for ENGL 2900X.

HMAN 2401T. Critique of Political Theology: Ancient Texts and Contemporary Questions.

The seminar examines political theology through critical readings of ancient canonical texts considered as foundational in the traditions of Western philosophy, Judaism, and Christianity. Texts from Anaximander, Sophocles, Euripides, Aristotle, the Hebrew Bible, the New Testament, and the Renaissance musings of Etienne de La Boetie will be read alongside 20th-century thinkers—Carl Schmitt, Pierre Clastres, Cornelius Castoriadis, Hans Blumenberg, Michel Foucault, Regina Schwartz, Jan Assmann, Giorgio Agamben, Judith Butler, and Bonnie Honig. Can readings of ancient canons be both non-anachronistic and critical? Must critique be secular? Or Gnostic? Can the political be separated from the theological? What can formations of ancient theo-political imagination teach us about the limits of ours? The seminar is taught in parallel with Professor Stathis Gourouris and his class at Columbia university. Collaborative work will take place among students at Brown and across the two campuses.

HMAN 2402E. Trace and Absence: Comparative Perspectives on the Past in Things.

Long before there were archaeologists, there were people who knew how to interpret traces of the past. Those traces have always been in flux, subject to changing cultural, environmental, and technological factors. While stone carvings, bones, ruins, and other durable objects have long encouraged reflections about the beings who created them, there are also those who have considered smells, flowers, dreams, and other seemingly ephemeral phenomena to be traces of distant pasts. What can be a trace of the past? How have people followed these traces? And how might the insights and oversights of these past ways of knowing the past inform our own efforts to identify or create traces for an uncertain future? This course explores some of the many ways in which individuals and communities have found and followed traces of earlier times.

HMAN 2402F. Grounds of Comparison: Approaching the Humanities from "Elsewhere".

An injunction to compare has taken hold in humanities work, and it should be welcomed. Yet the "grounds" of comparison are largely Euro-colonial turf, even when all the comparanda involved arrive from far outside the bounds of Western modernity. Led by readers of literature outside the circle of the modern West, this seminar asks: Can we compare from elsewhere? How can we attain comparative vantage points on culturally and temporally unlike texts without occupying the spaces of epistemic and political domination? Together we will interrogate grounds of comparison through explorations of transregional and transhistorical readings, including Third-Worldist manifestos, medieval Arabic philosophy, and multiscriptal poetics from early Japan. We consider the stakes and ethics of comparison and comparatism; strategies for decentering staid paradigms without turning our backs on theory or history; and potential affinities among mutually remote texts and their readers.

HMAN 2402G. Mending What is Broken: Repair, Debt, and Reparations.

The seminar brings together two distinct approaches—phenomenological and narratological—to explore the constellations formed by the three concepts of debt, repair, and reparations, as well as the harm, loss, or suffering they presuppose. Drawing inspiration from various intellectual traditions, we will look at different scales of damage and repair. We will ask how these concepts have been used and abused in efforts to undo the harms which humans do to other humans, and to the world they inhabit and share. Advocating for reparations for slavery in the United States has often taken German reparations for Nazi crimes as a historical reference and precedent: our seminar will consider analogies and differences, as well as the limits of this model. We will also reflect upon the claims for reparations for ecological catastrophes enabled or accelerated by abandonment, negligence, or greed.

HMAN 2402H. Artists and the East India Company (HIAA 2780).

Interested students must register for HIAA 2780.

HMAN 2402I. Race and its Avatars: Literary Identity Politics From the Medieval to the Present (ENGL 2762A).

Interested students must register for ENGL 2762A.

HMAN 2402K. From Big Data to Lilliputians: Considerations of Scale Across the Disciplines.

We live in an era of big problems and small details. It is a time of globalization and atomization, of big data and nanotechnology—nothing is too minute to escape surveillance, regulation, or sale, and scalability is often used as a measure of success. Scale is the stuff of awe and the sublime and the feeling of utter insignificance. Can one person's behavior change the way an entire system works ("personalized medicine," or climate change)? When does a change in scale mean a change in kind? Is morality/ethics a question of scale? Should we think big, or is the devil in the details? We will discuss the theme of "Scale" from a variety of historical and other perspectives with texts from philosophy, literature, history of science, theology, psychology, sociology, and political theory, as well as film and poetry.

HMAN 2402L. Tempest.

This seminar takes Shakespeare's 1610–11 play *The Tempest* as a portal for the exploration of settler-colonialism as a politics of imagination—or state of deterritorialization in which prevailing forms of imaginative life (on both sides of the colonial divide) are destroyed, altered, or proliferated. The seminar will trace the reception, appearance, and disappearance of Caliban and his mother Sycorax (the absent yet ever-present witch of Algerian origin) in colonial and anticolonial works such as Octave Mannoni's *Prospero* and Caliban (1956), Philip Mason's *Prospero's Magic* (1962), George Lamming's *The Pleasures of Exile* (1960), and Aimé Césaire's *A Tempest* (1969), including variations by Esiaba Irobi, Tiffany Lethabo King, Peter Brooke, Sylvia Federici, Margaret Atwood, and Rabi Alameddine. This inquiry will entail reconsideration of forms of language, healing, music, magic, craft, and dreaming. Seminar participants will collaborate in a scripted and rehearsed performance.

HMAN 2410. Approaches to Environmental Humanities Research.

This collaborative, interdisciplinary seminar engages modes of inquiry in environmental humanities research and accounts for a range of theories and methods that encompass qualitative, historical, decolonial, and community-engaged scholarships, among others. The seminar focuses in particular on human and nonhuman relations and their impacts on environmental change, drawing on concepts and practices such as survivance, duration, weathering, extraction, and geological time. In addition to scholarly and theoretical texts, we will explore films, novels, creative nonfiction, and performances. Assignments help students engage and refine approaches to environmental scholarly inquiry and practice in a time of intensifying planetary and local crisis.

HMAN 2500. Project Development Workshop.

In this capstone course, students completing the Doctoral Certificate in Collaborative Humanities pursue individual or collaborative projects, such as a dissertation chapter, an article on method/theory, or a stand-alone essay related to the larger field. The workshop provides a collaborative and supportive space in which students from different disciplines can share their work and receive and give feedback that will broaden and sharpen the framing of their projects. At the end of the semester, participants present in a Collaborative Public Workshop. Admission to the seminar requires a formal application process and the completion of two HMAN 2400 seminars.

HMAN 2900Y. The State and the Circulation of Meaning (ANTH 2325).

Interested students must register for ANTH 2325.

HMAN 2970C. Concepts of Space and Time in Media Discourses.

No description available. Enrollment limited to 20 graduate students.

HMAN 2970D. Biological Issues in Cultural Theory.

Contemporary culture is increasingly preoccupied by biological themes and issues—genomes, brain images, biotechnology, the natural environment, etc.—and, not unrelatedly, by a wave of new biological determinisms: "gay genes," "God genes," mental "hardwiring," etc. At the same time, ongoing work in fields such as developmental biology, ethology, neuroscience and science studies increasingly challenges classic dualisms of nature/culture and mind/body along with traditional assumptions about the nature of biological entities and the operations of scientific knowledge. The seminar will focus on a selection of these issues and developments especially relevant to the interests of humanities scholars and students of culture and cultural theory. Enrollment limited to 20 graduate students.

HMAN 2970E. Pain, Medicine and Society.

We take on the big question of pain as an interdisciplinary enterprise, drawing on the rich and varied faculty of Brown University and Alpert Medical School. We will examine acute/chronic/physical/psychic pain, the nature of suffering, and why some might find value/solace in pain and suffering. We will examine representations of pain in literature, art and music; look at the shifting conceptions of pain and suffering across cultural/ethnic/religious communities, and the actual/perceived barriers to effective treatment of pain. Most importantly, we will foster sensitivity and impart tools that will improve our understanding and treatment of individuals suffering from pain. Enrollment limited to 20 students in Medical Humanities and graduate Humanities fields. Honors undergraduates and PLMEs may enroll with instructor permission.

HMAN 2970G. Space and Capital.

This course examines various ways Western/non-Western societies have conceptualized space, with a specific focus on the tension between capitalist/common space. We adopt the map as a lens into this question, focusing on the cadastral survey's rise in the Modern era and on its role in parceling space into strictly bounded, individual property. Throughout the semester, we undergo an enquiry into the map's uncritical reception in the contemporary era, understanding this development as linked to the Scientific Revolution; the role of linear perspective; the Age of Discovery's world-as-picture; as well as to the processes of primitive accumulation, colonialism, and the nation-state. Enrollment limited to 20.

HMAN 2970L. History and Theory of Catastrophes.

This seminar proposes a philosophical history of catastrophes (large-scale disasters) and uses it as a vantage point for questioning contemporary critiques of modernity/secularization. Starting from Biblical narratives of God-made disasters, we will follow God's role in the way north-western societies interpret/cope with catastrophes. Reading/viewing documentation of catastrophes from Defoe's *Journal of the Plague Year* to Cooper's/Block's/Spike Lee's reports on Hurricane Katrina, we will examine the emergence of the state as a major actor responsible for preparing for catastrophes/mitigating their effects, but often also for their generation, and discuss the globalization of catastrophes and with catastrophes as special sites of globalization. Enrollment limited to 20.

HMAN 2970M. Race, Space, and Struggle.

This seminar will examine the stark realities of spatial racialization: ghettos, slave plantations, prisons, refugee camps, and border walls, situating the creation of these spaces as violent responses to broader social/economic crises. At the same time, this course will highlight the the always already existing practices of resistance by exploring how inhabitants these spaces responded to their marginalization. Because these spaces are also lived, our understanding of anti-racist struggle will encompass a broad array of everyday practices, the appropriation of space, artistic expressions of resistance, and everyday forms of cooperation/creativity, alongside more traditional forms of organized interventions. (Course prerequisites: none) Enrollment limited to 20.

HMAN 2970Q. Latin in America (LATN 2080F).

Interested students must register for LATN 2080F.

HMAN 2970R. Political Foucault.

Michel Foucault was one of greatest political thinkers of the 20th century. He was not always recognized as such, but his work has shaped the field within which critical political theory is pursued today. The seminar will follow Foucault's thinking on power and its subjects, the state, sovereignty, government, and the political, as these concepts were developed, articulated, and experimented with during one decade of intensive research and revisions -- the nineteen seventies. Our main primary texts will be the three series of lectures Foucault delivered at the Collège de France between 1975 and 1979.

HMAN 2970T. And What About the Human? Black/Anti-Colonial Thought, Human Freedom and Emancipation?.

This course will examine the figure of the human posed in radical anti-colonial thought as a distinctive mode of thinking. Reviewing some major 20th century thinkers, Foucault, Derrida, Arendt alongside Fanon, Ceasire and Wynter, the course will also examine the complex relationships between the figure of the human, freedom and emancipation. Graduate or undergraduate senior students only. Enrollment limited to 20.

HMAN 2970U. Antiquity and Innovation in the Hispanic Renaissance (HISP 2160N).

Interested students must register for HISP 2160N.

HMAN 2970X. Political Concepts: The Balibar Edition.

The seminar is dedicated to the political philosophy/theory of Étienne Balibar, a contemporary post-Marxist and post-structuralist French philosopher. The seminar will focus on the conceptual dimension of Balibar's work through a study a small cluster of concepts with which he has been especially engaged: ideology, city, citizen and citizenship, equa-liberty, violence, politics and the political. By explicating the meaning of these concepts in Balibar's work and their role as theoretical-political interventions, we will open the question of the political and experiment with the intellectual and creative power of conceptual analysis and its possible contribution to political theory.

HMAN 2970Y. Race and Nation in the Spanish Caribbean (AFRI 2502).

Interested students must register for AFRI 2502.

HMAN 2970Z. Logos, tekhnē, philosophia.

Today, Western thinking forms the technoscientific apparatus of societies of hyper-control, built on the foundation of ubiquitous and reticular computing. This amounts to what Martin Heidegger called Gestell, which imposes itself as the digitalized merging of science and technology. We find ourselves confronted forcefully (as what the Greeks called ubris) with the question of the status of technics with respect to knowledge in all its forms. It has become crucial to understand how and why from its birth, with Plato, philosophy has made technics unthinkable thereby establishing the unthought that then comes to constitute the threat of the Anthropocene.

HMAN 2971C. Decolonial Methodology: Pedagogy for a New Era of Dissent and Resistance.

The seminar will focus on the ways to develop and nurture a decolonial methodology that is intersectional, anti-racist, anti-capitalist and anti-imperialist. The aim is to produce a space of trust that allows debating hard questions and challenging our own assumptions, and encouraging collective thinking and cooperative learning.

HMAN 2971E. Kinds of Others.

Multiple "Others," from the ancient barbaria to the contemporary and queer, from the abnormal to the colonial subject, from the Jew to the black have been widely studied in the humanities and social sciences. The seminar addresses this proliferation of others and explores the role of the Other in the economy of the self, the religious community, or the nation. We will experiment with different principles for classifying this variety of kinds of others and modes of othering. The typological approach will guide a double survey: of philosophical conceptions of otherness, and of modes of constructing kinds of others.

HMAN 2971F. Critique of Political Theology: Ancient Texts, Contemporary Readings.

The seminar examines the intersection of the theological and the political through critical readings of ancient canonical texts considered foundational for Western philosophy, Judaism, and Christianity. Texts from Anaximander, Sophocles, Euripides, Plato, Aristotle, the Pentateuch, and Paul's Epistles will be read alongside 20th-century thinkers — Carl Schmitt, Giorgio Agamben, Jacques Rancière, Pierre Clastres, David Graeber, Regina Schwartz, Jan Assmann, Judith Butler, and Bonnie Honig. Can the reading of ancient texts be non-anachronistic and critical? Can the political be separated from the theological? Are the ancient formations of theo-political imagination still with us today? What can they teach us about ours?

HMAN 2971G. The Coming Apocalypse: Between the Earth and the World.

A cascading catastrophe threatens to turn the earth uninhabitable and bring our world to its end. How to think, in this context, the relation between **our** world, **the** world, and the **earth**? Are they known, experienced, shared with others, or being destroyed in the same way? How have their difference and convergence been affected by globalization, and affect our understanding of "the Anthropocene"? Following environmental news, the seminar addresses these and related questions through literary, theoretical, and philosophical texts, including works by Nietzsche, Heidegger, Arendt, Derrida, Nancy, Latour, Haraway, Povinelli, Coates, and Mbembe. Open to juniors and seniors with instructor permission.

HMAN 2971H. Solidarities: Sharing Freedom, Inventing Futures.

Solidarity between people—even between species—has never been more needed. But our culture is saturated by personality politics and ubiquitous narcissism. How can we think and organize ourselves out of this impasse? Is it shared interests or shared identities that unite us? What does freedom mean in an interconnected age? These are some of the questions that any attempt to think through the question of solidarity in the twenty-first century must encounter. Writers to consider include Marx, Arendt, Foucault, Simondon, Negri, Stuart Hall, Maurizio Lazzarato, Donna Haraway, Couze Venn, and Ruth Ozeki, among others. Open to juniors and seniors with instructor permission.

HMAN 2971I. It's About Time: Temporalities of Waiting, Suspension, and Rupture in Theory, Literature, and Film.

This is a seminar on three forms of temporality — waiting, suspension, and rupture — and the coming to an end that all imply. These forms will be explored as pertaining to politics, theology, art, and experience. The work will be theoretical and hermeneutic; it will involve theoretical texts in political and critical theory and political theology, literary works, and films. We will explore time from the perspective of (its) ending. We will be interested in the prospect — whether a menace or a blessing — of a coming end, but also with the power and authority to bring an end, to an argument, to waiting in line, to a relationship, to life. We will study the power to suspend a coming end and the life under its shadow.

HMAN 2971J. The Order of Evils: Phenomenological, Moral, and Political Investigations.

A critical reading of "The Order of Evils: Toward an Ontology of Morals" (2000), a "poststructuralist" moral treatise that combines phenomenological and structural analysis and is attuned to the historicity of knowledge and moral matters. The book understands evil as discrete harm, which becomes a moral matter only once it is judged as gratuitous, and an object of critique only once it is grasped in its regularity. The seminar, oriented toward revising the book, reexamines the reasoning that supports these intuitions and their implications: a transformation of moral discourse; a new ontology of "moral things"; the primacy of others over the self; a downgrade of "liberty," "justice," and "rights"; and a critical interest in the historical conditions of political action. Seminar participants will also read works by thinkers who inspired the project, including Kant, Marx, Heidegger, Levinas, Lyotard, and Derrida.

Comparative Literature

Comparative literature is the study of literature and other cultural expressions across linguistic and cultural boundaries. At Brown, the Department of Comparative Literature is distinct in its conviction that

literary research and instruction must be *international* in character. The department performs a role similar to that of the study of international relations, but works with languages and artistic traditions, so as to understand cultures "from the inside." Both the department's undergraduate and graduate programs are held to be among the finest in the country.

For additional information, please visit the department's website: <https://complit.brown.edu/>

Comparative Literature Concentration Requirements

The concentration in Comparative Literature enables students to study an illustrative range of literary topics and to develop a focused critical understanding of how cultures differ from one another and what those differences mean. Our courses provide opportunities to engage with literary works across linguistic and cultural boundaries, exploring the traditions and innovations of the literatures of the world.

In the spirit of Brown's Open Curriculum, a concentration in Comparative Literature affords great academic freedom. Advanced literature courses from any literature department at Brown count for concentration credit. Any language—ancient or modern—supported at Brown may form part of a Comparative Literature concentration program. All students take a course in literary theory and have the opportunity to complete a senior essay.

There are three concentration tracks and requirements:

- Track 1: Comparative Literature in Two Languages
- Track 2: Comparative Literature in Three Languages
- Track 3: Literary Translation

Genre and Period Requirements for all concentrators:

- One course in each literary genre (poetry, narrative, and drama/film)
- Courses must cover at least three different historical periods (such as, Antiquity; Middle Ages; Renaissance/Early Modern; Enlightenment; Modern: 19th-21st centuries).

Prerequisites in languages:

Students must demonstrate proficiency in the languages of their selected literatures. We recommend that prerequisite(s) for taking 1000-level courses in their languages be completed by Semester V.

Students working in non-European languages may be allowed more latitude; be sure to be sure to consult a concentration advisor about constructing an individualized plan.

Selecting literature courses in your language areas:

Readings must normally be in the original language. If English is one of your languages, courses need to be devoted chiefly to literature originally written in English.

Transfer of Credits:

Two courses per semester of study abroad may be applied to the concentration, up to a total of four courses (for two semesters abroad). A maximum of five courses from external venues (study abroad; transfer credits from other institutions, including summer study) may be applied to the concentration.

Joint or Double Concentration:

Joint or double concentration programs may also be arranged. Students may also combine a concentration in Comparative Literature with a teaching certificate in English or a modern language. A student interested in such a program should consult the advisor in the Education Department (<http://www.brown.edu/academics/education/>) and the advisor in Comparative Literature as early as possible (preferably by Semester V). In accordance with University policy, double concentrators are allowed a maximum overlap of two courses between concentrations.

Track 1: Concentration in Comparative Literature in two languages

Requirements

COLT 1210	Introduction to the Theory of Literature	1
TWO literature courses taught above the 1000-level in the first chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)		2
TWO literature courses taught above the 1000-level in the second chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)		2
FIVE electives. Courses taught in Comparative Literature and other literature courses at any level (below or above 1000) may satisfy this requirement.		5
Total Credits		10

Examples of courses that may fulfill the requirements, above, include but are not limited to the following. Students are encouraged to discuss class choices with their advisor.

COLT 0510C	The World of Lyric Poetry
COLT 0510F	Fidel Castro and Che Guevara, The Men and the Myths
COLT 0510K	The 1001 Nights
COLT 0510P	Reading the Renaissance
COLT 0610D	Rites of Passage
COLT 0610L	Murder Ink: Narratives of Crime, Discovery, and Identity
COLT 0610Q	Before Wikipedia
COLT 0710C	Introduction to Scandinavian Literature
COLT 0710I	New Worlds: Reading Spaces and Places in Colonial Latin America
COLT 0710N	A Comparative Introduction to the Literatures of the Americas
COLT 0710Q	The Odyssey in Literature and Film
COLT 0710X	Fan Fiction
COLT 0710Z	Comedy from Athens to Hollywood
COLT 0711H	The Arabic Novel
COLT 0711L	The Quran and its Readers
COLT 0711O	Off the Beaten Path: The Diversity of Modern Japanese Literature
COLT 0711Q	Writing Love in Korean Literature
COLT 0810H	How Not to Be a Hero
COLT 0810I	Tales and Talemakers of the Non-Western World
COLT 0810L	The Pursuit of Happiness
COLT 0810M	Uncanny Tales: Narratives of Repetition and Interruption
COLT 0811I	Classical Mythology and the Western Tradition
COLT 0811Z	Islands in the Western Imaginary: Paradise, Periphery, Prison
COLT 0812O	Reading Art in Literature
COLT 0812V	Troy: City, Legend, Literature
COLT 0812W	The Epic Tradition: from Homer to Milton
COLT 1210	Introduction to the Theory of Literature
COLT 1310G	Silk Road Fictions
COLT 1310J	The Arab Renaissance
COLT 1310N	Global Modernism and Crisis
COLT 1410S	Classical Tragedy

COLT 1420B	A Mirror for the Romantic: <i>The Tale of Genji</i> and <i>The Story of the Stone</i>
COLT 1420F	Fantastic and Existentialist Literatures of Argentina, Uruguay and Brazil
COLT 1420O	Proust, Joyce and Faulkner
COLT 1421V	Modernisms North and South: Ulysses in Dublin, Paris, and Buenos Aires
COLT 1422L	The Modernist Novel: Alienation and Narration
COLT 1422M	Reading the Short Story
COLT 1430B	Art and Exemplarity in Medieval and Early Modern Literature
COLT 1430D	Critical Approaches to Chinese Poetry
COLT 1430I	Poetry of Europe: Montale, Celan, Hill
COLT 1430L	Voices of Romanticism
COLT 1431B	Modern Arabic Poetry
COLT 1431C	Poets, Poetry, and Politics
COLT 1431F	Reading Modernist Poetry
COLT 1440P	Nationalism and Transnationalism in Film and Fiction
COLT 1440U	The Listener (Literature, Theory, Film)
COLT 1440X	Shéhérazades : Depicting the "Orientale" in Modern French Culture
COLT 1610B	Irony
COLT 1610V	The Promise of Being: Heidegger for Beginners
COLT 1710A	Introduction to Literary Translation
COLT 1710C	Literary Translation Workshop
COLT 1710D	Exercises in Literary Translation
COLT 1810G	Fiction and History
COLT 1810N	Freud: Writer and Reader
COLT 1810P	Literature and Medicine
COLT 1811L	Travel, Tourism, Trafficking through the Ages
COLT 1812A	Literatures of Immigration
COLT 1813M	Making a List
COLT 1813N	Early Modern Women's Writing
COLT 1813O	Adventures of the Avant-Garde
COLT 1814S	The Balkans, Europe's Other?: Literature, Film, History
COLT 1814U	Politics of Reading
COLT 1815F	Memory, Commemoration, Testimony
COLT 1815U	Encountering Monsters in Comparative Literature
COLT 2520F	Theories of the Lyric
COLT 2720C	Literary Translation
COLT 2720D	Translation: Theory and Practice
COLT 2820A	New Directions for Comparative Literature
COLT 2820M	Discourses of the Senses
COLT 2821S	Historical Form
COLT 2822A	War

Track 2: Concentration in Comparative Literature in three languages

Requirements

COLT 1210	Introduction to the Theory of Literature	1
TWO literature courses taught above the 1000-level in the first chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)		2

TWO literature courses taught above the 1000-level in the second chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)	2
TWO literature courses taught above the 1000-level in the third chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)	2
THREE electives. Courses taught in Comparative Literature and other literature courses at any level (below or above 1000) may satisfy this requirement.	3
Total Credits	10

Examples of courses that may fulfill the requirements, above, include but are not limited to the following. Students are encouraged to discuss class choices with their advisor.

COLT 0510C	The World of Lyric Poetry
COLT 0510F	Fidel Castro and Che Guevara, The Men and the Myths
COLT 0510K	The 1001 Nights
COLT 0510P	Reading the Renaissance
COLT 0610D	Rites of Passage
COLT 0610L	Murder Ink: Narratives of Crime, Discovery, and Identity
COLT 0610Q	Before Wikipedia
COLT 0710C	Introduction to Scandinavian Literature
COLT 0710I	New Worlds: Reading Spaces and Places in Colonial Latin America
COLT 0710N	A Comparative Introduction to the Literatures of the Americas
COLT 0710Q	The Odyssey in Literature and Film
COLT 0710X	Fan Fiction
COLT 0710Z	Comedy from Athens to Hollywood
COLT 0711H	The Arabic Novel
COLT 0711L	The Quran and its Readers
COLT 0711O	Off the Beaten Path: The Diversity of Modern Japanese Literature
COLT 0711Q	Writing Love in Korean Literature
COLT 0810H	How Not to Be a Hero
COLT 0810I	Tales and Talemakers of the Non-Western World
COLT 0810L	The Pursuit of Happiness
COLT 0810M	Uncanny Tales: Narratives of Repetition and Interruption
COLT 0811I	Classical Mythology and the Western Tradition
COLT 0811Z	Islands in the Western Imaginary: Paradise, Periphery, Prison
COLT 0812O	Reading Art in Literature
COLT 0812W	The Epic Tradition: from Homer to Milton
COLT 1210	Introduction to the Theory of Literature
COLT 1310G	Silk Road Fictions
COLT 1310J	The Arab Renaissance
COLT 1310N	Global Modernism and Crisis
COLT 1410S	Classical Tragedy
COLT 1420B	A Mirror for the Romantic: <i>The Tale of Genji</i> and <i>The Story of the Stone</i>
COLT 1420F	Fantastic and Existentialist Literatures of Argentina, Uruguay and Brazil
COLT 1420O	Proust, Joyce and Faulkner
COLT 1421V	Modernisms North and South: Ulysses in Dublin, Paris, and Buenos Aires

COLT 1422L	The Modernist Novel: Alienation and Narration
COLT 1422M	Reading the Short Story
COLT 1430B	Art and Exemplarity in Medieval and Early Modern Literature
COLT 1430D	Critical Approaches to Chinese Poetry
COLT 1430I	Poetry of Europe: Montale, Celan, Hill
COLT 1430L	Voices of Romanticism
COLT 1431B	Modern Arabic Poetry
COLT 1431C	Poets, Poetry, and Politics
COLT 1431F	Reading Modernist Poetry
COLT 1440P	Nationalism and Transnationalism in Film and Fiction
COLT 1440U	The Listener (Literature, Theory, Film)
COLT 1440X	Shéhérazades : Depicting the "Orientale" in Modern French Culture
COLT 1610B	Irony
COLT 1610V	The Promise of Being: Heidegger for Beginners
COLT 1710A	Introduction to Literary Translation
COLT 1710C	Literary Translation Workshop
COLT 1710D	Exercises in Literary Translation
COLT 1810G	Fiction and History
COLT 1810N	Freud: Writer and Reader
COLT 1810P	Literature and Medicine
COLT 1811L	Travel, Tourism, Trafficking through the Ages
COLT 1812A	Literatures of Immigration
COLT 1813M	Making a List
COLT 1813N	Early Modern Women's Writing
COLT 1813O	Adventures of the Avant-Garde
COLT 1814S	The Balkans, Europe's Other?: Literature, Film, History
COLT 1814U	Politics of Reading
COLT 1815F	Memory, Commemoration, Testimony
COLT 1815U	Encountering Monsters in Comparative Literature
COLT 2520F	Theories of the Lyric
COLT 2720C	Literary Translation
COLT 2720D	Translation: Theory and Practice
COLT 2820A	New Directions for Comparative Literature
COLT 2820M	Discourses of the Senses
COLT 2821S	Historical Form
COLT 2822A	War

Track 3: Concentration in Literary Translation Requirements

COLT 1210	Introduction to the Theory of Literature	1
Literary Translation (COLT 1710)		1
At least one course in linguistics (including COLT 2720 Literary Translation and history of the language courses). This may be taken at any level.		1
At least one workshop in Literary Arts. This may be taken at any level.		1
TWO literature courses taught above the 1000-level in the first chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)		2

TWO literature courses taught above the 1000-level in the second chosen literature. (Courses may be taken in any literature department, and may fall under such courses codes as COLT, ENGL, FREN, HISP, CHIN, RUSS, GRMN, etc.)

TWO electives. Courses taught in Comparative Literature and other literature courses at any level (below or above 1000) may satisfy this requirement.

A senior thesis, eligible for Honors, consisting of substantial work in translation with a critical introduction. Completing a thesis is required of all Track 3 students but does not guarantee departmental honors.

Total Credits **10**

Examples of courses that may fulfill the requirements, above, include but are not limited to the following. Students are encouraged to discuss class choices with their advisor.

COLT 0510C	The World of Lyric Poetry
COLT 0510F	Fidel Castro and Che Guevara, The Men and the Myths
COLT 0510K	The 1001 Nights
COLT 0510P	Reading the Renaissance
COLT 0610D	Rites of Passage
COLT 0610L	Murder Ink: Narratives of Crime, Discovery, and Identity
COLT 0610Q	Before Wikipedia
COLT 0710C	Introduction to Scandinavian Literature
COLT 0710I	New Worlds: Reading Spaces and Places in Colonial Latin America
COLT 0710N	A Comparative Introduction to the Literatures of the Americas
COLT 0710Q	The Odyssey in Literature and Film
COLT 0710X	Fan Fiction
COLT 0710Z	Comedy from Athens to Hollywood
COLT 0711H	The Arabic Novel
COLT 0711L	The Quran and its Readers
COLT 0711O	Off the Beaten Path: The Diversity of Modern Japanese Literature
COLT 0711Q	Writing Love in Korean Literature
COLT 0810H	How Not to Be a Hero
COLT 0810I	Tales and Talemakers of the Non-Western World
COLT 0810L	The Pursuit of Happiness
COLT 0810M	Uncanny Tales: Narratives of Repetition and Interruption
COLT 0811I	Classical Mythology and the Western Tradition
COLT 0811Z	Islands in the Western Imaginary: Paradise, Periphery, Prison
COLT 0812O	Reading Art in Literature
COLT 0812V	Troy: City, Legend, Literature
COLT 0812W	The Epic Tradition: from Homer to Milton
COLT 1210	Introduction to the Theory of Literature
COLT 1310G	Silk Road Fictions
COLT 1310J	The Arab Renaissance
COLT 1310N	Global Modernism and Crisis
COLT 1410S	Classical Tragedy
COLT 1420B	A Mirror for the Romantic: <i>The Tale of Genji</i> and <i>The Story of the Stone</i>
COLT 1420F	Fantastic and Existentialist Literatures of Argentina, Uruguay and Brazil
COLT 1420O	Proust, Joyce and Faulkner
COLT 1421V	Modernisms North and South: Ulysses in Dublin, Paris, and Buenos Aires

COLT 1422L	The Modernist Novel: Alienation and Narration
COLT 1422M	Reading the Short Story
COLT 1430B	Art and Exemplarity in Medieval and Early Modern Literature
COLT 1430D	Critical Approaches to Chinese Poetry
COLT 1430I	Poetry of Europe: Montale, Celan, Hill
COLT 1430L	Voices of Romanticism
COLT 1431B	Modern Arabic Poetry
COLT 1431C	Poets, Poetry, and Politics
COLT 1431F	Reading Modernist Poetry
COLT 1440P	Nationalism and Transnationalism in Film and Fiction
COLT 1440U	The Listener (Literature, Theory, Film)
COLT 1440X	Shéhérazades : Depicting the "Orientale" in Modern French Culture
COLT 1610B	Irony
COLT 1610V	The Promise of Being: Heidegger for Beginners
COLT 1710A	Introduction to Literary Translation
COLT 1710C	Literary Translation Workshop
COLT 1710D	Exercises in Literary Translation
COLT 1810G	Fiction and History
COLT 1810N	Freud: Writer and Reader
COLT 1810P	Literature and Medicine
COLT 1811L	Travel, Tourism, Trafficking through the Ages
COLT 1812A	Literatures of Immigration
COLT 1813M	Making a List
COLT 1813N	Early Modern Women's Writing
COLT 1813O	Adventures of the Avant-Garde
COLT 1814S	The Balkans, Europe's Other?: Literature, Film, History
COLT 1814U	Politics of Reading
COLT 1815F	Memory, Commemoration, Testimony
COLT 1815U	Encountering Monsters in Comparative Literature
COLT 2520F	Theories of the Lyric
COLT 2720C	Literary Translation
COLT 2720D	Translation: Theory and Practice
COLT 2820A	New Directions for Comparative Literature
COLT 2820M	Discourses of the Senses
COLT 2821S	Historical Form
COLT 2822A	War

Notes:

Honors in Comparative Literature

Students in all tracks may earn honors in the concentration by successfully completing a thesis that is granted honors upon submission. Completing a thesis in any track does not guarantee departmental honors. Honors are granted upon the recommendation of the two thesis readers.

Tracks 1 & 2. Theses are analytical studies of literary topics, comparative in nature, based upon research, and usually between 50 and 100 pages. They are usually composed of 3 chapters, with an introduction and a conclusion. Students are expected to choose a topic that involves work in each of the literatures of their concentration in the original language.

Track 3. Theses consist of a substantial work in translation with a critical introduction outlining the method used and specific problems encountered, and commenting on the history of the original work together with other translations, if any.

(See detailed Guidelines for Honors Theses (<http://www.brown.edu/academics/comparative-literature/undergraduate-program/honors-thesis/>) in Comparative Literature on Departmental website).

Capstone option

Students in Tracks 1 & 2 not taking Honors are urged, but not required, to complete a senior essay, which may be less extensive in scope and length than the Honors thesis but which should constitute an integration of some aspect of their study.

Comparative Literature Graduate Program

The department of Comparative Literature offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. While doctoral students may also earn the Master of Arts (A.M.) degree en route to the Ph.D., the department does not admit students into a terminal Master's degree program.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/comparative-literature> (<http://www.brown.edu/academics/gradschool/programs/comparative-literature/>)

Courses

COLT 0510A. Best-sellers.

Study of seven novels published within the last decade that have enjoyed broad success with reading publics in different places. What pleasures of thought and imagination do we derive from these books, and how can we express clearly our responses? What is the appeal of these best-sellers first to their home audience, then to readers in other social environments and cultures? How may we reshape our own horizons of thought in order to appreciate them? Students will be encouraged to develop their skills of literary analysis, interpretation, and critical discussion. Two lectures and one discussion section per week. Several short papers, quizzes, and a final exam.

COLT 0510B. Caribbean Re-writes.

Through close readings of canonical European texts and rewritings of them in the twentieth-century Caribbean, we explore the literary possibilities and political implications of writing the old in a new language. Readings include Columbus's diaries alongside Carpentier's *The Harp and the Shadow* (Cuba); Shakespeare's *Tempest* with that of Aimé Césaire (Martinique); and *Jane Eyre* and *Wuthering Heights* alongside novels by Jean Rhys (Dominica) and Maryse Condé (Guadeloupe).

COLT 0510C. The World of Lyric Poetry.

Lyric poetry is the prime mode for conveying emotion in many cultures, from ancient times to the present day. This course will survey the variety of forms and themes from the earliest texts from Greece, Rome, China and Japan, then the glories of the Renaissance and the Tang Dynasty, then move to the challenges for lyric expression in the modern world. Enrollment limited to 19 first year students.

COLT 0510D. Poetry and Music.

Explores the collaboration between poets and composers in the twentieth century. It will primarily focus on Modern Greek composers (Hadjidakis, Theodorakis, Lagios and others) and their collaboration with numerous poets (García Lorca, Gatsos, Eluard, Elytis, Neruda, Ritsos and others). These works will also be examined in depth from a literary and theoretical perspective. Enrollment limited to 19 first year students.

COLT 0510F. Fidel Castro and Che Guevara, The Men and the Myths.

Che Guevara and Fidel Castro are among the twentieth century's most iconic figures, thanks to their roles in the Cuban Revolution and in anti-imperialist struggles across the globe. They are also among the most divisive, eliciting passionate disapproval among some and strong admiration among others. In this seminar, we will read Guevara and Castro's speeches and writings alongside literary, visual and cinematic representations of them, paying particular attention to the ways in which their lives and deaths have generated distinct interpretations, in Cuba and beyond. Open only to first-year students.

COLT 0510G. "The Grand Tour; or a Room with a View": Italy in the Imagination of Others.

Italy has for many decades been the place to which people traveled in order to both encounter something quite alien to their own identities and yet a place where they were supposed to find themselves, indeed to construct their proper selves. This course introduces students to some of the most important texts that describe this "grand tour." We will read texts (both literary and travelogues by Goethe, De Stael, Henry James, Hawthorne, Freud, among others, as well as view films (such as "A Room With a View:") - all in order to determine the ways in which Italy "means" for the cultural imagination of Western civilization. For first year students only.

COLT 0510I. Virgil and Milton.

We will read the *Aeneid* and *Paradise Lost* with interpretive patience. The study of fate, character, and poetics will be wedded to investigations of beauty, wonder, and nationhood. Enrollment limited to 19 first year students.

COLT 0510K. The 1001 Nights.

Explores the origins, performance, reception, adaptation, and translation of the *1001 Nights*, one of the most beloved and influential story collections in world literature. We will spend the semester in the company of genies, princes, liars, slaves, mass murderers, orientalist, and Walt Disney, and will consider the *Nights* in the context of its various literary, artistic, and cinematic afterlives.

COLT 0510L. What is Tragedy?

Introduction to tragedy. Readings may include Sophocles, Shakespeare, Hegel, Chekhov, Chan-wook Park, and Jia Zhangke. Enrollment limited to 19 first year students.

COLT 0510M. Early Modern Selves: From Soliloquy to Self-Portrait.

We will study the early modern self through its manifestation in the soliloquy (Shakespeare), philosophical treatise (Descartes), early modern poetry, and self-portraiture (Rembrandt). After examining Hamlet's "To be or not to be" speech and other Shakespearean soliloquies as moments in which characters represent themselves in speech, we will turn to Descartes' view of man's essence as his thinking nature. We will then read metaphysical poetry to understand the influence of religion on the early modern self. Readings include Hamlet, Richard II and III, Taming of the Shrew, Discourse on Method, Meditations, and poetry by John Donne.

COLT 0510N. Shakespeare (ENGL 0310A).

Interested students must register for ENGL 0310A.

COLT 0510O. Twentieth-Century Experiments.

In this course, we will read some of the most experimental and adventurous literature of the 20th century. Instead of understanding texts as mirrors of social reality, we will consider them as laboratories—spaces for testing out, working through, or mixing up new ideas, categories, and ways of seeing and feeling. We will pay special attention to 20th-century international avant-garde movements, including Futurism, Dadaism, and Surrealism, and we will explore the relation of the literary avant-garde to the avant-garde in painting, cinema, and music.

COLT 0510P. Reading the Renaissance.

How do these works figure the renaissance as a cultural formation? Petrarch, Rime Sparse; Boccaccio, Decameron; Castiglione, Book of the Courtier; Erasmus, Praise of Folly; Thomas More, Utopia; Machiavelli, Prince, Mandragola; Wyatt and Ronsard (poems), Spenser, Faerie Queen and Shepherdes Calender, Cervantes, Don Quixote.

COLT 0510Q. How Poems See (ENGL 0100Q).

Interested students must register for ENGL 0100Q.

COLT 0510R. War and the Arts: Guantanamo, Twenty Years On.

In January 2002, the first captives in the so-called "War on Terror" were flown to the Naval Station Guantánamo Bay, Cuba, for indefinite periods of detention that for some lasted over twenty years. More than a century earlier, in 1901, the Platt Amendment was signed into U.S. law, enabling the lease "in perpetuity" that gives the U.S. military exclusive use of the forty-square mile naval station, despite the Cuban government's objection. Participants in this seminar will assess the legal and political arguments that have structured "Guantánamo" as an exceptional space, of grave concern to human rights advocates and scholars. At the same time, however, and drawing on poetry, art and memoirs by detainees and military personnel at the base and by Cubans living near its border, we will consider an alternative Guantánamo of sympathies, solidarities and shared space.

COLT 0510S. Latinx Aesthetics in the Mainstream.

In this course, we will be examining issues related to class, gender, sexuality, and race as they play out within the diverse political, social, and cultural formations that together constitute Latinidad. We will take stock of the complex "big picture"—for example, how national aesthetic conventions color Latinx attitudes towards self-expression. We will also proceed on more intimate, interpersonal terms, turning our attention to the everyday practices and imaginaries by which Latinx subjects negotiate their subjectivities within an American national project that demands assimilation without civic inclusion. The course will draw on an array of materials, bringing academic scholarship and pop culture commentaries to bear on music albums, lyrics, short stories, novels, and more.

COLT 0610A. The Far Side of the Old World: Perspectives on Chinese Culture.

A survey of traditional Chinese culture focusing on the major literary and artistic achievements of six major periods in Chinese history, including philosophical texts, poetry, various forms of the fine arts, and vernacular fiction and drama. A broad range of primary materials will give the student greater insight and appreciation of Chinese culture in general and also provide a foundation for further study of East Asia in other disciplines.

COLT 0610C. Banned Books.

An examination of literary censorship in which we read various texts forbidden for putatively violating social, religious, and political norms in particular historical and cultural contexts. We also analyze the secondary literature surrounding the banning of these ostensibly "dangerous" texts in order to theorize questions and assumptions about the power of art and the ironies generated by these debates.

COLT 0610D. Rites of Passage.

Examines a seemingly universal theme—coming of age—by focusing on texts from disparate periods and cultures. Proposes that notions of "growing up" are profoundly inflected by issues of class, gender and race, and that the literary representation of these matters changes drastically over time. Texts from the Middle Ages to the present; authors drawn from Chrétien de Troyes, Quevedo, Prévost, Balzac, Brontë, Twain, Faulkner, Vesaas, Rhys, Satrapi and Foer. Enrollment limited to 19 first year students.

COLT 0610E. Crisis and Identity in Mexico, 1519-1968.

Examines four moments of crisis/critical moments for the forging of Mexican identity: the "Conquest" as viewed from both sides; the hegemonic 17th century; the Mexican Revolution as represented by diverse stakeholders; the "Mex-hippies" of the 1960s. We especially explore how key literary, historical, and essayistic writings have dealt with Mexico's past and present, with trauma and transformation. Readings include works by Carlos Fuentes, Sor Juana Inés de la Cruz, Octavio Paz, Juan Rulfo, and the indigenous Nican Mopohua on the Virgin of Guadalupe. All in English. No prerequisites.

COLT 0610G. Literature and the American Presidency.

We are accustomed to engaging the American presidency as a public office approached through the prism of government, political science, and the like. This course studies the presidency through a literary lens, focusing on four presidents and three literary genres: epistolography (J. Adams and Jefferson), biography (Washington) and literary analysis (Lincoln). We will also study on video the inaugurals and farewells of more recent presidents and, finally, examine non-traditional literary forms, such as pamphlets, songs, posters, broadsides, graphics, newspapers, magazines, and original documents from various presidential elections.

COLT 0610H. Renaissance Epic.

Explores Renaissance attempts to renew, parody, and question the classical epic tradition. The study of poetics, narrative, and imagination will be wedded to investigations of beauty, wonder, and nationhood. Authors will include Ariosto, Tasso, Ercilla, Spenser, Camões, du Bartas, and Milton.

COLT 0610I. Introduction to Cultural Studies.

We live in a cultural saturated with information. The messages we register, the meanings we deduce, and the knowledge upon which we ground our actions and choices require critical examination if we are to engage as thoughtful actors in our personal and civic lives. This class will encourage students to reflect on their initial impressions and reactions to various media and will give them critical tools to examine how formal and thematic strategies work to shape and elicit our sympathies, our desires, our fears, and our beliefs. Focusing primarily on visual and written texts drawn from popular culture—video, print, film, and Web sources—students will practice their analytical skills by evaluating these texts in classroom discussions, several short writing assignments, and one longer essay. Reading the work of several cultural theorists, students will learn to analyze persuasive argumentation through an attention to rhetorical and framing devices and to recognize and decipher visual cues, enabling them to interpret texts and images and to produce coherent critical positions of their own. This class will prepare participants for college courses that require them to process knowledge and not simply acquire information.

COLT 0610L. Murder Ink: Narratives of Crime, Discovery, and Identity.

Examines the narrative of detection, beginning with the great dramatic whodunit (and mystery of identity) *Oedipus Rex*. Literary texts which follow a trail of knowledge, whether to establish a fact (who killed Laius?) or reveal an identity (who is Oedipus?) follow in Sophocles' footsteps. We read Sophocles' intellectual children. Readings include: *Hamlet*, *The Murders in the Rue Morgue*, *The Woman in White*, and other classic novels and plays. We also analyse seminal films of the genre, including *Laura* and *Vertigo*. Will include the twentieth-century detective story, with particular attention to women writers and the genre of the female private eye.

COLT 0610N. Being There: Bearing Witness in Modern Times (ENGL 0710F).

Interested students must register for ENGL 0710F.

COLT 0610O. The Death of the Subject in Twentieth and Twenty-first Century Literature.

Examines the condition of the subject in Western novels and plays written after 1945. Traditional markers of identity in works of literature are being eroded by globalization, split families, the invasion of science in genetics, and increased mobility. Signs of this crisis include loss of agency and individuality, various pathologies including schizophrenia, and the replacement of humans with clones. We will investigate the intricacies of the derailment of the subject and how literary form is affected in novels by Beckett, Coetzee, W. G. Sebald, Kazuo Ishiguro, Michel Houellebecq, Chuck Palahniuk, and in plays by Caryl Churchill.

COLT 0610P. Stories and Storytelling.

An introduction to stories, how they are constructed, and how they are told. We will explore the role of storytellers in the creation of a story, the idea of "plot," the forms that stories take, and the category of fiction itself—in essence, how and why stories are made, and made up. Our discussion will range from topics such as fictional forms, the acts of reading and of telling, the role of memory, and the invention of self, to questions of time and duration. Texts examined will be drawn from a variety of genres, periods, and cultures.

COLT 0610Q. Before Wikipedia.

How did humans organize knowledge before Wikipedia? This course explores the fascinating history of encyclopedic texts, archives, and databases in various cultural contexts. We consider issues of book history, the classification of knowledge, and the obsession to collect, compile, and document everything knowable and unknowable in both real and fictional encyclopedias.

COLT 0610S. Literature and Knowledge.

What is knowledge? How do we know what we know? We will read literary texts concerned with these questions to consider how knowledge relates to power, and how deception, stupidity, and mystification force us to question what we know. Readings include Austen, Hawthorne, Melville, Flaubert, James, and Schnitzler.

COLT 0610T. Chinese Empire and Literature.

This course explores ancient and modern approaches to empire and imperialism, focusing on China from the Qin (221-206 BCE) establishment of unified empire through the Qing (1644-1911 CE) confrontation with the British and other European empires. Emphasis will be placed on the relation between imperial expansion and literary production, and the role of Chinese and non-Chinese literature in representing China's multilingual and multiethnic past. Texts include China's most famous work of historical literature, Sima Qian's *Shiji*; poems, short stories, tomb sculptures, contemporary film; as well as critical essays on empire, colonization, and cross-cultural heritage.

COLT 0610U. Altered Cinema: The Cultural Politics of Film Revision (MCM 0901R).

Interested students must register for MCM 0901R.

COLT 0610V. Claims of Fiction (ENGL 0150X).

Interested students must register for ENGL 0150X.

COLT 0610W. Getting Emotional: Passionate Theories (ENGL 0500Q).

Interested students must register for ENGL 0500Q.

COLT 0610Y. Women's Writing in the Arab World.

This course examines Arab women's writing through the lenses of both Arabic and Western feminist theory and criticism. Beginning with a survey of pre-modern female literary personae in Arabic (the elegist, the mystic, the singing slave), we will then examine major figures in the early modern feminist movement, modernist poetry, autobiography, film, and the novel. No Arabic required; supplemental Arabic section may be offered at the discretion of the professor. Texts by Etel Adnan, Salwa Bakr, Hoda Barakat, Assia Djebar, Nazik al-Mala'ika, Alifa Rifaat, Hanan al-Shaykh, Miral al-Tahawy, Fadwa Tuqan, Adania Shibli. Films by Moufida Tlatli, Annemarie Jacir.

COLT 0610Z. Intersections of Race and Culture in the West.

This course will introduce students to ways in which knowledge, power and race have been interrelated in understandings of culture and in the writing and reception of literature. Beginning in antiquity, we will trace a history of political, ethnic, and social groups' perceptions and categorizations of each other and of shifts in the definitions of "race" and "culture" as concepts. We will then consider changing ideas of alliance, belonging and power, in the context of contemporary American and global politics. The course will draw from readings across various languages, and from the work and lectures of several guest speakers.

COLT 0611B. Global Detective Fiction.

Though often marginalized as unserious or lowly "genre fiction," the detective plot has interested and influenced literary figures ranging from Jorge Luis Borges and Thomas Pynchon to Tzvetan Todorov and Frederic Jameson. In this course, we examine both the origins and the afterlives of the detective plot in fiction from around the world. We focus especially on the figure of the detective as reader and the commentaries detective fiction offers on reading itself. After beginning with "classics" by Poe, Conan Doyle, Chesterton, Chandler, we move on to examine select novels and stories from Europe, the Middle East, the Americas, and Africa. At the end of the course, students will write a 10 to 15-page research paper on a topic of their choosing OR a detective story (or other creative project developed in consultation with the professor) of their own authorship.

COLT 0611C. Literature and Judgment.

Investigates the intersections between acts of literature and acts of judgment, between language and the law. How is literature to be judged, when is it "good" or "bad"? Does literature lie, and if so, does it matter? Does it hide a crime? And, in turn: does literature provide its own particular kind of judgment, one that may make evident the very fictional status of the law? Readings span from the Bible to contemporary post-colonial readings (Rousseau, Tolstoy, Zola, Freud, Kafka, Arendt, Benjamin, Henry James, Primo Levi, Coetzee, Sadegh Hedayat).

COLT 0710A. Women's Words: Writing in Medieval Europe and Japan.

An introduction to women poets, dramatists, and prose writers from medieval court cultures, with an emphasis on what these authors show us about their educational, social, moral/spiritual environment and civilization. What did the pen or writing brush enable them to express and achieve? How were they able to negotiate the gaps between a male classical literary language and their own vernacular speech? Readings may include works by Christine de Pizan, Dhuoda, Heloise, Hildegard of Bingen, Hrotsvitha, Julian of Norwich, Margery Kempe, Marie de France, Murasaki Shikibu, Sei Shonagon, and Trotula plus shorter texts written by both men and women. Instructor permission required.

COLT 0710B. Very Short Poetry: From Tanka to Twitter.

Though implicit and explicit claims have been made for the novel as a universal form, the novel does not match the very short poem in terms of ubiquity across history and cultures. Reading a set of very short poems each week, we will move across ages and continents, from Greek and Latin epigrams to the Japanese "haiku" and its precursors, from the early modern sonnet to experiments with poetic constraints in the computer age. Primary sources will be juxtaposed to touchstones of theory, neat ideas, and provocative essays. All readings available in translation as well as in the original.

COLT 0710C. Introduction to Scandinavian Literature.

An introduction to major works of Scandinavian writers, painters and filmmakers over the past 150 years. Figures include Kierkegaard, Ibsen, Strindberg, Munch, Hamsun, Josephson, Södergran, Lagerkvist, Vesaas, Cronqvist, Bergman, August and Vinterberg, as well as children's books by Astrid Lindgren and Tove Jansson.

COLT 0710D. Inventing the Renaissance.

The invention of the Renaissance as a cultural formation and as a part of the western cultural imaginary. We will consider the so-called "discovery of man," humanism and the recovery of the classical past, the production of scriptural identity or the "bibliographic ego," courtiership, the formation of the early modern state and the discovery of the "new world" through readings of major English and continental writers of the period.

COLT 0710E. Japanese Literature and Society: Historical Survey of Japanese Literature.

A reading of the major literary monuments, from early *waka* to *Genji* to the fiction of Ōe Kenzaburō. Surveys Japanese literary production from the 8th century to the present, examining the formation of literary genres, aesthetic values, and reading habits of successive eras in the context of political, social, and cultural development. No prerequisites.

COLT 0710F. Latin America: The French Connection.

Raises questions of intertextuality between French and Latin American literature, focusing on how each represents the other. Beginning in the late nineteenth century, questions aesthetic categories of the real, the surreal and the marvelous/magical real; and literary responses to World War II and the Dirty War, the 1968 student protests in Paris and Mexico City, feminist movements, and globalization.

COLT 0710H. Mexican *lettres*, 1519-1968.

The course approaches the history of ideas in Mexico by examining four critical moments/moments of crisis in the country's development. We focus on the issues and burdens of the past as conceptualized in historical, essayistic, and literary writings of the Conquest, the Baroque, the Mexican Revolution, and the iconoclastic 1960s. In English.

COLT 0710I. New Worlds: Reading Spaces and Places in Colonial Latin America.

An interdisciplinary journey-combining history, literature, art, film, architecture, cartography-through representations of the many worlds that comprised the colonial Hispanic New World. We traverse the paradisiacal Antilles, the U.S. Southwest, Tenochtitlan/Mexico City, Lima, Potosí. We read European, indigenous, and Creole writers, including: Columbus, Las Casas, Bernal Díaz, Aztec poets, Guaman Poma, Sor Juana. In English. Excellent preparation for study abroad in Latin America. Enrollment limited to 19 first year students.

COLT 0710L. Storytelling: Verbal Art as Performance.

This course offers a comparative selection of oral and written folktales from Arabic, Chinese, African, North American, and European traditions in translation in order to study the formation and reception of storytelling in different socio-cultural contexts (Western and non-Western, contemporary and traditional). We will consider storytelling and associated performance practice in the light of a variety of theoretical disciplines (e.g., rhetoric, folklore, sociolinguistics, performance studies, literary criticism, narratology). There will be lectures, presentations, and videorecordings.

COLT 0710N. A Comparative Introduction to the Literatures of the Americas.

Considers the common links between the diverse literatures of North and South America, approached in relation to one another rather than to Eurocentric paradigms. Focuses on the treatment of such topics as the representation of the past and the self, the role of memory and the imagination, the nature of literary language, and the questions of alienation, colonialism and post-colonialism, communication versus silence, and fiction versus history in the works of selected writers from North and Latin America, including García-Márquez, Faulkner, Cortázar, Allende, Lispector, Morrison, Doctorow, Rosa, and DeLillo. Enrollment limited to 15 first year students.

COLT 0710P. Women and Writing in Medieval France and Japan.

An introduction to women poets and prose writers from early court cultures, with emphasis on what these authors show us about their social environment and civilization. What did the pen or writing brush enable them to express and achieve? How were they able to negotiate the gaps between a male classical literary language and their own vernacular speech? What kinds of literary approaches and conventions were perfected by them? How did they view their personal social status? What educational, moral, and spiritual concerns did they voice? Readings: works by Murasaki Shikibu, Sei Shōnagon, Heloise, Marie de France, Christine de Pizan, plus shorter texts written by both men and women between 700 and 1450 C.E.

COLT 0710Q. The Odyssey in Literature and Film.

Examines reincarnations of the Homeric figure of Odysseus in contemporary literatures and film as modernist figure, postcolonial subject, and existentialist hero. How is the Odysseus myth altered from culture to culture (Greece, Rome, Ireland, the Caribbean)? How is it re-visioned in different historical periods and from different perspectives (feminist, marxist, postcolonial) and genres (epic, poetry, the novel, film, drama)? Major authors include Homer, Virgil, Tennyson, Joyce, Kazantzakis, Cavafy, Seferis, Atwood, Walcott; criticism by Bakhtin, Edith Hall, Adorno, Derrida. Films include works by Angelopoulos, the Coen brothers; Singer's *Usual Suspects*, Mendes' *James Bond* offering *Skyfall*, and Kubrick's 2001: *Space Odyssey*.

COLT 0710S. Words and Images: A Survey of Japanese Literature.

This survey course on Japanese literature will introduce works ranging from the 7th century AD to the present. This course will provide a historical survey of classic and modern texts, while paying attention to the close relationship Japanese literature has had with visual culture from the calligraphic poems of the Heian period to the postwar influence of manga upon literature.

COLT 0710U. Leaves of Words: A Survey of Japanese Literature.

While Zen, sushi and anime have become commonplaces in contemporary American parlance, Japanese literature and culture remain static enigmas, conjuring up visions of stolid-faced samurai, cherry blossoms, and post-modern dystopias. In this survey of Japanese literary works from the 8th century to the present, we will examine the development of canons of literature, both poetry and prose, and aesthetics in specific social contexts in Japanese cultural history. Also, we will consider their re-evaluations in subsequent eras, raising questions about the stability and continuity of such traditions. In addition to readings, we will briefly look at film, *manga* and anime.

COLT 0710V. The Arab World Writes Itself: Contemporary Arabic Literature.

In his seminal work *Orientalism*, Edward Said paraphrases Marx, and suggests that Orientalist attitudes towards the Middle East have produced a discourse in which the East must always be spoken for, and not allowed to represent itself. Said's argument has become even more relevant in the past decade, given the growing interest in the Middle East as a region in the US, coupled with a dearth of spaces where voices from the region can offer their own narratives. Designed as an introductory course to contemporary Arabic Literature, this course includes a variety of readings in translation and films from across the Arab world; it foregoes an intense exploration of one national literature for a more varied survey of the textual output of several countries. We will attempt to situate each literature within its national context and within the larger pan-Arab, regional and international context while being sensitive to the political, geographical, and historical forces that have influenced these texts, including the rise of Arab nationalism and the independence struggles of the mid-twentieth century, and immigration. We will also examine—and hopefully question—some of the discursive themes and conceptual frames that have been traditionally used to think about contemporary Arabic literature. Enrollment limited to 20.

COLT 0710W. Cultures of Colonialism: Palestine/Israel.

Examines the history and literary production of the Israeli-Palestinian colonial encounter from 1948 to the present. Aims to delineate the deep links between domestic culture and colonialism in Israel-Palestine by raising questions about statehood, dispossession, and exclusion in the imaginaries of both peoples and by examining novels in relation to the ethical and political imperatives of settler-colonial dynamics. Authors include: David Grossman, Emile Habibi, Jabra I. Jabra, Sahar Khalifah, Kanafani, Amos Oz, and A. B. Yehoshua. Sophomore seminar. Enrollment limited to 20 sophomores.

COLT 0710X. Fan Fiction.

What is imitation (sincerest form of flattery) to literary canons? Vergil's *Aeneid* appropriated Aeneas from the *Iliad*, Joyce's *Ulysses* modernized the *Odyssey*. Admiration as a source of inspiration is a major force in the evolution of fiction. "Fan Fiction" explores intriguing characters in greater detail and new contexts, allowing them new lives in contemporary imagination. This course presents pairs or sets of works that are explicitly linked by the intimate relation of imitation. Classic readings will be paired with their mostly contemporary updates, including *Pride and Prejudice*/ *Murder at Pemberley*, *Heart of Darkness*/ *State of Wonder*, and *Monkey*/ *Tripmaster Monkey*.

COLT 0710Z. Comedy from Athens to Hollywood.

This course will look at ancient comedy from its birth in Athens and Rome through Renaissance incarnations to the 19th and 20th century, including novels and films as well as plays. We will survey the main topics of comedy, from Aristophanes' focus on the absurdities of daily and political life in Athens to the Roman codification of a genre of everyman in love and in trouble. We will also examine how later writers and filmmakers use both traditions to give comedy its subversive power of social commentary.

COLT 0711A. Epics of India (CLAS 0820).

Interested students must register for CLAS 0820.

COLT 0711B. Ishiguro, Amongst Others (ENGL 0710L).

Interested students must register for ENGL 0710L.

COLT 0711C. Postcolonial Tales of Transition (ENGL 0710E).

Interested students must register for ENGL 0710E.

COLT 0711D. Comparative Approaches to the Literatures of Brazil and the United States (POBS 0850).

Interested students must register for POBS 0850.

COLT 0711E. Reading and Writing African Gender.

In this course, we will examine ways that gender and literary genre figure in postcolonial African writing, and in its reception. We will closely read novels by four significant women authors: Mariama Bâ (Senegal), Zoe Wicomb (South Africa), Tsitsi Dangarembga (Zimbabwe), and Chimamanda Ngozi Adichie (Nigeria). We will also read short, lesser-known texts, such as Richard Rive's "Riva" and Binyavanga Wainaina's "The Missing Chapter," that question boundaries of gender, genre, and sexuality.

COLT 0711F. Arabic Literature: The Qur'an to Darwish.

The course offers an introduction to Arabic literature from ancient Arabian poetry to contemporary Palestinian novels. Topics include desert poetry, the Qur'an, medieval Muslim court literature, popular literature, Arabic literary theory, and the emergence of modern Western genres, with a focus on Palestinian literature as a test-case. We will engage first-hand with Imru' al-Qays' *Qifa Nabki*, al-Jahiz's *Books of Misers*, Ibn Hazm's theories about love, Mahmoud Darwish's *I Come from There*, and Emile Habibi's *The Pessoptimist*. All readings are in English.

COLT 0711G. The Realist Novel (Europe, America, Latin America).

How did the 19th-century novel shift from at times idealistic descriptions of domestic life to realist representations of individual, psychological, social, and political "reality"? In this course on the realist novel, we will address how literary realism attempted a description of the world "as it was": what were the social and political questions the realist novel took up? How did it conceive gender and sexuality, and how did it account for issues of social inequality, colonialism, and other types of bourgeois ideology? What national projects did non-European novels engage in, particularly in Latin America and the United States?

COLT 0711H. The Arabic Novel.

This course offers students both a foundation in the "classics" of Arabic fiction and a foray into recent experimentations with form and language. We'll spend the first half of the semester with Egyptian Nobel laureate Naguib Mahfouz, tracing his evolution from Victor Hugo-esque chronicler of life in Cairo to Faulknerian experimentalist. We'll then examine the works of authors who deem themselves "post-Mahfouzian," including Gamal al-Ghitani, Sonallah Ibrahim, Elias Khoury, and Hanan al-Shaykh. Students will emerge with a transnational, inclusive understanding of the Middle East glimpsed through the region's literature. No Arabic necessary; students with Arabic may read in the original.

COLT 0711J. The Art of Revolution in Latin America.

This course considers the role of the arts—visual, literature, music, film, and performance—in Latin American social movements. We will study the work of artists and activists in the Mexican Revolution, Cuban Revolution, Nicaraguan Revolution, South American dictatorship resistances, and contemporary social movements such as the Chilean student movement and narco-trafficking. We will trace the use of the arts in organizing, social critique, collective action, and propaganda, and how they have shaped ideology and culture in Latin America and beyond.

COLT 0711K. Arab Voices beyond the Middle East: Cultural Encounters in Europe and the Americas.

This course introduces students to literature by Arabs writing outside of their country of origin and in relation to a new cultural landscape, in the US, Britain, Canada, and Brazil. We will explore, through poems, short stories, novels, films, and music, the themes of exile, assimilation, gender, sexuality and war in transnational and transcultural contexts. Authors include: Rawi Hage, Etel Adnan, Rabi' Alameddine, Ahdaf Sueif, and Saad Elkhadem.

COLT 0711L. The Quran and its Readers.

Like the Bible, the Quran has had a monumental impact upon world literature. Its narratives and imagery permeate the textual, visual, and auditory landscapes of many societies in the Islamic world and beyond. In this course, we approach the Quran through the works of some of its most interesting readers, including Jami, Dante, Rumi, Hafez, Goethe, and Rushdie. All readings are in English.

COLT 0711M. Off the Beaten Path: A Survey of Modern Japanese Literature (EAST 0800).

Interested students must register for EAST 0800.

COLT 0711O. Off the Beaten Path: The Diversity of Modern Japanese Literature.

An introduction to major and minor works of Japanese literature produced during the Japanese Empire and in post-WWII Japan. Canonical writers include Tanizaki Junichiro, Higuchi Ichiyo and Kawabata Yasunari, as well as contemporary novelists Ogawa Yoko, Murata Sayaka and others, including women, queers, revolutionaries and Japan-resident Koreans. Close reading skills will be emphasized, as well as an understanding of how literature has generated knowledge about race, ethnicity, gender, class and their intersections.

COLT 0711Q. Writing Love in Korean Literature.

This course looks at literature to explore how intimacy, passion and commitment have been socially sanctioned and redefined in Korea. From Yi Dynasty tales to modern-day webtoons, we will explore the roles different genres have played in the generation of forms of human affect that are themselves intimately tied to Korea's tumultuous history. What does it mean to love, and to write about love, under the conditions of Neo-Confucianism, empire, war, national division, authoritarianism, and the neoliberal marketplace? No prerequisites.

COLT 0711R. Writing and Resistance in Indigenous America (1500–1700).

Material extraction, forced religious conversion, and physical brutality were but a few of the oppressive acts imposed on the Indigenous populations of the Americas by Western colonialism. However, those under Iberian and British Rule—in Peru, Mexico and New England—found ways to resist and negotiate the terms of domination by adopting, and therefore adapting, European forms and norms. This class takes an interdisciplinary approach that combines historiography, literature, and art, to analyze the mechanisms of Indigenous resistance within the developing structures of colonialism: race, religion, geography, and gender. We will read a variety of texts that originate from Aztec, Inca, Algonquian, Spanish, Brazilian, and British contexts. All readings available in English, but students are welcome to read any in the original language.

COLT 0711T. Writing and Censorship.

Book bans have risen sharply during over the past two years. When and why did school libraries and bookstores become hotbeds of controversy? Who are the censors today? And how has censorship changed over time? In this seminar, we will read books that have been burned, put on trial, banned or challenged, in earlier periods and in today's world. We will think critically about the ideas of decency, protection and security that underlie such censorship: who defines them, and for whose benefit? As we consider the role book bans play in public life today, we will explore anti-censorship practices in the arts, journalism, law and grassroots advocacy.

COLT 0711U. Home and Away: South Asian Literature in the Global Diaspora.

This course aims to explore fictional works and memoirs produced by and about South Asians residing in the United States, Canada, the United Kingdom, and the Caribbean. We will examine themes of identity, departure, exile, arrivals, forced migration, alienation, and belonging and compare the texts to recognize any similarities or differences in migration patterns from various South Asian communities in different global zones within the Anglosphere. Along with novels, this class will introduce readings on colonialism, postcolonialism, and migration to provide a historical context for global migration as well as examine the publishing industry in North America and Britain and the growth of "immigrant" stories.

COLT 0810A. Ancient Greek Myth in Modern Poetry.

Various responses to ancient Greek myths by poets in the Western tradition, especially modern Greek. Considers how poets since 1800 have approached, rewritten, or subverted the classical version of myths, such as those of Eurydice, Helen, Orpheus, Persephone, Penelope, and Ulysses. Emphasizes the challenges posed by the past, issues of cultural and political context, and questions of gender. Readings in English.

COLT 0810C. Arthurian Tales and Romances of the Middle Ages.

Why did stories of King Arthur, his knights, and their ladies fascinate writers and audiences throughout Europe? What can Arthurian quests, marvels, and love adventures tell us about successive pre-modern societies that shaped them? What are our responses to their cultural beliefs and forms of playful make-believe? Readings (in modern translation) of medieval Latin, French, English, Welsh, and German texts.

COLT 0810D. City (B)Lights.

Interdisciplinary explorations of the modern urban experience featuring social sciences, literature and film. Convergences and differences in the presentation of urban life in literature, film, the visual arts, urban planning, and social sciences, including sociology, political economy, urban ecology. City populations, bureaucracy, power groups, alienation, urban crowds, the city as site of the surreal, are central themes. Against the background of classic European urban images, American cities and literary works will be brought to the foreground.

COLT 0810E. Confession, Autobiography, Testimony.

Does writing a life give it coherence and veracity, or create a fiction? What is the relationship between first-person narrative and truth, and between authorship and authority? How does the form of a first-person text -- a religious confession, a personal journal, a political denunciation, a collective memoir -- affect the telling? Must the reader of such an account be "you" to the teller's "I", and how does the intimacy of this relationship shape the experience of reading? In this course, we test the limits of self-narration against ethical and physical limits, reading first-person narratives that purport to be non-fictional. We will read accounts of different experiences -- social and sexual transgression, suffering and perpetrating violence, slavery -- and explore both the possibilities and duplicities of writing as "I".

COLT 0810F. Desire and the Marketplace.

Studies love and desire as the interplay between men, women, and money in mercantiled societies, in seventeenth century Japan, eighteenth century England, nineteenth century France, and twentieth century Africa. Novels featuring female protagonists by Saikaku, Defoe, Flaubert, Emecheta and Bâ, readings in economic and feminist theory, and visual art--Japanese woodcuts, Hogarth, nineteenth century French painting, West African arts.

COLT 0810G. Equity Law Literature Philosophy.

Justice, rigorously applied, yields injustice. This paradox haunted Western aspirations toward legal and political justice from antiquity to the Renaissance. It necessitated the formulation of a complementary principle, equity, whose job it was to correct or supplement the law in cases where the strict application of it would lead to unfairness. In England, equity was enforced by a separate system of law, and it was a weighty, ambiguous term of great emotional force, with a particular appeal to Shakespeare. After its decline, Dickens and Kafka wrote two of the greatest literary works set in a world without equity.

COLT 0810H. How Not to Be a Hero.

One of Shakespeare's greatest plays is about a character who was an irredeemable failure: Coriolanus. What can failure teach us? What kind of strength does a language of failure possess? We will read the ancient sources themselves (Livy, Lucian, Plutarch), and modern adaptations of these stories (Bertolt Brecht, T. S. Eliot, Günter Grass). We will also look at other "exemplary" failures who inspired Shakespeare and later literature, including Lucullus and Timon.

COLT 0810I. Tales and Talemakers of the Non-Western World.

Examines many forms of storytelling in Asia, from the *Epic of Gilgamesh* and the *Arabian Nights Entertainments* to works of history and fiction in China and Japan. The material is intended to follow the evolution of non-western narratives from mythological, historical and fictional sources in a variety of cultural contexts. Topics will include myth and ritual, the problem of epic, tales of love and the fantastic, etc.

COLT 0810J. The Colonial and Postcolonial Marvelous.

A celebration and critique of the marvelous in South American and related literatures (U.S., Caribbean). We follow the marvelous from European exoticizing of the New World during the colonial period to its postcolonial incarnations in 'magical realism' and beyond. We attend particularly to the politics and marketing of the marvelous, in writers including Borges, Chamoiseau, Columbus, García Márquez, Fuguet. Reading in English or Spanish.

COLT 0810L. The Pursuit of Happiness.

This course will study the emergence of the modern concept of happiness from the ancient ideal of the "good life" to the notion of "pursuit of happiness" as an "inalienable right." We will trace the development of this concept in the early modern period and read representations of the search for happiness in a variety of literary, philosophical, and political texts (including the American and the Haitian Declarations of Independence and the French Declaration of Rights). Readings will include oriental and fairy tales, novels, and essays (by Mme d'Aulnoy, Mme du Chatelet, Montesquieu, Johnson, Fielding, Voltaire, and Rousseau, among others). Enrollment limited to 19 first year students.

COLT 0810M. Uncanny Tales: Narratives of Repetition and Interruption.

What makes stories creepy? Close readings of short narratives with special attention to how formal and thematic elements interact to produce the effects of uncertainty, anxiety and incoherence peculiar to "the uncanny." Topics include: the representation of the self in images of the arts; the representation of speech; instabilities of identity and spatial and temporal boundaries; doubles, monsters, automata and hybrids. Texts selected from: Walpole, Shelley, Hoffmann, Kleist, Poe, Dostoyevsky, Freud, Wilde, Cortazar, Kafka, Lovecraft.

COLT 0810O. Civilization and Its Discontents.

Investigates the age-old tension between order and chaos as a central dynamic in the making and interpretation of literature. Texts will be drawn from drama, fiction and poetry from Antiquity to the present. Authors include Sophocles, Shakespeare, Racine, Beckett, Prevost, Bronte, Faulkner, Morrison, Blake, Whitman, Dickinson, and Rich.

COLT 0810P. Moderns and Primitives.

Modernism has been called a 'Renaissance of the Archaic'. We will read from the major works of Anglo-American modernism (Eliot, Joyce, Lawrence, Pound), focusing on their attitudes toward the primitive and the archaic. In addition, we will examine anthropological theories from the Victorian period to Durkheim, explore primitivism in modernist music and painting, and read about recent controversies surrounding modernism and primitivism.

COLT 0810U. Lovers, Slaves, Kings and Knaves: Major Plays in Western Literature.

This course will introduce students to representative tragedies and comedies, focusing in particular upon their development as literary genres; continuities and variations of character, plot, and theme; stage and performance conventions; and the classical tradition. Readings will include Aeschylus, Sophocles, Euripides, Aristophanes, Shakespeare, Racine, Eilde, Ibsen, and Vogel.

COLT 0810X. European Renaissances.

Just what is the European renaissance and when and how did it happen and who decided? Let's look at the renaissances of Petrarch, Boccaccio, and Giotto, of Erasmus, and Thomas More and Holbein, of Machiavelli and Castiglione and Raphael. Are these renaissances intellectual, aesthetic, visual, rhetorical? Did they happen in the fourteenth century, the fifteenth, the sixteenth? Or in the nineteenth when they were first clearly described?

COLT 0810Z. Myth and Literature.

Authors throughout the ages have been fascinated by ancient mythology and have incorporated elements of it into their texts, often modifying commenting on or even destroying the original myth in the process. This course will investigate the values, dangers and limitations of myth-making/using in literature. Primary texts will include major works by Milton, Goethe, Kleist, Racine and Kafka. Texts will be supplemented by secondary readings and multimedia elements. Students will learn to question and engage critically with the historical, cultural, literary and scientific frontiers that separate myth and reality. Assignments will include two short papers and a final paper.

COLT 0811A. Introduction to Modernism: Past, Future, Exile, Home (ENGL 0700F).

Interested students must register for ENGL 0700F.

COLT 0811C. Belonging and Displacement: Cross-Cultural Identities (POBS 0810).

Interested students must register for POBS 0810.

COLT 0811F. Writing War (ENGL 0100M).

Interested students must register for ENGL 0100M.

COLT 0811G. Literature, Trauma, and War (ENGL 0500L).

Interested students must register for ENGL 0500L.

COLT 0811H. Monuments and Monsters: Greek Literature and Archaeology.

Surveys Greek archaeology from the Bronze Age to the Hellenistic period, and reads Greek literature roughly contemporary with the archaeological period surveyed, with an emphasis on epic and drama. No previous knowledge or prerequisites needed.

COLT 0811I. Classical Mythology and the Western Tradition.

Reads classical texts that expound the fundamental mythological stories and elements of the Western tradition, then will read selected texts from the Renaissance through the twentieth century that utilize these myths. Ancient texts covered will include the *Epic of Gilgamesh*, Hesiod's *Theogony* and *Works and Days*, Ovid's *Metamorphoses*, and plays by Aeschylus, Sophocles, and Euripides. Later texts will include Shakespeare's *Venus and Adonis* and *Rape of Lucrece*, Milton's "Lycidas," and lyric poetry by Keats, Shelley, Browning, Swinburne, Rilke, Auden, and Yeats. This course is suitable for anyone wishing to understand the classical background to Western literature.

COLT 0811M. Planes, Trains, and Automobiles: Travel and Transport in Modern Literature and the Arts.

This course studies how new modes of transportation and the experiences they enabled stood as symbols of both the fears and joys of rapid modernization in 19th- and 20th-century literature, film, and visual art. How did the speeding locomotive, the plane's aerial view, and the personal freedom of the automobile transform the ways people traversed space, experienced time, traded, and came into contact with one another? In formal terms, how did these experiences inspire innovations in the media we examine by Whitman, Kipling, Baudelaire, Marinetti, Brecht, Woolf, Huxley, Stein, Ruttman, Wegman, Picabia, Duchamp and others? No prerequisites.

COLT 0811N. Poetics of Madness: Aspects of Literary Insanity.

This course surveys a wide range of literary texts with a view to tracing the long process of transition from pre-modern to modern conceptions of madness on the one hand, and to identifying the symbolic logic and discursive modalities that underlie its respective representations on the other. Spanning several centuries of artistic preoccupation with the alienated mind, these texts will serve as points of reference in a focused exploration of the relationship between insanity and literature, as it has been shaped by social dynamics, cultural norms, philosophical ideas, and medical theories. Authors include Euripides, Erasmus, Shelley, Dostoyevsky, Stevenson, and Woolf.

COLT 0811Q. Mediterranean Cities.

Athens, Istanbul, Alexandria: three iconic cities of the Levant that will serve as points of reference in a focused exploration of East Mediterranean history and culture. Reads and discusses a number of texts that span several decades and a wide range of styles and genres – from realism to postmodernism and from autobiography to thriller – but exhibit a common interest in the urban landscape and its relationship to basic aspects of human existence: identity and ideology, memory and desire, isolation and connection, hope and fear, life and death. Authors include Theotokas, Seferis, Taktsis, Durrell, Mahfouz, Kharrat, Tanpinar, Shafak, Altun.

COLT 0811T. Statelessness and Global Media: Citizens, Foreigners, Aliens (MCM 0901K).

Interested students must register for MCM 0901K.

COLT 0811W. The Myth of Venice in Literature: Memory, Desire and Death.

This course will explore the myth of Venice in literature: focusing on the *topos* of Venice in the genre of travel writing, we will study the theme of liberty and decadence associated with Venice's theatrical and political culture. Readings will include Shakespeare's *The Merchant of Venice*, excerpts from De Brosses's *Travels through Italy*, Goldoni's *Memoirs*, Rousseau's *Confessions*, and Casanova's *Histoire de ma vie*. We will also study the influence of these accounts on the Romantic poets (Goethe, Wordsworth, Byron, Shelley, and Musset), and modernity (Henry James's *The Aspern Papers*, Thomas Mann's *Death in Venice*, Donna Leone's *Death at the Fenice*).

COLT 0811Y. Great Jewish Books (JUDS 0681).

Interested students must register for JUDS 0681.

COLT 0811Z. Islands in the Western Imaginary: Paradise, Periphery, Prison.

Paradise, periphery, or prison? The representation of the island has been described as imaginary and not actual, mythological and not geographical. Examines the fascination with islands in the western cultural imaginary. Selective readings from literature, film and historical texts focus on ways in which island spaces have been represented in diverse social, national, imperial contexts as well as the effect of such projections on the native islanders, their visitors and often subjugators. Authors may include Homer, Plato, Marco Polo, Mandeville, Darwin, Defoe, Tournier, Kincaid, Kafka, Durrell, Seferis; theoretical works drawn from critical geography, postcolonialism, and the field of island studies.

COLT 0812A. Hamlet Post-Hamlet.

Shakespeare's *Hamlet* is perhaps the most widely read, performed, adapted, parodied and imitated literary text of the western tradition. In this seminar we will begin by reading/re-reading the play before turning to a number of appropriations of Shakespeare, both in the west and non-west, in order to address social and aesthetic issues including questions of meaning and interpretation, intertextuality and cultural translation. First Year Seminar. Enrollment limited to 19.

COLT 0812B. What is Colonialism? Archives, Texts and Images.

Through a close reading of a variety of texts and images from 16th-19th century we will study the transformation of lands and people into appropriable objects and the formation of political regimes in and through different colonial projects. We will follow the encoding of slavery in literary works, in the corpus of laws, in travelers' visual renditions and in the bodies of people. We will use the archive as a source and a site for the production of knowledge. Students will create small textual and visual archives around different topics, and will use them in writing their final work.

COLT 0812D. Mythology of India (CLAS 0850).

Interested students must register for CLAS 0850.

COLT 0812E. God and Poetry (JUDS 0820).

Interested students must register for JUDS 0820.

COLT 0812G. The Palestinian-Israeli Conflict in History, Literature, Film.

An examination of the Palestinian-Israeli conflict through the lens of cultural production. The course will explore the history of the conflict, from the 1947 partition of Palestine to the second Intifada in 2005, through major literary works and films juxtaposed with cultural and historical texts. We will discuss the way that literature and film provide us with humanistic and counterhegemonic narratives, interrogating issues such as nationalism, ethnicity, gender, colonialism, collective trauma and cultural resistance. Exploring the tension between historic and aesthetic production, we will look at how literary and cinematic works challenge, re-imagine and supplement political accounts of the conflict.

COLT 0812K. Film Classics: The Greeks on the Silver Screen (MGRK 0810).

Interested students must register for MGRK 0810.

COLT 0812M. Hamlet Post-Hamlet (ENGL 0150Z).

Interested students must register for ENGL 0150Z.

COLT 0812N. Film Classics: The Greeks on the Silver Screen (MGRK 0810).

Interested students must register for MGRK 0810.

COLT 0812O. Reading Art in Literature.

This course will explore the role of art objects in poetry and prose from East Asia and the west. How are objects represented in literature, and how does the language of art inform texts? Authors from antiquity to today have described works of art in their texts to reveal essential aspects of their cultures: heroic destiny, fatal struggles between life and art, and glimpses of the sublime. Readings include ekphrasis from antiquity, poetry from East Asia and the west, and fiction by Wilde, Balzac, Hawthorne, selections from *The Tale of Genji* and *The Dream of the Red Chamber*, and others.

COLT 0812P. Banned Books of Middle East.

From Danish cartoons and fatwas to student protests and the stabbing of a Nobel laureate, in this course we will study several literary scandals that have rocked the Middle East since the mid-twentieth century. Our focus will be not only on the content and form of the texts themselves, but also on the historical, political, social, and cultural circumstances in which literature comes to have meaning for particular social and religious communities. Texts by Naguib Mahfouz, Sonallah Ibrahim, Salman Rushdie, Ahmed Naji, Mohammed Choukri, Magdy al-Shafee, Susan Abulhawa.

COLT 0812Q. Film Classics: Greeks on the Silver Screen (MGRK 0810).

Interested students must register for MGRK 0810.

COLT 0812R. Reimagining the Americas: Latinx and Indigenous Stories of Migration.

This course explores migration stories that reimagine the territory known today as the Americas, Abya Yala, Turtle Island, and Ixachitlān. It brings together narrators who call into question the idea of the nation and the mechanism of borders. What role does language play in community building as Native peoples face diasporas and become transnational networks? How is mobility bringing forth new forms of storytelling? By engaging with poetry, essays, films and artwork from Indigenous and Latinx writers, class discussions will try to understand Abya Yala in its full complexity. We will pay particular attention to how our course materials depict the environment as they address questions of land ownership, settler colonialism and ties to homelands. Readings will be provided in English and include Leslie Marmon Silko, Yásnaya Aguilar Gil, Natalie Diaz and Yuri Herrera.

COLT 0812S. Non-human Rights and Wrongs.

"Even the creature has rights," says Campion in HBO's *Raised by Wolves*. Our course will ask after the past, present and future of rights, including interpreting literature, television and film to imagine who (or what) might one day possess them. Only persons have rights, but the essence of personhood flickers and blurs like a phantom, somehow common to corporations, human beings, boats and cities, among other "things." Like ghost-hunting lawyers we'll trace the word "person" from the Ancient Greek theater mask (prosopon) through Christianity's thought of the Trinity (God as "one substance, three persons") up to contemporary legal cases regarding animal rights such as the 'monkey selfie' case. Key authors include: Kafka, Cixous, Plato, Shelley, Chevallard, Zizioulas. Media screened includes: *Blade Runner 2049*, *Solaris*, *Caprica*. Students from all disciplines are welcome.

COLT 0812T. Hideous Monsters of the Mind: Monster Literature, Monster Theory, and American Identities.

What do ancient beliefs about headless men and giants have in common with rap music and free love? Strangely enough, a single word has been used to refer to each: "monster." In this course, we examine how monsters from European literary and intellectual traditions are translated into American culture. We begin with a survey of pre-modern traditions: the "Monstrous Races" described by Pliny the Elder, the prodigies of Aristotle and Cicero, and the biological/medical tradition that was extrapolated from a hybrid reading of Hippocrates and Macrobius. After following these traditions in Medieval and Early Modern writing, the bulk of the course reads from key moments in American history where resurrected monsters policed (and infiltrated) the boundaries of emerging American notions of identity and difference: from white supremacist pseudoscience to black abolitionism, and from "freak shows" to postmodern performance art.

COLT 0812U. Beyond Yellowness: Representations of Race and Ethnicity in East Asia.

What do race and ethnicity mean to regions outside Europe and North America? How did the perceptions of different physiological and cultural features define premodern and modern East Asia? Since when and for what reasons did some people, whom Marco Polo considered "white," become racially Asian or yellow in literary and cinematic representations? This survey course will demystify East Asian homogeneity and discuss how various literary, cinematic, and critical works from antiquity up to the modern era present notions and issues related to race and ethnicity in the region now known as East Asia. The reading material will include excerpts from *The Zuo Tradition*, *The Travels of Marco Polo*, Bai Juyi, Min Jin Lee, *Orientalism*, and others. The course will be taught in English, and no prior knowledge of Asian cultures or languages is required.

COLT 0812V. Troy: City, Legend, Literature.

This course will examine the legend of Troy: the struggle for and loss of the great city, and the inevitability of the lives destroyed of both besieged and besiegers, Trojans and Greeks. The city and its destruction are the earliest surviving Western literature, and are a continuous presence through the centuries. Some themes to be examined will include self and other in the narrative, the human and the divine, and fate and free will. We will also analyze how different cultures and times both adopt and adapt the characters for nation-building.

COLT 0812W. The Epic Tradition: from Homer to Milton.

This course will engage with the epic tradition from its origins in the ancient eastern Mediterranean to the early modern period. Epic, as the earliest genre and example of ancient literature in the Western canon, is foundational to our ideas of literature and our myths of society, national identity, and aspirational achievement. In this course we will read *Gilgamesh*, the earliest Near Eastern epic, the *Iliad*, the *Aeneid*, and selections from the *Odyssey*, the epics that formed the cores of ancient Greek and Roman literature, as well as medieval and early modern epics (*Inferno*, *Paradise Lost*) that draw on these rich and influential traditions.

COLT 0812X. Culture, Climate, and the Anthropocene's Others.

Using the theoretical framework of the Anthropocene, this course considers a wide array of aesthetic codes—from Ovidian elegy and Shakespearean tragicomedy to zombie narrative and postcolonial ghost stories—to investigate how distinct cultural forms contest, recast, and, at times, reinstate the (often-hierarchical) boundaries between human and nature, human and animal, and human and human. Through a sampling of poetry, narrative, and film, we will explore the uneven terrain of the Anthropocene, in which the feedback loops of race, class, gender, and other forms of social difference, along with geography itself, continue to separate humans, even as evidence mounts for the inseparability of humans from the rest of the planet, including its nonhuman inhabitants. Course materials will be provided in English and include works from Ishirō Honda, Octavia Butler, Colson Whitehead, Tommy Orange, J.M. Coetzee, and Bong Joon-Ho, among others.

COLT 0812Y. Love and Longing across the Indian Subcontinent.

The Indian subcontinent is home to several languages and contains one of the most strikingly diverse and vibrant bodies of literature spanning several centuries and a wide geographic landscape. The aim of this course is to introduce you to primary texts such as poems and narrative works in various languages (in translation) that provide a glimpse into the types of love—romantic, devotional, filial, platonic among others—and the theories and prescriptive texts that accompany them. From ancient sensual Sanskrit and Tamil Sangam love poems to multilingual Bhakti verses, Marathi abhangs and Kannada vacanas; from Urdu and Persian ghazals to Indian cinema, this course combines literary texts with visual materials and performance arts to acquaint you with the various moods and expressions of love in the subcontinent and demonstrate the symbiotic and inextricably intertwined relationship between various media in the region.

COLT 0812Z. From Cuneiform to Klingon: Writing Systems and the Worlds They Make.

This course will take a comparative approach to writing systems across time, languages, and cultures. What are the cognitive, literary, cultural, social, and political implications of using systems of symbols to express ourselves, whether via ink on paper or pixels on a screen? How do writing systems unite and divide societies, enable nationalism and imperialism, and give flight to interplanetary fantasies? Through readings in theory and history as well as literary works from Chinese folktales to J. R. R. Tolkien, students will explore the graphic dimension of human language and literature.

COLT 1001A. Troubled Origins: Accounting for Oneself (Nietzsche to Eribon).

What does it mean to account for one's life by accounting for one's origins? Nietzsche, for one, expressed the "uniqueness" of his existence "in the form of a riddle": "As my father I have already died, as my mother I still live and grow old." We will study literary and philosophical attempts at catching up with one's troubled origins, including Nietzsche's *Ecce Homo: How One Becomes What One Is* (self-interpretation); Freud's *Selbstdarstellung* (self-portraiture); Kafka's "Letter to Father" (paternal confessions); Derrida's *Monolingualism of the Other* (native languages and lost origins); Eribon's *Returning to Reims* ("class closet"). Undergraduates from diverse fields welcome.

COLT 1020. What Is Friendship?

Friendship is one of the most significant yet highly vexing experiences of our human existence. What does it mean to have or to be a friend? How do friendship and romantic love relate? Why are writers as different as Montaigne, Nietzsche, and Derrida so intensely drawn to the statement attributed to Aristotle: "Oh my friends, there are no friends"? Why does Heidegger's notion of "Being-With" invoke an ear that listens for the voice of the friend? To what extent is intimate friendship always also an experience of anticipated mourning, in which a friend imagines himself crying over the death of another? Is an enemy a fallen friend? This course will trace key concepts of friendship through the Western tradition, spending quality time with a number of highly influential writers and thinkers, both ancient and modern. All students welcome.

COLT 1021. Literature and Photography: Writing and Thinking with Light.

"I didn't draw any people," Kafka once wrote, "I told a story. Those are pictures, only pictures...one takes photographs of things in order to forget them. My stories are a way of closing my eyes." Kafka's sentences invite us to reflect upon the relationship between literature, photography, and philosophical thought—from the first heliograph in 1826 and the inception of the daguerreotype in 1839 to the digital image of today. Taking as our point of departure the relation of literature and "light-writing," we will address selected issues in the historical and conceptual interaction among word, image, and critical thought. Our wager: texts and photographic images share a common relationship to time, desire, death, mourning, and politics. Writers may include Kafka, Proust, Benjamin, Kracauer, Barthes, Heidegger, and Derrida. Images by photographers including August Sander and Andrew Moore. Students from diverse fields welcome.

COLT 1210. Introduction to the Theory of Literature.

An historical introduction to problems of literary theory from the classical to the postmodern. Issues to be examined include mimesis, rhetoric, hermeneutics, history, psychoanalysis, formalisms and ideological criticism (questions of race, gender, sexuality, postcolonialism). Primarily for advanced undergraduates. Lectures, discussions; several short papers.

COLT 1310B. Classics of Indian Literature (CLAS 1160).

Interested students must register for CLAS 1160.

COLT 1310C. Twentieth-Century Western Theatre and Performance (TAPS 1250).

Interested students must register for TAPS 1250.

COLT 1310D. Between Gods and Beasts: The Renaissance Ovid (ENGL 1360S).

Interested students must register for ENGL 1360S.

COLT 1310E. A Classical Islamic Education: Readings in Arabic Literature.

This seminar introduces students to the essential texts of a classical education in the Arabic-Islamic world. What works of poetry, literary criticism, belletristic prose, biography, geography, history, and other disciplines were considered staples of a well-rounded education in medieval Baghdad, Cairo, Damascus, or Fez? Emphasis will be placed on close and patient readings of primary sources. At least three years of Arabic required.

COLT 1310G. Silk Road Fictions.

The course introduces students to cross-cultural comparative work, and to critical issues in East-West studies in particular. We will base our conversations on a set of texts related to the interconnected histories and hybrid cultures of the ancient Afro-Eurasian Silk Roads. Readings will include ancient travel accounts (e.g., the Chinese novel *Journey to the West*, Marco Polo); modern fiction and film (e.g., Inoue Yasushi, Wole Soyinka); and modern critical approaches to the study of linguistic and literary-cultural contact (e.g., Lydia Liu, Emily Apter, Mikhail Bakhtin, Edward Said). Topics will include bilingual texts, loanwords, race and heritage, Orientalism. No prior knowledge of the topic is expected and all texts will be available in English.

COLT 1310H. Classics of Indian Literature (CLAS 1160).

Interested students must register for CLAS 1160.

COLT 1310I. Modern African Literature (ENGL1710J).

Interested students must register for ENGL 1710J.

COLT 1310J. The Arab Renaissance.

Explores the 19th-century Arabic cultural renaissance known as the Nahda. Topics include intellectual encounters between Europe and the Middle East, the birth of the Arabic novel, and the rise of Islamic modernism. We will read selections from the works of Shidyaaq, Tahtawi, Zaydan, Shawqi, Bustani, and others, alongside historiographical and theoretical texts. At least three years of Arabic required.

COLT 1310K. History of the Romance Languages (FREN 1020B).

Interested students must register for FREN 1020B.

COLT 1310L. Political Commitment in Modern Arabic Literature.

This course will explore the history of and debates surrounding political consciousness and commitment in modern Arabic literature. We will trace the diverse literary strategies by which authors, living under difficult political circumstances, expressed their criticisms and envisioned social and political justice. Beginning in the mid-20th century and continuing to the present, we will read and discuss landmark works of Arabic fiction in translation, and the debates that surround them. Authors include: Etel Adnan, Sonallah Ibrahim, Sahar Khalifeh, Tayeb Salih, and Hasan Blasim.

COLT 1310N. Global Modernism and Crisis.

The early twentieth century was marked by a proliferation of crises in politics, the economy, language, indeed in the very fabric of society. This interdisciplinary course will insist on the global dimension of crisis, analyzing how modernist artists in the metropolis and the periphery represented this situation in different, yet overlapping ways. We will also examine how modernist works provide unique ways of thinking about what is lost in a moment of crisis and what potential may arise out of it. Authors will include: Eliot, Huidobro, Dos Passos, Woolf, Galvão, Arit and Faulkner.

COLT 1310P. Silk Road Fictions (EAST 1310).

Interested students must register for EAST 1310.

COLT 1310R. From "Wild Beast" to "True Born Prince": Native Resistance in Native and Anglo-American Literature.

How does Wampanoag war leader, Metacom, go from "a Salvage and a wild Beast" in 1677 to a "true born prince" in 1814? Coaxing Anglo-America's violent Native history into a positive national epic has made this collective amnesia an American commonplace. In this course, we first concentrate on contemporary accounts of three early conflicts between Native peoples and settlers: the second Anglo-Powhatan War (1622-'32), "King Philip's War" (1675-'76), and Tecumseh's War (1810-'13). The second half of the course will turn to the Removal Era, a high point in American literature's obsession with the "fate" of indigenous peoples. This is also the time of James Fenimore Cooper's and Washington Irving's contributions to that narrative, both of whom we will read. Accompanying them, however, will be Native retellings of those same conflicts (e.g. William Apess, George Stiggins, E. Pauline Johnson, and others').

COLT 1310S. The Jewelers of the Ummah: The Jewish Muslim World is Not History (HMAN 1975U).

Interested students must register for HMAN 1975U.

COLT 1310U. History of Romance Languages (FREN 1020B)..

Interested students must register for FREN 1020B.

COLT 1310W. Interpreting Literature on Stone, Paper, and Film.

This course examines the interpretation of globally renowned epics and classic literary works in South Asia and in its diaspora. Beginning with the sculptural, performed (both in South and Southeast Asia), written, and Bollywood imaginings of the Ramayana and Mahabharata, we move into painted and cinematic re-tellings of West Asian classics such as Layla Majnun and tales from the Arabian Nights. Rounding up this course would be Bollywood interpretations of the Shakespearean plays *Comedy of Errors*, *Romeo and Juliet*, and *Macbeth* along with Kamila Shamsie's novel *Home Fire*, a re-imagining of Sophocles' play *Antigone* in the contemporary British Muslim community in the United Kingdom.

COLT 1310Y. South Asian Modernisms (ENGL 1762Y).

Interested students must register for ENGL 1762Y.

COLT 1330M. Transatlantic Surrealisms (FREN 1330E).

Interested students must register for FREN 1330E.

COLT 1410A. All the World's a Stage: Seventeenth-Century Drama.

Readings of representative English and continental plays of the 17th century including Shakespeare, Jonson, Corneille, Molière, Tasso, Calderon, and others. How do dramatists represent and negotiate oppositions between art and nature, imagination and reason, myth and history, freedom and fate through dramatic form and metaphor? Why is the stage such a powerful metaphor for the world?

COLT 1410B. Chinese Opera: Aesthetics and Politics of the Performing Body.

Explores traditional Chinese drama, which has always been a music theater, from the perspective of contemporary cultural theory, and in a comparative and interdisciplinary context. Analyzing classical plays in relation to their staging in today's regional operas, this course will first examine the dialectics of "prettiness and artistry" in traditional Chinese theater aesthetics and its implications in gender politics. It will then move on to investigate issues of cross-dressing and erotic desire in Chinese drama of the late imperial period in comparison with that of early modern England. Lastly, the ramifications of Chinese opera as a national imagination in modern cultural politics, as embodied in the play *M. Butterfly*, the film *Farewell My Concubine*, and the Beijing opera version of *Turandot*, will be addressed.

COLT 1410C. Chinese Theatre in the Mao Years.

This course focuses on two major issues: policing traditional theater and "model revolutionary drama" as "a new proletarian culture." The course will begin with a study of Mao Zedong's ideas on literature and art in the light of contemporary cultural theory. It will then look at examples of the "new opera" and "new history play," examining them in relation to a complex of censorship issues concerning the exercise of political power in administering human life and the body, literature and drama as political representation, and the hermeneutics of censorship.

COLT 1410D. Dramatic Literature and Theoretical Practice in Eighteenth-Century England.

An introduction to the dramatic literature of 18th-century England in the context of contemporary theatrical conventions and innovations. Plays read alongside treatises on acting techniques, stage design, and contemporary theatrical pamphlet-debates. The sociopolitical contexts of the London patent theaters and the coexistent "illegitimate" entertainments are explored, as well as the influential effects of Continental theatrical theory and innovation.

COLT 1410E. Japanese Theatre: from Dengaku to De Sade.

Surveys traditional Japanese theatre from the lofty medieval Nō drama to the more popular genres of Jōruri (puppet theatre) and Kabuki in the Edo period (1600-1868). Through playscripts, related secondary criticism, videotapes, and films, we will examine the function of spectacle and theatre, the problem of representation or mimesis, the notion of audience, and the relation of text to performance. Concludes with more recent examples of Japanese drama and performance.

COLT 1410F. Medieval Drama.

How drama developed in northwestern Europe between the tenth and early sixteenth century—from liturgical tropes and miracle plays to mystery cycles and morality plays, from popular feasts and minstrel performances to fool's plays, farces, and other secular comedies. Emphasis on the cultural context and social functions of dramatic games and performances in premodern Europe.

COLT 1410K. European Early Modern Drama.

An introduction to early modern drama in the French, Italian, Spanish, and English traditions. The goal is to explore a wide range of imaginative impulses in the Renaissance and Baroque periods. Readings will include plays by Corneille, Racine, Calderón, Lope de Vega, Shakespeare, Machiavelli, and Molière.

COLT 1410L. Philosophy and Tragedy.

Explores the intersection of philosophy and tragedy in western literature. Readings may include Sophocles, Plato, Aristotle, Shakespeare, Hegel, and Nietzsche.

COLT 1410M. Shakespeare and Philosophy.

Explores the relationship between Shakespeare and philosophy. Readings include philosophers who have written about Shakespeare (Hegel, Nietzsche, Cavell, and others), as well as philosophers who may illuminate interpretive problems in Shakespeare (Plato, Seneca, Spinoza, and others).

COLT 1410N. Found in Translation: The Adaptation of Literature to Film in Japan.

Contrasting the demands of the text versus the screen, we will read eight to ten works of modern Japanese literature and view the film versions of each in order to discuss the problem of translation from one medium to another. Possible works for inclusion are *Rashomon*, *Harp of Burma*, *Woman in the Dunes*, and *The Makioka Sisters*. Finally, we will consider *manga* (the graphic novel) and its adaptation into *anime*.

COLT 1410O. Shakespeare and.

Canon formation and disciplinary divisions have deformed the way in which we read Shakespeare. Frequently presented as a post-romantic singular "author," cut off from the sources, texts and genres on which he drew and the collaborators with whom he worked, Shakespeare looks, reads and performs differently in relation to the rich contexts in which the plays were produced and through which they are produced today. We will read plays and other materials with attention to formal and historical questions including genre, the Shakespearean text, gender, sexuality, status, degree, and nation.

COLT 1410P. Shakespeare.

We will read a number of Shakespeare's plays from *The Comedy of Errors* to *The Winter's Tale* in relation to the sources, analogues, and genres (classical, continental and English) on which he drew. We will consider both formal and historical questions. Issues to be addressed include genre, the Shakespearean text, gender, sexuality, status, degree, and nation. Some attention to what has come to be called "global" Shakespeare. Written work to include a mid-term and two papers.

COLT 1410S. Classical Tragedy.

This course will read the great Greek tragedies of Aeschylus, Sophocles, and Euripides, and some Senecan tragedy. We will then read Renaissance and later tragedies that use the classical world as a setting, such as *Antony and Cleopatra*, *Julius Caesar*, and tragedies that rewrite classical themes, including O'Neill's *Mourning Becomes Electra*.

COLT 1410T. Tragedy from Sophocles to *The Wire*.

Explores tragedy from Athens to Baltimore. Readings will include Sophocles, Shakespeare, Hegel, Chekhov, Jia Zhangke, Chan-Wook Park, Marx, Trotsky, and the deindustrialized American city. Open to juniors and seniors. Instructor permission required.

COLT 1410U. Shakespeare in Perspective.

We study Shakespeare together with selections from other writers or thinkers, including those who have written about Shakespeare (e.g. Nietzsche, Emerson, Coleridge), and those who can illuminate interpretive problems in Shakespeare (e.g. Plato, Melville).

COLT 1410V. Russian Theatre and Drama (TAPS 1430).

Interested students must register for TAPS 1430.

COLT 1410Y. Shakespeare and Embodiment (ENGL 1360Z).

Interested students must register for ENGL 1360Z.

COLT 1411B. Theater and Revolution.

This class explores how theater and dramatic literature question and shape our understanding of "revolution" as a radical turn, incisive rupture, and profound shift in the way we perceive and organize our social and cultural life. How does drama accompany revolutionary movements, and how do revolutions compel political theater to transform itself? Readings include Aristophanes's *Lysistrata*, Shakespeare's *Coriolanus*, Büchner's *Danton's Death*, Brecht's *Life of Galileo*, and Parks's *The America Play*. We will analyze plays and performances, write our own dramatic scenes, and discuss key concepts of theater theory and practice.

COLT 1411D. Antigones.

As one of the most revised and interpreted works around the globe, Sophocles' *Antigone* invites a comparison of adaptations across cultural contexts. This course examines how the play's exploration of citizenship, law, gender, family, and resistance to authority has shaped philosophical conceptions of tragedy and speaks to contemporary political issues. We will consider reimaginings of *Antigone* under apartheid laws in South Africa, the Mexican drug war, and in the age of ISIS. The class is designed as a workshop where students will study versions of *Antigone* (theoretical texts, dramatic literature, poetry, visual art) and engage in adaptation, translation, and performance.

COLT 1411E. Race and Gender in Early Modern Theater.

In this course, we will cover a selection of Early Modern tragedies from various literary traditions (English, French, Italian, Spanish), to critically discuss and analyze dramatic representations of gender and race as portrayed on the Early Modern stage. Considering moments of renegotiation, critique, and resistance towards dominant hierarchies, we will give especial attention to marginalized characters, and/or to characters who are explicitly gendered or racialized in the plays in which they appear. We will accompany our reading of primary-source texts with selections from contemporary critical theory on gender and race, which will provide an important springboard for intersectional analysis.

COLT 1411F. Medicine and Disability in Shakespeare and Early Modern Drama.

In this course, which will focus heavily on Shakespeare, we will cover a dynamic range of Early Modern plays from various literary traditions (English, French, Italian, Spanish, Portuguese), to study the representation of health, medicine, medicinal concerns, and disability on the Early Modern stage. As disability was often at the (unacknowledged) crux of larger sociopolitical, philosophical, and medical debates, giving it close attention sheds light on salient aspects of premodern embodiment, performativity, and configurations of "self" and "other," in which disability identity has a determinative role. Alongside our reading of plays and related primary-source texts, we will engage with contemporary critical approaches to disability, health, performance, and premodern identity, which will provide a helpful springboard for intersectional analysis.

COLT 1420A. *The Tale of Genji* and its Legacy.

The Tale of Genji (circa 1000 CE), authored by Murasaki Shikibu, a woman of the Heian court, has been canonized over the centuries as the greatest work of Japanese literature. No work in the Japanese tradition has exerted as much literary influence as this mammoth work of prose fiction detailing the private lives of Genji, the brilliant son of the emperor, those with whom he consorts, and his descendants. We will read *Genji* in its entirety, along with antecedent works, other texts of the period, works influenced by Murasaki's opus, other historical materials, and secondary commentary. There are no prerequisites for this course and it is open to all undergraduates.

COLT 1420B. A Mirror for the Romantic: *The Tale of Genji* and *The Story of the Stone*.

In East Asian Buddhist culture, the mirror is a symbol of the mind in both its intellectual and emotional aspects. These masterworks detail the lives and loves of Prince Genji, cynosure of the medieval Japanese court, and Jia Baoyu, the last hope of an influential Chinese clan during the reign of Manchus. We examine both works as well as the sources of *Genji* and literary aesthetics of the Tang dynasty.

COLT 1420E. The Nineteenth-Century Novel (ENGL 1561I).

Interested students must register for ENGL 1561I.

COLT 1420F. Fantastic and Existentialist Literatures of Argentina, Uruguay and Brazil.

Jorge Luis Borges proclaimed that South American writers can "wield all themes" without superstition, with irreverence. This course examines the ways in which 20th century writers from Argentina, Uruguay and Brazil appropriated European fantastic and existentialist fictions, taking them in new directions. Readings, in English or original languages, include Borges, Cortázar, Onetti, Lispector. Prerequisite: previous college literature course(s).

COLT 1420G. Fictions of the Caribbean.

The Caribbean has inspired conflicting cultural and political claims, and a wealth of visual images. We will rethink the formation, representation and self-presentation of the Caribbean countries, steering our explorations through postcolonial and postmodern theory to questions of appropriation, language and identity. Readings from Columbus and Shakespeare to Danticat, Santos Febres and Kincaid; essays by Glissant, James Benítez Rojo and others.

COLT 1420K. Masterworks of Chinese Fiction.

Focuses on three acknowledged classics of Chinese fiction—*Three Kingdoms*, *The Journey to the West*, and *The Dream of the Red Chamber*—works which demonstrate the range of the genre as they represent historical, fantastical, and sociopsychological subjects. Topics include the role of fiction in Chinese society, the masterworks as mirrors of Chinese culture from the 14th through 18th centuries, and the comparative theory of the novel.

COLT 1420L. Modern Japanese Fiction.

Narrative fiction from the Meiji Period (1868-1912) to the present in the context of modern Japanese cultural and intellectual history. In addition to more canonical writers such as Natsume Sōseki and Mori ōgai, examines the legacy of women writers such as Higuchi Ichiyō and Enchi Fumiko; proletarian writers such as Hayama Yoshiki, Kobayashi Takiji, and Hayashi Fumiko; and more contemporary mass-audience writers such as Yoshimoto Banana and Yamada Eimi.

COLT 1420N. Postcolonial Faulkner.

How is it that Faulkner became one of the most influential North American authors in the Third World? To answer this, we read Faulkner's "The Bear" against two of his citational novels, *Absalom, Absalom!* and *The Sound and the Fury*. We then turn toward a number of Faulknerian novels from the Arab world and Latin America. We discuss theoretical texts that describe the legacies of various colonialisms.

COLT 1420O. Proust, Joyce and Faulkner.

A reading of three major Modernist authors, with a focus on the following issues: role of the artist, representation of consciousness, weight of the past. Texts include substantial portions of Proust's *Recherche*, Joyce's *Portrait and Ulysses*, Faulkner's *Sound and the Fury*, *Light in August* and *Absalom, Absalom!* Prior background in these authors desirable, especially *Ulysses*.

COLT 1420Q. The Bildungsroman.

Readings of novels in the *Bildungsroman* tradition and the theoretical questions of the genre: the historicity and constitution of the self; problems of the representation of a life; the category of the unity of a life as a factor of identity; notions of progress, development and completion. Considerations of the successes and failures of this model. Readings to be selected from Rousseau, Chateaubriand, Sterne, Goethe, Novalis, Flaubert, Musil, Kerouac.

COLT 1420S. The Captivity Narrative.

Because the captivity narrative implies both a feminized subject and a writing subject, it provides a link among political, social, and literary phenomena common to all modern Western cultures. Examines various novels consumed by members of such cultures (including gothic romances, *Bildungsromanen*, boys books, girls books, ethnographic journeys, and prison diaries) as versions of the captivity narrative.

COLT 1420T. The Fiction of Relationship.

Explores the manifold ways in which narrative literature sheds light on the relationships that we have in life, both knowingly and unknowingly. The novel form, with its possibilities of multiple voices and perspectives, captures the interplay between self and other that marks all lives. Authors include Laclos, Melville, Brontë, Kafka, Woolf, Faulkner, Borges, Burroughs, Vesaas, Morrison, and Coetzee.

COLT 1420U. The South: Literatures of the U.S. South and South America.

For Jorge Luis Borges, in his story of the same title, the South is a spectral region, hovering between imagination and reality. The literatures of the U.S. South and South America enact his notion of the South. We examine the remarkable similarities between the two literatures—similarities that result from literary influence and from social, cultural, and historical circumstances. Prerequisites: previous upper-level literature course(s), relevant to your studies at Brown. Instructor permission is required and will be given after second class.

COLT 1420V. Visionary Fictions.

Visionary and apocalyptic writing, subversive of modes of perception and understanding as well as of political doctrines and systems, from Blake and Novalis to mid-nineteenth century French writers (Nerval, Rimbaud, Lautréamont), Surrealism and William Burroughs' *Naked Lunch*.

COLT 1420X. The European Novel From Goethe to Proust.

Readings of major European novels of the 19th century as literary reflections on philosophical questions such as aesthetic and ethical judgment, subjectivity, mimesis, memory and the novel itself as a genre. Authors include Goethe, Stendhal, Balzac, Dickens, Flaubert and Proust. Selections from Kant, Hegel, Marx, Lukács and Benjamin.

COLT 1420Y. Gigantic Fictions.

Terms such as 'epic,' 'mammoth,' 'gigantic,' and even 'loose, baggy monsters' have been coined to describe examples of literary discourse that inordinately exceed the normative boundaries of fiction. How are we to understand these narratives? What is the relation between literary gigantism and mimesis? How do 'gigantic fictions' threaten to break their literary bounds? What holds these mammoth narratives together? What impels authors to elect such a grand scope for literary representation? We explore these questions and others through close reading of several works deemed to be among the most gargantuan from authors such as Rabelais, Murasaki Shikibu, Tolstoy and Joyce.

COLT 1421F. Esthers of the Diaspora: Female Jewish Voices from Latin America (POBS 1500H).

Interested students must register for POBS 1500H.

COLT 1421G. Dickens and Others (ENGL 1511G).

Interested students must register for ENGL 1511G.

COLT 1421I. The Paternalistic Thriller and Other Studies in Colonial Fiction.

The impact of colonialism on European fiction from the rise of empire to its decline and fall, focusing on authors who wrote from direct contact with the peoples of Africa and Asia, such as Rudyard Kipling, Joseph Conrad, T. E. Lawrence, E. M. Forster, and Isak Dinesen. Topics will include romantic images of conquest, imperial ideology in literature, differing attitudes towards acculturation, and the changing symbolism of exotic settings.

COLT 1421K. Faulkner (ENGL 1710G).

Interested students must register for ENGL 1710G.

COLT 1421L. "Terrible Beauty": Literature and the Terrorist Imaginary (ENGL 1760I).

Interested students must register for ENGL 1760I.

COLT 1421M. Conrad and Naipaul: The Supremacy of the Visible? (ENGL 1761T).

Interested students must register for ENGL 1761T.

COLT 1421N. Kafka's Writing (GRMN 1340M).

Interested students must register for GRMN 1340M.

COLT 1421O. W. G. Sebald and Some Interlocutors (ENGL 1761Q).

Interested students must register for ENGL 1761Q.

COLT 1421Q. Word and Image: *Ekphrasis*, the Iconic Narrative, and the Graphic Novel.

An examination of the tradition of illustrated narratives from the pre-modern to the modern periods: the ancient Indian epic the *Ramayana*, the early eleventh-century Japanese *Genji Monogatari*, the medieval English *Canterbury Tales*, the late eighteenth century *Marriage of Heaven and Hell*, as well as the contemporary graphic novel *Persepolis* and examples of Japanese *manga*. Discussion will focus on the nature of iconography and symbolism; the historical privileging of text over image; the significance of parallel visual and verbal representation and its implications for culturally-specific theories of reading. Instructor permission required.

COLT 1421R. The European Novel from Richardson to Goethe.

This course studies the rise of the novel in eighteenth-century England, France, and Germany, focusing on the development of epistolary fiction, but with side-glances at the picaresque and sentimental tradition. Texts to be read include Richardson's *Pamela*, Fielding's *Shamela* and *Joseph Andrews*, Rousseau's *Julie*, Laclos's *Les liaisons dangereuses*, perhaps Bernardin de Saint-Pierre's *Paul et Virginie*, perhaps Sade's *Justine*, and definitely Goethe's *Sorrows of Young Werther*.

COLT 1421S. The Poetics of Confession (ENGL 1561J).

Interested students must register for ENGL 1561J.

COLT 1421T. Mediterranean Fictions: On Debts, Crises, and the Ends of Europe.

Sun-drenched, seductive, and timeless, the Mediterranean is an appealing location from which to ponder Europe's debt to this cradle of western civilization. Recently, the region's economic debt crisis has crystallized thoughts that, beginning here, a peaceful, unified Europe will come undone or be rehabilitated. The word 'crisis' itself hinges on a making a crucial decision, often in marking the turning point of a disease. This course examines representations of this moment through literature and film—but also in history, anthropology, journalism, and art—and in the context of other pivotal twentieth-century Mediterranean texts that marked, and anticipated, seismic shifts on the continent.

COLT 1421U. Words Like Daggers: The Epistolary Novel.

Letters as novels, novels in letters: this course traces the development of the epistolary novel, as it was cultivated in Europe from the seventeenth to the twentieth centuries. Through focused discussions of seminal, as much as fascinating, specimens of the genre, we will study the major impact that epistolary fiction had on the stylistic and conceptual evolution of the novel in general, also exploring its interactions with a range of established or shifting social structures, gender roles, discursive practices, and modes of consciousness. Authors include Montesquieu, Laclos, Goethe, Hölderlin, Stoker, Foscolo, Tabucchi, Alexandrou, and Galanaki.

COLT 1421V. Modernisms North and South: Ulysses in Dublin, Paris, and Buenos Aires.

James Joyce's *Ulysses* (Ireland, 1922), André Breton's *Nadja* (Paris, 1928), and Julio Cortázar's *Hopscotch* (Argentina, 1963): key texts of modernism, the avant-garde, and post-modernism, from different moments and outpost of literary modernity, but in intimate conversation with one another about the place of the human in art, and of art in politics. Join Stephen Dedalus, Leopold and Molly Bloom, Nadja, Horacio Oliveira, and a cast of minor characters on a journey through the hearts, minds, memories, and nervous systems of various modern metropolises.

COLT 1421W. Blast from the Past: The Historical Novel.

Focuses on a popular literary genre known as the historical novel. We will discuss its defining characteristics, cultural meanings, and basic differences from other types of fiction. We will also explore larger theoretical issues that are intricately related to the development and scope of the genre: the representation of the past and its relationship to the present; the creative integration of the gaps between factual history and lived experience; and finally the complex interaction between authenticity and fictionality, exemplarity and specificity, temporality and detachment. Authors include Flaubert, Yourcenar, Kadare, Pamuk, Calvino, Lampedusa, Roidis, and Galanaki.

COLT 1421X. Fairy Tales and Culture (FREN 1330A).

Interested students must register for FREN 1330A.

COLT 1422A. The Twilight Zone: Classics of Horror Fiction.

This course discusses a number of seminal works – from Gothic novels to ghost stories and vampire epics – that exploit the oldest and strongest emotion of mankind: fear. Why are authors and readers fanatically drawn to something as disturbing as horror, supernatural or not? How do the gruesome or the macabre become sources of intellectual excitement and aesthetic gratification? How can texts whose intended effect is to shock and distress compel us to confront suppressed instincts, challenge deep-rooted certainties, or reflect on things and ideas that we generally prefer to ignore? Are you brave enough to find out?

COLT 1422B. Family Fictions in the Enlightenment.

This course will study the changing representation of the family in the literature, art and culture of Enlightenment Europe. We will analyze the critique of traditional models of the family and the construction of an ideal of domesticity based on new concepts of childhood, education and marriage. We will read stories of "domestic misfortunes" as well as proposals for alternative solutions to "ill husbandry." Readings will include novels, plays, theoretical texts and visual documents (paintings and caricatures).

COLT 1422D. Short Forms: Major Works in a Minor Key (HISP 1330Q).

Interested students must register for HISP 1330Q.

COLT 1422E. The 19th-Century Novel: Transatlantic Perspectives.

What happened when the novel crossed the Atlantic? After its rise in Europe in the mid 18th century, the novel quickly spread and became a dominant literary genre both in the U.S. and in Latin America. In this course we will read key 19th-century novels in the European tradition; we will then discuss how this (by no means homogenous) European genre was assimilated and modified across the Atlantic. What did writers in Brazil and in the U.S. do with the genre, and how did they transform it according to national specificities? We will focus on English, French, American, and Brazilian novels.

COLT 1422F. Short Forms: Major Works in a Minor Key (HISP 1330Q).
Interested students must register for HISP 1330Q.

COLT 1422H. Mediterranean Fictions: On Debts, Crises, and the Ends of Europe (MGRK 1230).

Interested students must register for MGRK 1230.

COLT 1422L. The Modernist Novel: Alienation and Narration.

This course will examine how the modernist novel is not only about alienation—estrangement from others, the meaninglessness of existence, the divorce of private self from public life—but also incorporates alienation into its narrative structures. Through the close analysis of novels by European and Latin American authors (Kafka, Camus, Woolf, Onetti, Rulfo and Di Benedetto), we will consider alienation from a variety of angles: as a formal problem for narrative; as an existential situation; an experience of history and the past; and as a condition related to the uneven global economy.

COLT 1422M. Reading the Short Story.

This course invites students to explore the pleasurable challenges of close reading within the context of a compressed form, the modern short story. Select works from the nineteenth century on wards—many of them masterpieces, some hidden gems from around the world—will help us question what we think they mean and how we know this. We will develop practices and techniques for articulating such quandaries even as we observe how sociocultural themes, theories of interpretation, and literary movements intertwine with expressions of the self and the politics of identity.

No prerequisites. Open to all undergraduates.

COLT 1422N. Peasant-Boom-Slum: The Latin American Novel.

Despite being associated with peasants and agricultural goods, Latin America has become the most urbanized region in the world. In this course, we will analyze novels that attempt to make sense of Latin American society in relation to this chaotic and rapid historical transformation. Beginning with nineteenth-century writers who called on civilization to conquer the barbaric countryside, we move to the so-called "Boom" novels of the twentieth century that ambiguously questioned the authoritarian and destructive impulses of this modernizing project, and conclude with contemporary authors who reflect on the utter collapse of modernization. In these novels, we will see that the topic of the city and the countryside becomes a powerful framework for imagining and thinking through issues of indigeneity, gender, industrialization, memory and dictatorship. Authors: Borges, Arit, Galvão, Rulfo, Fuentes, Vargas Llosa, Arguedas, Lispector, Bolaño and Aira.

COLT 1422Q. Fantastic Tales (ENGL 1512B).

Interested students must register for ENGL 1512B.

COLT 1430A. Ancient Greek Myth in Modern Poetry.

Various responses to ancient Greek myths by poets in the Western tradition, especially modern Greek poets. Considers how the classical version of myths, such as those of Helen, Oedipus, Orpheus, Persephone, Penelope, and Ulysses, are approached, rewritten, or subverted in poetry since 1800. Emphasizes the challenges posed by the past, issues of cultural and political context, and on questions of gender. Readings in English.

COLT 1430B. Art and Exemplarity in Medieval and Early Modern Literature.

In this course we will cover a selection of Classical, Medieval and Early Modern works from various linguistic traditions (English, French, Italian, Portuguese, and Spanish), which feature literary representations of art, especially via scenes that are ekphrastic in nature (the description of Achilles's shield in Homer's *Iliad*, for instance), and via textual moments that use exemplary ekphrastic scenes as a point of departure for larger commentaries on: the nature of art, the role of the artist, and the reception of works of art along with their attendant sociocultural impact. Taking moments of renegotiation, critique, and resistance towards dominant hierarchies as a helpful framework, along with texts that explicitly situate themselves against the exemplary model from which they are drawing, we will give special attention to race and gender by examining the artistic representation of marginalized bodies that are explicitly gendered or racialized in the literary texts in which they appear. We will also look at race and gender in select works from Medieval and Early Modern artists.

COLT 1430C. Classical Japanese Poetry.

A historical study of various poetic forms of *waka* or Japanese poetry from the 8th-century anthology, the *Man'yōshū*, to the advent of modern verse, including *jiyūshi* or free verse, in the latter part of the 19th century. Focuses on the relationship of poetry to religion, the political implications of *waka*, and the dominant aesthetic governing poetic conventions in different periods.

COLT 1430D. Critical Approaches to Chinese Poetry.

Examination of works of Chinese poetry of several forms and periods in the context of Chinese poetic criticism. Knowledge of Chinese not required, but provisions for working with original texts will be made for students of Chinese language.

COLT 1430H. Poetry, Art, and Beauty.

What does it mean to be beautiful in classical and European literature and the arts? How do poems and works of visual art embody beauty? How is the idea of beauty defined by thinkers from Plato to Benjamin and Danto? Works include Sappho, Plato, Aristotle, Catullus, Horace, Petrarch, Kant, Wordsworth, Baudelaire, Rilke, Benjamin, Stevens. Works of art considered range from the Lascaux caves through renaissance classical painters like Giotto and Raphael to contemporary installations.

COLT 1430I. Poetry of Europe: Montale, Celan, Hill.

The fifty years between the Second World War and the formation of the European Union was a period in which the meaning of "Europe" was placed under great strain. The class will examine the strains and debates about Europe within the lyric poetry of several literary traditions. It will take the form of close historical, formal, and critical readings of three books of poems in their entirety: Montale's *The Storm and Others* (1956), Celan's *No-One's Rose* (1963), and Hill's *Canaan* (1997). Enrollment limited to 25.

COLT 1430J. Readings in Poetry and Poetics.

Concentrated readings of Hölderlin, Shelley, Baudelaire, and Yeats in conjunction with theoretical texts by Heidegger, Derrida, De Man, and Benjamin. Texts include poetry, essays, novels, and dramas of the poets in a critical and philosophical context. Focuses on the relationship between figurative and expository language, the limits of commentary, and the concept of criticism as repetition and translation. French or German required. Frequent writing and oral presentations.

COLT 1430K. The Classical Tradition in English Poetry.

We will read a number of famous short poems from antiquity in conjunction with the major English writers who later translated, imitated, and reworked them. We will pay special attention to the question of creative innovation. We will read Horace, Theocritus, Virgil, Dryden, Pope, Tennyson, and others.

COLT 1430L. Voices of Romanticism.

Readings of lyric poetry in the European Romantic tradition. Focus on problems of lyric subjectivity and representation, and the rhetoric of "voice." Emphasis on formal features of poetry. The course will be based on close reading and frequent writing assignments. Readings from Wordsworth, Shelley, Keats, Goethe, Novalis, Hugo, Nerval, Lamartine, Baudelaire and others.

COLT 1430N. The Albatross and the Nightingale: Nineteenth-Century Poetry.

Readings in French, German, British and American poetry of the nineteenth century. Texts selected from: Hölderlin, Mörike, Heine, Hugo, Nerval, Baudelaire, Keats, Hardy, Dickinson, Poe and others. Focus on close reading, and rhetorical and formal elements of poetry. Frequent writing assignments.

COLT 1430O. The Poetry of Childhood.

Selected readings from among Rousseau, Blake, Hölderlin, Wordsworth, Baudelaire, Rimbaud, Nietzsche, Freud, Yeats, Char.

COLT 1430Q. Poetry and the Sublime (GRMN 1440C).

Interested students must register for GRMN 1440C.

COLT 1430S. Latin American Death Trip (LITR 1230K).

Interested students must register for LITR 1230K.

COLT 1430T. Leaves of Words: Japanese Poetry and Poetics.

A historical study of various poetic forms of Japanese poetry (*waka*) from the 8th-century anthology, the *Man'yōshū*, to the advent of modern verse, including *jiyūshi* or free verse, in the latter part of the 19th century into the 20th century. Focuses on the relationship of poetry to society, religion, the political implications of *waka*, and the dominant aesthetic modes governing poetic conventions in different periods.

COLT 1430U. Measures of Poetry: A Workshop.

Rhythm, intonation and their written forms measure poetic matter. This workshop introduces prosody through exercises in theory and practice: the line; metrical and stanzaic form; rhyme; music and performance; free verse; language writing; and the task of translation (form). Even monkeys, Darwin wrote, express strong feelings in different tones. Enrollment limited to 20.

COLT 1431B. Modern Arabic Poetry.

An advanced course with readings in modernist Arabic poetry, beginning with the so-called neo-classical poets and proceeding through Romanticism and Modernism, from Egypt to Lebanon, Palestine, Iraq, and beyond. We will examine such recurring themes as love, loss, and longing; war, exile, and homeland; cultural heritage (turath) and creative innovation (*ibda'*); gender and genre. All readings in Arabic; at least three years Arabic language study (or equivalent) required for enrollment.

COLT 1431C. Poets, Poetry, and Politics.

The award of the 2016 Nobel Prize for Literature to Bob Dylan ignited a lively debate about who is, and who is not, a poet. Historically, who were deemed poets, what was their function? What do their poems do and how do they work? Do they foment revolution or "make nothing happen," as Auden once wrote? How does the poet aspire to a unique, individual voice even as he or she may (be seen to) best represent a constituency? This course relates the poetic act to political action and interrogates the commonly aired contention that politics makes for bad poetry.

COLT 1431D. Reading Modernist Poetry.

The period between 1880 and 1950, generally known as the age of Modernism, saw profound changes at every level of Western society, including politics, war, religion, and art. In this course, we will examine how various poets in Europe and beyond responded to and helped shape these changes through their art. Emphasis will be on reading for form as well as theme and socio-historical context, and on poetry as performance. Authors may include Yeats, H.D., Hughes, Rilke, Lasker-Schüler, Celan, Apollinaire, Césaire, Montale, Ungaretti, Blok, Akhmatova, Lorca, and Neruda. Knowledge of at least one non-English language highly recommended.

COLT 1431E. Loss in Modern Arabic Literature.

This course examines the literary expression of and response to various forms of loss, including military defeat, diaspora, and prison confinement in Arabic poems, short stories, and novellas from the 20th century through the post-Arab Spring. We explore how texts reimagine social and political geographies through diverse poetic and narrative techniques to enrich our understanding of the region and of central debates in its literary tradition. Though the topics may seem quite grim, we will find that many of the readings render forms of loss into aesthetics of beauty or empowerment. No knowledge of Arabic necessary.

COLT 1431F. Reading Modernist Poetry.

The period between 1880 and 1950, generally known as the age of Modernism, saw profound changes at every level of Western society, including politics, war, religion, and art. In this course, we will examine how various poets in Europe and beyond responded to and helped shape these changes through their art. Emphasis will be on reading for form as well as theme and socio-historical context, and on poetry as performance. Authors may include Yeats, H.D., Hughes, Rilke, Lasker-Schüler, Celan, Apollinaire, Césaire, Montale, Ungaretti, Blok, Akhmatova, Lorca, and Neruda. Knowledge of at least one non-English language highly recommended.

COLT 1431H. Women Writing Epic (CLAS 1930F).

Interested students must register for CLAS 1930F.

COLT 1431I. Ovid's Metamorphoses (CLAS 1120X)..

Interested students must register for CLAS 1120X.

COLT 1431K. Modern Arabic Poetry and Poetics.

This is an advanced course with readings in modern Arabic poetry. It introduces students to a set of topics and formal problems that have structured poetic production in the Arab world from the mid-twentieth century to the present: the relationship between poetry and prose, modernity and heritage, (the Arabic) language and progress, political commitment and aesthetic autonomy, and resistance and the everyday. Primary readings for this course are in Arabic, with secondary readings in English. At least three years of Arabic language study (or the equivalent) are required for enrollment.

COLT 1440B. Killer Love: Passion and Crime in Fiction and Film.

Discusses textual and cinematic representations of criminal passion and its ambiguous relationship to religious, moral, and social norms. We will focus on extreme forms of intimacy both as a thematic choice of cultural production and as a symbolic medium of communication. Why is it that art so often explores unsanctioned emotions and deviant behaviors? What is at stake when narratives capitalize on violent manifestations of desire? In what ways is the semantics of excessive love related to conceptions of subjectivity, sociability, and sexuality? What role does it play in the creative process itself?

COLT 1440F. 1948 Photo Album: From Palestine To Israel.

Why do we name the "Israeli-Palestinian conflict" as we do? The purpose of this class is to use photographs – alongside historical and literary documents—to question the framework of a "national conflict" and study its emergence as a given, unquestioned and axiomatic scheme for any historical narrative of that period. Reading archival material and post-colonial and photography theories, each week we shall study one photograph taken in 1948, reconstructing the photography event as well as its myriad relations among the protagonists involved and its after life as an archived image, to include photographed persons, photographers, editors, journalists, politicians, and more.

COLT 1440H. The Literature and Cinema of Global Organized Crime (SLAV 1500).

Interested students must register for SLAV 1500.

COLT 1440K. Israeli-Palestinian Conflict: Contested Narratives (UNIV 1001).

Interested students must register for UNIV 1001.

COLT 1440M. Lyric Genre-Benders.

In this course, we will ask what constitutes poetic language and how to identify the lyric as a genre. Are there discernible traits that lyric poems share, or is poetry, like pornography, something we recognize only when we see it? We will have a special focus on how genre is related to gender, and consider the historical precedent of poetry calling readers to its defense. Discussion will revolve around essays on lyric theory both classic and contemporary, prose poems by Baudelaire and Davis, fragments by Sappho, and finally, poems by Basho, Dickinson, Rankine, and more.

COLT 1440P. Nationalism and Transnationalism in Film and Fiction.

Reports of the demise of nationalism always seem greatly exaggerated. How are notions of transnationalism dependent on rewriting the nation? This course revisits films of world cinema acclaimed for their national cachet from a transnational perspective and in dialogue with their literary intertexts. We will study these films' fictional narration, cinematic articulation, and critical reception and consider how they signify in multinational networks of funding, distribution, production, conception, and critical reception. Students will analyze the political, ethical, and artistic stakes of confronting difference as both a located and universal stance or commodity. Films and texts chosen from across the globe.

COLT 1440Q. Stranger Things: The German Novella (GRMN 1440X).
Interested students must register for GRMN 1440X.

COLT 1440S. Images d'une guerre sans nom: the Algerian War in Literature and Film (FREN 1410R).

Interested students must register for FREN 1410R.

COLT 1440T. Cinema's Bodies.

The course explores the cinematic construction of bodies, female, male, animal and others. They are not standing alone as they are framed, cut, exposed, veiled, enlarged, distorted and gendered. The body is screened at the screen and composed into an imaginary image of beauty, death, sex, work. Cinematic devices like close-up, camera angle, light etc. transform bodies into the body of the film and its specific style, from which they can't be subtracted. This leads to the question of the spectator's body as screen for the filmic body and the many theoretical explorations to the embodied visions cinema entails and stimulates.

COLT 1440U. The Listener (Literature, Theory, Film).

Listening is not only the supposedly peaceful, welcoming activity that verges on mere receptive passivity. Listening or not listening also has to do with the exercise of power and this is the reason why we have a responsibility as listeners. In order to explore what could be described as the politics of listening, we will follow multiple paths that will lead us from the strategies of listening in concert venues to the medical practice of auscultation and the generalization of surveillance techniques. Our seminar will interweave readings in literature or theory (Kafka, Nietzsche, Calvino, Foucault, Chekhov, Freud, Deleuze. . .) and screenings of selected filmic scenes.

COLT 1440X. Shéhérazades : Depicting the "Orientale" in Modern French Culture.

Centered around the storied figure of Shéhérazade, this course explores literary and visual representations of "oriental" women in France from the 18th century to the contemporary period. Structured in a chronological and thematic manner, the course confronts students with highly influential orientalist depictions of women (including Voltaire, Loti, and Delacroix), as well as postcolonial and feminist responses to orientalism. Primary sources will be supplemented with theoretical readings from Edward Said, Fatima Mernissi and Joan Scott among others, in order to question the evolution and relevance of "orientalism" in France today and articulate the enduringly complex relation between imperialism and gender.

COLT 1440Z. Poets on Poetry.

How do poets think about poetry? How might their ideas differ from those of professional theorists and critics? In this course we will look at the variety of ways in which poets throughout history have written about their craft, from essays and letters, to poems, translations, and writing guides. In addition to discussing issues surrounding the theory, composition, and ethics of poetry, students will write poems of their own, according to the "rules" of famous poets like Edgar Allan Poe and John Keats. Authors may include Celan, Gander, Hayes, Horace, Lorde, Montale, Moore, Neruda, Pound, Shelley, Swensen.

COLT 1441A. The Serial Imagination: Literature and Journalism in the 19th Century (ENGL 0151L).

Interested students must register for ENGL 0151L.

COLT 1610B. Irony.

A study of the trope of irony and its evaluation, especially in the Romantic tradition. Focuses on the epistemological implications of irony and the role it plays in contemporary criticism. Readings from Plato, Hegel, Schlegel, Kierkegaard, Baudelaire, Lukács, Booth, White, De Man.

COLT 1610C. Japanese Aesthetics and Poetics.

Focuses on the historical development of aesthetic values and their relation to social culture, religion, and national identity in Japan from the Nara period to the 20th century, with particular emphasis on the literary arts. Readings from Fujiwara Teika, Zeami Motokiyo, Sen no Rikyū, Okakura Tenshin, and others. A background in critical theory/philosophy and in East Asian studies helpful.

COLT 1610D. Theory of Lyric Poetry.

Through readings of recent critical discussions of the lyric genre, we will explore general methodological problems of literary theory. Discussions include: the role of form, structure and tropes in analyzing poetry; problems of subjectivity and voice; the relation between poetry and history; the function of reading; and the problematic "objectivity" of criticism. Readings from Hölderlin, Shelley, Baudelaire, Yeats, Jakobson, Benveniste, Riffaterre, Jauss, Johnson, De Man.

COLT 1610E. Aesthetics and Politics (ENGL 1900E).

Interested students must register for ENGL 1900E.

COLT 1610F. New Theories for a Baroque Stage (TAPS 1280N).

Interested students must register for TAPS 1280N.

COLT 1610G. Mihail Bakhtin (RUSS 1895).

Interested students must register for RUSS 1895.

COLT 1610I. Getting Emotional: Passionate Theories (ENGL 1560W).

Interested students must register for ENGL 1560W.

COLT 1610J. Holocaust Literature (JUDS 1820).

Interested students must register for JUDS 1820.

COLT 1610K. Literature and Multilingualism (GRMN 1340N).

Interested students must register for GRMN 1340N.

COLT 1610L. What is Reading?.

The answers to this question will be read—deciphered—in the many "reading scenes" found throughout the history of literature or philosophy. In Plato's *Phaedrus*, reading thus appears caught in a network of desire and power: the dominant role—the *erases* ("lover") who writes and teaches—and the passive or submissive position—the *eromenos* ("beloved") who reads and learns—are constantly permuted and destabilized. Hobbes' *Leviathan*, Melville's *Moby Dick* and *Billy Budd*, Goethe's and Valéry's *Faust* will lead us to question what we do when we read and reflect upon what could be called a *politics of reading*.

COLT 1610M. Twentieth-Century Russian Approaches to Literature: Bakhtin and the Russian Formalists (SLAV 1890).

Interested students must register for SLAV 1890.

COLT 1610N. Ecological Thought.

This course will serve as an introduction to the new interdisciplinary field of the environmental humanities. Discussing an exciting range of texts and films—from Mary Shelley, Virginia Woolf, and Arundati Roy to Ridley Scott and Werner Herzog—we will investigate how literary and cinematic works make ecological crisis perceptible. The following topics will be central to our discussions: garbology (especially hoarding, collecting, and the relation between trash and modern poetry); "slow violence" and postcolonial environmentalism; queer ecology; biopolitics; the representation of non-human animals; the effects of 24/7 consumerism; and the political uses of ecological nostalgia, disgust, grief, and wonder.

COLT 1610P. Holocaust Literature (JUDS 1820).

Interested students must register for JUDS 1820.

COLT 1610Q. Gender Theory and Politics in France (FREN 1420C).

Interested students must register for FREN 1420C.

COLT 1610R. Visions of Liberation: African Decolonization Now?

If, as many African thinkers contend, the acquisition of formal national independence did not signify liberation, it is necessary to imagine decolonization now. In "Visions of Liberation," we will examine ideas, particularly those of Césaire and Fanon, that have shaped decolonial thinking in Africa. What is the contemporary relevance of notions of freedom imagined by thinkers of the early and mid-twentieth century? How have postcolonial and post-apartheid writers conceived of freedom? What does it mean to call Mali a "postcolony" or "neocolony," or to state that South Africa is not postcolonial? Previous knowledge of the topic is not required.

COLT 1610U. Gender, Sexuality, and Culture in the Modern Middle East.

An introduction to women's and gender studies in the Middle East, with a particular focus on Arabic literature and film. We will begin by laying critical foundations for discussing gender issues in the Middle East, with readings on Orientalism, the harem, and the veil. Other units include: pre-modern female literary personae, gender and revolution, women writing war, feminism and class, colonialism and culture.

COLT 1610V. The Promise of Being: Heidegger for Beginners.

"The most thought-provoking thing in our thought-provoking time is," Martin Heidegger writes, "that we are still not thinking." Our undergraduate seminar will study, slowly and carefully, some of Heidegger's most fascinating and challenging paths of thinking, especially as they relate to questions of Being and our being-in-the-world. We will encounter his unique engagements with art and literature, his critique of modern technology, his reflections on what it means to "dwell" somewhere, his views on finitude and death, and his notion of being "on the way" toward language. No previous familiarity with Heidegger is assumed; curious students from diverse fields welcome.

COLT 1610W. Whites, White Jews and Us: Radical Black, Arab & Jewish Thinkers.

Inspired by Houria Bouteldja's book *White, Jews and Us*, which we will read in class, we will read authors who are engaged with generations of (forced) displacement and concomitant fraught cartographies. The class will proceed along lines drawn by two questions: (a) what makes these texts radical and how does their radicalness opens paths of refusal, care and repair of and in shared worlds; (b) how do these authors engage with identities made and remade by displacement and catastrophe, and how imagination, fabulation, remembrance and reclamation of never-completely-lost worlds are mobilized to question these identities, borders and injustices they produce. We will read texts by Ella Shohat, Houria Bouteldja, Saidiya Hartman, Susan Slymowics, Anarkata, Aliyyah Abdur-Rahman, Lital Levy and others.

COLT 1610Y. Of Friends and Enemies.

"And so will believe in our stellar friendship, though we should have to be terrestrial enemies to one another," Nietzsche says. How are friendship and enmity construed in the Western traditions? What are the philosophical and ethical implications of dividing one's personal, cultural, and political world into friends and enemies? What is the elusive relation between friendship and community, hospitality, war, and mourning? We will scrutinize the history and theory of friendship and enmity through close readings of writers such as Plato, Aristotle, Cicero, Montaigne, Kant, Emerson, Nietzsche, Freud, Heidegger, Schmitt, Blanchot, Nancy, and Derrida. Students from diverse fields welcome.

COLT 1611A. The Uncanniness of Being: Freud, Heidegger, Derrida.

It is one of the defining features of modernity that the human being has become wholly problematic to itself. We can no longer take for granted what it means to be human, and our being-in-the-world poses itself as an abiding question mark. To be human and to live in time has become inextricable from a certain uncanniness. We will study key texts by three of the most insightful thinkers of this uncanniness: Freud, Heidegger, and one of their best readers, Derrida. Whether engaging with the dark vagaries of our sexuality, posing the question of "Being" in relation to the horizon of our death, or elucidating the work of mourning: Freud, Heidegger, and Derrida help us to come to terms with the mysterious adventure of dwelling in the world as radically finite human beings. Students from diverse fields welcome.

COLT 1611B. Hospitality and Literature (HMAN 1977F).

Interested students must register for HMAN 1977F.

COLT 1611C. Gift and Debt.

By alternating literary and philosophical approaches to gift and debt, we will try to gain a historical perspective on what Maurizio Lazzarato has called "the making of the indebted man" in our contemporary neoliberal era. Important landmarks for our approach will include: Shakespeare's *The Merchant of Venice*, Bataille's *The Accursed Share*, Goethe's *Faust I* and *Faust II*, and Derrida's *The Gift of Time*.

COLT 1710A. Introduction to Literary Translation.

This is a workshop course introducing the history and theory of literary translation, with demonstrations and exercises translating poetry and prose. All languages welcome, but students must be proficient to the level of reading literature in the original language. Foreign language through 0600 or permission of the instructor.

COLT 1710B. Advanced Translation (LITR 1010F).

Interested students must register for LITR 1010F.

COLT 1710C. Literary Translation Workshop.

The primary focus of this course is the practice of literary translation as an art. Using the workshop format, each student will complete a project by the end of the semester. Examples and theoretical texts will illuminate the historical, ethical, cultural, political, and aesthetic values that underlie every translation, keeping an eye towards opening up the field beyond inherited practices to consider the contemporary implications of our choices, intentions, and purposes in translation. Open to all levels. Heritage speakers are welcome, collaboration is permitted, and an open-spirited approach to this developing and fascinating practice is strongly recommended.

COLT 1710D. Exercises in Literary Translation.

Exercises and investigations in the history, theory, and practice of literary translation. Students pursue individual projects for translation workshops. Common exercises draw on Shakespeare translation, from classic translations in Europe to unique examples like Nyerere's Swahili *Caesar* and current projects like Shakespeare in Modern English or *The Chinese Shakespeare*. Prerequisite: one foreign-language course in literature at 1000-level (or equivalent).

COLT 1810A. Onnade: The Woman's Hand in Classical Japanese and Medieval Western Literature.

A consideration of various genres of women's writing from 700 to 1450 C.E. focusing on such issues as literary conventions, the relationship to the vernacular, the role of religion in education, and questions of gender and social class. Writers may include Berthgyth, Murasaki Shikibu, Sei Shōnagon, Héloïse, Marie de France, the comtesse de Dia, Lady Nijō, Julian of Norwich, Christine de Pisan, and various anonymous women.

COLT 1810B. Aesthetics in the Colonial Frame.

Draws together works from a wide range of contexts and genres—Enlightenment philosophy, romantic travel literature, Arabic novels and poems—to compose a conversation about aesthetics in the colonial context of Egypt. Senior Seminar.

COLT 1810C. City (B)Lights.

Interdisciplinary explorations of the modern urban experience featuring social sciences, literature and film. Convergences and differences in the presentation of urban life in literature, film, the visual arts, urban planning, and social sciences. City populations, bureaucracy, power groups, alienation, urban crowds, the city as site of the surreal, are central themes. Against the background of classic European urban images, American cities and literary works are foregrounded.

COLT 1810E. Dwellers Amid the Clouds: the Literature of the Court.

A survey of three court traditions—Heian Japan, medieval Iceland, and early modern England—in which the relationship between the literary genres and the specific social context from which they emerge is highlighted in the form of particular literary conventions. Topics include the question of patronage, the function of particular literature as shibboleth, the idea of spectacle and play, the politics of literature, and the trope of irony as courtly emblem.

COLT 1810F. Enlightenment and Anti-Enlightenment in Eighteenth-Century Germany.

Some of the most intractable questions of contemporary philosophy were vigorously debated in eighteenth-century Germany. What are the limit of reason? Does its supposed neutrality and universality mask its own set of prejudices? Are there any universally valid claims in truth or ethics? How, why, should Christian, Jew, and Muslim tolerate their differences? We will read literary and philosophical works by Hamann, Herder, Jacobi, Kant, Lessing, and Mendelssohn.

COLT 1810G. Fiction and History.

How the historical fiction that has flourished over the past four decades challenges the notions of objectivity and totalization, while providing alternative viewpoints for the reconstruction and reinterpretation of the past. Authors considered include Grass, Doctorow, DeLillo, García-Márquez, Allende, Danticat and Gordimer. Theoretical texts by White, LaCapra, Benjamin, Ricoeur, and Chartier. Films such as *The Official Story* and *Europa, Europa* will be viewed and incorporated into the discussions. Prerequisite: two previous courses in literature. Enrollment limited to 19. Instructor permission required.

COLT 1810H. Tales of Two Cities: Havana - Miami, San Juan - New York.

In this course we will compare representations of Havana and San Juan in contemporary fiction and film to literary inscriptions of Cuban Miami and Puerto Rican New York. We will explore mapping the city as mapping identity and city-writing as reconstruction and creation, viewing through the eyes of children, tourists, and urban detectives. Authors include Antonio José Ponte, Roberto G. Fernández, Mayra Santos Febres and Ernesto Quiñones. Good preparation for study abroad on the Brown-in-Cuba program. Not open to first year students.

COLT 1810I. Gates of Asia.

An exploration of the growth of European knowledge of Asia from the rise of the Mongol empire through the Great Game and its aftermath. Primary sources include three kinds of accounts provided by travelers who set their hearts on Asian exploration: personal narratives, official reports and dispatches, and scholarly studies of the exotic cultures. Enrollment limited to 20.

COLT 1810J. History and Aesthetic Form.

In this course, we will examine the co-articulation of theories of history with theories of language and aesthetics. Focus will be on the interdependence between an emerging interest in history and the origin of language, and approaches to literary history, genre definition, and general aesthetic categories. Readings to be selected from Vice, Rousseau, Herder, Lessing, Schiller, Hegel, Novalis, Lukacs, Adorno, Derrida and De Man.

COLT 1810L. Housing Problems.

Examines architectural figures and problems of containment and construction in a variety of literary and theoretical texts. We will consider how images of buildings structure texts and outline spaces for subjectivity. Themes include the gothic, haunted houses, foundations, ruins, walls, and doors. Texts selected from Descartes, Derrida, Goethe, Hegel, Austen, Coleridge, Poe, Baudelaire, Melville, Hawthorne, Kafka, Tschumi and Borges.

COLT 1810M. Image and Text: the Reconstitution of Narrative.

An examination of the tradition of illustrated narratives in several premodern cultures: the early 11th-century Japanese *Genji Monogatari*, the medieval English *Canterbury Tales*, and the ancient Indian epic the *Māhābhārata*. Discussion focuses on the nature of iconography and symbolism; the historical privileging of text over image; the significance of parallel visual and verbal representation and its implications for culturally-specific theories of reading. Seminar.

COLT 1810N. Freud: Writer and Reader.

A broad survey of Freud's writings, with particular emphasis on psychoanalysis' relevance to literary theory and cultural analysis. Readings include Freud's major works, as well as secondary sources focused on applications to literary studies.

COLT 1810O. Latin American Literature in Dialogue with France.

Complicates the question of influence in Latin American literary and intellectual self-fashioning, specifically with regard to France. Explores the productivity and perplexity of this relationship through romanticism and articulations of the real (as realism, surrealism and magical realism). Approaching the twenty-first century, considers Latin American perspectives on French theories of feminism, postmodernism and globalization.

COLT 1810P. Literature and Medicine.

The purpose of this course is to examine a number of central issues in medicine-disease, pain, trauma, madness, the image of the physician--from the distinct perspectives of the sciences and the arts. Texts will be drawn from authors such as Sophocles, Hawthorne, Gilman, Tolstoy, Kafka, Anderson, O'Neill, Hemingway, Ionesco, Verghese, Barker, Sacks, Foucault, Sontag, Scarry, Gawande and others. Open enrollment course: lecture + section.

COLT 1810Q. Literature and Money in the Age of Paper.

Focuses on the complex and highly ambivalent relationship between literature and money in nineteenth-century European literature. Works by Poe, Balzac, Dickens, Baudelaire, Stevenson, Hardy, and Zola. Relevant philosophical writing by Smith, Marx, Nietzsche, and Derrida.

COLT 1810S. Literature and the City.

Literature's obsession with the modern city, in 19th- and 20th-century American, English, and French fiction and poetry, in writers such as Blake, Whitman, Balzac, Dickens, Baudelaire, Rimbaud, Eliot, Williams, Bellow, Morrison. Opportunities for work in other literatures and genres, e.g., in Germany, Brecht.

COLT 1810T. Literature and the Culture of Capitalism.

This course will examine the literary responses to capitalism in terms of five organizing tropes: regionalism, urbanization, consumerism, aestheticism, and modernism. Our investigation will begin sometime in the early 19th-century with the moment that consolidated conditions favorable for industrialization and conclude in the first decade of the 20th-century with literary modernism and the collapse of the cultural myths of progressive enlightenment and democracy. Readings include texts by Wordsworth, Malthus, Sue, Mayhew, Marx, H. Rider Haggard, Stowe, Carroll, Zola, Wilde, Stoker, Freud. Three papers and a final essay.

COLT 1810U. Angela's Ashes and What Went Before: Irish Immigration and Literary Creation.

Readings in the major works of Joyce, Beckett and Farrell, without forgetting Jonathan Swift and William Butler Yeats.

COLT 1810V. Marx and Modern Literature.

A contrastive and integrative study of the range of Marx's writings and works by writers such as Shakespeare, Dickens, Baudelaire, Flaubert, Woolf, and Stevens. Examines Marx's leading concepts in philosophy, history, economics, ideology, and aesthetics in relation to the particularities of literary forms. One or two short papers and a longer final study of a literary work chosen from the student's major field. Enrollment limited to 30.

COLT 1810X. Mirror for the Romantic: *The Tale of the Genji* and *The Story of the Stone*.

In East Asian Buddhist culture, the mirror is a symbol of the mind in both its intellectual and emotional aspects. These masterworks detail the lives and loves of Prince Genji, cynosure of the medieval Japanese court and Jia Baoyu, the last hope of an influential Chinese clan during the reign of Manchus. We examine both works as well as the sources of Genji and literary aesthetics of the Tang dynasty. Prerequisites: COLT 0710, RELS 0040 (0088) or 0100 (0006), or permission of the instructor.

COLT 1810Y. Modern Japanese Women Writers.

An examination of women's writing from the Meiji Period (1868-1912) to the present. Readings include works from such writers as Higuchi Ichiyo, Miyamoto Yuriko, Enchi Fumiko, and Tsushima Yūko. Topics include the relation of 'woman' to the modern, the legacy/construction of the past, the implications of *joryū bungaku* (women's literature), and the problem of resistance and subversion.

COLT 1810Z. Nietzsche.

Intensive and extensive reading of Nietzsche and some of the reception that has made him so prominent in contemporary literary and cultural theory. Topics include Nietzsche's aesthetics, theory of history, the concept of the eternal return, European decadence, misogyny and anti-semitism. Texts will be selected from Nietzsche, Heidegger, Horkheimer and Adorno, Deleuze, Derrida, Irigaray, de Man, Kofman, Lacoue-Labarthe, Foucault, Hamacher, Ronell, etc.

COLT 1811B. Postcolonial Theory and Fiction.

There is hardly a place in the contemporary world which has not somehow been touched by the histories and consequences of colonialism. What does it mean, then, to speak about the postcolonial? Should the postcolonial be seen as a new periodization in the study of world literatures, a recent trend in critical theory, or another type of minority discourse involving previously colonized peoples?

COLT 1811D. Reading Revolution, Representations of Cuba, 1959-The Present.

Considers the cultural and ideological impact of the Cuban revolution inside and outside Cuba. Starting in the 1960s, reads Latin American "boom" novels, European theorists and U.S. civil rights activists. Moving to today, addresses post-Soviet Cuba's literary production and the impact of new technologies on culture, as well as political change under Raúl Castro. Fiction, film and essays by Castro, Sartre, García Márquez, Reinaldo Arenas, Antonio José Ponte, Fernando Pérez and others. Excellent preparation for the Brown-in-Cuba program.

COLT 1811F. The "Tenth Muse" Phenomenon.

The texts and contexts of women writing in English, Spanish and French, during the sixteenth and especially seventeenth centuries. Often dubbed "Tenth Muses," these first early modern women writers to gain public prominence wrote iconoclastic texts and/or epitomized socially sanctioned scripts for women. Authors include: Anne Bradstreet, Margaret Lucas Cavendish, Sor Juana, Mme de Lafayette, Maria de Zayas.

COLT 1811H. The Idea of Beauty.

What does it mean to be beautiful in classical and European literature? How is beauty defined by thinkers from Plato to Benjamin? Readings from the classical, medieval, Renaissance, and modern periods are brought into question by works concerning the problems of aesthetics. Works by Plato, Aristotle, Horace, Augustine, Dante, Petrarch, Shakespeare, Racine, Tolstoy and others in addition to readings from the history of aesthetics from Kant through the present.

COLT 1811I. The Nordic Legacy: Ibsen, Strindberg, Munch and Bergman.

This course examines the work of four major Scandinavian artists. As key figures in the development of modern theater, painting and film, these four figures share a number of common concerns: challenging the pieties of bourgeois mores; reconceiving the relations between the sexes; moving from the social to the metaphysical; undermining the unitary view of the self; and forging an artistic "language" through which the in-dwelling power of the psyche can be revealed.

COLT 1811J. The Paternalistic Thriller and other Studies in Colonial Fiction.

The impact of colonialism on European fiction from the rise of empire to its decline and fall, focusing on authors who wrote from direct contact with the peoples of Africa and Asia, such as Rudyard Kipling, Joseph Conrad, T.E. Lawrence, E.M. Forster, and Isak Dinesen. Topics will include romantic images of conquest, imperial ideology in literature, differing attitudes towards acculturation, and the changing symbolism of exotic settings.

COLT 1811L. Travel, Tourism, Trafficking through the Ages.

Why go away to find ourselves? How does the self constitute itself "elsewhere"? This course considers the genre of travel writing and its theory: how are roots, routes, and rootlessness treated in diverse racial, spiritual, sexual, national, and imperial encounters. Today, when cosmopolitan tourists, intellectuals, or exotic and erotic adventurers share the same beach as downtrodden, abject refugees and their traffickers, what are the cultural, ethical and political implications of leisurely seeking out (self-) discovery, disappearing authenticity, and commodified otherness? Readings include Herodotus, Equiano, Chatwin, Kingsley, Montagu, Darwin, Twain, Miller, Durrell, Baldwin, Phillips, Iyer, Houellebecq, Woolf, Thompson, Theroux, Baudrillard

COLT 1811N. Persons and Portraits: Self in Early Modern Europe.

Challenges the presumed supremacy of the "modern subject," the sovereign rational mind personified by Descartes. Rival theories of self in Machiavelli, Luther, Montaigne, Hobbes, Pascal, and Spinoza are explored alongside the richly embodied "persons" pictured in painting (Titian, Rembrandt, Velázquez), conduct literature (Castiglione, La Rochefoucauld), drama (Milton, Molière, Calderón), psychological fiction (La Fayette), and satiric prose (La Bruyère).

COLT 1811O. Modernism: From Paris to Athens, 1900s - 1950s.

The course examines Modernism as it developed in major European cities. Apart from focusing on major venues of modernism (Zurich, Berlin, Paris) it centers on marginal geographical spaces with specific emphasis on Athens, Greece. It further explores the rise of such movements as Cubism, Futurism, Dadaism and Surrealism and proceeds to explore the reaction of Greek modernists to these movements.

COLT 1811Q. Poisonous or Prophetic?.

Wright's *Native Son*, Burrough's *Naked Lunch*, Derrida's *Specters of Marx*, and Rimbaud.

COLT 1811S. Philosophy and Literature of German Romanticism.

A fateful collaboration between philosophy and literature was centered in Germany roughly between 1788 (Schiller's 'Gods of Greece') and 1807 (Hegel's *Phenomenology of Spirit*). A survey of the major literature of this period, organized thematically, will serve as an introduction to this complex phenomenon. Authors include (in translation) Fichte, Goethe, Hölderlin, Novalis, Schelling, Schiller, and Tieck.

COLT 1811T. Levantine Cities: Alexandria, Istanbul, Athens.

Explores the literary and filmic imagination of three Eastern Mediterranean cities, Alexandria, Istanbul, and Athens. It examines the history, culture and politics of these cities and the ways in which they emerge in literature, film, poetry and travelogues. How is the city defined in these works? How are social tensions addressed, such as those between Greeks and Turks and Arabs or between Christians, Muslims and Jews? How are thematic and historical issues resolved, such as those involving antiquity and modernity, tradition and modernization, colonialism and nationalism, religion and secularism? How are these cities defined in the works of western writers? Enrollment limited to 30.

COLT 1811U. Literature and the Arts.

Readings in the apparitions and articulations of the arts in fiction, philosophy, criticism and poetry. Focus on the interaction between language and other media, the figure of the artist, problems of expression and performance. Readings from Diderot, Hegel, Balzac, Hoffmann, Baudelaire, Poe, Nietzsche, Wagner and Mann.

COLT 1811W. Visual Obsessions: Japanese Film, Fiction, and Modernity.

The pervasiveness of visual obsessions in contemporary Japanese culture prompts us to rethink the impact of modernity in terms of visuality. Through the examination of a wide range of filmic, literary, and visual art forms produced in Japan from the 1920s to the 2000s, this course explores the question of visuality as a historically and technologically conditioned way of seeing. The issues to be considered in this class include: the construction of "Japanese" aesthetics, orientalism, ocularcentrism, the problems of interiority and the subject, the relation between habit and the everyday, and cultural nationalism. This course will introduce important theoretical concepts about vision and modernity, asking students to interrogate these concepts through the close examination of specific Japanese texts and films discussed in class. Writers, filmmakers, and visual artists include: Tanizaki Jun'ichirō, Edogawa Rampo, Abé Kōbō, Karatani Kōjin, Ozu Yasujiro, Kurosawa Akira, Ichikawa Kon, Suzuki Seijun, and Murakami Takashi.

COLT 1811X. Marx and his Critics.

This course will focus on a close study of the work of Karl Marx and its legacy for critical theory. The first part of the course will be dedicated to a reading of Marx's most important texts, with special emphasis given to his theories of economy, of ideology, alienation and fetishism. The second part will be dedicated to a reading of some of Marx's most important readers: Lukacs, Gramsci, Althusser, Zizek and Derrida. Instructor's permission required.

COLT 1811Y. Genius and Melancholia in the Renaissance.

Explores Renaissance accounts of genius, genial inspiration, and melancholia, and their accompanying ideas of intellection and immortality. Primary materials include Dürer, Montaigne, Rabelais, Ficino, Ariosto, Erasmus, Saint Teresa, and Luther. Secondary or contemporary texts include Warburg, Panofsky, Saxl, Klibansky, Wind, Benjamin, Kierkegaard, and Sebald.

COLT 1811Z. Literature and the American Presidency.

We shall read widely in writings by, and about, selected American presidents, but also focus on the ways in which presidents have used literature as a dictional source in their own writing and thinking. We will attend also to the relationship of culture to power as evidenced in other textual media, such as film.

COLT 1812A. Literatures of Immigration.

Why do people migrate? How do literary genres, including poetry, fiction, autobiography and memoir, characterize immigrant experiences? How is the experience of "coming from somewhere else" similar and different for each subsequent generation of immigrants? How does literature indicate the impacts of migration on the culture, politics and economics of the countries of immigration and emigration? How do literatures of immigration imagine the past, present and future of networks and communities of immigrants? Focusing on twentieth-century literary texts and the socio-historical context of mass migration, the first half of the course examines immigration literature in the U.S., the second half of the course explores literatures of immigration beyond the U.S., and the course concludes with an inquiry into immigration in our presently globalizing age.

COLT 1812B. Aesthetics and Politics (ENGL 1900E).

Interested students must register for ENGL 1900E.

COLT 1812C. The Ethics of Romanticism (ENGL 1560Y).

Interested students must register for ENGL 1560Y.

COLT 1812F. Violence and Representation.

Traces diverse genealogies from which to theorize violence and its relation to aesthetics. We will identify a disciplinary philology for "violence" as a signifier within visual culture, art practice and literature; historicize key transitions in varied invocations of violence in representation; study texts (photography, film, novel, installation) that create a space where violence can be discussed as both everyday and extraordinary. Some issues to be considered: representability in moments of historical crisis (war, colonialism, genocide); the efficacy of genres and artistic movements in representing violence (tragedy, surrealism, theater of cruelty); and the violence of representation (surveillance, spectatorship, voyeurism).

COLT 1812H. "Women's Literary Make-up": Mirrors, Maquillage and the Tenth Muse.

Focuses on the problem of creative inspiration for women writers and how the pursuit of aesthetic perfection, both somatic and literary as well as their interrelation, becomes a recurring motif in women's writing from various traditions. Readings will include fiction and poetry from the English, Japanese, and Arab traditions, both modern and pre-modern. This is an undergraduate seminar open to juniors and seniors. Prerequisite: coursework in literature and at least one course in gender studies/women's studies. Instructor permission required.

COLT 1812I. Collective Struggles and Cultural Politics in the Global South.

Traces the historical and ideological mapping of the North-South axis and the regional mythologies informed by racism, empire and nationalism. We will examine the ways in which imagined geographical hierarchies continue to shape cultural and political struggles and the vectors of globalization. Along with readings on imperial histories, liberal and neoliberal political economies, and postcolonialism this class seeks to establish connections between resistant narratives and collective struggles in the Global South. We will discuss political philosophies of Marx, Gramsci, Arendt, Fanon, Harvey and Schwarz, as well as the works of Achebe, Hurston, Kincaid, Rushdie, Roy, Sembene, and Wright. First year students require instructor permission.

COLT 1812J. Poetry and Ethics.

If history is, as Charles Olson claims, a "form of attention" and we are all participants in a collective reality relative to our capacity for language use, what ethical issues come to bear on what the poet chooses to attend to--not only as subject matter but as form? Can poetic language be sufficiently responsive to the challenge of empathy? Is there an ethics of attention? Guided by philosophical texts, we shall investigate ethical possibilities in a range of world poetics.

COLT 1812K. European Intellectual and Cultural History: Exploring the Modern, 1880-1914 (HIST 1220).

Interested students must register for HIST 1220.

COLT 1812M. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).

Interested students must register for CLAS 1750L.

COLT 1812N. Culture and Anarchy (ENGL 1511I).

Interested students must register for ENGL 1511I.

COLT 1812O. Lying, Cheating, and Stealing (ENGL 1760V).

Interested students must register for ENGL 1760V.

COLT 1812P. Essaying the Essay (CLAS 1120J).

Interested students must register for CLAS 1120J.

COLT 1812S. Violence and the Multiple Responses of Medieval France.

Examines violence and its representations from a variety of perspectives: literary, historical, psychological, etc. Different literary forms (11th - 13th) introduce conflicts between competing value systems, problems raised by militant religion, vendettas and the pursuit of justice. Across the gamut of appetites and emotions, violence takes a variety of shapes, producing broken hearts and broken heads. The beautiful seductiveness of violence, despite its horrors, is frequently transformed into artistic and literary expression, from the highest forms of Western tradition to the cheap exploitations of pulp fiction. What can the Middle Ages teach us about violence, yesterday and today? Not open to first year students.

COLT 1812T. On Being Bored (ENGL 1511L).

Interested students must register for ENGL 1511L.

COLT 1812U. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).

Interested students must register for ENGL 1900R.

COLT 1812V. War, Anti-War, Postwar: Culture and Contestation in the Americas.

This course addresses the relationship among language, war and the arts from the mid-twentieth century on. Even as armies engage in combat around the globe, the term "war" legitimates a much broader spectrum of situations, lending them the structure of organized hostility and the moral opposition of right to wrong. From the "Cold War" to the "War on Terror", to Argentina's "Dirty War" and Cuba's "War on Imperialism", literature, cinema, visual arts and community-based projects have responded to real and rhetorical declarations of "war." Drawing from U.S. and Latin American contexts, we will explore a range of responses and challenges.

COLT 1812W. Love, Adultery, and Sexuality (RUSS 1450).

Interested students must register for RUSS 1450.

COLT 1812X. Literature and History: Russian Historical Imagination in the European Context (RUSS 1600).

Interested students must register for RUSS 1600.

COLT 1812Y. Central Europe: An Idea and its Literature (SLAV 1790).

Interested students must register for SLAV 1790.

COLT 1813B. Dying God (CLAS 1930B).

Interested students must register for CLAS 1930B.

COLT 1813C. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).

Interested students must register for CLAS 1750L.

COLT 1813D. Issues in World Literature (ENGL 1761Y).

Interested students must register for ENGL 1761Y.

COLT 1813E. Chinese Women, Gender and Feminism from Historical and Transnational Perspectives (EAST 1950B).

Interested students must register for EAST 1950B.

COLT 1813F. Communication Culture and Literary Politics (MCM 1503Q).

Interested students must register for MCM 1503Q.

COLT 1813H. God, Sex and Grammar: Literary Ethics in Medieval Europe.

What does it mean to read and write ethically? While modern culture values intellectual property, many medieval texts celebrated what we call plagiarism. On the other hand, medieval thinkers saw serious consequences in literature, which could lead authors and readers to heaven or hell. But then as now, ethics were rarely clear-cut, subject to forces as diverse as religion, sexual desire, capitalism, and even language itself. Reading some of the great authors of the period, as well as modern critical reflections, we will explore the ethical dimension of literary production in the medieval world and in our own society.

COLT 1813I. The Colonial and the Postcolonial Marvelous.

A celebration and critique of the marvelous—as the strange, wondrous, magical, or unreal—as it has been wielded in Spanish American and related literatures (French Caribbean, Brazilian). We follow the marvelous from European exoticizing of the New World during the colonial period to its postcolonial incarnations in "magical realism" and beyond. We attend particularly to the political, ideological, social, and commercial implications of the marvelous in writers including Carpentier, Chamoiseau, Columbus, Esquivel, Sor Juana Inés de la Cruz, and García Márquez. Readings in English, though you may read texts in the original French, Spanish, or Portuguese.

COLT 1813K. The Problem of the Vernacular.

It has been said that a language is a dialect with an army and a navy. Under what conditions do dialects, vernaculars, creoles, and slangs become mediums for literary and artistic expression? How have writers in different cultures managed the relationship between their "official" national languages and their more intimate mother tongues? This course explores this problem in a variety of literary traditions, including Chinese, Arabic, Greek, Hebrew, Scots, Latin and the Romance vernaculars, and a variety of other languages.

COLT 1813M. Making a List.

The list is one of the most ancient and enduring figures of rhetoric and one of the most versatile means of organizing literary works. From the catalogues of Homeric epic to the postmodern fables of Borges to new digital media, from medieval encyclopedism to Renaissance copia, from the descriptive realism of novels to modernist techniques of collage, the simple list has produced an astonishing variety of effects in a wide range of genres and authors. We will read widely in this course, from many periods, literatures, authors, and genres.

COLT 1813N. Early Modern Women's Writing.

Interested in women writers, feminism? If so, it's vital to understand their early modern origins. This course explores the rich feminist tradition enacted in the often edgy texts of women writing on the cusp of modernity. We study writers from England, France, Latin America, North America, and Spain, focusing on self-fashioning, gender and sexuality, love and marriage, imagined worlds, religion, eccentricity, and writing and fame. Authors include Anne Bradstreet, Margaret Lucas Cavendish, Sor Juana Inés de la Cruz, Mme de Lafayette, María de Zayas. Enrollment limited to 20. Texts and class in English.

COLT 1813O. Adventures of the Avant-Garde.

In the early years of the twentieth century, a series of artistic movements rippled across the Western hemisphere, exploding conceptions of art and culture while reconfiguring international relations. Explores those movements, from their predecessors (Baudelaire, Rimbaud, Mallarmé), through overlapping –isms (Cubism, Futurism, Constructivism, Vorticism, Expressionism, Dada, Surrealism), to avatars in the Americas. In keeping with the avant-garde's cross-pollinating spirit, we study texts from a variety of traditions, forms, and genres: from poetry through prose to manifestoes, from painting and photography to film, music, and dance, touching on questions of translation and translatability between languages, cultures, and art-forms. Enrollment limited to 25.

COLT 1813P. Captive Imaginations: Writing Prison in the Middle Ages.

Many great works of the Middle Ages were written in prison or about the experience of imprisonment. Reading some of these masterpieces, we will discover why the medieval prison was such a fruitful space for poetic creation, and how the perspective of incarcerated writers helped to shape a diversity of literary traditions. Topics will include fortune and free will, sexual and cultural difference, and the construction of the individual. We will also explore the nature of medieval systems of captivity, which differed greatly from those of modern society. Selected authors: Boethius, Mas'ud Sa'd Salman, Juan Ruiz, Chaucer, François Villon.

COLT 1813Q. Literature and Judgement.

There exists a close but complex relationship between the acts of making literature and making judgments. This course will explore some of these relationships and ask, for instance: how does judgment weigh upon the literary act? how do literary considerations bear on our making judgments? what criteria are called forth in both of these moments? Texts treated will be literary, critical-analytical, legal, and cinematic, and include such authors as Arendt, Benjamin, Derrida, Freud, Henry James, Kafka, Kant, Primo Levi, Nietzsche, Tolstoy and Verga.

COLT 1813R. The Ekphrastic Mode in Contemporary Literature (ENGL 1762B).

Interested students must register for ENGL 1762B.

COLT 1813V. The Cash Nexus: Economy and Literature.

At a time when human existence is grounded with unprecedented conviction in a rigid set of utilitarian principles and materialistic values, the relationship between literature and various modes of economic exchange presents itself as a richly rewarding field of research. The texts we will focus on offer rare insights into the ways monetary factors affect personal identity, interpersonal relationships, and social life in general. These works reflect a diachronic tension between human interactions and financial transactions that will be the basis of our critical engagement with a series of issues and questions that are more pertinent today than ever before.

COLT 1813X. Getting Emotional: Passionate Theories (ENGL 1560W).

Interested students must register for ENGL 1560W.

COLT 1813Z. Soil: The Earth and Environmental Writing.

Why do people fight over soil? In an increasingly urbanized world, how have the ways we talk about soil, earth, and land shifted? In this class, we will explore the politics and aesthetics of writing about soil in its particular relations to ecology, homeland, geography, and race. Readings include Homer's *Odyssey*, Derek Walcott's *Omeros*, and ecological criticism from ancient China to Rachel Carson and Ramachandra Guha and beyond. Limited to 20.

COLT 1814A. Fashion and Power (GNSS 1960Y).

Interested students must register for GNSS 1960Y.

COLT 1814D. East-West Encounters: Politics and Fictions of Orientalism.

We will explore the myth of the East that develops in Europe during the Enlightenment in the wake of the extremely popular and influential translations of *The Thousand and One Nights* (Alf Layla wa Layla) in the early eighteenth century. We will focus on narratives of the encounter between East and West, on the discovery and construction of the Oriental "Other," and on its representation in the literary and visual culture of the Enlightenment. Particular attention will be paid to the figure of Shahrazad and the theme of the harem. We will study some modern versions of the *Arabian Nights*.

COLT 1814F. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).

Interested students must register for CLAS 1750L.

COLT 1814G. Political Commitment in Arabic Literature.

This course will explore the history of and debates surrounding political consciousness and commitment in modern Arabic literature from the mid-20th century to the present. Through close readings of mainly novels, novellas, and short stories, we will ask how, why, and with what consequences Arab authors have challenged political realities with literary expression. We will trace the diverse strategies by which authors articulated their criticisms and envisioned justice grounded in their political context. Topics and themes will include socialist realism, resistance literature, alienation, self-criticism, and responses to colonialism and censorship. No knowledge of Arabic required.

COLT 1814L. Apartheid in Post-Apartheid South African Literature.

In this course, we explore the political stances that contemporary South African writing articulates towards the apartheid regime. We bring particular attention to the textual emergence of queer subjectivities. During apartheid (1948-1994), South Africa became a global symbol of racial injustice, and several South African writers became famous for their anti-apartheid literary production. Since 1994, critics have looked for new frames in which to analyze a "new" literature. In the search for "newness," however, we may forget to consider how the "old"—apartheid—reappears in post-apartheid literature. Authors include Zackie Achmat, K. Sello Duiker, Phaswane Mpe, and Zoe Wicomb.

COLT 1814M. Postcolonial Literature + Thought in the Middle East and North Africa.

This course examines postcolonial literature and thought in the ME and North Africa through literature, theory and film. During the early and mid-20th century, anticolonial movements transformed the region's cultural landscape, igniting new intellectual circles and literary scenes. We will study these movements as a launching ground for regional culture, interrogating local anti-colonial thought in works by writers such as Memmi and Fanon, and examining its evolution from the 1960's-1990's in work from Egypt, Algeria, Tunisia, Lebanon, Syria, Israel, Morocco and Palestine. How did intellectuals and artists articulate issues like national liberation, Westernization, radical culture, feminism, Marxism and Orientalism?

COLT 1814Q. Species Matters: Animals in Literature, Film, and Theory.

Nonhuman animals constitute the limit against which humans define themselves; at the same time, they challenge such boundaries. Thinking about animals, then, always also means exploring our own humanity. In this course, we will draw on the vast archive of literature, philosophy, and art that engages animals in order to reconsider what and how these representations mean. Considering our complex relationships with other animals, we will address questions of ontology, aesthetics, and ethics: What makes an animal? Can animals be represented? How should animal suffering affect us?

COLT 1814R. Reflections from Damaged Life: Freud, Adorno, Blanchot, Derrida (GRMN 1891).

Interested students must register for GRMN 1891.

COLT 1814S. The Balkans, Europe's Other?: Literature, Film, History.

Introduces the modern Balkans through a critical examination of literary and visual, historiographic and political, narratives. The course considers the contestation over a shared historical past and interreligious geographic space through common and divergent master narratives, motifs, myths, and recurring discourses. It also examines the region's aesthetic, religious, and political relation to Europe. Do the Balkans constitute a traumatized, "balkanized," self-colonized, abject modernity at Europe's edges, its inner alterity? Given the acclaim achieved by Balkan filmmakers since 1989, the course also asks how Balkan artists, caught in-between nationalism, Orientalism, Eurocentrism and globalization, assert agency and subjectivity and captivate our imaginations.

COLT 1814T. Maghrebi Fiction and Psychoanalysis.

Recent fiction from the Maghreb (Morocco, Algeria, Tunisia, Libya) in both French and Arabic has been preoccupied with mothers and fathers, gestation and regeneration, inheritance and transmission, filled with figures for desires and origins blocked or diverted. In this course, we will read Maghrebi literature together with works of psychoanalytic theory, focusing in particular on uncertain origins and aborted futures, geographies of the North African landscape and of the soul. Texts by Achaari, Berrada, Chraïbi, Djebbar, Kateb, al-Koni, Mustaghanimi, Wattar; Deleuze & Guattari, Fanon, Freud, Jameson, Jung, Lacan. Students of French or Arabic invited to read in the original.

COLT 1814U. Politics of Reading.

What do we do when we read? And do we even do something, or, as Blanchot suggests, do we rather let be? While being true to Michel de Certeau's plea for a "politics of reading" and an "autonomy of the reader", we will question its binary logic (active vs. passive): 1. by looking closely at the (de)construction of a "sovereign reader" in Hobbes' *Leviathan*; 2. by analyzing the reading imperative—"Read!"—as it is staged in Plato's and, above all, in Sade's erotics; 3. by taking seriously Walter Benjamin's paradoxical intuition that one should "read what was never written".

COLT 1814Y. Posthumanism and the Ends of Man.

Have we ever been human? As mechanical implants, virtual extensions, and organic interdependencies challenge self-contained conceptualizations of human being, posthumanist theories invite us to rethink our self-understanding. In this course, we will explore the human as a fluid category in perpetual motion. Focusing on female and gender nonconforming bodies, which have traditionally been situated at the limits of the human, we will analyze the critical potential of hybrids, androids, and cyborgs. Readings among others by Ovid, the Brothers Grimm, E.T.A. Hoffmann, Han Kang, and Octavia Butler; films will include *Metropolis*, *Mad Max: Fury Road*, and the series *West World*.

COLT 1815A. Apocalypse.

The End of the World is central to the Abrahamic faiths. From the Jewish sources, through Christian and Islamic tradition and until the present day, the idea of the End of World is decisive for the understanding of major events in history, such as the birth of Islam or Modernity. Through readings across the religious and the secular traditions starting with the Torah and ending with Steve Bannon and ISIS.

COLT 1815F. Memory, Commemoration, Testimony.

In this course we will study problems of remembering and forgetting in a variety of texts including poetry, philosophy, psychoanalysis, memoirs, public monuments, memory studies and trauma theory. We will explore the roles of language and representation in dealing with the past, the temporality of the self, the operation of the unconscious, the memorial and the monument. We will also look at the politics of memory in relation to the cultural traumas of slavery, the Holocaust, Viet Nam and 9/11. Readings from Rousseau, Hegel, Wordsworth, Proust, Derrida and de Man; Freud, Caruth, Saidiya Hartman, Segalen; Arendt and Reznikoff.

COLT 1815G. Repetition: Kierkegaard, Nietzsche, Freud (GRMN 1200D).

Interested students must register for GRMN 1200D.

COLT 1815I. Torn Halves of Modernism.

This course analyzes the constitutive contradictions of modernist works from a global perspective. We will address, for instance, tensions between the periphery and the metropolis, city and countryside, realism and modernism, aesthetic autonomy, commodification and political commitment. We will also examine these questions across various media: novels, poetry, photography, architecture and film. Readings include works by Dos Passos, Faulkner, Döblin, Manuel Maples Arce, Roberto Arlt, Patrícia Galvão.

COLT 1815O. Modern Greece in the World (MGRK 1240).

Interested students must register for MGRK 1240.

COLT 1815P. The Coming Apocalypse: Between the Earth and the World (HMAN 1974L).

Interested students must register for HMAN 1974L.

COLT 1815R. Germans and Jews (GRMN 1340Y).

Interested students must register for GRMN 1340Y.

COLT 1815T. Narratives of Disability in Greek and Latin Literature (CLAS 1070)..

Interested students must register for CLAS 1070.

COLT 1815U. Encountering Monsters in Comparative Literature.

What is a monster? What happens when one encounters a monster? This literature-based seminar considers monsters in different literary traditions, including ancient epic, folktale, poetry, theory, science fiction, and cinema. Monstrous figures from different cultural traditions, places, eras, genres, and forms will guide us through various representations of monstrosity—a concept which both invites and defies definition. We will ask: What cultural and imaginative needs do monsters fill? How do monsters help us think about identity politics, and the cultural production of ideas of self and other? To what extent are monsters tools of ideological oppression, and to what extent are monsters liberatory figures that offer conceptual alternatives to systems of oppression and violence?

COLT 1815V. "Blitzlesen", or Fascism and Speed-reading: Deleuze, Cixous, Heidegger.

Today everyone, it seems, is a lightning reader, or "Blitzleser". Rather than feel guilty about this, our course will ask: what would it mean to speed-read responsibly? Reading is, like democracy, always a matter of counting, of deciding which frequencies count (whether of letters, words, motifs etc.). Speed-reading risks overloading democracy with too much information and too many dots to connect, feeding paranoid narratives in the style of QAnon or indeed Nazism itself. How to speed-read like a democrat? Our eyes will dart from Deleuze's claim that Cixous invented stroboscopic literature—difficult literature which only becomes readable when one reads quickly—to fascism's obsession with speed, which led Hannah Arendt to claim fascism desires "only a movement that is constantly kept in motion." Key authors include: Bernhard, Woolf, Martinetti, Deleuze, Guattari, Nancy, Lacoue-Labarthe, Heidegger. Media: The Lighthouse, Speed Racer.

COLT 1815W. How to Do Things with Modernism (HMAN 1976F).

Interested students must register for HMAN 1976F.

COLT 1815Z. Between Word and Image: The Twentieth-Century Arab Avantgarde.

What is the Arab avantgarde, and why is visuality its main project? How do experimental works of art and literature question dominant historical and political narratives? This seminar explores form-agitating literary and artistic works that emerged from major Arab cities in the twentieth century. It examines the role of the metaphorical and literal image as a new mode of storytelling, as an act of witnessing and documenting. Throughout the course, we will also touch on themes of memory and nostalgia, postcolonial nationalism, freedom and commitment, exile and return, as we navigate the complexities and developments of Arab cultural modernisms. Most primary texts will be read in Arabic with English translations offered when available. At least three years of Arabic (or equivalent) are required for enrollment.

COLT 1816. Cultures of Fascism.

It has often been stated that fascism, as a totalitarian political system, could not produce a culture of its own but only propaganda or at best ideology. In this course we will explore this proposition by exploring some of fascism's products in texts, film, art and architecture through the lens of critics and theorists of fascism such as Arendt, Benjamin, Kracauer, Gramsci, Bataille, Primo Levi (among others). Our focus will be on the Italian and German examples.

COLT 1970. Individual Independent Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COLT 1980. Group Independent Study.

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

COLT 1990. Senior Thesis Preparation.

Special work or preparation of honors theses under the supervision of a member of the staff. Open to honors students and to others. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COLT 2450. Exchange Scholar Program.**COLT 2520A. City (B)Lights: Interdisciplinary Approaches to the Study of the City.**

Literary texts from the U.S., England, France, and Germany, together with substantial readings in the social sciences and selected works of art and cinema. Intended as a laboratory for interdisciplinary studies in an expansive educational spectrum for humanities Ph.Ds.

COLT 2520B. Dark and Cloudy Words: Metaphor and Poetry.

An examination of the philosophical significance of metaphor and its literary function in poetry ranging from *makurakotoba* in the *Man'yōshū* to *kenningar* in Skaldic poetry, to the use of the trope in a number of modern poets. Critical writings include works by Aristotle, Ki no Tsurayuki, Shelley, Christine Brooke-Rose, Max Black, Donald Davidson, Paul Ricoeur, and Jacques Derrida.

COLT 2520C. Irony: Language and Failure.

A study in the trope of irony and the ways in which it complicates the possibility of understanding. Focus on Socratic irony, the dialogue, and Romantic irony. We will also consider the epistemological implications of irony and the role it plays in contemporary criticism. Readings from Plato, Quintilian, Diderot, Hegel, Schlegel, Kierkegaard, Baudelaire, Lukács, Booth, De Man, Rorty and Derrida.

COLT 2520D. The Literature of the Americas.

Forsaking the dominant Eurocentrism in comparative literary studies, this seminar will search for the common links between the diverse literatures of North and Latin America, approached in relation to one another rather than to "Old World" models. Authors to be considered include Margaret Atwood, Julio Cortázar, Carlos Fuentes, William Faulkner, Gabriel García-Márquez, Clarice Lispector, Machado de Assis, Toni Morrison and João Guimarães Rosa.

COLT 2520E. Dialectics of Word and Image.

Explores how proximities and interactions of text and image construct and complicate meaning. It brings together a constellation of theoretical and historical readings that have bearing on particular problems generated at the nexus of word and image. Readings by Horace, Abd al-Qahir Jurjani, Lévi-Strauss, Ricoeur, Derrida, Mitchell and others will anchor a cross-disciplinary investigation of European and non-European paradigms of the relationship between text and image in various literary and visual cultures since late antiquity. We will examine specific examples of the interaction between word and image in several Islamic manuscripts.

COLT 2520F. Theories of the Lyric.

Through readings of recent critical discussions of the lyric genre, we will explore more general methodological problems of literary theory. Questions to be raised include: the role of form, structure and tropes in analyzing poetry; problems of subjectivity and voice; the relation between poetry, history and politics; the function of reading; and the problematic "objectivity" of criticism. Readings from Jakobson, Benveniste, Jauss, Benjamin, Johnson, De Man, Lacoue-Labarthe, Agamben, Badiou and Derrida. Focus on poets Hölderlin, Baudelaire and Celan.

COLT 2540C. Romanticism and Cultural Property (ENGL 2560Y).

Interested students must register for ENGL 2560Y.

COLT 2540D. After Postmodernism: New Fictional Modes (ENGL 2760X).

Interested students must register for ENGL 2760X.

COLT 2540E. Political Romanticism (GRMN 2320E).

Interested students must register for GRMN 2320E.

COLT 2540F. Romanticism and Cultural Property (ENGL 2560Y).

Interested students must register for ENGL 2560Y.

COLT 2540M. Latin American Existential Literature (HISP 2520L).

Interested students must register for HISP 2520L.

COLT 2540N. Alexandrian Poetry (CLAS 2930A).

Interested students must register for CLAS 2930A.

COLT 2650A. Comparative Literature and Its Others.

Is there such a thing as comparative literacy? This course examines the history and practices of Comparative Literature as a major discipline, including its self conceptualizations, its relations with national literatures and with other disciplines, and its evolving methods of reading. Texts include literary as well as theoretical ones.

COLT 2650C. Romantic Theory: Theirs and Ours.

Recent criticism will serve as the point of departure for looking into the relation of literary criticism to its Romantic history. Emphasis on how "Romantic" problems inform contemporary criticism on such topics as periodization, literature and history, theory of symbol and allegory, and the relation between literature and philosophy. Texts will be selected from Benjamin, M.H. Abrahms, de Man, McGann, Lacoue-Labarthe and Nancy, Chase, et. al.; Fichte, Schelling, Coleridge, Wordsworth, Schlegel, Novalis.

COLT 2650D. Theory of Comparative Literature.

Designed to introduce students to some of the central theoretical issues that define the discipline of Comparative Literature through the study of twelve central texts in the field. We will begin with Erich Auerbach's foundational text *Mimesis*, and end with Gayatri Spivak's *Death of a Discipline*. In between the authors to be read and analyzed will be Bakhtin, Lukacs, Barthes, Derrida, DeMan, Jameson, Greenblatt and others. Open to graduate students, and to undergraduates by permission of the instructor.

COLT 2650E. Theory of Lyric Poetry.

No description available.

COLT 2650F. Irony.

A study of the trope of irony and its evaluation, especially in the Romantic tradition. Focus on the epistemological implications of irony and the role it plays in the philosophical tradition and in contemporary criticism. Readings from Plato, Hegel, Schlegel, Kierkegaard, Baudelaire, Lukács, Booth, De Man, Rorty and Derrida.

COLT 2650G. Literary Readings in Aesthetic Theory.

The seminar will examine not just the major themes but also the rhetorical complexities of a number of powerful texts in the history of aesthetic theory. Authors to be considered include Plato, Aristotle, Longinus, Burke, Kant, Hegel, Nietzsche, Heidegger, Benjamin, Adorno. Literary texts will be considered in conjunction with these texts, sometimes by way of famous arguments or exchanges (e.g., Heidegger and Staiger on Mörike).

COLT 2650H. On the Sublime (GRMN 2660A).

Interested students must register for GRMN 2660A.

COLT 2650N. Hamlet: Appropriation, Mediation, Theory (ENGL 2360X).

Interested students must register for ENGL 2360X.

COLT 2650T. Foundations of Literary Theory (POBS 2600C).

Interested students must register for POBS 2600C.

COLT 2650U. Theory, Technics, Religion (ENGL 2901K).

Interested students must register for ENGL 2901K.

COLT 2650V. Italian Theory: In and Out (HMAN 2400U).

Interested students must register for HMAN 2400U.

COLT 2650W. Vision and Visualization in Literature: The Rhetoric of Enargeia (CLAS 2110K).

Interested students must register for CLAS 2110K.

COLT 2650X. Police, Strike, Justice: Revisiting Walter Benjamin's "Critique of Violence" (GRMN 2662F).

Interested students must register for GRMN 2662F.

COLT 2720A. Advanced Practicum in Literary Translation.

Readings in theory of translation, and in monuments of literary translation from Renaissance times to the present, will be assigned to students needing further background in these areas. Students will each complete two projects: (1) by mid-semester, a critical treatment of a published translation or a comparison of such translations; (2) for the final seminar presentation and paper, the student's own translation into English from some literary text in a language familiar to the student.

COLT 2720B. Theory and Practice of Literary Translation.

Readings in the history and theory of translation from the Renaissance to the present, along with selected major examples of literature in English translation. Students will write two papers: (1) an analysis of a theoretical issue in translation, with ample attention to the historical context of that issue; and (2) either a discussion of an important translation as a criticism of the original work; or a critical comparison of several translations of an original work; or an annotated translation into English of a literary text from a language familiar to the student.

COLT 2720C. Literary Translation.

Study and practice of translation as art and a potent form of literary criticism. Translation is an act of interpretation, which informs the language of the translator and the text as a whole: context, intent, and language. Discussion will include the impact of cultural difference, tone and time on translation, and the role of analytical as well as intuitive understanding of the original in the translator's endeavor.

COLT 2720D. Translation: Theory and Practice.

This seminar will address the theory and practice of translation, and their place in the Humanities. Essays by translators, authors and scholars will be drawn from a range of contexts, as will literary and historical texts. Each participating student will work on a substantial translation project over the course of the semester. The seminar is a requirement for students completing the Department of Comparative Literature's Graduate Certificate in Translation Studies. Open only to graduate students.

COLT 2820A. New Directions for Comparative Literature.

In this seminar we will read a number of recent critical and theoretical works (not limited to the humanities) which may fruitfully suggest new directions for literary studies. Our readings may include topics such as the new history of capitalism, sociological approaches to the modern choice architecture of emotions, recent philosophy of science, border studies and migration, decolonization, ecocriticism and public humanities. Participants will be expected to contribute to the syllabus according to their own research interests.

COLT 2820B. Fiction and History.

Focuses on how the historical fiction that has flourished over the past three decades challenges the notions of objectivity and totalization, while providing alternative viewpoints for the reconstruction and reinterpretation of the past. Authors to be considered include E. L. Doctorow, Gabriel García-Marquez, Günter Grass, José Saramago, Isabel Allende, Lidia Jorge, Coover. Attention will also be paid to theoretical texts by Hayden White, Dominick LaCapra, Walter Benjamin, Linda Hutcheon, and Roger Chartier.

COLT 2820D. The "Tenth Muse" Phenomenon.

The texts and contexts of women writing in English, Spanish and French, during the sixteenth and especially seventeenth centuries. Often dubbed "Tenth Muses," these first early modern women writers to gain public prominence wrote iconoclastic texts and/or epitomized socially sanctioned scripts for women. Authors include: Anne Bradstreet, Margaret Lucas Cavendish, Sor Juana, Mme de Lafayette, Maria de Zayas.

COLT 2820E. What was Enlightenment?

Emphasizes two of the Enlightenment's most durable artists-Mozart and Jane Austen-situating them in the context of other writers of their times (such as Kant, Casanova, and Adam Smith) and modern appropriations of their work (in criticism and performance). Sub-themes are desire, reason, education, and forms of otherness. Class hours include viewing time.

COLT 2820F. Latin America and Theory.

Explores the engagement of Latin American literature and criticism with non-Latin American bodies of literary and cultural theory (including poststructuralism, postcolonialism, postmodernism and cultural studies), addressing tensions between the autochthonous production of theoretical frameworks and their import from other contexts. Readings include the Latin American Subaltern Studies group, *Revista de Crítica Cultural*, Rama, García Canclini, Sarlo, Richard and current new media theorists. Open to graduate students and qualified seniors.

COLT 2820H. The Politics and Aesthetics of Masochism.

Masochism is defined as a, aestheticized positive, consensual investment in power relations. As such, it directly engages the relationship between politics and aesthetic forms, but as a sexualized relationship. Masochism articulates relations of gender in ways that seem to challenge traditional structures. Readings include novels and films, as well as theoretical engagements with masochism.

COLT 2820I. Literature and the State of Exception.

This course takes as its point of departure Walter Benjamin's famous diagnosis of modernity as a paradoxical condition under which the exception has become the rule. We will consider the aesthetic and political implications of such a state of exception in nineteenth-century literature. Authors include Baudelaire, DeQuincey, Arnold, Melville, Whitman, Benjamin, Derrida, Nancy and Agamben.

COLT 2820L. Moderns and Primitives.

Major writers, artists, and theorists of European modernism put a new emphasis on the status of primitive society and archaic pre-history. We will consider the works of Durkheim, Eliot, Joyce, Picasso, and others with reference to the anthropology and ethnography of their period, and to subsequent post-colonial critique and controversy.

COLT 2820M. Discourses of the Senses.

A comparative study of a variety of discourses dealing with the relation among the senses, the arts, and the problems of comparativity, interdisciplinarity, and intermediality. Topics will include ekphrasis, synaesthesia, mysticism and the theory of correspondence, the Gesamtkunstwerk, and the limits between media. Readings from Condillac, Lessing, Kant, Swedenborg, the German Romantics, Baudelaire, Wagner, Balzac, Lacoue-Labarthe, Nancy, Panofsky, Tschumi and others.

COLT 2820N. City (B)Lights.

Interdisciplinary explorations of the modern urban experience featuring social sciences, literature and film. Convergences and differences in the presentation of urban life in literature, film, the visual arts, urban planning, and social sciences, including sociology, political economy, urban ecology. City populations, bureaucracy, power groups, alienation, urban crowds, the city as site of the surreal, are central themes. Against the background of classic European urban images. American cities and literary works are foregrounded.

COLT 2820O. Jacques Derrida's of Grammatology.

This course is an introduction to the thought of the French philosopher Jacques Derrida. We will focus on his most important work, his "Grammatology", though a series of some of his essays will also be part of the readings. Other readings will include the works of authors crucial to Derrida's thought and to an understanding of the "Grammatology": Heidegger, Nietzsche, Freud, Saussure, Rousseau and Levi-Strauss.

COLT 2820P. Aesthetics and the Eighteenth Century Subject.

The debates about taste, judgment, beauty, sentiment, and sensation in the eighteenth century gave rise to the discourse of aesthetics as we know it today, but they also exerted a powerful influence on how knowledge, virtue, and subjectivity were imagined in the post-enlightenment period. In this course, we will examine some of the founding texts of aesthetic theory from the era (including Locke, Smith, Burke, Lessing, and Kant), and then turn to consider how aesthetic questions informed and were taken up by Goethe's narrative of subject-formation in his Bildungsroman, Wilhelm Meister's Apprenticeship. In English.

COLT 2820Q. Culture and Politics in Cuba and the Caribbean.

Complicating standard narratives about intellectuals and the Cuban Revolution, explores writings whose relationship to the state is neither affirmative nor oppositional. Focusing on journals and on recent work in cultural theory, history, anthropology, and political science, addresses the evolution and potential of civil society; articulations of marginality; revisions of socialism and the Soviet legacy; and the mobility of theory. Spanish required.

COLT 2820R. Postcolonial Melancholia.

Figures of loss and defeat proliferate widely in the accounts of colonization, national liberation, and decolonization in South Asia, Africa, the Arab world, and the Americas. We will attend to the particularity of loss by juxtaposing readings in literature and postcolonial theory with readings on mourning and melancholia, drawn from a range of disciplines.

COLT 2820S. Poetry after Kant.

Begins with the intensive study of a selection of writings by Immanuel Kant focused especially on force and conflict in politics and aesthetics. This study, along with relevant readings from more recent work, will provide the basis for an approach to this topic in nineteenth-century poetry. Readings of Kant (*Critique of Judgment*, "Toward Eternal Peace," *The Conflict of the Faculties*), Walter Benjamin, Jacques Derrida, and Giorgio Agamben and will lead to several "case studies" of nineteenth-century poetry, including works by Friedrich Hölderlin, Charles Baudelaire, and Matthew Arnold.

COLT 2820T. Universals.

Explores the status of universals in classical, Hellenistic, Scholastic, and Renaissance metaphysics. Also explores the literary implications of this philosophical problem. Readings include Plato, Aristotle, Chrysippus, Augustine, Cicero, Seneca, Abelard, Avicenna, Aquinas, Scotus, Ficino, Cusanus, Pico, and Suárez.

COLT 2820U. Literature and Judgment.

Investigates the intersections between acts of literature and acts of judgment, between language and the law. How is literature to be judged, when is it "good" or "bad"? Does literature lie, and if so, does it matter? Does it hide a crime? And, in turn: does literature provide its own particular kind of judgment, one that may make evident the very fictional status of the law? Readings span from the Bible to contemporary post-colonial readings (Rousseau, Tolstoy, Zola, Freud, Kafka, Arendt, Benjamin, Henry James, Primo Levi, Coetzee, Sadegh Hedayat).

COLT 2820V. Nietzsche, Foucault, Latour (ENGL 2900K).

Interested students must register for ENGL 2900K.

COLT 2820W. Ethical Turns (ENGL 2900N).

Interested students must register for ENGL 2900N.

COLT 2820X. Things Not Entirely Possessed: Romanticism and History (ENGL 2561B).

Interested students must register for ENGL 2561B.

COLT 2821C. From Hegel to Nietzsche: Literature as/and Philosophy (GRMN 2660O).

Interested students must register for GRMN 2660O.

COLT 2821L. Postcoloniality and Globalism (ENGL 2900Z).

Interested students must register for ENGL 2900Z.

COLT 2821S. Historical Form.

This class explores comparative literary approaches to historical narrative, especially in the context of recent work in transnational studies. Questions to be considered will include: what are the implications of transnational and postcolonial historiography for the formal study of historical writing and knowledge? What are the aesthetic resources of non-European traditions for narrative analysis? What tropes and spatiotemporal frameworks do writers use to narrate the connected past?

COLT 2821Z. Objects of (and in) Animation (MCM 2120H).

Interested students must register for MCM 2120H.

COLT 2822A. War.

More than a century ago, the mass scale of modern industrial warfare seemed to mark a break in Western philosophy and literature. Innovative theoretical analyses and a new, self-conscious genre of "war poetry" emerged to engage with the consequences of the mass slaughter, concerned with such topics as nihilism, the limits of empathy, and the discontinuity of experience. These issues only intensified after the Second World War and have remained pressing. We will read representative texts from the First World War to the present, exploring such issues as the linguistic representation of war, the problem of visibility, and the civilian-military divide.

COLT 2822B. Introduction to Italian Studies (ITAL 2100).

Interested students must register for ITAL 2100.

COLT 2822C. What Is Called Thinking? On Critical Styles (GRMN 2661T).

Interested students must register for GRMN 2661T.

COLT 2822K. Virgil's Aeneid (LATN 2010E).

Interested student must register for LATN 2010E.

COLT 2822O. Literature and Philosophy: Case Studies of a Vexed Relationship (GRMN 2662Q).

Interested students must register for GRMN 2662Q.

COLT 2822R. Metals, Mining, and Jewelry: Making the World Anew (HMAN 2402D).

Interested students must register for HMAN 2402D.

COLT 2822T. Book-Objects (HISP 2351E).

Interested students must register for HISP 2351E.

COLT 2822V. Orientalism (HIST 2982A).

Interested students must register for HIST 2982A.

COLT 2822W. Critical Disability Studies (Medieval and Early Modern) (HISP 2520T).

Interested students must register for HISP 2520T.

COLT 2830C. Literature and the Arts.

An investigation of the discourse of the arts in the modern European tradition. Topics include the relation between the Ancients and the Moderns, evaluations of the possibilities and limitations of differing media, the role of language in discussions of the "other" arts, and conceptions of synaesthesia and correspondence. Texts selected from Perrault, Winckelmann, Lessing, Diderot, Rousseau, Kant, Hegel, Hoffman, Baudelaire, and others.

COLT 2830F. Walter Benjamin and Modern Theory.

An intensive reading of selected essays by Walter Benjamin on language, literature, aesthetics, and politics will be paired up with the study of the interpretation and impact of this work on contemporary work in literary theory and philosophy. In addition to Benjamin, we will also read Jacques Derrida, Philippe Lacoue-Labarthe, Samuel Weber, Giorgio Agamben, and Peter Fenves. German and/or French helpful but not required. Open to graduate students only.

COLT 2830H. Cultural Translation: Theory and Practice.

Across a range of disciplines, "cultural translation" today stands for the dynamic interactions among cultures. Derived from cultural anthropology and linguistic translation, the metaphor of translation (already a metaphor: trans+latere, to bear across) is used increasingly to analyze how cultures are transmitted through the operations of colonial expansion, diaspora and immigration. Though cultural globalization is assumed to be a 20th century phenomenon, the result of an expansion and acceleration in the movement and exchange of ideas, commodities and capital, this seminar considers a longer historical frame for understanding cultural competition. Theoretical texts including Schleiermacher, Jakobson, Benjamin, Derrida, Spivak, and a "case study," Shakespeare.

COLT 2830I. Histories of the Early Modern Body.

This seminar considers the production of knowledge about the body in the early modern period. The institution of science and how the emerging "science" of the body was visualized; discourses of the erotic, the scientific and the religious; the body in varied cultural performances including the blason, devotional texts, erotica, drama etc. Texts include theoretical work on gender and sexuality. Open to graduate students only.

COLT 2830L. Economies of the Visual (The Reverse of Images).

In *The Time-Image*, Deleuze wrote: "Money is the reverse of all the images that the cinema shows and edits on the obverse, so that films about money are already, if implicitly, films within the film or about the film." What are the implications of this sentence for the economy of images (what Susan Buck-Morss terms their *iconomy*)? From *The Big Store* (Marx Brothers) to Peter Jackson's *King Kong*, we will trace various mobilizations of the gaze, leading from the proto-cinematographic elevators and escalators to the actual developments of eye-tracking technologies, allowing for an increasing commodification of the gaze itself.

COLT 2830P. The History of Wonder in Colonial Spanish American *Lettres* (HISP 2350H).

Interested students must register for HISP 2350H.

COLT 2830Q. Augustan Literature and Egypt (LATN 2090I).

Interested students must register for LATN 2090I.

COLT 2830S. Grounds of Comparison: Approaching the Humanities from "Elsewhere" (HMAN 2402F).

Interested students must register for HMAN 2402F.

COLT 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COLT 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Center for Computation and Visualization

The Center for Computation and Visualization (CCV) strives to build and foster an environment that enables teaching, learning, research, and creative undertakings that involve and rely on the use and development of advanced computing and visualization technology. CCV provides high-performance computing, highly reliable research data storage, visualization resources, physical and virtual server hosting, high-performance backup and archival services, as well as outstanding collaborative scientific support to empower computational research, scholarship, creativity, and innovation for the entire Brown community.

The computing platform comprises a 700+ high performance computing node system, some with extra large memory and some with GPUs for accelerated computing, for a total core count of over 7,000, and peak

performance of roughly 125 Teraflops. A GPFS parallel filesystem provides roughly 400 Terabytes of disk storage and 40 Gigabits per second Infiniband connectivity is used for all parallel applications messaging and I/O. The storage system is integrated with a 2 Petabyte Tivoli TSM backup/archival system. CCV also maintains a high end visualization lab with large scale immersive visualization capabilities. This includes a fully immersive 360 degree YURT, a 3-wall Cave system, and a multi-projector stereo flat display wall. Custom visualization solutions for software and hardware needs are available.

For additional information please visit the center's website at: <http://www.ccv.brown.edu/>.

Center for Computational Molecular Biology

The prime intellectual mission of Brown University's Center for Computational Molecular Biology (CCMB) (<https://www.brown.edu/academics/computational-molecular-biology/>) is to promote the development, implementation and application of analytical and computational methods to foundational questions in the biological and medical sciences. The research programs of the Core Faculty in CCMB lie fundamentally at the intersection of computer science, evolutionary biology, mathematics, and molecular and cellular biology.

Biological questions that currently unite the CCMB Core and Associate Faculty are: How do genotypes and genes interact to produce phenotypes, and how does this happen from womb to tomb? What drives the formation, maintenance and evolutionary transformations of communities of organisms over time? Quantitative questions that currently unite the CCMB faculty are: how can we design powerful algorithms to make sense of the sea of data produced in the genomic era? What principles are required for a theoretical framework to completely model cellular systems?

The research challenges at the heart of CCMB are a rich source of mathematical problems motivated by the complex nature of genomes, disease processes and evolutionary relationships. These challenges are both multi-scale (with units of interest ranging from molecules to communities of organisms) and large-scale (data-intensive, due to advances in sequencing technologies). Thus, CCMB rounds out the broader landscape of research in methodological development at Brown University by partnering with and complementing the Data Science Initiative (<https://www.brown.edu/initiatives/data-science/>) and the Brown Center for Biomedical Informatics. (<https://www.brown.edu/academics/medical/about-us/research/centers-institutes-and-programs/biomedical-informatics/>)

In addition to these research interests, CCMB Faculty members are actively involved in the operation of Brown's NIH-funded COBRE Center for the Computational Biology of Human Disease (<https://www.brown.edu/research/projects/computational-biology-of-human-disease/>), and administer both an undergraduate concentration (<https://www.brown.edu/academics/computational-molecular-biology/courses-study/>) and an interdisciplinary doctoral program (<https://www.brown.edu/academics/computational-molecular-biology/courses-study/>) in Computational Biology. This is a short video about our Ph.D. program in Computational Biology (<https://www.youtube.com/watch?v=p3zBdW-ENTU>).

Computational Biology Concentration Requirements

Computational biology involves the analysis and discovery of biological phenomena using computational tools, and the algorithmic design and analysis of such tools. The field is widely defined and includes foundations in computer science, applied mathematics, statistics, biochemistry, molecular biology, genetics, ecology, evolution, anatomy, neuroscience, and visualization.

Students may pursue a Bachelor of Arts or a Bachelor of Science. Students pursuing the ScB have the option of electing a concentration in Computational Biology with one of three focus areas: Computer Sciences, Biological Sciences, or Applied Mathematics & Statistics. Both programs

require a senior capstone experience that pairs students and faculty in creative research collaborations.

Standard program for the A.B. degree

Please see the bottom of the page for more information regarding the University Writing Requirement, the Capstone Experience, and the Computational Biology Honors Program.

Standard program for the A.B. degree

Please review the footnotes for clarifying details and see the bottom of the page for more information regarding the Capstone Experience and the Computational Biology Honors Program.

Prerequisites (0-3 courses)

Students must complete or place out of these prerequisites.

MATH 0100	Single Variable Calculus, Part II	
or MATH 0170	Single Variable Calculus, Part II (Accelerated)	
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians	
or MATH 0180	Multivariable Calculus	
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
BIOL 0200	The Foundation of Living Systems	
General Core Requirements: Biology		2
BIOL 0470	Genetics	
BIOL 0280	Biochemistry	
or BIOL 0500	Cell and Molecular Biology	
General Core Requirements: Chemistry		1
CHEM 0330	Equilibrium, Rate, and Structure	
or CHEM 0350	Organic Chemistry I	
General Core Requirements: Computer Science		2
Choose one of the following groupings of introductory courses:		
Group A		
CSCI 0111	Computing Foundations: Data and Program Design with Data Structures and Algorithms	
& CSCI 0200		
Group B		
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms	
& CSCI 0200		
Group C		
CSCI 0170	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms	
& CSCI 0200		
Group D		
CSCI 0190	Accelerated Introduction to Computer Science and Program Design with Data Structures and Algorithms (or any full-credit computer science course above CSCI 0190)	
& CSCI 0200		
General Core Requirements: Probability & Statistics²		1
APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
or MATH 1210	Probability	
Comp Bio Core Course Requirements		4
CSCI 1810	Computational Molecular Biology	
APMA 1080	Inference in Genomics and Molecular Biology ²	

AND two of the following:	
APMA 1070	Quantitative Models of Biological Systems
APMA 1660	Statistical Inference II
APMA 1690	Computational Probability and Statistics
BIOL 1222A	Current Topics in Functional Genomics
BIOL 1430	Foundations of Population Genetics
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data
BIOL 1525	Pathogenomics: Analysis, interpretation and applications of microbial genomes
BIOL 1545	Human Genetics and Genomics
BIOL 1555	Methods in Informatics and Data Science for Health
BIOL 1575	Evaluation of Health Information Systems
CSCI 1420	Machine Learning
CSCI 1470	Deep Learning
CSCI 1820	Algorithmic Foundations of Computational Biology
PHP 1510	Principles of Biostatistics and Data Analysis
PHP 1560	Using R for Data Analysis
Additional 1000+ level course with concentration advisor approval	
Capstone Experience	1
Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision (i.e: BIOL 1950/1960, CSCI 1970, APMA 1970). The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor resulting in an advanced research project or a 2000-level Computational Biology course that covers an advanced topic within the Computational Biology field and includes an advanced research component.	
Total Credits	11

¹ These courses are prerequisites for APMA 1655. Students who matriculate in or after Fall 2025 will be required to take APMA 1655 as a prerequisite for APMA 1080 and will therefore need to complete or place out of one of these courses.

² APMA 1655 will be a prerequisite for APMA 1080 starting in Fall 2025. Current concentrators (as of Spring 2025) may still take APMA 1080 with APMA 1650 as their prerequisite but APMA 1655 is encouraged. Students matriculating in Fall 2025 or later will need to take APMA 1655 before taking APMA 1080.

³ Some 2000-level courses are not available to undergraduate students due to department restrictions but have 1000-level equivalents (such as BIOL 1545/2545) that can count for capstone credit with approval from the instructor and the student's faculty advisor. Please reach out to the CCMB Academic Programs Coordinator for more information.

Capstone Experience:

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision. The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor, or a 2000-level Computational Biology course.

Honors:

In order to be considered a candidate for honors, students will be expected to maintain an outstanding record. Students must have a majority of

either As or S with distinction grades in concentration courses. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters semesters, of reading and research with a CCMB faculty member or approved advisor. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters of reading and research with a CCMB faculty member or approved advisor.

Students seeking honors are advised to choose a Thesis Advisor prior to the end of their Junior year. Students must complete the Comp Bio Honors Registration form (<https://docs.google.com/forms/d/e/1FAIpQLSe5jZSlwNdZqCFOWTPVQN7PQUM1aMmrZOOdLxox9DVuCjkDZw/viewform/>) and submit their honors proposal to ccmb@brown.edu by the first Friday in October of their senior year. Students must submit a honors thesis in April of their senior year and present a public defense of their theses to the CCMB community. More information about the honors guidelines and deadlines can be found here: https://ccmb.brown.edu/academics/undergraduate-program/honors-designation. Any deviation from these rules must be approved by the director of undergraduate studies, in consultation with the student's advisor.

Standard program for the Sc.B. degree

Please see the bottom of the page for more information regarding the University Writing Requirement, the Capstone Experience, and the Computational Biology Honors Program.

Standard program for the Sc.B. degree

Please review the footnotes for clarifying details and see the bottom of the page for more information regarding the Capstone Experience and the Computational Biology Honors Program.

Prerequisites (0-3 courses)

Students must complete or place out of these prerequisites.	
MATH 0100	Single Variable Calculus, Part II (or equivalent)
or MATH 0170	Single Variable Calculus, Part II (Accelerated)
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory
BIOL 0200	The Foundation of Living Systems (or equivalent)

General Core Course Requirements: Biology		2
BIOL 0470	Genetics (prerequisite BIOL 0200 or equivalent)	
BIOL 0280	Biochemistry	
or BIOL 0500	Cell and Molecular Biology	
General Core Requirements: Chemistry		1
CHEM 0330	Equilibrium, Rate, and Structure	
or CHEM 0350	Organic Chemistry I	
General Core Requirements: Computer Science		3
CSCI 0220	Introduction to Discrete Structures and Probability	

AND complete one of the following groupings of introductory courses:

Group A	
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms
Group B	
CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms
Group C	

CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms	
Group D		
CSCI 0190 & CSCI 0200	Accelerated Introduction to Computer Science and Program Design with Data Structures and Algorithms (or any full-credit computer science course above CSCI 0190)	
General Core Requirements: Probability & Statistics²		1
APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	
or CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	
or MATH 1210	Probability	
General Core Requirements: Computational Biology		2
APMA 1080	Inference in Genomics and Molecular Biology ²	
CSCI 1810	Computational Molecular Biology	
Six Courses in One Track		6
Choose one of 3 tracks: Computer Science, Biological Sciences, or Applied Mathematics and Statistics. See track requirements below.		
Capstone Experience		1
Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision (i.e: BIOL 1950/1960, CSCI 1970, APMA 1970). The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor resulting in an advanced research project or a 2000-level Computational Biology course that covers an advanced topic within the Computational Biology field and includes an advanced research component. ³		
Total Credits		16

¹ These courses are prerequisites for APMA 1655. Students who matriculate in or after Fall 2025 will be required to take APMA 1655 as a prerequisite for APMA 1080 and will therefore need to complete or place out of one of these courses.

² APMA 1655 will be a prerequisite for APMA 1080 starting in Fall 2025. Current concentrators (as of Spring 2025) may still take APMA 1080 with APMA 1650 as their prerequisite but APMA 1655 is encouraged. Students matriculating in Fall 2025 or later will need to take APMA 1655 before taking APMA 1080.

³ Some 2000-level courses are not available to undergraduate students due to department restrictions but have 1000-level equivalents (such as BIOL 1545/2545) that can count for capstone credit with approval from the instructor and the student's faculty advisor. Please reach out to the CCMB Academic Programs Coordinator for more information.

Tracks

Please review the prerequisites required for the courses below in CAB. Students should also be aware of the requirements for enrolling in a given CSCI course, which can be found on the Computer Science website.

Computer Science Track:

Three of the following:		3
CSCI 1230	Introduction to Computer Graphics	
CSCI 1270	Database Management Systems	
CSCI 1411	Foundations of AI	

CSCI 1420	Machine Learning	
CSCI 1430	Computer Vision	
CSCI 1470	Deep Learning	
CSCI 1820	Algorithmic Foundations of Computational Biology	
CSCI 2952G	Deep Learning in Genomics	
or other 1000+ level Computer Science course approved by the concentration advisor.		
Three of the following:		3
APMA 1070	Quantitative Models of Biological Systems	
APMA 1660	Statistical Inference II	
APMA 1690	Computational Probability and Statistics	
BIOL 1430	Foundations of Population Genetics	
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data	
BIOL 1555	Methods in Informatics and Data Science for Health	
CPSY 1492	Computational Cognitive Neuroscience	
CSCI 0320 & CSCI 0330	Introduction to Software Engineering and Introduction to Computer Systems ¹	
CSCI 1550	Probabilistic Methods in Computer Science	
CSCI 1570	Design and Analysis of Algorithms	
PHP 1510	Principles of Biostatistics and Data Analysis	
PHP 1560	Using R for Data Analysis	
or another 1000+ level computational course approved by the concentration advisor.		
Total Credits		6

¹ Both CSCI 0320 and CSCI 0330 need to be taken to fulfill one of the six course requirements in this track.

Biological Sciences track

At least four 1000+ level courses comprising a coherent theme related to Computational Biology. Examples of themes include: Biochemistry, Ecology, Evolution, Genomics, Immunology, or Neurobiology. Other themes can be approved by your concentration advisor.

AND two courses from the following:		2
APMA 1660	Statistical Inference II	
APMA 1690	Computational Probability and Statistics	
BIOL 1222A	Current Topics in Functional Genomics	
BIOL 1250	Host-microbiome Interactions in Health and Disease	
BIOL 1430	Foundations of Population Genetics	
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data	
BIOL 1525	Pathogenomics: Analysis, interpretation and applications of microbial genomes	
CSCI 1420	Machine Learning	
CSCI 1470	Deep Learning	
CSCI 1820	Algorithmic Foundations of Computational Biology	
PHP 1560	Using R for Data Analysis	
or other 1000+ level Computational Biology course approved by concentration advisor.		
Total Credits		6

Applied Mathematics & Statistics Track:

At least three courses from the following:

3

APMA 0350 & APMA 0360	Applied Ordinary Differential Equations and Applied Partial Differential Equations I ¹	
APMA 1070	Quantitative Models of Biological Systems	
APMA 1660	Statistical Inference II	
APMA 1690	Computational Probability and Statistics	
APMA 1740	Recent Applications of Probability and Statistics	
PHP 1510	Principles of Biostatistics and Data Analysis	
PHP 1560	Using R for Data Analysis	
At least three of the following:		3
BIOL 1222A	Current Topics in Functional Genomics	
BIOL 1430	Foundations of Population Genetics	
BIOL 1435	Computational Methods for Studying Demographic History with Molecular Data	
BIOL 1555	Methods in Informatics and Data Science for Health	
CSCI 1411	Foundations of AI	
CSCI 1420	Machine Learning	
CSCI 1470	Deep Learning	
CSCI 1820	Algorithmic Foundations of Computational Biology	
PHP 1855	Infectious Disease Modeling	
or other 1000+ level Computational Biology course approved by concentration advisor.		
Total Credits		6

¹ Students must take both courses in this set (APMA 0350 & APMA 0360) to fulfill one of the six course requirements.

Capstone Experience:

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision. The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor, or a 2000-level Computational Biology course.

Honors:

Honors:

In order to be considered a candidate for honors, students will be expected to maintain an outstanding record. Students must have a majority of either As or S with distinction grades in concentration courses. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters semesters, of reading and research with a CCMB faculty member or approved advisor. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters of reading and research with a CCMB faculty member or approved advisor.

Students seeking honors are advised to choose a Thesis Advisor prior to the end of their Junior year. Students must complete the Comp Bio Honors Registration form and submit their honors proposal to ccmb@brown.edu by the first Friday in October of their senior year. Students must submit a honors thesis in April of their senior year and present a public defense of their theses to the CCMB community. More information about the honors guidelines and deadlines can be found here: <https://ccmb.brown.edu/academics/undergraduate-program/honors-designation>. Any deviation from these rules must be approved by the director of undergraduate studies, in consultation with the student's advisor.

Computational Biology Graduate Program

The Center for Computational Molecular Biology (CCMB) offers Ph.D. degrees in Computational Biology to train the next generation of scientists to perform cutting edge research in the multidisciplinary field of Computational Biology. During the course of their Ph.D. studies students will develop and apply novel computational, mathematical, and statistical techniques to problems in the life sciences. Students in this program must achieve mastery in three areas - computational science, molecular biology, and probability and statistical inference - through a common core of studies that spans and integrates these areas.

The Ph.D. program in Computational Biology draws on course offerings from the disciplines of the Center's Core faculty members. These areas are Applied Mathematics (APMA), Computer Science (CS), the Division of Biology and Medicine (BioMed), Brown Center for Biomedical Informatics (BCBI), and the School of Public Health/Biostats (SPH). Our faculty and Director of Graduate Studies (DGS) work with each student to develop the best plan of coursework and research rotations to meet the student's goals in their research focus and satisfy the University's requirements for graduation.

Applicants should state a preference for at least one of these areas in their personal statement or elsewhere in their application. In addition, students interested in the intersection of Applied Mathematics and Computational Biology are encouraged to apply directly to the Applied Mathematics Ph.D. program (<http://www.brown.edu/academics/applied-mathematics/graduate/>), and also to contact relevant CCMB faculty members (<https://www.brown.edu/academics/computational-molecular-biology/about/people/faculty-and-staff/>).

Our PhD program assumes the following prerequisites: mathematics through intermediate calculus, linear algebra and discrete mathematics, demonstrated programming skill, and at least one undergraduate course in chemistry and in molecular biology. Exceptional strengths in one area may compensate for limited background in other areas, but some proficiency across the disciplines must be evident for admission.

- Ph.D. Program Overview & Handbook (https://www.brown.edu/academics/computational-molecular-biology/sites/brown.edu/academics/computational-molecular-biology/files/uploads/Comp%20Bio%20Ph.D.%20Program%20requirements%20%26%20handbook_1.pdf) (pdf file)
- FAQ (<http://brown.edu/academics/computational-molecular-biology/frequently-asked-questions/>)

The application process to the CCMB graduate program is run through the Graduate School (<http://www.brown.edu/academics/gradschool/>)

Computer Science

Since our inception in 1979, the Computer Science Department at Brown has forged a path of innovative information technology research and teaching at both the undergraduate and graduate levels. From our modest beginnings as an interest group within the Divisions of Applied Mathematics and Engineering in the 1960s to its current stature as one of the nation's leading computer science programs, the Computer Science Department has continuously produced prominent contributors in the field. Computer Science combines the intellectual challenge of a new discipline with the excitement of an innovative and rapidly expanding technology. The department resides in Brown's Center for Information Technology; this striking building houses many of the university's computing activities, as well as the department's instructional computing facilities and research labs. Faculty, staff and students are provided state-of-the-art computing facilities.

We are a diverse community of scholars engaged in all aspects of research, teaching and mentoring in computer science and its related interdisciplinary disciplines. Realizing the importance of computing and algorithmic thinking in so many scientific, social and technological endeavors, we collaborate extensively with colleagues in archaeology, applied mathematics, biology, cognitive and linguistic sciences, economics, engineering, mathematics, medicine, physics and neuroscience.

Our undergraduate offerings reflect the department's multidisciplinary orientations, with joint concentrations in mathematics, applied mathematics, computational biology and economics. We have strong undergraduate research groups and a long history of involving undergraduates in projects that span disciplinary boundaries.

For additional information, please visit the department's website: (<https://www.cs.brown.edu/>)<https://www.cs.brown.edu/> (<http://www.cs.brown.edu/>)

Computer Science Concentration Requirements

Computer science is now a critical tool for pursuing an ever-broadening range of topics, from outer space to the workings of the human mind. In most areas of science and in many liberal arts fields, cutting-edge work depends increasingly on computational approaches. The undergraduate program at Brown is designed to combine breadth in practical and theoretical computer science with depth in specialized areas. These areas range from traditional topics, such as analysis of algorithms, artificial intelligence, databases, distributed systems, graphics, mobile computing, networks, operating systems, programming languages, robotics and security, to novel areas including games and scientific visualization.

Our requirements are built on a core set of foundation courses, each representing an essential area within computer science. Concentrators choose the upper-level courses that align with their interests. Students may not use more than two CSCI 1970 courses to complete the requirements for the Sc.B. and one CSCI 1970 course for the A.B. requirements.

For up-to-date information on our concentration requirements please see <https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-requirements-2024>. Please see <https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/> for additional information regarding our concentration requirements (including allowed substitutions and policies).

Requirements for the Standard Track of the Sc.B. degree

Requirements for the Standard Track of the Sc.B. degree

Prerequisites (0-3 courses)

Calculus prerequisite: students must complete or place out of second semester calculus.

MATH 0100	Single Variable Calculus, Part II
or MATH 0170	Single Variable Calculus, Part II (Accelerated)
or MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)

Concentration Requirements

Core-Computer Science:

Select one of the following introductory course Series: 2

Series A

CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms

Series B

CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms

Series C

CSCI 0190	Accelerated Introduction to Computer Science

AND

an additional CS course numbered 200 or above not otherwise used to satisfy a concentration requirement; this course may be CSCI 0200, a Foundations course, or a 1000-level course.

Series D ¹

CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms

Introductory Math Foundations 1

CSCI 0220	Introduction to Discrete Structures and Probability
or MATH 1530	Abstract Algebra

Foundations Courses

ScB students must take one course from each foundation area.

Foundations Areas

a. Algorithms/Theory Foundations 1

CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction

b. AI/Machine Learning/Data Science Foundations 1

CSCI 0410	Foundations of AI

c. Systems Foundations, Concentration credit for only one of 300/330 1

CSCI 0300	Fundamentals of Computer Systems
or CSCI 0330	Introduction to Computer Systems

CSCI Electives 5

Five CSCI courses at the 1000 level ²

Four Additional Electives. These can include: 4

CSCI 0320	Introduction to Software Engineering
1000-level and 2000-level CSCI courses (no more than three non-technical courses as defined in concentration handbook)	
Linear algebra (MATH 0520, MATH 0540, or APMA 0260)	

Up to three approved 1000-level courses outside of CS (see the concentration handbook for the current list. Note that concentration credit for only one APMA 1650, 1655).

Capstone

A capstone taken in the senior year (from the list of approved capstone courses in the concentration handbook). The capstone may also be used to satisfy another requirement.

Total Credits 15

¹ Students wishing to go directly from CSCI 0111 to CSCI 0200 will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200.

² None of these can be CS non-technical courses. The list is in the concentration handbook. [<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>]

Requirements for the Professional Track of the both the Sc. B. and A.B. degrees.

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Honors in CS requires a two-semester research project (including writeup and presentation) during the last two semesters. In addition, honors candidates must have earned A's or S-with-distinction in 2/3 (rounding up) of the courses used towards the concentration, excluding introductory-sequence courses (CS courses numbered 0200 or below) and the calculus prerequisite. See the department's honors webpage (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/honors/>) for more details.

Requirements for the Standard Track of the A.B. degree

Concentration Requirements (10 courses)

Core Computer Science:

Select one of the following series:

2

Series A

CSCI 0150 & CSCI 0200 Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms

Series B

CSCI 0170 & CSCI 0200 Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms

Series C

CSCI 0190 Accelerated Introduction to Computer Science

AND

An additional CS course 200 or above not otherwise used to satisfy a concentration requirement; this course may be CSCI 0200, a Foundations course, or a 1000-level course.

Series D ¹

CSCI 0111 & CSCI 0200 Computing Foundations: Data and Program Design with Data Structures and Algorithms

Introductory Math Foundations

1

CSCI 0220 Introduction to Discrete Structures and Probability

Foundations Courses

AB students must take one course from each foundation area

Foundation Areas

a. Algorithms/Theory Foundations

1

CSCI 0500 Data Structures, Algorithms, and Intractability: An Introduction

b. AI/Machine Learning/Data Science Foundations

1

CSCI 0410 Foundations of AI

c. Systems Foundations

1

CSCI 0300 Fundamentals of Computer Systems
or CSCI 0320 Introduction to Software Engineering
or CSCI 0330 Introduction to Computer Systems

CSCI Electives

2

Two CSCI courses at the 1000 level. ²

Two additional electives. These can include:

2

CSCI 0320 Introduction to Software Engineering (if not used towards System Foundations)

1000-level and 2000-level CSCI courses (at most one can be a non-technical course as defined in concentration handbook).

Linear algebra (MATH 0520, MATH 0540, or APMA 0260)

One approved 1000-level course outside of CS (see the concentration handbook for the current list)

Capstone

A capstone taken in the senior year (from the list of approved capstone courses in the concentration handbook). The capstone may also be used to satisfy another requirement.

Total Credits

10

¹ Students wishing to go directly from CSCI 0111 to CSCI 0200 will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200.

² Neither of these can be non-technical courses. The list is in the concentration handbook. [<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>]

Requirements for the Professional Track of the both the Sc. B. and A.B. degrees.

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Honors in CS requires a two-semester research project (including writeup and presentation) during the last two semesters. In addition, honors candidates must have earned A's or S-with-distinction in 2/3 (rounding up) of the courses used towards the concentration, excluding introductory-sequence courses (CS courses numbered 0200 or below) and the calculus prerequisite. See the department's honors webpage (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/honors/>) for more details.

Computer Science-Economics Concentration Requirements

The joint Computer Science-Economics concentration exposes students to the theoretical and practical connections between computer science and economics. It prepares students for professional careers that incorporate aspects of economics and computer technology and for academic careers conducting research in areas that emphasize the overlap between the two fields. Concentrators may choose to pursue either the A.B. or the Sc.B. degree. While the A.B. degree allows students to explore the two disciplines by taking advanced courses in both departments, its smaller number of required courses is compatible with a liberal education. The Sc.B. degree achieves greater depth in both computer science and economics by requiring more courses, and it offers students the opportunity to creatively integrate both disciplines through a design requirement. If you are interested in declaring a concentration in Computer Science-Economics, please refer to this page for more information regarding the process. For more information about the CS Pathways, see this page.

Standard Program for the Sc.B. degree.

Prerequisites (3 courses):

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or MATH 0540	Linear Algebra With Theory
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science
ECON 0110	Principles of Economics

Required Courses: 17 courses: 8 Computer Science, 8 Economics, and a Capstone

CSCI 1450	Advanced Introduction to Probability for Computing and Data Science ¹	1
or APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	

Select one of the following Series:

2

Series A

CSCI 0150 & CSCI 0200 Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms

Series B

CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms	
Series C		
CSCI 0190	Accelerated Introduction to Computer Science (and an additional CS course not otherwise used to satisfy a concentration requirement; this course may be CSCI 0200, a Foundations CS course, or a 1000-level course.)	
Series D		
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms	
Two courses, touching two different Foundations areas		2
a. Algorithms/Theory Foundations		
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction	
b. AI/Machine Learning/Data Science Foundations, No concentration credit for 1410, 1411		
CSCI 0410	Foundations of AI	
c. Systems Foundations, Concentration credit not for both 300, 330		
CSCI 0300 or CSCI 0320 or CSCI 0330	Fundamentals of Computer Systems Introduction to Software Engineering Introduction to Computer Systems	
Three 1000-level CSCI courses, which must be technical courses as defined in concentration handbook.. One of these can be an additional 100-level Foundations course.		3
ECON 1130	Intermediate Microeconomics (Mathematical) ²	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Three courses from the "mathematical economics" group (CSCI 1951K can be counted as one of them, if it has not been used to satisfy the computer science requirements of the concentration and if the student has taken either ECON 1470 or ECON 1870):		3
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
Two additional 1000-level Economics courses excluding 1620, 1960, 1970 ³		2

One capstone course in either CS or Economics: a one-semester course, normally taken in the student's last semester undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic (preferably at the intersection of computer science and economics) in depth, to produce a culminating artifact such as a paper or software project. A senior thesis, which involved two semesters of work, may count as a capstone.

Total Credits **17**

- ¹ Concentration credit will be given for only one of APMA 1650, APMA 1655, and CSCI 1450.
- ² Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required
- ³ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites. If the primary thesis advisor belongs to Economics (Computer Science), then students must have a reader in the Computer Science (respectively, Economics) department.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Standard Program for the A.B. degree:

Prerequisites (3 courses):

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or MATH 0540	Linear Algebra With Theory
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science
ECON 0110	Principles of Economics

Required Courses: 13 courses: 7 Computer Science and 6 Economics

CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	1
or APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	

Select one of the following series: **2**

Series A

CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms

Series B

CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms

Series C		
CSCI 0190	Accelerated Introduction to Computer Science (and an additional CS course numbered 200 or above not otherwise used to satisfy a concentration requirement; this course may be CSCI 0200, a Foundations course, or a 1000-level course)	
Series D		
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms	
Two courses, touching two different Foundations areas:		2
a. Algorithms/Theory Foundations		
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction	
b. AI/Machine Learning/Data Science Foundations.		
CSCI 0410	Foundations of AI	
c. Systems Foundations. Concentration credit for only one of 300/330		
CSCI 0300 or CSCI 0320 or CSCI 0330	Fundamentals of Computer Systems Introduction to Software Engineering Introduction to Computer Systems	
Two 1000-level CSCI courses, which must be technical courses, as defined in concentration handbook.		2
ECON 1130	Intermediate Microeconomics (Mathematical) ¹	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Three courses from the "mathematical-economics" group: ²		3
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
or any graduate Economics course ³		
Total Credits		13

¹ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

² CSCI 1951K can be counted as one of them, if it has not been used to satisfy the computer science requirements of the concentration and if the student has taken either ECON 1470 or ECON 1870.

³ Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and

1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites. If the primary thesis advisor belongs to Economics (Computer Science), then students must have a reader in the Computer Science (respectively, Economics) department.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Applied Mathematics-Computer Science Concentration Requirements

The Sc.B. concentration in Applied Math-Computer Science provides a foundation of basic concepts and methodology of mathematical analysis and computation and prepares students for advanced work in applied mathematics, computer science, and data science. Concentrators must complete courses in mathematics, applied math, computer science, and an approved English writing course. While the concentration in Applied Math-Computer Science allows students to develop the use of quantitative methods in thinking about and solving problems, knowledge that is valuable in all walks of life, students who have completed the concentration have pursued graduate study, computer consulting and information industries, and scientific and statistical analysis careers in industry or government. This degree offers a standard track and a professional track.

Standard Program for the Sc.B. degree.

Prerequisites – the equivalent of two semesters of single-variable calculus

A second semester of single-variable calculus is not an enforced requirement for our concentration, but it is a required prerequisite for many of our courses. At Brown, the second semester of calculus is taught in one of MATH 0100, MATH 0170, or MATH 0190.

Requirements – 17 courses ¹

Mathematical Requirements – 8 courses

MATH 0180	Multivariable Calculus ²	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra ²	1
or MATH 0540	Linear Algebra With Theory	
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science	
or APMA 1170	Introduction to Computational Linear Algebra	
APMA 0355	Applied Ordinary Differential Equations with Theory ³	1
APMA 0365	Applied Partial Differential Equations I with Theory ⁴	1
APMA 1160	An Introduction to Numerical Optimization	1
or APMA 1170	Introduction to Computational Linear Algebra	
or APMA 1180	Introduction to Numerical Solution of Differential Equations	
or APMA 1690	Computational Probability and Statistics	
or APMA 1740	Recent Applications of Probability and Statistics	

Two approved 1000-level or higher APMA courses. ^{5,6}	2
One 1000-level or higher APMA or MATH course ^{5,6}	1
Computer Science Requirements – 8 courses	
Select one of the following introductory course sequences:	2
CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms
CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms ⁷
CSCI 0190 and one CSCI course numbered 0200 or higher	
Select one foundational course in each of three of the following four clusters:	3
1. Algorithms/Theory	
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction
2. AI/Machine Learning/Data Science	
CSCI 0410	Foundations of AI and Machine Learning
3. Systems	
CSCI 0300 or CSCI 0320 or CSCI 0330	Fundamentals of Computer Systems ⁸ Introduction to Software Engineering Introduction to Computer Systems
4. Probability	
APMA 1655 or APMA 1650 or CSCI 1450 or MATH 1210 or MATH 1610	Introduction to Probability and Statistics with Theory ^{6,9} Introduction to Probability and Statistics with Calculus Advanced Introduction to Probability for Computing and Data Science Probability Probability
Three approved 1000-level or higher CSCI courses, which must be technical CS courses. ¹⁰	3
Additional Requirements – 1 course	1
One approved capstone in computer science or applied mathematics taken in the student's senior year. ¹¹	
Total Credits	17

¹ A required course may be replaced by a more advanced course with concentration advisor approval. No course may be used to satisfy more than one of the required 17 concentration credits. Transfer credits and courses receiving placement credit notation can satisfy concentration credit as long as they appear on the Brown internal transcript. At most 3 post-matriculation transfer credits (such as study abroad courses or summer courses at another institution) can be used for concentration credit. Pursuing honors will require 18 courses – these 17 along with two semesters of independent study courses for the honors research project, one of which can be used to satisfy the capstone concentration requirement. For students with multiple concentrations: calculus, linear algebra, one intro CSCI course, and at most two additional courses can be used for concentration credit in the other concentration(s).

² APMA 0260 can substitute for the multivariable calculus and/or the linear algebra requirements. If it is used as a substitute for both requirements, then students must take one additional approved 1000-level APMA or MATH course not used elsewhere for concentration credit. Footnotes 5 and 6 apply.

³ MATH 1110 may be used in place of APMA 0355. If MATH 1110 is used, then the concentration must include at least four 1000-level APMA courses (not including APMA 1910, 1920 or research/independent study courses; footnote 5 applies). These can appear anywhere in

the declaration. Students matriculating prior to Fall 2025 can use APMA 0330 or APMA 0350 as a substitute for APMA 0355. Students matriculating in Fall 2025 or later who wish to use APMA 0330 or APMA 0350 must also complete the APMA 0355 online bridgework course and pass the in-person bridgework exam that is offered once per semester. MATH 1120 may be used in place of APMA 0365. If MATH 1120 is used, then the concentration must include at least four 1000-level APMA courses (not including APMA 1910, 1920 or research/independent study courses). These can appear anywhere in the declaration. Students matriculating prior to Fall 2025 can use APMA 0340 or APMA 0360 as a substitute for APMA 0365. Students matriculating in Fall 2025 or later who wish to use APMA 0340 or APMA 0360 must also complete the APMA 0365 online bridgework course and pass the in-person bridgework exam that is offered once per semester.

⁴ APMA 1650 cannot be used to satisfy this requirement for students matriculating in Fall 2025 or later, unless they also complete the APMA 1655 online bridgework course and pass the in-person bridgework exam that is offered once per semester. APMA 1910, 1920, MATH 1090, 1910 and research/independent study courses are not allowed. At most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001 can be used for concentration credit.

⁵ At most one of APMA 1650, APMA 1655, CSCI 1450, MATH 1210, MATH 1610 can be used for concentration credit.

⁶ Students wishing to go directly from CSCI 0111 to CSCI 0200 will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200.

⁷ At most one of CSCI 0300, CSCI 0330 can be used for concentration credit.

⁸ APMA 1655 is recommended. Higher-level courses in probability can satisfy this requirement with concentration advisor approval. The following courses are automatically approved: APMA 1080, APMA 1200, APMA 1660, APMA 1690, APMA 1710, APMA 1740/ APMA 2610, APMA 2630, APMA 2640.

⁹ Non-CSCI courses and CS art/ humanities/policy courses cannot be used for concentration credit even if they are allowed as part of a pure CS concentration. This list is maintained in the CS concentration handbook at this link (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>). At most one of the electives can be an independent study course (such as CSCI 1970, CSCI 1973). At most one of CSCI 0410, CSCI 1410, CSCI 1411 can be used for concentration credit. EEPS 1340 is a non-CSCI course that can be used as a CSCI elective, but at most one of EEPS 1340 and CSCI 1951A can be used for concentration credit.

¹⁰ Completing a capstone during the junior year might be allowed in exceptional cases for which completion during the senior year is impossible, such as the student's faculty research mentor not being on campus during the student's senior year, but this requires prior approval from the concentration advisor and the Director of Undergraduate Studies in CS. The following options can be used to satisfy this requirement:

- A pre-approved course that satisfies the APMA Sc.B. capstone requirement: currently APMA 1360, APMA 193*/194* (where * is any combination of numbers and letters; these are the APMA senior seminars).
- Completion of a CS capstone as described in the CS Concentration Handbook at this link (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>). Usually, this involves taking one of the approved CS capstone courses at this link (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-requirements-2020/capstone/>) and registering the capstone with the instructor of the course and with the CS department using the form linked at the top of the CS capstone courses page. Depending on the course it may require the completion of an additional project.
- A directed research/independent study course from the APMA 1970/1971 or CSCI 1970/1973 series that is used for undergraduate research. For students pursuing honors in APMA-CS, one of the two required semesters of independent study courses can be used.
- A directed research/independent study course in a related discipline (i.e. STEM disciplines, ENVS, PHP, etc.) that is used for undergraduate research if the project is relevant to the student's learning goals in the concentration and with approval from the concentration advisor.

(e) An upper-level course related to the concentration (usually a 1000-level or higher APMA, CSCI, or MATH course) in addition to a research experience equivalent in scope and scale to work the student would pursue in an Applied Math and Computer Science research-related independent study course. Examples include UTRAs, LINK awards, REUs, research programs at other institutions, the APMA Directed Reading Program, etc. This requires approval from the concentration advisor and appropriate documentation that should be uploaded to ASK. The research experience must be completed during the student's senior year or the summer before the student's senior year. Exceptions require prior approval from the concentration advisor and the Director of Undergraduate Studies in CS.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

Concentrators that demonstrate excellence in grades and in undergraduate research can be awarded departmental honors. Honors students with primary advisors in Applied Math should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Applied Math concentrators (<https://bulletin.brown.edu/the-college/concentrations/apma/>) and as published on the APMA departmental website (<https://appliedmath.brown.edu/academics/undergraduate-program/honors/>). Honors students with primary advisors in Computer Science should follow the guidelines, requirements, and deadlines for honors as described in the bulletin for Computer Science concentrators (<https://bulletin.brown.edu/the-college/concentrations/comp/>) and as published on the CS departmental website (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/honors/>). Students wishing to do honors research with a non-APMA or CS advisor should contact the Directors of Undergraduate Studies in APMA and CS to discuss options.

Mathematics-Computer Science Concentration Requirements

Students may opt to pursue an interdisciplinary Bachelor of Science degree in Math-Computer Science, a concentration administered cooperatively between the mathematics and computer science departments. Course requirements include math- and systems-oriented computer science courses, as well as computational courses in applied math. Students must identify a series of electives that cohere around a common theme. As with other concentrations offered by the Computer Science department, students have the option to pursue the professional track of the ScB program in Mathematics-Computer Science.

Requirements for the Standard Track of the Sc.B. degree.

Prerequisites

Three semesters of Calculus to the level of MATH 0180, MATH 0200, or MATH 0350 3

MATH 0520	Linear Algebra	1
or MATH 0540	Linear Algebra With Theory	
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science	

Core Courses

MATH 1530	Abstract Algebra	1

Select one of the following series:	2
Series A	

CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms	
Series B		
CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms	
Series C		
CSCI 0190	Accelerated Introduction to Computer Science (and an additional CS course numbered 200 or above not otherwise used to satisfy a concentration requirement; a Foundations course, or a 1000-level CS course)	
Series D ¹		
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms	
Foundations Courses: Two courses, touching two different Foundations areas:		2
a. Algorithms/Theory Foundations		
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction	
b. AI/Machine Learning/Data Science Foundations.		
CSCI 0410	Foundations of AI	
c. Systems Foundations. Concentration credit for only one of 300/330		
CSCI 0300	Fundamentals of Computer Systems	
or CSCI 0320	Introduction to Software Engineering	
or CSCI 0330	Introduction to Computer Systems	
Three 1000-level Mathematics courses		3
Three courses in Computer Science at the 1000-level or higher. One of these can be an additional 100-level Foundations course or a CSCI non-technical course, as defined by the concentration handbook.		3
Three additional courses different from any of the above chosen from Mathematics, Computer Science, Applied Mathematics, or related areas ⁴		3
A capstone course in Computer Science or Mathematics ⁵		1
Total Credits		19

¹ Students wishing to go directly from CSCI 0111 to CSCI 0200 will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200.

² These must be CSCI courses at the 1000-level or higher. Credit will only be given for one of CSCI 410, CSCI 1410, CSCI 1411, and only one credit for CSCI 300, CSCI 330. See current handbook for list. <https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>

³ Concentration credit will be given for only one of APMA 1650, APMA 1655, and CSCI 1450. These must be approved by a concentration advisor.

⁴ A one-semester course, taken in the student's last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic in depth. A senior thesis which involves two semesters of work may count as a Capstone. Course-based capstones are currently only available through CS. Approved capstone courses and instructions may be found in the CS concentration handbook (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>)

Requirements for the Professional Track of the Sc.B. degree.

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Computer Science Graduate Program

Ph.D. Requirements

Requirements for the Ph.D. program can be found at https://cs.brown.edu/degrees/doctoral/reqs/reqs_phd.2015.pdf

The department of Computer Science offers two graduate degrees in computer science. The Master of Science (Sc.M.) degree for those who wish to improve their professional competence in computer science or to prepare for further graduate study, and the Doctor of Philosophy (Ph.D) degree.

For more information on admission, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/computer-science>
(<http://www.brown.edu/academics/gradschool/programs/computer-science/>)

Requirements for the Masters Degree

Degree requirements are divided into two components: the Basic Component (six courses) and the Advanced Component (two courses). Students must have a B average for all eight courses. All courses must be taken for a grade (they may not be taken S/NC).

Basic Component

The basic component consists of six courses at the 1000 level or higher. Three of them must be CSCI courses. Three of them may be courses related to Computer Science, but offered in other departments and approved by the DGS (master's). An (evolving) list of such courses is on our website.

Advanced Component

One of:

- Two instances of CSCI 2980 in which the student completes a master's project under the direction of a CS faculty member and provides a project report approved by that faculty member. Thus the master's project represents two semesters of work.
- Two 2000-level CSCI courses other than 2980.

Restrictions

No more than two courses (in the combined Basic and Advanced components) may be Arts/Humanities/Policy courses without advisor and DGS approval. These courses are listed in our website, but currently are: {1250, 1280, 1360, 1370, 1800, 1805, 1860, 1870, 1952B, 1952X, 2002, 2402C, 2952S, 2999A, APMA 1910, DEVL 1810, IAPA 1701A, IAPA 1801, PLCY 1702X}.

No more than three instances of 2980 may be used.

Rationale

Students entering the Master's program typically have one of two goals: they intend to pursue research careers in computer science and are preparing themselves to enter PhD programs, or they intend to become professional computer scientists and pursue careers in industry. In both cases, some students might take collections of courses that not only give them strength in particular areas of computer science, but also include complementary areas that familiarize them with other ways of thinking about the field. For example, a student whose interests are in the practical aspects of designing computer systems should certainly take courses in this area, but might also gain some breadth, taking courses in, perhaps,

artificial intelligence. However, some students might feel they've obtained sufficient breadth from their undergraduate studies, and feel the need to take courses only in their areas of specialization. Thus, while we suggest to students that they should explore both depth in a particular area as well as breadth in a broad collection of areas, we allow them to take whatever collection of CS courses they (and their advisors) feel serves their needs.

Students whose goals are research careers should become involved as quickly as possible with research groups as part of their Master's studies, and demonstrate and learn about research by participating in it. The resulting research reports will serve to establish their suitability for entering PhD programs.

Students whose goals are to be professional computer scientists should have some professional experience as part of their preparation. A certain amount of basic coursework is required before a student can qualify for a pedagogically useful internship. Students with limited experience in computer science should take a few advanced computer science courses before embarking on an internship. Other students, particularly those whose undergraduate degrees were at Brown, will likely have had internship experiences while undergraduates. Internships provide insights for subsequent courses and project work at Brown. Students without such experiences are at a disadvantage with respect to their peers.

Note that these internships are not courses and the work is not evaluated as it would be for a course. Students' advisors will assist them in choosing an internship, but it is up to students themselves to ensure that they get as much benefit as possible from their experiences. They must be able to take advantage of these experiences while completing their Master's projects — we expect as high-quality work from them as we do from students who entered the program with prior internship experiences.

A Master's degree normally requires three to four semesters of full-time study, depending upon one's preparation.

CSCI 1010	Theory of Computation	1
CSCI 1040	The Basics of Cryptographic Systems	1
CSCI 1230	Introduction to Computer Graphics *	1
CSCI 1234	Computer Graphics Capstone	.5
CSCI 1250	Introduction to Computer Animation	1
CSCI 1260	Compilers and Program Analysis	1
CSCI 1270	Database Management Systems	1
CSCI 1280	Intermediate 3D Computer Animation	1
CSCI 1300	Interaction Design	1
CSCI 1310	Fundamentals of Computer Systems	1
CSCI 1330	Computer Systems	1
CSCI 1340	Introduction to Software Engineering	1
CSCI 1360	Human Factors in Cybersecurity	1
CSCI 1380	Distributed Computer Systems	1
CSCI 1420	Machine Learning	1
CSCI 1430	Computer Vision	1
CSCI 1440	Algorithmic Game Theory	1
CSCI 1460	Computational Linguistics	1
CSCI 1470	Deep Learning	1
CSCI 1510	Introduction to Cryptography and Computer Security	1
CSCI 1515	Applied Cryptography	1
CSCI 1550	Probabilistic Methods in Computer Science	1
CSCI 1570	Design and Analysis of Algorithms	1
CSCI 1600	Real-Time and Embedded Software	1
CSCI 1620	Computer Systems Security Lab	0.5
CSCI 1650	Software Security and Exploitation	1
CSCI 1660	Introduction to Computer Systems Security	1
CSCI 1670	Operating Systems *	1
CSCI 1680	Computer Networks	1
CSCI 1690	Operating Systems Laboratory	0.5

CSCI 1710	Logic for Systems	1
CSCI 1730	Design and Implementation of Programming Languages	1
CSCI 1760	Multiprocessor Synchronization	1
CSCI 1800	Cybersecurity and International Relations	1
CSCI 1805	Computers, Freedom and Privacy	1
CSCI 1810	Computational Molecular Biology	1
CSCI 1860	Cybersecurity Law and Policy	1
CSCI 1870	Cybersecurity Ethics	1
CSCI 1880	Introduction to Computer Security	1
CSCI 1950N	2D Game Engines	1
CSCI 1950U	Topics in 3D Game Engine Development	1
CSCI 1951A	Data Science	1
CSCI 1951C	Designing Humanity Centered Technology	1
CSCI 1951L	Blockchains and Cryptocurrencies	1
CSCI 1951T	Surveying VR Data Visualization Software for Research	1
CSCI 1951X	Formal Proof and Verification	1
CSCI 1951Z	Fairness in Automated Decision Making	1
CSCI 1952Q	Algorithmic Aspects of Machine Learning	1
CSCI 1952X	Contemporary Digital Policy and Politics	1
CSCI 1952Y	Computer Architecture	1
CSCI 1952Z	Robots as a Medium: Creating Art with Teams of Robots	1
CSCI 2002	Privacy and Personal Data Protection	1
CSCI 2230	Computer Graphics	1
CSCI 2240	Interactive Computer Graphics	1
CSCI 2270	Topics in Database Management	1
CSCI 2340	Software Engineering	1
CSCI 2370	Interdisciplinary Scientific Visualization	1
CSCI 2390	Privacy-Conscious Computer Systems	1
CSCI 2440	Advanced Algorithmic Game Theory	1
CSCI 2470	Deep Learning	1
CSCI 2540	Advanced Probabilistic Methods in Computer Science	1
CSCI 2660	Computer Systems Security	1
CSCI 2670	Operating Systems	1
CSCI 2810	Advanced Computational Molecular Biology	1
CSCI 2840	Advanced Algorithms in Computational Biology and Medical Bioinformatics	1
CSCI 2951E	Topics in Computer Systems Security	1
CSCI 2951I	Computer Vision for Graphics and Interaction	1
CSCI 2951O	Foundations of Prescriptive Analytics	1
CSCI 2951U	Topics in Software Security	1
CSCI 2951X	Reintegrating AI	1
CSCI 2952G	Deep Learning in Genomics	1
CSCI 2952N	Advanced Topics in Deep Learning	1
CSCI 2952O	A Practical Introduction to Advanced 3D Robot Perception	1
CSCI 2952Q	Robust Algorithms for Machine Learning	1
CSCI 2952R	Systems Transforming Systems	1
CSCI 2952S	Topics in Cyber and Digital Policy	1
CSCI 2999A	Cybersecurity Management Within Business, Government, and Non-Profit Organizations	1

* Students may arrange with the instructor to receive 2000 level credit for additional coursework in CSCI 1230, 1660 or 1670

Professional Track

Students choosing the professional track must complete the eight courses of the basic and advanced components given above. In addition, students must complete full-time internships doing work that is related to Computer Science, totaling 140 - 840 hours, whereby each internship must be at least 140 hours in duration. Such work is normally done at a company, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience or internship, the student must write a reflective essay about the experience addressing specific prompts on our website. The essay must be sent to and approved by the DGS.

Concurrent ScB (NUS) and ScM in Computational Biology (Brown University)

The School of Computing at National University of Singapore and The Department of Computer Science at Brown have established a concurrent Bachelor's and Master's degree program in Computational Biology. After having first completed four years of under-graduate study at National University of Singapore (NUS), qualified students will attend Brown University to complete their fifth and final year of study in computational biology. After the successful completion of requirements set forth by both universities, the students will simultaneously earn both their Sc.B. and Sc.M. degrees. The Sc.B will be awarded by the National University of Singapore, while the Sc.M. is awarded by Brown University.

Cybersecurity - Online Graduate Program

The Master of Science in Cybersecurity is designed to be completed in 4 semesters. It takes 8 courses to complete the program and students can take up to 3 courses per semester, but the Department strongly recommends taking no more than 2 courses per semester--especially during one's first term at Brown. We do not currently offer summer term courses in the program, so courses are completed during fall and spring. Course availability varies and there is no guarantee that students will be able to take every course they are interested in.

Students in the program are only pre-approved to take the courses from the standard curriculum during the specific semesters listed below. If you deviate from the standard curriculum without approval from your Director of Graduate Studies, the course you register for may not count towards your degree.

Computer Science Track

Computer Science Track:

Required Courses:

CSCI 1860	Cybersecurity Law and Policy	1
CSCI 2660	Computer Systems Security	1
CSCI 2999A	Cybersecurity Management Within Business, Government, and Non-Profit Organizations	1

Select Three Track courses:

3

CSCI 1310	Fundamentals of Computer Systems
CSCI 1340	Introduction to Software Engineering
CSCI 1510	Introduction to Cryptography and Computer Security (prerequisite: CSCI 1010 Theory of Computation, prerequisite/corequisite: CSCI 1660 Computer Systems Security)
CSCI 1515	Applied Cryptography (prerequisite: CSCI 1310 Fundamentals of Computer Systems or CSCI 1330 Computer Systems)
CSCI 1650	Software Security and Exploitation (prerequisites: CSCI 1330 Computer Systems, CSCI 1670 Operating Systems)
CSCI 1670	Operating Systems (prerequisite: CSCI 1330 Computer Systems)

CSCI 1680	Computer Networks (prerequisite: CSCI 1310 Fundamentals of Computer Systems or CSCI 1330 Computer Systems)
CSCI 2670	Operating Systems (prerequisite: CSCI 1330 Computer Systems)
CSCI 1690	Operating Systems Laboratory (prerequisite: CSCI 1330 Computer Systems)
CSCI 1730	Design and Implementation of Programming Languages
CSCI 1951L	Blockchains and Cryptocurrencies (prerequisite: CSCI 1330 Computer Systems)
CSCI 2590	Advanced Topics in Cryptography (prerequisite: CSCI 1510 Introduction to Cryptography and Computer Security)
CSCI 2951E	Topics in Computer Systems Security (prerequisite: CSCI 1660 Computer Systems Security)
CSCI 2951U	Topics in Software Security (prerequisite: CSCI 1650 Software Security and Exploitation)

Select Two Elective Courses: 2

CSCI 1010	Theory of Computation
CSCI 1260	Compilers and Program Analysis
CSCI 1270	Database Management Systems
CSCI 1360	Human Factors in Cybersecurity
CSCI 1570	Design and Analysis of Algorithms
CSCI 1760	Multiprocessor Synchronization
CSCI 1800	Cybersecurity and International Relations
CSCI 1805	Computers, Freedom and Privacy
CSCI 1870	Cybersecurity Ethics
CSCI 1951R	Introduction to Robotics
CSCI 2002	Privacy and Personal Data Protection
CSCI 2980	Reading and Research

This course can be used for a project relevant to policy challenges in cybersecurity. It can count as 1 or 2 courses: shorter projects will count as one course and are completed in one semester; longer projects will count as two courses and are completed in two semesters.

Policy Track

Policy Track:

Required Courses:

CSCI 1360	Human Factors in Cybersecurity	1
CSCI 1880	Introduction to Computer Security	1
CSCI 2200	Cybersecurity Law and Policy	1
CSCI 2999A	Cybersecurity Management Within Business, Government, and Non-Profit Organizations	1

Select Three Track courses: 3

CSCI 1040	The Basics of Cryptographic Systems
CSCI 1800	Cybersecurity and International Relations
CSCI 1805	Computers, Freedom and Privacy
CSCI 1870	Cybersecurity Ethics
IAPA 1811	Contemporary Digital Policy and Politics (Only Available for Synchronous Attendance) (Course With Limited Enrollment) or CSCI 1952X Contemporary Digital Policy and Politics (Asynchronous Version of IAPA 1811) (Course With Limited Enrollment)
CSCI 2002	Privacy and Personal Data Protection

CSCI 2952S	Topics in Cyber and Digital Policy (Course With Limited Enrollment)
Select Two Elective Courses: 2	
CSCI 1951L	Blockchains and Cryptocurrencies
ENGN 2125	Engineering Management + Decision Making
ENGN 2150	Technology Entrepreneurship and Commercialization I (This course has a limited number of seats for ScM in Cybersecurity students. The number of seats available varies by semester)
ENGN 2180	Globalization Immersion Experience and Entrepreneurship Laboratory (This course has a limited number of seats for ScM in Cybersecurity students. The number of seats available varies by semester)
CSCI 2951E	Topics in Computer Systems Security (if you have satisfied prerequisites)
CSCI 2980	Reading and Research
This course can be used for a project relevant to policy challenges in cybersecurity. It can count as 1 or 2 courses: shorter projects will count as one course and are completed in one semester; longer projects will count as two courses and are completed in two semesters.	

Cybersecurity - Residential Graduate Program

The Master of Science in Cybersecurity is designed to be completed in 4 semesters. It takes 8 courses to complete the program and students can take up to 3 courses per semester, but the Department strongly recommends taking no more than 2 courses per semester--especially during one's first term at Brown. We do not currently offer summer term courses in the program, so courses are completed during fall and spring. Course availability varies and there is no guarantee that students will be able to take every course they are interested in.

Students in the program are only pre-approved to take the courses from the standard curriculum during the specific semesters listed below. If you deviate from the standard curriculum without approval from your Director of Graduate Studies, the course you register for may not count towards your degree.

Computer Science Track

Computer Science Track:

Required Courses:

CSCI 2200	Cybersecurity Law and Policy	1
CSCI 2660	Computer Systems Security	1
CSCI 2999A	Cybersecurity Management Within Business, Government, and Non-Profit Organizations	1

Select Three Track courses: 3

CSCI 1310	Fundamentals of Computer Systems
CSCI 1330	Computer Systems
CSCI 1340	Introduction to Software Engineering
CSCI 1510	Introduction to Cryptography and Computer Security (prerequisite: CSCI 1010 Theory of Computation, prerequisite/corequisite: CSCI 1660 Computer Systems Security)
CSCI 1515	Applied Cryptography (prerequisite: CSCI 1310 Fundamentals of Computer Systems or CSCI 1330 Computer Systems)
CSCI 1650	Software Security and Exploitation (prerequisites: CSCI 1330 Computer Systems, CSCI 1670 Operating Systems)

CSCI 1670	Operating Systems (prerequisite: CSCI 1330 Computer Systems)
CSCI 2670	Operating Systems (prerequisite: CSCI 1330 Computer Systems)
CSCI 1680	Computer Networks (prerequisite: CSCI 1310 Fundamentals of Computer Systems or CSCI 1330 Computer Systems)
CSCI 1690	Operating Systems Laboratory (prerequisite: CSCI 1330 Computer Systems)
CSCI 1730	Design and Implementation of Programming Languages
CSCI 1951L	Blockchains and Cryptocurrencies (prerequisite: CSCI 1330 Computer Systems)
CSCI 2590	Advanced Topics in Cryptography (prerequisite: CSCI 1510 Introduction to Cryptography and Computer Security)
CSCI 2951E	Topics in Computer Systems Security (prerequisite: CSCI 1660 Computer Systems Security)
CSCI 2951U	Topics in Software Security (prerequisite: CSCI 1650 Software Security and Exploitation)

Select Two Elective Courses: 2

CSCI 1010	Theory of Computation
CSCI 1260	Compilers and Program Analysis
CSCI 1270	Database Management Systems
CSCI 1360	Human Factors in Cybersecurity
CSCI 1570	Design and Analysis of Algorithms
CSCI 1760	Multiprocessor Synchronization
CSCI 1800	Cybersecurity and International Relations
CSCI 1805	Computers, Freedom and Privacy
CSCI 1870	Cybersecurity Ethics
CSCI 1951R	Introduction to Robotics
CSCI 2002	Privacy and Personal Data Protection
CSCI 2980	Reading and Research

This course can be used for a project relevant to policy challenges in cybersecurity. It can count as 1 or 2 courses: shorter projects will count as one course and are completed in one semester; longer projects will count as two courses and are completed in two semesters.

Policy Track**Policy Track:****Required Courses:**

CSCI 1360	Human Factors in Cybersecurity	1
CSCI 1880	Introduction to Computer Security	1
CSCI 2200	Cybersecurity Law and Policy	1
CSCI 2999A	Cybersecurity Management Within Business, Government, and Non-Profit Organizations	1

Select Three Track courses: 3

CSCI 1040	The Basics of Cryptographic Systems
CSCI 1800	Cybersecurity and International Relations
CSCI 1805	Computers, Freedom and Privacy
CSCI 1870	Cybersecurity Ethics
IAPA 1811	Contemporary Digital Policy and Politics (Only Available for Synchronous Attendance) (Course With Limited Enrollment) or CSCI 1952X Contemporary Digital Policy and Politics (Asynchronous Version of IAPA 1811) (Course With Limited Enrollment))

CSCI 2002	Privacy and Personal Data Protection
CSCI 2952S	Topics in Cyber and Digital Policy (Course With Limited Enrollment)
Select Two Elective Courses: 2	
CSCI 1951L	Blockchains and Cryptocurrencies
ENGN 2125	Engineering Management + Decision Making
ENGN 2150	Technology Entrepreneurship and Commercialization I (This course has a limited number of seats for ScM in Cybersecurity students. The number of seats available varies by semester)
ENGN 2180	Globalization Immersion Experience and Entrepreneurship Laboratory (This course has a limited number of seats for ScM in Cybersecurity students. The number of seats available varies by semester)
CSCI 2951E	Topics in Computer Systems Security (if you have satisfied prerequisites)
CSCI 2980	Reading and Research
This course can be used for a project relevant to policy challenges in cybersecurity. It can count as 1 or 2 courses: shorter projects will count as one course and are completed in one semester; longer projects will count as two courses and are completed in two semesters.	

Courses**CSCI 0020. The Digital World.**

Removes the mystery surrounding computers and the ever-growing digital world. Introduces a range of topics and many aspects of multimedia, along with explanations of the underlying digital technology and its relevance to our society. Other topics include artificial intelligence, IT security, ethics and the economics of computing as well as the effects of its pervasiveness in today's world. Introductory programming and analytic skills are developed through Excel, HTML, CSS, Javascript, and Python assignments. CSCI0020 is a good introduction to a wide range of CS topics that have broad relevance in our society. No prerequisites. Cannot be taken to fulfill CS Concentration.

CSCI 0030. Introduction to Computation for the Humanities and Social Sciences.

Introduces students to the use of computation for solving problems in the social sciences and the humanities. We will investigate a series of real-world problems taken from the news, from books such as Freakonomics, and from current research. Topics covered include data gathering, analysis, and visualization; web-based interfaces; algorithms; and scripting. Enrollment limited to 20. Instructor permission required.

CSCI 0040. Introduction to Scientific Computing and Problem Solving.

CSCI0040 provides an introduction to using computers to solve STEM (Science, Technology, Engineering and Mathematics) data analysis, visualization and simulation problems from engineering, neuroscience, biology, mathematics and finance.

Students will access and analyze a number of "real world" data sets while becoming fluent MATLAB programmers. Other tools utilized may include Excel, Wolframalpha and Python.

By course end, students should be able to use MATLAB to solve a large variety of scientific data analysis, visualization and simulation problems.

No prior programming experience is required (MATLAB is easy and fun to use).

CSCI 0050. A Data-Centric Introduction to Programming.

An introduction to computer programming with a focus on skills needed for data-intensive applications. Topics include core constructs for processing both tabular and structured data; decomposing problems into programming tasks; data structures; algorithms; and testing programs for correct behavior.

CSCI 0060. Practical System Skills.

An introduction to develop hands-on-computing skills necessary to comfortably work within a UNIX-like operating system. Topics include the shell, its filesystem, bash scripting, SSH, version control, as well as how to locally develop, deploy and publish a website. <https://cs.brown.edu/courses/csci0060/>

CSCI 0080. A First Byte of Computer Science.

Introduces non-CS concentrators to the academic discipline of computer science, its thought processes, and its relevance to other fields and modern life more generally. The target audience is students who are interested in learning more about what computer science is about and the ideas it has to offer tomorrow's citizens and scholars. Topics include the basics of computation and programming, a taste of theoretical computer science and algorithms, and an introduction to codes and artificial intelligence. Although students will learn to read and understand short programs, the course will not teach or require advanced programming skills.

CSCI 0081. TA Apprenticeship: Full Credit.

Being an undergraduate TA is a learning experience: one not only gets a deeper understanding of the course material, but gains management and social skills that are invaluable for one's future. Students taking this course must first be selected as an undergraduate TA for a Computer Science course, a course the student has taken and done well in. Students will work with the course's instructor on a variety of course-related topics, including preparation of material and development of assignments. Whether CSCI 0081 or its half-credit version (CSCI 0082) is taken is up to the professor of the course being TA'd. Instructor permission required.

CSCI 0082. TA Apprenticeship: Half Credit.

Being an undergraduate TA is a learning experience: one not only gets a deeper understanding of the course material, but gains management and social skills that are invaluable for one's future. Students taking this course must first be selected as an undergraduate TA for a Computer Science course, a course the student has taken and done well in. Students will work with the course's instructor on a variety of course-related topics, including preparation of material and development of assignments. Whether CSCI 0082 or its full-credit version (CSCI 0081) is taken is up to the professor of the course being TA'd. Instructor permission required.

CSCI 0100. Data Fluency for All.

This course is intended to introduce Brown students to computational techniques that data scientists use to tell stories. Data fluency encompasses both data literacy, the basics of statistics and machine learning, and data communication, which relies heavily on principles of design. Students will gain hands on experience using statistical tools such as 'R' to analyze real world data sets, and 'ggplot' to visualize them. Sample application domains include just about every field, since the only requirement is data, which there almost always are (e.g., the complete works of Shakespeare is a sample data set).

CSCI 0111. Computing Foundations: Data.

An introduction to computing and programming that focuses on understanding and manipulating data. Students will learn to write programs to process both tabular and structured data, to assess programs both experimentally and theoretically, to apply basic data science concepts, and to discuss big ideas around the communication, use, and social impacts of digital information. Designed for both concentrators and non-concentrators, this is the first course in either a two- or three-course introductory sequence leading into advanced CS courses. Programming assignments will be smaller scale than in CSCI 0150/0170, thus allowing students time to practice programming and discuss computational ideas in a broader context.

CSCI 0112. Computing Foundations: Program Organization.

Explores how organization of programs, data, and algorithms affects metrics such as time performance, space usage, social impacts, and data privacy. Students will learn how to choose between candidate data structures for a problem, how to write programs over several standard data structures, how to assess the quality of programs (from theoretical, practical, and social perspectives), and how to apply their skills to computational problems that could arise in a variety of fields. The course will teach object-oriented programming, in combination with basic functional and imperative programming concepts. The course is designed for both concentrators and non-concentrators. Prerequisite: CSCI 0111

CSCI 0130. User Interfaces and User Experience.

Have you ever had trouble using someone else's microwave? Have you ever wondered why keyboards are ordered "qwertyuiop"? We will focus on hands-on experience to learn when to use different interfaces, how to model and represent user interaction, how to elicit requirements and feedback from users, as well as the principles of user experience design, methods for designing and prototyping interfaces, and user interface evaluation. Students interested in gaining hands-on experience designing a user interface as well as learning the process behind building an effective interface should take this course. There will be assignments, readings, and workshop time, where students will have the opportunity to work alongside each other as they learn critical tools for interface and web design. This course is open to students that have not taken CSCI 1300 or CSCI 0130 in the past.

CSCI 0150. Introduction to Object-Oriented Programming and Computer Science.

Introduces programming in Java (a modern, widely-used programming language), interactive 2D computer graphics, and some fundamental data structures and algorithms. Students learn by programming a sequence of interactive graphics programs which gradually increase in complexity, including Doodle Jump, Tetris (<http://bastilleweb.techhouse.org/>), and a significant final project. Lectures are supplemented by skits performed by the UTAs (Undergraduate Teaching Assistants) to teach course concepts and for a bit of added entertainment! This course is intended for both potential concentrators and those who may take only a single course. There are NO prerequisites, and no prior knowledge of programming is required, though students who do have prior programming experience are also encouraged to take the course!

CSCI 0160. Introduction to Algorithms and Data Structures.

Introduces fundamental techniques for problem solving by computer that are relevant to most areas of computer science, both theoretical and applied. Algorithms and data structures for sorting, searching, graph problems, and geometric problems are covered. Programming assignments conform with the object-oriented methodology introduced in CSCI 0150. Prerequisite: CSCI 0150 or written permission.

CSCI 0170. Computer Science: An Integrated Introduction.

CSCI 0170 is a computer science introduction suitable for students with no prior experience. It focuses on functional programming, which provides a new experience for students who have already done some programming and a solid foundation for students who have never programmed at all. Students learn to design solutions to computational problems, solutions that are compact, elegant, and efficient. Over the course of the semester, the computational problems addressed grow in complexity, from simple (e.g. long addition) to moderate (e.g. implementation of one programming language in another) to sophisticated (e.g. an implementation of an AI game player for two-person games of complete information). We study clear and precise formulation of computational problems, use of recursion, and rudimentary analysis of algorithms. The emphasis is on problem solving and insight and crafting beautiful things rather than on coding.

CSCI 0180. Computer Science: An Integrated Introduction.

A continuation of CSCI 0170. Students learn to program in Java while continuing to develop their algorithmic and analytic skills. Emphasis is placed on object-oriented design, imperative programming, and the implementation and use of data structures. Examples are drawn from such areas as databases, strategy games, web programming, graphical user interfaces, route finding, and data compression. Lab work done with the assistance of TAs. Prerequisite: CSCI 0112, 0170, or CSCI 0190. CSCI 0111 can be used if additional work is done and with the instructor's permission.

CSCI 0190. Accelerated Introduction to Computer Science.

A one-semester introduction to CS, similar to the two-course introductory sequences (CSCI 0150-0200 and CSCI 0170-0200).

All interested students, irrespective of background, must pass online placement assignments during the summer. Though placement is most appropriate for students with some prior programming experience, it is self-contained so all are welcome to try learning the provided material and attempting placement. Information will be available by June 1st at <https://cs.brown.edu/courses/csci0190/>.

Please do not request override codes. Override requests made through CAB will be ignored. The only way to get into the class is through placement. Students who do not successfully pass the placement process won't be allowed to register. Students who do pass will be sent registration instructions by course staff; you do not need to contact them (nor make requests through CAB).

CSCI 0200. Program Design with Data Structures and Algorithms.

Students extend their program-design skills while learning multiple data structures, common graph algorithms, different forms of societal impacts from programs, how to analyze programs for performance, and how to work effectively with multiple styles of programming languages. Examples and course projects draw from several areas of computer science to help students identify their broader interests within the field. There will be a required weekly lab session involving hands-on work with course material. Prerequisite: CSCI 0112, CSCI 0150, 0170, or CSCI 0190. In addition, CSCI 0111 can be used with both additional work and the instructor's permission. The first two weeks of the course will be taught as at least two parallel tracks based on which prerequisite course a student has taken. CSCI 0200 will be offered every semester (fall and spring).

CSCI 0220. Introduction to Discrete Structures and Probability.

Seeks to place on solid foundations the most common structures of computer science, to illustrate proof techniques, to provide the background for an introductory course in computational theory, and to introduce basic concepts of probability theory. Introduces Boolean algebras, logic, set theory, elements of algebraic structures, graph theory, combinatorics, and probability. No prerequisites.

CSCI 0300. Fundamentals of Computer Systems.

Covers fundamental concepts, principles, and abstractions that underlie the design and engineering of computer systems. Students will learn how a computer works, how to write safe and performant systems software, and what systems abstractions support today's complex, high-performance systems developed in industry. Specific topics include machine organization, systems programming and performance, key concepts of operating systems, isolation, security, virtualization, concurrent programming, and the basics of distributed systems. Combined lectures, labs, and several hands-on projects involving programming exercises in C/C++. Prerequisites: CSCI 0190, or 0200; or permission of the instructor.

CSCI 0310. Introduction to Computer Systems.

Basic principles of computer organization. Begins with machine representation of data types and logic design, then explores architecture and operations of computer systems, including I/O, pipelining, and memory hierarchies. Uses assembly language as an intermediate abstraction to study introductory operating system and compiler concepts. Prerequisite: CSCI 0150 or CSCI 0180 or CSCI 0190.

CSCI 0320. Introduction to Software Engineering.

"The course focuses on designing, building, testing, and maintaining systems collaboratively. Learning goals include front-end and algorithmic development, debugging, advanced testing (e.g., fuzzing), specification, source control, code review, productive AI use, and more. In the first half of the course, students complete and receive formative feedback on weekly sprints. In the second half, students propose, design, implement, and present a substantial group project. New this semester: the course will be using entirely TypeScript (with various frameworks). No prior experience with TypeScript is necessary, just like in previous semesters. The switch allows for a smoother introduction to web programming and reduces setup overhead."

CSCI 0330. Introduction to Computer Systems.

High-level computer architecture and systems programming. The course covers the organization of computer systems (in terms of storage units, caches, processors, and I/O controllers) and teaches students assembly-language programming and C-language programming. Extensive programming exercises introduce students to systems-level programming on Unix systems, as well as to multi-threaded programming with POSIX threads. Students will be introduced to the functions of operating systems. Prerequisite: CSCI 0160, 0180, 0190, or 0200.

CSCI 0410. Foundations of AI and Machine Learning.

This course will provide broad coverage of core topics in artificial intelligence (AI), as a prelude to students taking more in-depth AI courses later on. To this end, the course will introduce students to prevalent AI models, both logical and probabilistic, as well as algorithms to solve these models based on search, planning, reinforcement learning, and supervised and unsupervised machine learning. These ideas will be applied to develop basic natural language processing, computer vision, robotic, and multiagent systems, all with an eye towards building socially responsible AI. Students who take this course may not take CSCI 1411.

CSCI 0500. Data Structures, Algorithms, and Intractability: An Introduction.

This course will cover the basics of how to design and analyze data structures and algorithms. We will develop algorithmic intuition through rigorous analysis of algorithmic correctness and performance. We will also study the theory of NP-completeness, which helps us understand which problems are computationally intractable.

CSCI 0530. Coding the Matrix: An Introduction to Linear Algebra for Computer Science.

Introduces vectors, matrices and their role in computer science in three components: (1) concepts, theorems, and proofs, (2) procedures and programs, (3) applications and working with data. Weekly lab sessions where students apply concepts to a real task with real data. Example labs: transformations in 2-d graphics, error-correcting codes, image compression using wavelets, synthesizing a new perspective in a photo, face recognition, news story categorization, cancer diagnosis using machine learning, matching airplanes to destinations, Google's PageRank method. Other topics as time allows. Skills in programming and prior exposure to reading and writing mathematical proofs required.

CSCI 0535. Linear Algebra for Machine Learning.

The goal of this course is to provide firm foundations in linear algebra and optimization techniques that will enable students to analyze and solve problems arising in various areas of data science, especially machine learning and data analysis. The students will acquire a firm theoretical knowledge of these concepts and tools. You will also learn how to use these tools in practice by tackling various judiciously chosen projects (from Machine Learning, etc.).

CSCI 1010. Theory of Computation.

The course introduces basic models of computation including languages, finite-state automata and Turing machines. Proves fundamental limits on computation (incomputability, the halting problem). Provides the tools to compare the hardness of computational problems (reductions). Introduces computational complexity classes (P, NP, PSPACE and others).

CSCI 1040. The Basics of Cryptographic Systems.

This course will cover cryptographic concepts such as data privacy, encryption, authentication, digital signatures, differential privacy, privacy-enhancing technologies, secure computation, and electronic money. The emphasis will be on how to use cryptographic systems correctly in a larger context, rather than on the mathematical details of how they work; although we will cover some of those details too, on a high level. This course will be aimed at practicing and aspiring poets, economists, software engineers, law and policy wonks, and business tycoons. No prerequisites.

CSCI 1230. Introduction to Computer Graphics.

Fundamental concepts in 2D and 3D computer graphics, e.g., 2D raster graphics techniques and simple image processing. Focuses on geometric transformations, and 3D modeling, viewing and rendering. A sequence of assignments in C++ culminates in a simple geometric modeler and ray tracer. Prerequisite: CSCI 0160, CSCI 0180, CSCI 0190, or CSCI 0200. Some knowledge of basic linear algebra is helpful but not required. Strong object-oriented programming ability (e.g., in C++, Java or Python) is required.

CSCI 1234. Computer Graphics Capstone.

CSCI 1234 is a half-credit course intended to be taken concurrently with CSCI 1230 and provides students with a greater understanding of the material by having them extend each of 1230's assignments to greater depth.

CSCI 1250. Introduction to Computer Animation.

Introduction to 3D computer animation production including story writing, production planning, modeling, shading, animation, lighting, and compositing. The first part of the course leads students through progressive exercises that build on each other to learn basic skills in 2D and 3D animation. At each step, student work is evaluated for expressiveness, technical correctness and aesthetic qualities. Students then work in groups creating a polished short animation. Emphasis on in-class critique of ongoing work which is essential to the cycle of visually evaluating work in progress, determining improvements, and implementing them for further evaluation.

Please see course website for application procedure.

CSCI 1260. Compilers and Program Analysis.

Lexical analysis, syntactic analysis, semantic analysis, code generation, code optimization, translator writing systems.

CSCI 1270. Database Management Systems.

Introduction to database systems internals, design and implementation. Includes data models and structures, languages, query processing and optimization, concurrency control and recovery algorithms. Coverage of relational distributed and parallel databases as well as noSQL big data systems. Prerequisites: One of CSCI 0300, 0330 (or equivalent coursework).

CSCI 1280. Intermediate 3D Computer Animation.

Continues work begun in CSCI 1250 with deeper exploration of technical and artistic aspects of 3D computer animation including more sophisticated shading and lighting methods and character modeling, rigging, animation, and dynamics. After a series of individual exercises, students pursue an independent topic and then, working alone or in pairs, create a polished demonstration. Emphasis is on in-class critique of ongoing work. Prerequisite: CSCI 1250. Students may contact the instructor in December for permission.

CSCI 1290. Computational Photography.

Describes the convergence of computer graphics and computer vision with photography. Its goal is to overcome the limitations of traditional photography using computational techniques to enhance the way we capture, manipulate, and interact with visual media. Topics covered: cameras, human visual perception, image processing and manipulation, image based lighting and rendering, high dynamic range, single view reconstruction, photo quality assessment, non photorealistic rendering, the use of Internet-scale data, and more. Students are encouraged to capture and process their own data. Recommended previous knowledge of computer graphics or computer vision (such as CSCI 1230, 1430, 1470, or ENGN 1610).

CSCI 1300. Interaction Design.

Have you ever walked into a door thinking that you were supposed to pull instead of push? Have you ever been stuck on a website, not sure how to proceed next? Learn the principles of interaction design, methods for designing and prototyping interfaces, and user interface evaluation. Students interested in both learning the process behind designing a user interface should take this course. There will be assignments, readings, and studios, where students will have the opportunity to work alongside TAs and interact with industry guests as they learn critical tools for interaction design.

Website: <http://cs.brown.edu/courses/csci1300/>

CSCI 1302. Sociotechnical Approaches to AI and HCI.

All technology is sociotechnical: it is designed and built by people, and in turn, shapes our lives and the societies we are part of. An understanding of people and the broader sociopolitical contexts in which we live is critical for designing functional, societally-beneficial technology, and for understanding how and why technology can sometimes have unintended or harmful consequences. This course aims to help students develop this sociotechnical lens for designing, building, and critiquing technology. Throughout the course, we'll also cover the unique considerations and impacts introduced by data-driven and AI systems. Students will learn theory, methods, and ethical and policy considerations relevant to this space, including: principles of user interaction, qualitative & quantitative HCI research methods (e.g., semi-structured interviews, survey design), human-AI interaction, algorithmic fairness and justice, and design considerations for privacy and security.

CSCI 1310. Fundamentals of Computer Systems.

Covers fundamental concepts, principles, and abstractions that underlie the design and engineering of computer systems, with reference to applications of these concepts in industry. Topics include machine organization, systems programming and performance, key concepts of operating systems, isolation, security, virtualization, concurrent programming, and the basics of distributed systems. Combined lectures, case studies, labs, and several hands-on projects involving programming exercises. This course is intended for Computer Science Master's students only. Anyone else wanting to take the course should contact the instructor.

CSCI 1320. Creating Modern Web & Mobile Applications.

This course covers all aspects of web application development, including initial concept, user-centric design, development methodologies, front and back end development, databases, security, testing, load testing, accessibility, and deployment. There will be a substantial team project. The course is designed for students with a programming background (equiv CSCI 0320/CSCI 0330/CSCI 0300) who want to learn how to build web applications, and for students with a background in web design, including HTML and Javascript, who are interested in learning how to extend design techniques to incorporate the technologies needed in modern web applications. Project teams will consist of students with both backgrounds.

CSCI 1330. Computer Systems.

High-level computer architecture and systems programming. The course covers the organization of computer systems (in terms of storage units, caches, processors, and I/O controllers) and teaches students assembly-language programming and C-language programming. Extensive programming exercises introduce students to systems-level programming on Linux systems, as well as to multi-threaded programming with POSIX threads. Students will be introduced to the functions of operating systems. Enrollment limited to Master's students only.

CSCI 1340. Introduction to Software Engineering.

"The course focuses on designing, building, testing, and maintaining systems collaboratively. Learning goals include front-end and algorithmic development, debugging, advanced testing (e.g., fuzzing), specification, source control, code review, productive AI use, and more. In the first half of the course, students complete and receive formative feedback on weekly sprints. In the second half, students propose, design, implement, and present a substantial group project. New this semester: the course will be using entirely TypeScript (with various frameworks). No prior experience with TypeScript is necessary, just like in previous semesters. The switch allows for a smoother introduction to web programming and reduces setup overhead. Only Master's students may enroll in CSCI 1340. It shares lectures and base assignments with CSCI 0320, but goes deeper into topics like specification, performance, review, and modifying algorithms to suit the project context. Assignments have additional requirements

CSCI 1360. Human Factors in Cybersecurity.

For the most up to date information on this class, please visit this page: <https://cs.brown.edu/courses/csci1360/> This course is designed to push you to think about cybersecurity as an idea with both physical and virtual elements. Throughout the course, we will examine the value of information, the importance of users, and the difficult balance between security and usability. The ultimate goal of this course is to give you the intellectual and scientific framework you need to create systems that are both secure and efficient to use. The course focuses on usable security practices, but also looks deeply at the way our society influences security

CSCI 1370. Virtual Reality Design for Science.

Explores the visual and human-computer interaction design process for scientific applications in Brown's immersive virtual reality Cave. Joint with RISD. Computer Science and design students learn how to work together effectively; study the process of design; learn about scientific problems; create designs applications; critique, evaluate, realize and iterate designs; and demonstrate final projects. Instructor permission required.

CSCI 1377. Tools for Thought.

Humanity's technological progress is defined in part by the development of tools which augment our cognitive capabilities: language, writing, notation, calculators, diagrams, and more. Computers have significant potential for developing even more powerful tools for thought (TFT). People regularly use computational TFTs such as data visualization, search engines, computational notebooks, and generative AI. Despite this progress, many cognitive processes look roughly the same today as they did 30 years ago: communicating with PDFs, learning with textbooks, programming with IDEs, data analysis with spreadsheets. The goal of this course is to equip you with the foundations to build the next generation of computational TFT.

CSCI 1380. Distributed Computer Systems.

Explores the fundamental principles and practice underlying networked information systems, first we cover basic distributed computing mechanisms (e.g., naming, replication, security, etc.) and enabling middleware technologies. We then discuss how these mechanisms and technologies fit together to realize distributed databases and file systems, web-based and mobile information systems.

CSCI 1385. Distributed Systems Laboratory.

CSCI 1385 is a half-credit course intended to be taken concurrently with CSCI 1380 and provides students with a greater understanding of the material by having them extend each of 1380's assignments to greater depth.

CSCI 1410. Artificial Intelligence.

Algorithms and representations used in artificial intelligence. Introduction and implementation of algorithms for search, planning, perception, knowledge representation, logic, probabilistic representation and reasoning, robotics and machine learning.

CSCI 1411. Foundations of AI and Machine Learning.

This course will provide broad coverage of core topics in artificial intelligence (AI), as a prelude to students taking more in-depth AI courses later on. To this end, the course will introduce students to prevalent AI models, both logical and probabilistic, as well as algorithms to solve these models based on search, planning, reinforcement learning, and supervised and unsupervised machine learning. These ideas will be applied to develop basic natural language processing, computer vision, robotic, and multiagent systems, all with an eye towards building socially responsible AI. One can get credit for only one of CSCI 0410 and CSCI 1411.

CSCI 1420. Machine Learning.

How can artificial systems learn from examples and discover information buried in data? We explore the theory and practice of statistical machine learning, focusing on computational methods for supervised and unsupervised learning. Specific topics include empirical risk minimization, probably approximately correct learning, kernel methods, neural networks, maximum likelihood estimation, the expectation maximization algorithm, and principal component analysis. This course also aims to expose students to relevant ethical and societal considerations related to machine learning that may arise in practice. Please contact the instructor for information about the waitlist.

CSCI 1430. Computer Vision.

How can we program computers to understand the visual world? This course treats vision as inference from noisy and uncertain data and emphasizes probabilistic and statistical approaches. Topics may include perception of 3D scene structure from stereo, motion, and shading; segmentation and grouping; texture analysis; learning, object recognition; tracking and motion estimation. Strongly recommended: basic linear algebra, calculus, and probability.

CSCI 1440. Algorithmic Game Theory.

This course examines topics in game theory and mechanism design from a computer scientist's perspective. Through the lens of computation, the focus is the design and analysis of systems utilized by self-interested agents. Students will investigate how the potential for strategic agent behavior can/should influence system design, and the ramifications of conflicts of interest between system designers and participating agents. Emphasis on computational tractability is paramount, so that simple designs are often preferred to optimal. Students will learn to analyze competing designs using the tools of theoretical computer science, and empirical tools, such as empirical game-theoretic analysis. Application areas include computational advertising, wireless spectrum, and prediction markets.

CSCI 1450. Advanced Introduction to Probability for Computing and Data Science.

Probability and statistics have become indispensable tools in computer science. Probabilistic methods and statistical reasoning play major roles in machine learning, cryptography, network security, communication protocols, web search engines, robotics, program verification, and more. This course introduces the basic concepts of probability and statistics, focusing on topics that are most useful in computer science applications. Topics include: modeling and solution in sample space, random variables, simple random processes and their probability distributions, Markov processes, limit theorems, and basic elements of Bayesian and frequentist statistical inference. Basic programming experience required for optional homework assignments.

Students cannot get concentration credit for both CSCI 1450 and APMA 1650/ APMA 1655

CSCI 1460. Computational Linguistics.

The application of computational methods to problems in natural-language processing. In particular we examine techniques due to recent advances in deep learning: word embeddings, recurrent neural networks (e.g., LSTMs), sequence-to-sequence models, and generative adversarial networks (GANs). Programming projects include sentiment classification, topic modelling and machine translation. Prerequisites are not strictly required, but the course will assume some knowledge of machine learning and deep learning, and will involve programming assignments in Python and PyTorch.

CSCI 1470. Deep Learning.

What is deep learning? How is it related to machine learning? How is it applied to perform tasks like classifying images or translating languages? Deep Learning belongs to a broader family of machine learning methods. Deep learning-based methods (e.g., convolutional neural networks, recurrent neural networks, autoencoders) have led to rapid improvements in applications like computer vision, natural language processing, robotics, and even genomics and health. In this course, you will get an overview of the prominent techniques of deep learning and their applications. This course is designed to help you understand the underlying concepts as well as the promise and pitfalls of deep learning. It also aims at providing hands-on practice of implementing and applying deep learning methods in Python. Students may take only one of CSCI 1470 and CSCI 2470.

CSCI 1480. Building Intelligent Robots.

How do robots function autonomously in dynamic, unpredictable environments? This course focuses on programming mobile robots, such as the iRobot Roomba, to perceive and act autonomously in real-world environments. The major paradigms for autonomous control and robot perception are examined and compared with robotic notions in science fiction. Prerequisite: CSCI 0150, CSCI 0170 or CSCI 0190. Recommended: CSCI 1410 or CSCI 1230.

CSCI 1491. Fairness in Automated Decision Making.

We know we want to build more equitable technology, but how? In this course we'll review the latest developments in how to build more equitable algorithms, including definitions of (un)fairness, the challenges of explaining how ML works, making sure we can get accountability, and much more.

CSCI 1510. Introduction to Cryptography and Computer Security.

This course studies the tools for guaranteeing safe communication and computation in an adversarial setting. We develop notions of security and give provably secure constructions for such cryptographic objects as cryptosystems, signature schemes and pseudorandom generators. We also review the principles for secure system design.

CSCI 1515. Applied Cryptography.

This course teaches cryptography from a practical perspective and provides hands-on experience of building secure systems in C/C++. Students will implement secure authentication and communication systems using foundational cryptographic algorithms such as encryption schemes, authentication codes, digital signatures, key exchange, and hash functions. The course also covers advanced topics including zero-knowledge proofs, secure multi-party computation, fully homomorphic encryption, and post-quantum cryptography. Students will use these tools to develop applications such as secure online anonymous voting, privacy-preserving data analysis, and private information retrieval.

CSCI 1520. Algorithmic Aspects of Machine Learning.

In this course, we will explore the theoretical foundations of machine learning and deep learning. We will focus on designing and analyzing machine learning algorithms with provable guarantees. More specifically, in this course we will (1) introduce basic tools in linear algebra and optimization, including the power method, singular value decomposition, matrix calculus, (matrix) concentration inequalities, and (stochastic) gradient descent, (2) cover many examples where one can design algorithms with provable guarantees for fundamental problems in machine learning (under certain assumptions), including topic modeling, tensor decomposition, sparse coding, and matrix completion, and (3) discuss the emerging theory of deep learning, including landscape analysis, generalization and over-parameterization, neural tangent kernels, generalization bounds, and implicit regularization.

CSCI 1550. Probabilistic Methods in Computer Science.

Randomization and probabilistic techniques play an important role in modern computer science, with applications ranging from combinatorial optimization and machine learning to communications networks and secure protocols. This course introduces the most fundamental probabilistic techniques used in computer science applications, in particular in randomized algorithms, probabilistic analysis of algorithms and machine learning.

Prerequisite: Basic background in probability theory course such as CSCI 1450.

CSCI 1570. Design and Analysis of Algorithms.

A single algorithmic improvement can have a greater impact on our ability to solve a problem than ten years of incremental improvements in CPU speed. We study techniques for designing and analyzing algorithms. Typical problem areas addressed include hashing, searching, dynamic programming, graph algorithms, network flow, and optimization algorithms including linear programming.

CSCI 1575. Algorithms: in Depth.

Half-credit course intended to be taken with CSCI 1570. Students will explore each topic in greater depth by collaboratively solving homework problems that will reinforce valuable new perspectives on the material. Corequisite: CSCI 1570.

CSCI 1580. Information Retrieval and Web Search.

Covers traditional material as well as recent advances in information retrieval (IR), the study of indexing, processing, and querying of textual data. The focus will be on newer techniques geared to hypertext documents available on the World Wide Web. Topics include efficient text indexing; Boolean and vector space retrieval models; evaluation and interface issues; Web crawling, link-based algorithms, and Web metadata; text/Web clustering, classification; text mining.

CSCI 1590. Introduction to Computational Complexity.

Introduction to serial and parallel models of computation; time and space complexity classes on these models; the circuit model of computation and its relation to serial and parallel time complexity; space-time tradeoffs on serial computers; area-time tradeoffs on the VLSI computational model; interactive and probabilistically checkable proofs; the definition of NP in terms of probabilistically checkable proofs; hardness of approximations to solutions to NP-hard problems. Prerequisite: CSCI 0510.

CSCI 1600. Real-Time and Embedded Software.

Comprehensive introduction to the design and implementation of software for programmable embedded computing systems, in applications such as Internet of Things, transportation, and mobile. Includes the overall embedded real-time software design and development processes, with a focus on engineering for reliability. Major project component.

CSCI 1610. Building High-Performance Servers.

In depth study of modern server design. Considers architectures for building high-performance, robust, scalable, and secure network servers. We will consider all aspects of "mission-critical" servers. Topics include multithreaded and asynchronous programming techniques, database access, performance profiling, security, and redundancy. Teams will build significant projects. Prerequisite: CSCI 0320 or 0360. CSCI 1670 or 1680 is recommended.

CSCI 1620. Computer Systems Security Lab.

This course is a half-credit lab intended to be taken concurrently with CS1660 and provides students with a deeper understanding of the material by doing advanced versions of the cs1660's projects. These advanced versions focus on real-world skills: performing attacks that are more difficult and rely on less serious vulnerabilities, performing attacks against systems with more real-world constraints, and creating attacks that achieve a higher standard of quality than a mere "proof of concept." Instructor permission required.

CSCI 1640. AI and Security.

Artificial Intelligence (AI) concerns the design of machines that perceive the environment and learn from experience to act wisely. Security concerns the protection against machines that exploit opportunities and behave maliciously to inflict harm. CSCI1640 will study these two fast-growing, practice-relevant and life-impactful CS fields, conjointly, as they relate, influence or apply to each other. With new concepts introduced from the ground up and using both a holistic and an analytical exposition of ideas, CSCI1640 will address the question of "How do AI and Security intersect, interleave or interfere?" and will cover a variety of topics around the impact that AI has to Security and the role that Security has in AI. Topics include trustworthy and privacy-preserving Machine Learning (ML), secure federated learning, crypto-enhanced neural networks, adversarial ML, ML-based security and cyberattacks, rational cryptography, generative AI, AI safety and superintelligence.

CSCI 1650. Software Security and Exploitation.

CSCI 1650 covers software exploitation techniques and state-of-the-art mechanisms for hardening software. The course begins with a summary of prevalent software defects, typically found in applications written in memory unsafe languages, like C/C++, and proceeds with studying traditional and modern exploitation techniques, ranging from classical code injection and code reuse up to the latest goodies (e.g., JIT-ROP). For the most part, it focuses on defenses against certain vulnerability classes and the way(s) to bypass them. Students will be introduced to advanced software exploitation techniques and countermeasures, and study (in depth) the boundaries and effectiveness of standard hardening mechanisms, such as address space randomization and stack and heap protections.

CSCI 1660. Introduction to Computer Systems Security.

This course teaches principles of computer security from an applied viewpoint and provides hands-on experience on security threats and countermeasures. Topics include code execution vulnerabilities (buffer overflow, sandboxing, mobile code), malware (trojans, viruses, and worms), access control (users, roles, policies), cryptosystems (hashing, signatures, certificates), network security (firewalls, TLS, intrusion detection, VPN), and human and social issues. To be added to the course waitlist, please fill out this form: <https://forms.gle/pHPAy9ntQkAQ7xLD9>

CSCI 1670. Operating Systems.

Covers not just the principles of operating systems but the intricacies of how they work. Topics include multithreaded programming, managing threads and interrupts, managing storage, processor scheduling, operating-system structure, virtualization, security, and the design of file systems (both local and distributed). Extensive examples are taken from actual systems, including Linux and Windows. Students are expected to complete both problem sets and programming assignments (in C). Prerequisite: CSCI 0300, 0330, 1310, or 1330.

CSCI 1675. Designing High-Performance Network Systems.

How can we understand the performance of network systems and make them faster? To explore this question, we will break it down into pieces, including (i) how to define and measure a system's performance, (ii) how to determine what factors in the system's design affect its performance, and (iii) how to use this information to make the system faster. Through lectures, labs, readings, and hands-on programming projects, we will explore topics including throughput-latency curves, tradeoffs between open and closed request generation, and concurrency. Hands-on projects will involve modern Linux technologies such as perf and io_uring, as well as modern microservice architecture tools such as Kubernetes and distributed tracing frameworks. The class will consist of lectures, short homework assignments that reinforce lecture content, and 4 project assignments with programming and technical writing components that explore these topics in greater detail.

CSCI 1680. Computer Networks.

Covers the technologies supporting the Internet, from Ethernet and WiFi through the routing protocols that govern the flow of traffic and the web technologies that are generating most of it. A major concern is understanding the protocols used on the Internet: what the issues are, how they work, their shortcomings, and what improvements are on the horizon. Prerequisite: CSCI 0300, 0330, 1310, 1330 or consent of instructor.

CSCI 1690. Operating Systems Laboratory.

Half-credit course intended to be taken with CSCI 1670. Students individually write a simple operating system in C. Serves to reinforce the concepts learned in 1670 and provides valuable experience in systems programming. Corequisite: CSCI 1670.

CSCI 1710. Logic for Systems.

The course will focus on proving properties about systems and programs. We will study the distinction between programs and specifications, and check for whether the former obey the latter. We will work with tools that have extensive automation such as model constructors, model checkers, and proof assistants. Problems and projects will apply to real-world systems. Prerequisite: CSCI 0190 or CSCI 0200. Preferred but not required: CSCI 0220

CSCI 1715. Formal Proof and Verification.

Proof assistants are tools that are used to check the correctness of programs. Unlike tools like model checkers and SAT solvers, proof assistants are highly interactive. Machine-checked formal proofs lead to trustworthy programs and fully specified reliable mathematics. This course introduces students to the theory and use of proof assistants, using the system Lean. We will use Lean to verify properties of functional programs and theorems from pure mathematics. We will learn the theory of deductive reasoning and the logic that these tools are based on. Text: "The Hitchhiker's Guide to Logical Verification" by Blanchette et al. Prereqs: CSCI 1710 Logic for Systems or a proof-based mathematics course. Basic familiarity with functional programming (e.g. Haskell, ML) is helpful but not required.

CSCI 1729. Programming Languages Lab.

Half-credit course intended to be taken concurrently with CSCI 1730. Students individually implement a full programming language chosen by the course. Reinforces the concepts learned in CSCI 1730 and provides valuable experience in implementing programming languages. Corequisite: CSCI 1730

CSCI 1730. Design and Implementation of Programming Languages.

Explores the design principles of modern programming languages through implementation, comparison, and reflection. Examines a variety of linguistic features that impact both control and data. Topics vary by year; more information on the course home page. Prerequisite: CSCI 0190, or CSCI 0200.

CSCI 1760. Multiprocessor Synchronization.

This course examines the theory and practice of multiprocessor synchronization. Subjects covered include multiprocessor architecture, mutual exclusion, wait-free and lock-free synchronization, spin locks, monitors, load balancing, concurrent data structures, and transactional synchronization. Prerequisites: CSCI 0330

CSCI 1780. Parallel and Distributed Programming.

Covers the practical aspects involved in designing, writing, tuning, and debugging software designed to run on parallel and distributed systems. Topics might include client-server computation, threads, networks of workstations, message passing, shared memory, partitioning strategies, load balancing, algorithms, remote procedure call, and synchronization techniques. Prerequisites: CSCI 0220 and either 0320 or 0360; 0510 recommended.

CSCI 1800. Cybersecurity and International Relations.

The global Internet shortens distances, makes businesses more efficient and facilitates greater social interaction. At the same time, it exposes vital national resources to exploitation and makes it easier for the international criminal element to prey on innocent Internet users. Cybersecurity is concerned with making the Internet a more secure and trustworthy environment. In this course we study this topic from the technological and policy points of view. The goal is to facilitate communication across the divide that normally characterizes the technological and policy communities.

CSCI 1805. Computers, Freedom and Privacy.

Who is the Big Brother that we most fear? Is it the NSA -- or is it Google and Facebook? Rapidly changing social mores and the growing problem of cybersecurity have all contributed to a sense that privacy is dead. Laws protecting privacy and civil liberties are stuck in the analog age, while the capabilities for mass digital surveillance continue to advance rapidly. This course will examine a variety of informational privacy and technology issues. A major theme: the historical and contemporary struggle to bring surveillance under democratic control to protect against abuses of privacy, civil liberties and human rights.

CSCI 1810. Computational Molecular Biology.

High-throughput experimental approaches now allow molecular biologists to make large-scale measurements of DNA, RNA, and protein, the three fundamental molecules of the cell. The resulting datasets are often too large for manual analysis and demand computational techniques. This course introduces algorithms for sequence comparison and alignment; molecular evolution and phylogenetics; DNA/RNA sequencing and assembly; recognition of genes and regulatory elements; and RNA and protein structure. The course demonstrates how to model biological problems in terms of computer science.

CSCI 1820. Algorithmic Foundations of Computational Biology.

The course is devoted to computational and statistical methods as well as software tools for DNA, RNA, and protein sequence analysis. The focus is on understanding the algorithmic and mathematical foundations of the methods, the design of associated genomics software tools, as well as on their applications. Topics include: sequence alignment, genome assembly, gene prediction, regulatory genomics, and SNP's variation. The course is open to computer and mathematical sciences students as well as biological and medical students.

CSCI 1850. Deep Learning in Genomics.

Deep learning models have achieved impressive performance in fields like computer vision and NLP. The collection of vast quantities of biological data naturally leads to the question -- can deep learning help us understand genomics? We will cover deep learning models like Auto-encoders and Convolutional Neural Networks and how have they been applied to solve problems in genomics. We will learn about different biological datasets, interpretation methods that help explain predictions, and what unique challenges are presented by the data in this field. Critical thinking and learning from the practical application of models to data are expected outcomes.

CSCI 1851. Machine Learning for Biology and Health.

This is an applied machine learning course covering details of different machine learning methods (from linear regression to transformers) and how they have been applied to various tasks in biology and health domains.

CSCI 1870. Cybersecurity Ethics.

This timely, topical course offers a comprehensive examination of ethical questions in cybersecurity. These issues pervade numerous, diverse aspects of the economy and society in the Information Age, from human rights to international trade. Students will learn about these topics, beginning first with acquaintance with the dominant ethical frameworks of the 20th and 21st centuries, then employing these frameworks to understand, analyze, and develop solutions for leading ethical problems in cybersecurity. The things that you learn in this course will stay with you and inform your personal and professional lives.

CSCI 1880. Introduction to Computer Security.

This course examines the basic principles of computer security for an organization, recognizing which system components relate to which principles. Additionally, the course covers methodologies and skills for making informed security decisions and understanding how to apply security principles to design security mechanisms while considering tradeoffs. Topics include general security principles, cryptography, authentication authorization, identity, and access management, operating systems security, network security, web security, and applications security. Throughout the course, you will develop a preliminary cybersecurity plan for an organization

CSCI 1900. csciStartup.

In csciStartup, you will incorporate and run a startup. Apply as a team to be part of a prototype class to remove the mystery from starting a company and to focus entirely on a product you're passionate about. Teams will incorporate, build a product for real customers, advertise their product, and improve it week after week. We'll spend half our class meetings with individual attention to each group's progress and how to improve your offerings. Assignments will be designed to apply to any company, with enough flexibility to ensure you're always working on things that make sense for your business.

CSCI 1950A. Computational Modeling and Algorithmic Thinking.

In this course you will learn how to apply tools from statistics and computer science to build computational models of physical and biological systems. Example applications include modeling and then simulating the behavior of a collection of genes, the spread of disease in a population, a single neuron in isolation or the complex of neurons comprising the primate visual cortex.

CSCI 1950B. Computational Topology and Discrete Geometry.

This course will investigate (through a mixture of lectures and student presentations of recent papers) topics in computational topology, including Morse theory and discrete differential geometry. Other possible topics are knot polynomials, simplicial homology, and geometric probability theory. Some mathematical sophistication and programming skills required. No prerequisites.

CSCI 1950H. Computational Topology.

We will study various algorithmic problems that arise in the study of topological phenomena, such as winding number, turning number, knot polynomials, topology of covering spaces (especially Riemann surfaces), and discrete Morse theory. The mathematical topics will be briefly introduced before we move to computations, but some a priori mathematical sophistication will make the course more valuable to the student. Prerequisite: CSCI 0160, 0180, or 0190.

CSCI 1950J. Introduction to Computational Geometry.

Geometric algorithms in two and three dimensions. Algorithmic and geometric fundamentals. Point location, convex hulls, proximity (Voronoi diagrams, Delaunay triangulations), intersections, the geometry of rectangles. Prerequisites: CSCI 0160, 0170, or 0190; and CSCI 0220.

CSCI 1950K. Innovating Game Development.

A project-centered course focused on technological, paradigm, and design innovations for game development. As teams, students will propose and implement a project demonstrating a novel technology for gaming. Examines the current state and future of game development through a seminar of speakers active in game development and research. A strong computer science or engineering background is recommended.

CSCI 1950M. Advanced Practical Combinatorial Algorithms.

We review recent as well as well-established advanced techniques in combinatorial optimization and constraint satisfaction. Students will study and individually present research papers and work on challenging software projects in small teams. Prerequisites: CSCI 0160, 0180, or 0190; and CSCI 0510; and CSCI 1490 or 2580, or instructor permission.

CSCI 1950N. 2D Game Engines.

2D Game Engines covers core techniques used in the development of the software that drives computer games and other interactive software. Projects involve building different varieties of 2D game engines as well as games that require use of the features implemented in the engines. Topics include high-level engine design, vector and raster graphics, animation, collision detection, physics, content management, and game AI. This course has also been offered as DISP CSCI1971. Students interested in an override should request on through Courses@Brown. Priority will be given to both seniors and juniors.

CSCI 1950T. Advanced Animation Production.

Students will apply knowledge and skills gained in previous animation courses to produce a high quality short animated film as a group. Production will follow the industry standard pipeline that includes modeling, texturing, lighting, animating, rendering, and post production. Interested students will perform preproduction story and concept design prior to beginning of course. Prerequisite: CSCI 1250. Enrollment limited to 15. Instructor permission required.

CSCI 1950U. Topics in 3D Game Engine Development.

Covers core techniques in 3D game development with an emphasis on engine architecture. Students independently develop their own engines using C++, OpenGL, and the Qt framework, then work in groups to create a polished game. Topics include: spatial subdivision, player representation, collision detection and response, game networking, GPUs, and OpenGL. Prerequisites: CSCI 1230 or knowledge of C++ and one of CSCI0300, CSCI0320, or CSCI0330 or equivalent experience. Enrollment limited to 25.

CSCI 1950X. Software Foundations.

Software Foundations will be a project-based course focusing on the challenges and techniques involved in proving non-trivial properties about real-world systems. We will base our exploration around formal development in a proof environment. Roughly half of the course will be a guided tutorial of proof techniques using one or more theorem provers; in the remainder, students will apply this knowledge to existing systems. No prior experience with theorem provers or proof assistants is necessary, but familiarity with and aptitude for functional programming will be a huge bonus. Prerequisite: CSCI 1730 or equivalent; mathematical maturity.

CSCI 1950Z. Computational Methods for Biology.

This course will introduce algorithms from machine learning and combinatorial optimization with a focus on their application to biological data. Topics will include problems in phylogenetic inference, population genetics, and biological interaction networks.

CSCI 1951A. Data Science.

Mastering big data requires skills spanning a variety of disciplines: distributed systems over statistics, machine learning, and a deep understanding of a complex ecosystem of tools and platforms. Data Science refers to the intersection of these skills and how to transform data into actionable knowledge. This course provides an overview of techniques and tools involved and how they work together: SQL and NoSQL solutions for massive data management, basic algorithms for data mining and machine learning, information retrieval techniques, and visualization methods.

Prerequisites: CSCI 0160, CSCI 0180, CSCI 0190, or CSCI 0200. One of CSCI 0300, 0330, CSCI 0320, 1310 or 1330 strongly recommended.

CSCI 1951B. Virtual Citizens or Subjects? The Global Battle Over Governing Your Internet.

The Internet began as a U.S. government research project, progressed to an open network run by free-spirited geeks, and transitioned in the late 1990's to a unique governance model in which nations, corporations, and civil society were supposed to all have a voice. Where are the real decisions being made? Who is making them? How can you and citizens of other nations influence these decisions? The global battle to run the Internet, brewing for years, has broken wide open with revelations of American spying on a massive scale.

CSCI 1951C. Designing Humanity Centered Technology.

This semester we will explore how emerging technologies might shape our lives in the near future, as we design and build working prototypes. We will proceed from a set of questions that will complement a deep immersion in design process and creative practice. We will explore the "how" and "why" of designing new technologies. The course will help students build a portfolio of design projects that are in response to various design strategies such as Human Centered Design, Speculative Design, Critical Design, and Design Fiction, as well as developing skills for iterative prototyping and participatory critique.

Students interested in registering should sign

up here: <https://docs.google.com/forms/d/e/1FAIpQLSdvo0o4ICpj55ZubZQTxdVRFmnbCHbT8egriwPOcWcbRiy6A/viewform>

CSCI 1951G. Optimization Methods in Finance.

Optimization plays an important role in financial decisions. Many computational finance problems ranging from asset allocation to risk management, from option pricing to model calibration can be solved efficiently using modern optimization techniques. This course discusses several classes of optimization problems (including linear, quadratic, integer, dynamic, stochastic, conic, and robust programming) encountered in financial models. For each problem class, after introducing the relevant theory and efficient solution methods, we discuss problems of mathematical finance that can be modeled within this problem class. Prerequisites: CSCI 1450 or APMA 1650, and CSCI 1570.

CSCI 1951I. CS for Social Change.

Working in a studio environment to iteratively design, build, and test technical projects in partnership with different social change organizations, students will be placed in small teams to collaboratively work on projects that will range from developing a chatbot to aid community engagement to conducting geospatial data analytics. We will also reflect on our positionality and ethics in engaging in social impact work and what it practically means to leverage technology to create social change on an everyday basis.

CSCI 1951J. Interdisciplinary Scientific Visualization.

Students will learn about solving scientific problems using computer graphics and visualization. Projects will involve the solution of scientific problems using computer graphics, modeling, and visualization. Working in small groups, students will identify scientific problems, propose solutions involving computational modeling and visualization, evaluate the proposals, design and implement the solutions, apply them to the problems, evaluate their success, and report on results. Example projects might include interactive software systems, immersive virtual reality cave applications, quantitative analysis tools, or new applications of existing visualizations methods. The focus will be on applications in the new virtual reality cave.

CSCI 1951L. Blockchains and Cryptocurrencies.

Introduction to modern blockchain-based systems. Topics covered include consensus and distributed computing, examples cryptocurrencies, programming smart contracts, privacy and secrecy, transfer networks, atomic swaps and transactions, non-currency applications of blockchains, and legal and social implications. Students will do a programming project and a term project.

CSCI 1951N. VR+X, The Potential of Virtual Reality to Transform Nearly Everything.

This course introduces students to the history, present, and future possibilities of virtual reality (VR) with a focus on addressing the question: What is the transformative potential of virtual reality? We'll critically evaluate a variety of applications in fields as varied as healthcare, architecture, education, and storytelling. Students will learn discovery and design thinking processes of a kind that can lead to the development of VR solutions. Students will create a design concept for a VR use case in a field of their choosing.

CSCI 1951P. Design of Robotic Systems (ENGN 1931I).

Interested students must register for ENGN 1931I.

CSCI 1951Q. Topics in Programming Languages.

This course explores advanced techniques and recent research in the theory and practice of programming language design. This year's focus is program analysis: algorithms which deduce facts about programs to improve their correctness and performance. We will cover both static and dynamic analysis techniques used in ahead-of-time compilers, just-in-time compilers, bug-finders, and domain-specific languages. This course will provide hands-on experience designing analyses for a simple language targeting WebAssembly in a JIT compiler implemented in Rust.

CSCI 1951R. Introduction to Robotics.

Each student will learn to program a small quad-rotor helicopter. We will provide each student with their own robot for the duration of the course. The course will cover PID controllers for stable flight, localization with a camera, mapping, and autonomous planning. At the end of the course, the aim is for students to understand the basic concepts of a mobile robot and aerial vehicle. Enrollment by instructor permission.

CSCI 1951T. Surveying VR Data Visualization Software for Research.

In a collaborative group effort, this course will search out, install, test, and critically evaluate VR software that supports data visualization for researchers. We will target several specific types of data, including volumetric data, and remote sensing data. We will investigate the capabilities of software for head-mounted displays (HMDs), big-metal displays like caves and the yurt, and, as a baseline, desktop displays. Software evaluation will include web research, hands-on case studies, and surveying. Results will be documented in a courses wiki.

CSCI 1951V. Hypertext/Hypermedia: The Web Was Not the Beginning and the Web Is Not the End.

Hypertext/Hypermedia systems -- first designed in the 1960s -- link information and people. Developed in the late 1980s, the Web was the first global hypermedia system; 30+ years later, it represents a small part of past visions. Students will identify still-uncommon features by exploring/using systems from the 1960s onwards. They will read papers for class discussion. They will study architecture and design topics such as annotating, note taking, searching, networking, collaboration, permanence, and social impact. Web programming projects, using TypeScript/MERN stack, will culminate in group projects to create their own hypertext/hypermedia systems. Prerequisites: An introductory CS sequence or equivalent experience

CSCI 1951W. Sublinear Algorithms for Big Data.

A huge quantity of data is worth little unless we can extract insights from it. Yet, the large quantities mean that classic algorithms (running in linear, quadratic or even more time) can be infeasible in practice. We must instead turn to new algorithmic approaches and paradigms, which allow us to answer valuable questions about our data in runtime that is still feasible even when the data set is Facebook-sized.

Surprisingly, to answer many computational and statistical questions, sometimes there is no need to read/store every piece of data! This course focuses on this exciting "sublinear" algorithmic regime. We will study practical algorithms, making clever use of randomness with strong theoretical guarantees

Prerequisites: (CS22 or equivalent); (CS145 or APMA1650/1655 or equivalent); (CS157 or CS155). Mathematical maturity is essential: this is a theory course with proofs.

Recommended: CS155

CSCI 1951X. Formal Proof and Verification.

Proof assistants are tools that are used to check the correctness of programs. Unlike tools like model checkers and SAT solvers, proof assistants are highly interactive. Machine-checked formal proofs lead to trustworthy programs and fully specified reliable mathematics. This course introduces students to the theory and use of proof assistants, using the system Lean. We will use Lean to verify properties of functional programs and theorems from pure mathematics. We will learn the theory of deductive reasoning and the logic that these tools are based on.

Text: "The Hitchhiker's Guide to Logical Verification" by Blanchette et al.

Prereqs: CSCI 1710 Logic for Systems or a proof-based mathematics course. Basic familiarity with functional programming (e.g. Haskell, ML) is helpful but not required.

CSCI 1951Y. Using an Interactive Proof Assistant to do Mathematics.

Proof assistants are software tools based on logic. They are typically used in both mathematics and computer science to verify proofs of theorems (in mathematics) or algorithm correctness (in CS). Beginning texts often emphasize mathematical applications focused on logic, while typical undergraduate mathematics education does not. The corpora of mathematics results for many proof assistants are heavily slanted towards real analysis and abstract algebra, but have limited depth in topology and geometry. Students will learn to use the Isabelle proof assistant to initially do some proofs covering introductory material in a Calculus book, and then move on to study both real and synthetic projective geometry, leading up to showing every Desarguesian projective plane admits coordinates in some division ring. They'll also complete final projects in some geometry-related topic.

CSCI 1952A. Human-AI Interaction.

AI systems do not exist in a vacuum; they exist in a human world. This course will examine human-AI interaction, spanning the gamut from how humans design AI systems, to how humans work with and alongside AI systems, to how AI systems affect human behaviors. Sometimes the AI systems under scrutiny will be embodied (robots!), sometimes not. The course will be both discussion and project based. As a final project, students will conduct a pilot study on human-AI interaction. This course is aimed at graduate students or others with interest in conducting human-AI interaction research. With perseverance and dedication, these course projects could be converted into conference papers at venues like AAAI, HRI, or NeurIPS.

CSCI 1952B. Responsible Computer Science in Practice.

What can ethics and social and political theory tell us about how to navigate the social impacts of computing? How do these perspectives shape technical decisions computer scientists have to make? The role of computer scientists is rapidly evolving: as the systems they build affect everyone, from individuals to society at large, computer scientists become more than just coders. They must be able to assess the social impacts of the technology they develop and engage with experts from other disciplines which offer critical insights and normative perspectives on those impacts. The goal of this course is to enable you to understand and critically reflect on key concepts and ideas in ethics and social and political theory on topics ranging from fairness to consent, digital well-being to regulation, and to apply them to concrete technical decisions in practical exercises and project-oriented work.

CSCI 1952D. Intelligent Robotics.

This course will cover the techniques required to design robots capable of intelligent decision-making. The course will proceed through several levels of the control stack required for such robots, from low-level perception and control, through spatial perception and motion planning, through object manipulation, to high-level planning. Students should be both mathematically sophisticated and competent programmers.

CSCI 1952I. Language Processing in Humans and Machines (CLPS 1850).

Interested students must register for CLPS 1850.

CSCI 1952R. Systems Transforming Systems.

The subject of the seminar is the development of new techniques, tools, and systems for automatically augmenting existing software systems with new capabilities — including, but not limited to, parallelism, distribution, isolation, and security. The seminar will have a dual focus: 60% on advanced scientific topics in systems and 40% on academic communication, especially technical writing. These two foci will be structured as overlapping layers — systems in the foreground, technical communication in the background. A key goal will be for students, working in teams of 4–5 members, to develop papers worthy of scientific publication; as such, the course is structured around projects designed carefully, and with appropriate support, to result in paper publications in the systems community.

CSCI 1952V. Algorithms for the People.

Computer science has transformed every aspect of society, including communication, transportation, commerce, finance, and health. The revolution enabled by computing has been extraordinarily valuable. The largest tech companies generate almost a trillion dollars a year and employ millions of people. But technology does not affect everyone in the same way. In this seminar, we will examine how new technologies, ranging from facial recognition to drones, are affecting marginalized communities.

CSCI 1952X. Contemporary Digital Policy and Politics.

This course will examine the politics and processes for making policies related to the internet and digital policy issues. We will examine current issues at the national level, including the White House and federal agencies, Congress, international institutions and industry on issues such as privacy and information security, and on debates like whether and how to regulate Big Tech. Topics covered include the creation of national policies at the White House, the regulatory process, legislation, standards, global implications and the politics of technological change.

Format and participation: This is an asynchronous version of IAPA 1811, available only to students enrolled in a completely online master's degree program, by permission of the instructor. Students will complete weekly activities in lieu of attending synchronous class discussions.

CSCI 1952Y. Computer Architecture.

How does a computer program actually turn into the electrons moving inside of your computer? What are the relevant metrics and tradeoffs for designing a computer, and what impact do these tradeoffs have on our software? In this course, we cover computer organization and design, from a software lens. Topics include instruction set architectures, processor design and pipelining, memory hierarchies, program flow optimization, I/O, and emerging applications. Homeworks and final project will use powerful architecture simulators and explore general and specialized hardware for various applications.

CSCI 1952Z. Robots as a Medium: Creating Art with Teams of Robots.

In this course, students will work in groups to use teams of flying and ground robots to create works of art, such as paintings, composing music, choreography, etc. This course is open to all concentrations, no prior experience necessary!

CSCI 1953A. Accessible and Inclusive Cybersecurity and Privacy.

will address the unique privacy and security challenges experienced by vulnerable and at-risk populations. Central to developing safer technology for all is recognizing and addressing the diverse digital-safety needs, responses, and risks of a wide range of users including how contextual and human factors shape privacy decisions and protective behaviors. We will examine the technical foundations of security and privacy, pinpointing where they fail to provide holistic safety solutions. We will also examine the role of AI chatbots and agents, analyzing how they can both enhance and compromise user safety. The course will blend theoretical knowledge with practical applications, covering inclusive design principles in cybersecurity and privacy, threat models for vulnerable groups, societal and ethical considerations for security practices, and strategies for integrating inclusivity into security research, policymaking, and system

CSCI 1953B. Special Topics in Computational Design and Fabrication.

This course explores the core mathematical, algorithmic, and computational principles that drive modern design tools, focusing on digital design representations, generative design, optimization, and interactive exploration. Students will learn to develop computational models for automating design processes, implement algorithms for shape generation and performance evaluation, and integrate digital design with fabrication techniques such as 3D printing, laser cutting, and machine knitting. The course includes coding assignments, fabrication assignments, and a final project where students implement or extend recent papers in the field.

CSCI 1970. Individual Independent Study.

Independent study in various branches of Computer Science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CSCI 1971. Independent Study in 2D Game Engines.

2D Game Engines covers core techniques used in the development 2D game engines. Projects involve building different varieties of 2D game engines as well as games that require use of the features implemented in the engines. Topics include high-level engine design, vector and raster graphics, animation, collision detection, physics, content management, and game AI. Prerequisite: CSCI 0160, 0180, or 0190.

CSCI 1972. Topics in 3D Game Engine Development.

Covers core techniques in 3D game development with an emphasis on engine architecture. Students independently develop their own engines using C++, OpenGL, and the Qt framework, then work in groups to create a polished game. Topics include: spatial subdivision, player representation, collision detection and response, game networking, GPUs, and OpenGL. Prerequisite: CSCI 1230 and one of the following CSCI 0320, CSCI 0330, CSCI 1950N, OR CSCI 1971.

CSCI 1973. Independent Study.**CSCI 2000. Computer Science Research Methods.**

What does it mean to conduct research in computer science, and how might we be most effective at it? To help begin a fruitful career in CS research, this class will cover the philosophy and practice of forming ideas, executing research, presenting outcomes, and understanding and contributing to our community. The aim is to kick-start your time at Brown CS by being the 'missing semester' on how to be a PhD student, and by peeling back the curtain on why CS academia works like this to help you make the most of your time. Discussions include: motivating, pitching, and funding research; finding, reading, and reviewing research; selecting research areas and forming hypotheses; designing, performing, and evaluating research; communicating research; research collaborations; and research ethics. We will learn together through presentations, activities, discussions, plus readings and assignments out of class.

CSCI 2002. Privacy and Personal Data Protection.

If you tried to live for one day without generating any digital personal data, how would you spend it? In the Information Age, the use of personal data has proliferated and is pervasive. This course offers a comprehensive examination of protection of privacy and personal data, which is central to autonomy, dignity, and liberty. Topics include identity, financial, health, educational, and other data. Students will learn about: Fair Information Practices; the development of modern privacy rules in the United States and around the world; Fourth Amendment privacy and the autonomy of the individual in relation to the state; key US laws (HIPAA, FERPA, GLBA, GINA, COPPA, etc.); significant international rules (European Union's General Data Protection Regulation (GDPR), etc.); important institutions (Federal Trade Commission, Data Protection Authorities, etc.); standards; Privacy by Design and Default; and emerging issues.

CSCI 2200. Cybersecurity Law and Policy.

Course description: Cybersecurity and cyber conflict pose unique legal and policy challenges for governments, companies and citizens. The way those problems are resolved will shape the future of the internet. This course will examine cybersecurity as a legal and policy problem. How can government and society address network and computer insecurity while upholding privacy, civil liberties and other fundamental values?

CSCI 2230. Computer Graphics.

This course offers an in-depth exploration of fundamental concepts in 2D and 3D computer graphics. It introduces 2D raster graphics techniques, including simple image processing. The bulk of the course is devoted to 3D modeling, geometric transformations, and 3D viewing and rendering. A sequence of assignments culminates in a simple geometric modeler and ray tracer. C++ and the graphics library OpenGL are used throughout the course, as is shader programming on the GPU. The final project is typically a small group project spec'd and implemented by the group using shaders or ray tracing to create special effects.

CSCI 2240. Advanced Computer Graphics.

CSCI 2240 explores several key areas of 3D graphics—rendering, geometry processing, optimization, and simulation—taking a sophisticated approach to each. This year, we are looking to improve the course's coverage of optimization by adding more lecture content on the topic (optimization theory, methods for solving (sparse) linear systems, etc.) and by designing a new assignment (likely 3D as-rigid-as-possible shape manipulation). Prerequisites: one of CSCI 0530, MATH 0520, MATH 0540; CSCI 1230; and familiarity with multivariable calculus by e.g. having taken one of MATH 180, MATH 200, MATH 350

CSCI 2270. Topics in Database Management.

In-depth treatment of advanced issues in database management systems. Topics vary from year to year and may include distributed databases, mobile data management, data stream processing and web-based data management. Prerequisite: CSCI 1270.

CSCI 2300. Human-Computer Interaction Seminar.

Covers methods for conducting research in human-computer interaction (HCI). Topics will be pursued through independent reading, assignments, and class discussion. Comprises four assignments that apply to HCI research methods and push the envelope, which are designed to be meaningful and have the potential for real impact. Students will gain the background necessary to perform research in HCI and the skills to conduct human-centric research. There will be little content about user interfaces, but students may find some topics in CSCI 1300 relevant. Please see the course website when it's available (shortly before the semester begins) for information about overrides.

CSCI 2310. Human Factors and User Interface Design.

Covers current research issues involving the implementation, evaluation and design of user interfaces, while also providing a basic background in the fundamentals of user interface evaluation, programming, tools, and techniques. A possible topic is programming and designing device-independent interfaces. Previous topics have included the development of pervasive internet-based interfaces and software visualization. Prerequisite: Consent of instructor.

CSCI 2330. Programming Environments.

Programming tools; control and data integration; software understanding and debugging; environments for parallel and distributed programming; reverse engineering; configuration management and version control and debugging. Emphasis on current research areas. Prerequisite: consent of instructor.

CSCI 2340. Software Engineering.

Topics in the design, specification, construction and validation of programs. Focus will be on tools to support each of these stages. Course will pay special attention to the concerns raised by the properties of modern software systems including distribution, security, component-based decomposition and implicit control. A basic software engineering course such as CSCI0320 or CSCI1340 or extensive industrial programming experience is required. Knowledge of system programming such as CSCI0300, CSCI0330, CSCI1310, or CSCI1330 is highly recommended.

CSCI 2370. Interdisciplinary Scientific Visualization.

Learn how to do research on using computer graphics, visualization, and interaction applied to scientific problems. Working in small multidisciplinary groups, students identify scientific problems, propose solutions involving computational modeling and visualization, design and implement the solutions, apply them to the problems, and evaluate their success. Prerequisites: programming experience, some graphics experience, problem ideas.

CSCI 2390. Privacy-Conscious Computer Systems.

We will examine research papers on distributed system design, privacy-preserving, and secure computing techniques, and discuss how to apply these ideas in practice. The goal is to understand if, and how we can better protect the sensitive data we entrust to computer systems, both against leaks and against unauthorized or unethical use. We will look at web services, datacenter systems, distributed communication systems, and machine learning systems. During class, you will present and discuss papers, finish a set of hands-on assignments, work on a research project, and present your project at the end of the semester.

CSCI 2410. Statistical Models in Natural-Language Understanding.

Various topics in computer understanding of natural language, primarily from a statistical point of view. Topics include: hidden Markov models, word-tagging models, probabilistic context-free grammars, syntactic disambiguation, semantic word clustering, word-sense disambiguation, machine translation and lexical semantics. Prerequisite: CSCI 1410.

CSCI 2420. Probabilistic Graphical Models.

Probabilistic graphical models provide a flexible framework for modeling large, complex, heterogeneous collections of random variables. After a brief introduction to their representational power, we provide a comprehensive survey of state-of-the-art methods for statistical learning and inference in graphical models. We discuss a range of efficient algorithms for approximate inference, including optimization-based variational methods, and simulation-based Monte Carlo methods. Several approaches to learning from data are explored, including conditional models for discriminative learning, and Bayesian methods for controlling model complexity. Programming experience required for homeworks and projects, which integrate mathematical derivations with algorithm implementations. PREREQUISITES: CSCI1420 or APMA1690.

CSCI 2430. Topics in Machine Learning.

Machine learning from the artificial intelligence perspective, with emphasis on empirical validation of learning algorithms. Different learning problems are considered, including concept learning, clustering, speed-up learning, and behavior learning. For each problem a variety of solutions are investigated, including those from symbolic AI, neural and genetic algorithms, and standard statistical methods. Prerequisite: CSCI 1410 or familiarity with basic logic and probability theory.

CSCI 2440. Advanced Algorithmic Game Theory.

This course examines topics in game theory and mechanism design from a computer scientist's perspective. Through the lens of computation, the focus is the design and analysis of systems utilized by self-interested agents. Students will investigate how the potential for strategic agent behavior can/should influence system design, and the ramifications of conflicts of interest between system designers and participating agents. Emphasis on computational tractability is paramount, so that simple designs are often preferred to optimal. Students will learn to analyze competing designs using the tools of theoretical computer science, and empirical tools, such as empirical game-theoretic analysis. Application areas include computational advertising, wireless spectrum, and prediction markets.

CSCI 2450. Exchange Scholar Program.**CSCI 2470. Deep Learning.**

Deep Learning belongs to a broader family of machine learning methods. It is a particular version of artificial neural networks that emphasizes learning representation with multiple layers of networks. Deep Learning, plus the specialized techniques that it has inspired (e.g. convolutional neural networks, recurrent neural networks, and transformers), have led to rapid improvements in many applications, such as computer vision, machine learning, sound understanding, and robotics. This course gives students an overview of the prominent techniques of Deep Learning and its applications in computer vision, language understanding, and other areas. It also provides hands-on practice of implementing deep learning algorithms in Python. A final project will implement an advanced piece of work in one of these areas. Students may take CSCI 2470 or CSCI 1470 but not both.

CSCI 2500A. Advanced Algorithms.

In this course, we study a selection of advanced algorithms and data structures that are provably correct and fast. Our goal is to present a broad range of algorithmic ideas and techniques, especially those that have had significant impact on the field and/or have had or might have practical impact. Prerequisite: CSCI 1570 or the equivalent

CSCI 2500B. Optimization Algorithms for Planar Graphs.

Planar graphs arise in applications such as road map navigation and logistics, graph drawing and image processing. We will study graph algorithms and data structures that exploit planarity. Our focus will be on recent research results in optimization. Prerequisite: CSCI 1570 or the equivalent.

CSCI 2510. Approximation Algorithms.

Approximation Algorithms deal with NP-hard combinatorial optimization problems by efficiently constructing a suboptimal solution with some specified quality guarantees. We study techniques such as linear programming and semidefinite programming relaxations, and apply them to problems such as facility location, scheduling, bin packing, maximum satisfiability or vertex cover. Prerequisite - one of the following: CSCI 1510, 1550, 1810, 1950J, 1950L, any graduate-level course on algorithms (including 2500A, 2500B, 2580).

CSCI 2520. Computational Geometry.

Algorithms and data structures for fundamental geometric problems in two and three dimensions. Topics include point location, range searching, convex hull, intersection, Voronoi diagrams, and graph drawing. Applications to computer graphics, circuit layout, information visualization, and computer-aided design are also discussed. Prerequisite: CSCI 1570 or instructor permission.

CSCI 2530. Design and Analysis of Communication Networks.

A theory seminar focusing on algorithmic and combinatorial issues related to the design and analysis of communication networks for parallel and distributed systems. Topics include packet routing, circuit switching, distributed shared memory, fault tolerance, and more. Prerequisites: CSCI 1550, 1570, or equivalent.

CSCI 2531. Internet and Web Algorithms.

This advanced graduate course/seminar focuses on the mathematical foundations of algorithms for handling large amounts of data over networks. We'll read and discuss recent papers in information retrieval, search engines, link analysis, probabilistic modeling of the web and social networks, and more. Recommended: CSCI 1550 and CSCI 1570, or equivalent courses.

CSCI 2540. Advanced Probabilistic Methods in Computer Science.

Advanced topics in applications of probabilistic methods in design and analysis of algorithms, in particular to randomized algorithms and probabilistic analysis of algorithms. Topics include the Markov chains Monte Carlo method, martingales, entropy as a measure for information and randomness, and more. Prerequisite: CSCI 1450. Recommended but not required: CSCI 1570.

CSCI 2550. Parallel Computation: Models, Algorithms, Limits.

The theoretical foundations of parallel algorithms. Analysis of the most important models of parallel computation, such as directed-acyclic computation graphs, shared memory and networks, and standard data-exchange schemes (common address space and message-passing). Algorithmic techniques with numerous examples are cast mostly in the data-parallel framework. Finally, limitations to parallelizability (P-completeness) are analyzed. The content of the course is likely to change as technology evolves.

CSCI 2560. Advanced Complexity.

Advanced topics in computational complexity, such as: the polynomial hierarchy, interactive proofs, pseudorandomness, derandomization, probabilistically checkable proofs.

CSCI 2570. Introduction to Nanocomputing.

Nanoscale technologies employing materials whose smallest dimension is on the order of a few nanometers are expected to replace lithography in the design of chips. We give an introduction to computational nanotechnologies and explore problems presented by their stochastic nature. Nanotechnologies based on the use of DNA and semiconducting materials will be explored. Prerequisite: CSCI 0510.

CSCI 2580. Solving Hard Problems in Combinatorial Optimization: Theory and Systems.

The theory of combinatorial optimization and how it is embodied in practical systems. Explores issues encountered in implementing such systems. Emphasizes the wide variety of techniques and methodologies available, including integer programming, local search, constraint programming, and approximation algorithms. Problems addressed may include: scheduling, coloring, traveling salesman tours, and resource allocation. Prerequisites: CSCI 0320 and basic knowledge of linear algebra.

CSCI 2590. Advanced Topics in Cryptography.

Seminar-style course on advanced topics in cryptography. Example topics are zero-knowledge proofs, multi-party computation, extractors in cryptography, universal composability, anonymous credentials and ecash, interplay of cryptography and game theory. May be repeated for credit. Prerequisite: CSCI 1510 or permission of the instructor.

CSCI 2640. AI and Cybersecurity Policy.

Two dynamic, cross-cutting technological domains, cybersecurity and artificial intelligence, have massive, pervasive impacts on economies and societies. Multiple stakeholders, including policymakers, both in the United States and around the world, struggle to keep up and to develop robust, sustainable, technologically-neutral, harmonious policies to meet the demands of this moment. This course will consider US and international activities and their implications. Stakeholders include governments, certainly, but also the private sector and NGOs, who play important roles. You will leave this course with a stronger understanding of the policy process, the stakeholders, and current developments in cybersecurity, artificial intelligence, cybersecurity policy, and artificial intelligence policy in the United States and abroad.

CSCI 2660. Computer Systems Security.

This course teaches computer security principles from an applied viewpoint and provides hands-on experience with security threats and countermeasures. The course additionally covers principles and skills useful for making informed security decisions and for understanding how security interacts with the world around it. The main topics covered are cryptography, authentication, access control, web security, and network security. Other topics include cybersecurity ethics and privacy. The course aims to balance theory and practice. These advanced versions focus on real-world skills: performing attacks that are more difficult and rely on less serious vulnerabilities, and creating attacks that achieve a higher standard of quality than a mere "proof of concept." This course covers the same material as CSCI 1620 and 1660 and shares their assignments. Graduate students only. If you are interested in this course, request an override and fill out this form: <https://forms.gle/pHPay9ntQkAQ7xLD9>

CSCI 2670. Operating Systems.

Covers not just the principles of operating systems but the intricacies of how they work. Topics include multithreaded programming, managing threads and interrupts, managing storage, processor scheduling, operating-system structure, virtualization, security, and the design of file systems (both local and distributed). Extensive examples are taken from actual systems, including Linux and Windows. Students are expected to complete both problem sets and programming assignments (in C) and will individually write a simple operating system. Prerequisite: one of CSCI 0300, CSCI 0330, CSCI 1310, or CSCI 1330. Graduate students only. This course covers the same material as the combination of CSCI 1670 and 1690 and shares their assignments.

CSCI 2680. Computer Networks and the Internet.

The Internet is ubiquitous today — you are using it right now! To understand it, we will read and discuss both classical and recent research papers on computer networking, including the design, structure, and technical history of the Internet, and we will consider the implications on both the design of other computer systems, as well as on Internet applications. We will study topics including routing, content delivery, transport algorithms, datacenter networks, edge networks, and Internet-scale applications. During class students will present and discuss papers. Assignments will include written paper summaries and reviews, as well as a semester-long research project. Students will present their projects at the end of the semester.

CSCI 2690. Datacenter and Cloud Operating Systems.

Most of the large-scale web applications and enterprise applications we use daily rely on datacenters for compute, storage, networking and security, commonly via cloud computing interfaces. There are many research questions around how to use the datacenter as a computing platform to architect the “best” applications, all while datacenter hardware is rapidly evolving. This is a graduate-level seminar on cloud and datacenter operating systems. We will study topics such as serverless computing, kernel bypass operating systems, tiered and far memory systems, hardware accelerators, and disaggregation. The goals of the class are to (1) learn about the challenges surrounding cloud and datacenter systems, (2) practice reading, analyzing, and presenting systems research papers on these topics, and (3) perform a semester-long research project and present findings to the class.

CSCI 2730. Programming Language Theory.

Theoretical models for the semantics of programming languages and the verification of programs. Topics will be drawn from operational semantics, denotational semantics, type theory and static analyses. Recommended prerequisite: CSCI 1730, CSCI 1950Y or instructor permission.

CSCI 2750. Topics in Parallel and Distributed Computing.

CSCI 2750 is a graduate seminar that will consider an advanced topic (to be determined) in distributed computing. May be repeated for credit.

CSCI 2810. Advanced Computational Molecular Biology.

High-throughput experimental approaches now allow molecular biologists to make large-scale measurements of DNA, RNA, and protein, the three fundamental molecules of the cell. The resulting datasets are often too large for manual analysis and demand computational techniques. This course introduces algorithms for sequence comparison and alignment; molecular evolution and phylogenetics; DNA/RNA sequencing and assembly; recognition of genes and regulatory elements; and RNA and protein structure. The course demonstrates how to model biological problems in terms of computer science. Course overrides are available at the instructor's discretion.

CSCI 2820. Algorithmic Foundations of Computational Biology.

The aim of this course is to provide computer science and mathematical sciences foundations, as well as biological insights, for numerous seminal algorithms in the field of computational biology, i.e., algorithmic foundations for Computational Biology. Topics include: The BLAST Algorithm and Karlin-Altschul Statistics, Genome Assembly Algorithms and Haplotype Assembly Algorithms, Hidden Markov Models (HMM) Algorithms: The Learning Problem, Recombination and Ancestral Recombination Graphs Algorithms, Rigorous Clustering: Spectral Graph Theory Algorithms, Algorithms for Constructing Suffix Trees in Linear Time, Protein Folding Algorithms (An Introduction). Each chapter is devoted to a class of fundamental computational problems of genomics related to the analysis of DNA, RNA, protein sequences and protein structures and their molecular biology function.

CSCI 2840. Advanced Algorithms in Computational Biology and Medical Bioinformatics.

Devoted to computational problems and methods in the emerging field of Medical Bioinformatics where genomics, computational biology and bioinformatics impact medical research. We will present challenging problems and solutions in three areas: Disease Associations, Protein Folding and Immunogenomics. This course is open to graduate students and advanced undergraduates with Computational or Life Science backgrounds. Prior background in Biology is not required.

CSCI 2890. Comprehensive Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CSCI 2950C. Topics in Computational Biology.

This course will investigate active and emerging research areas in computational biology. Topics include cancer genomics; genome rearrangements and assembly; and protein and regulatory interaction networks. The course will be a mixture of lectures and student presentations of recent conference and journal papers.

CSCI 2950D. Sensor Data Management.

Sensor networks combine sensing, computing, actuation, and communication in a single infrastructure that allows us to observe and respond to phenomena in the physical and cyber world. The sensors range from tiny “smart dusts” to dime-sized RFID tags and large-scale weather sensors. This course will cover the state-of-the-art in designing and building sensor networks, focusing on issues that revolve around data and resource management. No prerequisites.

CSCI 2950E. Stochastic Optimization.

This advanced graduate course/seminar will focus on optimization under uncertainty, or optimization problems where some of the constraints include random (stochastic) components. Most practical optimization problems are stochastic (subject to future market conditions, weather, faults, etc.), and there has been substantial research (both theoretical and experimental) in efficient solution for such problems. We'll read and discuss some of the recent works in this area.

CSCI 2950F. Implementing Web-Based Software Systems.**CSCI 2950G. Large-Scale Networked Systems.**

Explores widely-distributed systems that take advantage of resources throughout the Internet. The systems leverage their large size and geographic diversity to provide bandwidth scalability, rapid responses, fault-tolerance, high-availability and diverse data collection. Topics include overlay networks, peer-to-peer systems, content distribution networks, distributed file systems and wide-scale measurement systems.

CSCI 2950H. Advanced Cryptography.**CSCI 2950I. Computational Models of the Neocortex.**

This course addresses the problem of modeling the perceptual neocortex using probabilistic graphical models, including Bayesian and Markov networks, and extensions to model time and change such as hidden Markov models and dynamic Bayesian networks. The emphasis is on problems of learning, inference, and attention. Sources include the literature in computational and cognitive neuroscience, machine learning, and other fields that bear on how biological and engineered systems make sense of the world. Prerequisites: basic probability theory, algorithms and statistics.

CSCI 2950J. Cognition, Human-Computer Interaction and Visual Analysis.

In this graduate seminar we will learn about models of human cognition and perception, and explore potential implications of the models on how computers and humans can interact effectively when performing scientific analyses. Participants will be responsible for reading assigned materials, taking turns guiding discussions of the readings, and preparing a final paper and presentation. It is recommended that participants have some background in at least one of the areas of study.

CSCI 2950K. Special Topics in Computational Linguistics.

Every year will cover a different topic in computational linguistics, from a statistical point of view, including parsing, machine translation, conference, summarization, etc. Prerequisites: CSCI 1460 or permission of the instructor.

CSCI 2950M. Computer Science, Algorithms and Economics.

Course investigates the interplay of economic theory and computer science. It is suitable for advanced senior undergraduates and for graduate students. We will study topics such as: algorithms for selfish routing; competitive combinatorial auctions; Multicast cost sharing and cooperative games; graphical models for games; and related topics. This course will be organized around the presentation of recent research papers. Prerequisite: CSCI 1570 or equivalent.

CSCI 2950N. Special Topics in Autonomous Robotics.

No description available.

CSCI 2950O. Topics in Brain-Computer Interfaces.

Introduces the mathematical and computational foundations of brain-computer interfaces. Statistical learning, Bayesian inference, dimensionality reduction, information theory, and other topics are presented in the context of brain interfaces based on neural implants and EEG recordings. Prerequisites: Basic knowledge of probability, statistics and linear algebra (e.g., CSCI 1550, APMA 1650, APMA 1690, or APMA 2640). Enrollment limited to 20 students.

CSCI 2950P. Special Topics in Machine Learning.

This seminar course explores current research topics in statistical machine learning. Focus varies by year, and may include Bayesian nonparametrics; models for spatial, temporal, or structured data; and variational or Monte Carlo approximations. Course meetings combine lectures with presentation and discussion of classical and contemporary research papers. Students will apply some this material to a project, ideally drawn from their own research interests.

CSCI 2950Q. Topics in Computer Vision.

This course will cover current topics in computer vision by focusing on a single real problem in computer vision. Recent courses have focused on forensic video analysis of an unsolved murder and three-dimensional object recognition for a mobile robot. Readings from the literature are integrated with group projects to solve problems beyond the state of the art. Strong mathematical skills (probability, linear algebra, calculus) and previous exposure to computer vision (e.g. CSCI 1430) are essential.

CSCI 2950R. Special Topics in Advanced Algorithms.

We will study an advanced topic in the design and analysis of algorithms. Prerequisite: CSCI 1570 or the equivalent.

CSCI 2950S. Advanced Practical Combinatorial Algorithms.

We review recent as well as well-established advanced techniques in combinatorial optimization and constraint satisfaction. Students will study and individually present research papers and work on challenging software projects in small teams. Prerequisites: CSCI 0160, 0180, or 0190; and CSCI 0510; and CSCI 1490 or 2580, or instructor permission.

CSCI 2950T. Topics in Distributed Databases and Systems.

This course explores data and resource management issues that arise in the design, implementation, and deployment of distributed computing systems by covering the state of the art in research and industry. Typical topics include cloud computing and sensor networks. Strongly recommended: CSCI 0320, CSCI 1270, or CSCI 1951A.

CSCI 2950U. Special Topics on Networking and Distributed Systems.

Explores current research topics in networking, distributed and operating systems. Specific topics may include wireless and sensor networking, Internet-scale distributed systems, cloud computing, as well as the core problems, concepts, and techniques underlying these systems. The course has two components: reading and discussion of current and classical research papers, and a research project related to the topic but ideally drawn from students' own research interests. This is a graduate-level course, undergrads can join with the consent of the instructor.

CSCI 2950V. Topics in Applied Cryptography.

This course surveys recent developments in applied cryptography. Research in this field is motivated by privacy and security issues that arise in practice from areas like cloud computing, databases, surveillance and finance. Topics will vary each year. Pre Requisites: CSCI 1660 and CSCI 1510 recommended or instructor permission. This year's theme is cryptography for social good.

CSCI 2950W. Online Algorithms.

Decisions must often be made before the entire data is available. Online algorithms solve problems in which commitments must be made as the data is arriving. Choosing which items to evict from a cache before knowing future requests, which advertisers to consider for displaying ads alongside the result of a search, or which most representative data to store when computing statistics about a huge stream of information. We will discuss the worst-case model, which hinges against the worst possible future data, and some stochastic and game-theoretic models.

CSCI 2950X. Topics in Programming Languages and Systems.

Examines contemporary research topics in software construction from the perspectives of programming languages, software engineering and computer-aided verification. The primary goals are to understand which theory applies to which problems and to convert that theory into tools. Topics include security, modularity, and new paradigms in software composition. Prerequisite: CSCI 1730 or written permission of the instructor.

CSCI 2950Y. Theorem Proving.

This course explores computer-assisted theorem proving with the Coq Proof Assistant. The course will teach students to formally specify software and model mathematical theories. We will then study techniques for mechanically proving theorems about these Coq. Prerequisites: CSCI 1730 or CSCI 0170 and permission of the instructor.

CSCI 2950Z. Robot Learning and Autonomy.

This seminar course will cover current research topics related to perceiving and acting in the real world. These topics will be pursued through independent reading, class discussion, and project implementations. Papers covered will be drawn from robotics, computer vision, animation, machine learning, and neuroscience. Special emphasis will be given to developing autonomous control from human performance. No prerequisites.

CSCI 2951A. Robots for Education.

This seminar will explore the potential for robotics to engage future generations of scientists and engineers, with a particular focus on broadening participation in computing across society. Academic papers describing existing models, systems, courses, and evaluation for teaching robotics at undergraduate and secondary levels will be covered through students presentations. A group project will be conducted to find viable and accessible "off-the-shelf" technology solutions suited to teaching robotics without requiring a technical background. Instructor permission required.

CSCI 2951B. Data-Driven Vision and Graphics.

Investigates current research topics in image-based graphics and vision. We will examine data sources, features, and algorithms for understanding and manipulating visual data. We will pay special attention to methods that use crowd-sourcing or Internet-derived data. Vision topics such as scene understanding and object detection will be linked to graphics applications such as photo editing and image-based rendering. These topics will be pursued through independent reading, class discussion and presentations, and a semester long research project. Strong mathematical skills and previous imaging (vision or computational photography) courses are essential.

CSCI 2951C. Autonomous Agents and Computational Market Design.

An important area of research in artificial intelligence is how to effectively automate decision making in time-critical, information-rich environments. Electronic markets are a prime example of such environments. In this course students will create their own simulated electronic market as well as autonomous agents that trade in their market simulation. Application domains will include supply chain management, the Dutch flower auctions, and ad auctions, such as those run by Google and Facebook. Enrollment limited to 40 graduate students.

CSCI 2951E. Topics in Computer Systems Security.

This course explores advanced computer security and privacy and highlights current research in the area. Topics include applications security, applied cryptography, cloud security, operating systems security, software security, web security, usable security, and vulnerabilities and defenses in cyber-physical systems (e.g., automotive, medical, and industrial control devices). Recent research papers will be presented and discussed, and projects will provide an opportunity for creative work. Class attendance is required, and active participation in class discussions is essential. The course can be used to satisfy the capstone requirement for the ScB degree in Computer Science. Instructor permission is required to register.

CSCI 2951F. Learning and Sequential Decision Making.

The course explores automated decision making from a computer-science perspective. It examines efficient algorithms, where they exist, for single agent and multiagent planning as well as approaches to learning near-optimal decisions from experience. Topics will include Markov decision processes, stochastic and repeated games, partially observable Markov decision processes, and reinforcement learning. Of particular interest will be issues of generalization, exploration, and representation. Participants should have taken a graduate-level computer science course and should have some exposure to machine learning from a previous computer-science class or seminar; check with instructor if not sure. Recommended Prerequisites: CSCI 1950F or CSCI 1420

CSCI 2951I. Computer Vision for Graphics and Interaction.

Computer vision reconstructs real world information from image and video data; computer graphics synthesizes dynamic virtual worlds; interaction lets us explore these worlds; and machine learning allows us to map between domains across vision, graphics, and interaction. In visual computing, these fields converge to exploit both models of visual appearance and databases of examples to generate and interact with new images. This enables applications from the seemingly simple, like semantic photo editing, to the seemingly science fiction, like mixed reality. In this seminar, we will discover the state-of-the-art algorithmic contributions in computer vision which make this possible. Please join us!

CSCI 2951K. Topics in Collaborative Robotics.

Practical approaches to designing intelligent systems. Topics include search and optimization, uncertainty, learning, and decision making. Application areas include natural language processing, machine vision, machine learning, and robotics.

CSCI 2951M. Advanced Algorithms Seminar.

Students in this course will read, present, and discuss recent breakthrough papers on the topic of algorithms, and the related areas needed to analyze algorithms. This course is aimed at current and potential future graduate students who want to gain technical depth and perspective on the field of algorithms. Topics will roughly alternate by year, with even years emphasizing fundamental techniques, and odd years emphasizing applications such as machine learning. Suggested prerequisites: CSCI 1570 and mathematical maturity. Instructor permission required. Enrollment will be limited to 24 students, based on an application that will be described on the first day of class. Ideal students will have a mix of the following: 1) motivation to learn how to read papers, 2) technical skills and background, 3) willingness to participate and contribute to discussions.

CSCI 2951N. Advanced Algorithms in Computational Biology.

This is a full-lecture, graduate course on algorithms and biomedical applications. The Foundations lectures are an introduction to the biological and medical genomics application areas. Each Algorithm section is devoted to an algorithmic method presented in rigorous depth, followed by an important open problem in the application area, together with the current most effective algorithmic solutions to the problem. Graduate students and advanced undergraduates in computational and mathematical sciences and engineering are welcome. Biological, life sciences and medical students and faculty are welcome as well and will be able to participate more in the applications areas.

CSCI 2951O. Foundations of Prescriptive Analytics.

We are undoubtedly in the middle of an Analytics Revolution that enabled turning huge amounts data into insights, and insights into predictions about the future. At its final frontiers, Prescriptive Analytics is aimed at identifying the best possible action to take given the constraints and the objective. To that end, this course provides students with a comprehensive overview of the theory and practice of how to apply Prescriptive Analytics through optimization technology. A wide variety of state-of-the-art techniques are studied including: Boolean Satisfiability, Constraint Programming, Linear Programming, Integer Programming, Local Search Meta-Heuristics, and Large-Scale Optimization. Pre Requisites: One of CSCI 0300, 0320, CSCI 0330, CSCI 1310, OR CSCI 1330 and recommended: one of CSCI 0530, CSCI 1570, MATH 0520 or MATH 0540.

CSCI 2951S. Distributed Computing through Combinatorial Topology.

Although computer science itself is based on discrete mathematics, combinatorial topology and its applications may still be unfamiliar to many computer scientists. For this reason, this course provides a self-contained, elementary introduction to the concepts from combinatorial topology needed to analyze distributed computing. Conversely, while the systems and models used here are standard in computer science, they may be unfamiliar to students with a background in pure or applied mathematics. For this reason, this course also provides a self-contained, elementary description of standard notions of distributed computing. CSCI 0220 required, CSCI 1760 recommended

CSCI 2951T. Data-Driven Computer Vision.

Investigates current research topics in data-driven object detection, scene recognition, and image-based graphics. We will examine data sources, features, and algorithms useful for understanding and manipulating visual data. We will pay special attention to methods that harness large-scale or Internet-derived data. There will be an overview of the current crowdsourcing techniques used to acquire massive image datasets. Vision topics such as scene understanding and object detection will be linked to graphics applications such as photo editing. These topics will be pursued through independent reading, class discussion and presentations, and projects involving current research problems in Computer Vision.

CSCI 2951U. Topics in Software Security.

This course investigates the state-of-the-art in software exploitation and defense. Specifically, the course is structured as a seminar where students present research papers to their peers. We will begin with a summary of prevalent software defects, typically found in applications written in memory unsafe languages, and proceed to surveying what we are up against: traditional and modern exploitation techniques, ranging from classical code injection and code reuse up to the newest goodies (JIT-ROP, Blind ROP). For the bulk part, we will focus on the latest advances in protection mechanisms, mitigation techniques, and tools against modern vulnerability classes and exploitation methods.

CSCI 2951X. Reintegrating AI.

The goal of AI has been to build complete intelligent agents, yet the field has been fragmented into a collection of problem-specific areas of study. We will first spend a few weeks in lecture covering a new approach to integrating existing AI subfields into a single agent architecture, and remainder of the semester on self-directed, semester-long research projects.

Grading based on a mid-semester project proposal, and a substantial open-ended final project. The projects will be multi-disciplinary in nature but students will have the opportunity to work in small groups, so they need not necessarily have expertise in the relevant areas. Graduate students welcome; undergraduates need instructor permission to enroll.

CSCI 2951Z. Advanced Algorithmic Game Theory.

This course examines topics in game theory from a computer scientist's perspective. Through the lens of computation, it will focus on the design and analysis of systems involving self-interested agents, investigating how strategic behavior should influence algorithm design, which game-theoretic solution concepts are practical to implement, and the ramifications of conflicts of interest between system designers and participating agents. Students will create their own automated trading agents for various simulated market games. Topics include: auctions and mechanism design, equilibria, and learning. For graduate credit, students will complete additional homework exercises, and a significant programming project.

CSCI 2952B. Topics in Computer Science Education Research.

How do people learn computing, and what can we do to teach them better? Answering these questions requires applying techniques from a variety of disciplines: computer science, naturally, but also cognitive science, psychology, linguistics, sociology, and more—even fields like economics can be relevant. This course studies different focused topics in computing education research (CER), drawing on these other disciplines as needed.

CSCI 2952C. Learning with Limited Labeled Data.

One of the most remarkable abilities of recent systems created with machine learning is their flexibility. Large pre-trained models (so-called “foundation models”) can be adapted with relative ease to a wide range of tasks. Sometimes this adaptation can happen with no training examples at all. How is this ability achieved? What are its limits? And what should we do when it fails? This seminar course will survey recent research on these topics, including pre-training and transfer learning, instruction tuning, reinforcement learning from human and AI feedback, few-shot and zero-shot learning, weak supervision, and synthetic data generation. Students will lead discussions on recent research papers and develop final research projects.

CSCI 2952F. Distributed Systems at Scale: Microservices Management.

This seminar investigates and explores cutting edge challenges and issues in the emerging Microservices paradigm. Microservices are a specific cloud paradigm for enabling distributed systems and applications at scale. In particular, this course builds on the foundations provided by the initial distributed systems, networking and operating systems offering (i.e., CSCI 1380, CSCI 1680, CSCI 1670) and explores how these concepts are used to realize, manage, and orchestrate microservices. The course is driven by materials from academic conferences and industrial blogs. The industrial blogs will provide context and motivation for different problems. The academic reasons will provide a deep dive into the technical details: we will focus on reading, analyzing, critiquing and brainstorming academic papers. Students taking this class should be familiar with reading academic literature, performing critical analysis, and working on open ended problems with undefined solutions. More information: <http://cs.brown.edu/courses/info/csci2952-f/>

CSCI 2952G. Deep Learning in Genomics.

Deep learning models have achieved impressive performance in fields like computer vision and NLP. Given an adequate amount of data, these models can extract meaningful representations to perform accurate predictions. The collection of vast quantities of biological data naturally leads to the question -- can deep learning help us understand genomics? In this seminar-style class, we will cover the recent research literature trying to answer this question. We will learn how state-of-the-art models like CNNs, RNNs, GCNs, GANs, etc. have been applied to solve significant problems in genomics and what unique challenges are presented by the data in this field.

CSCI 2952H. Recent Progress in Reinforcement Learning.

Reinforcement learning is a framework for studying machines that interact with a sequential environment to achieve a goal. In the past decade, the RL framework has gained a lot of attention owing to its intriguing success in solving problems in complicated domains such as games, robotics, and dialog systems. We observe continual growth in the number of RL papers published in major machine-learning conferences. This growth calls for a careful investigation of the recent progress in the field. By reading selections of the current RL literature, this graduate-level course examines some of the latest theoretical and empirical progress in the field.

CSCI 2952I. Language Processing in Humans and Machines.

Understanding language requires transforming sequences of sounds into words, combining words into meaningful thoughts, and incorporating thoughts into an ongoing discourse. Psychologists and linguists have been trying to reverse-engineer how humans do this so easily, at the speed of conversation. In parallel, computer scientists have been trying to engineer machines to solve the same problems, leading to products like Siri and Alexa. This class will explore how these two kinds of research can help each other, bringing recent insights from machine learning into the study of human language processing, and insights from human processing into the architectures of machine language systems. For CS students: Machine Learning, Deep Learning, Computational Linguistics (or comparable experience). For CLPS students: At least one of CLPS 0200, 0300, 0800, or 1800

CSCI 2952K. Topics in 3D Computer Vision and Deep Learning.

We live in a world that spans 3 dimensions. Cameras and sensors image the 3D world by projecting to a 2D plane. How can we recover the 3D world back from these images? What techniques can we use to process 3D data? In this course we will study computer vision and machine learning techniques to recover 3D information of the world from images, and process and understand 3D data. We will learn about classical computer vision techniques but focus on cutting-edge deep learning methods. The techniques we will study are widely used, for instance, in self-driving cars and smartphone AR face filter apps.

CSCI 2952N. Advanced Topics in Deep Learning.

Prepares graduate students with the knowledge they need to apply Deep Learning techniques for their own research. There has been tremendous success in developing unified neural architectures that achieve state-of-the-art performance on language understanding (GPT-3), visual perception (ViT), and even protein structure prediction (AlphaFold). We plan to understand how they work, and how the success of such unified models can give rise to further developments on self-supervised learning, a technique that trains machine learning models without requiring labeled data; and multimodal learning, a technique that utilizes multiple input sources, such as vision, audio, and text. We will study recent attempts to interpret these models, thus revealing potential risks on model bias. Paper reading, student presentations, and invited guest lectures. Students required to work on a final project that explores a novel direction along the line of the papers we cover.

CSCI 2952O. A Practical Introduction to Advanced 3D Robot Perception.

This course is aimed at preparing graduate students and senior undergrads to do advanced work at the intersection of two important and popular fields: computer vision and robotics. The course will focus on the latest advances through lectures, readings, and discussion groups. The lectures and readings will be designed to represent a mix of classical techniques as well as the most recent advances in the two fields. The unique highlight of this course is the inclusion of a practical component: students will implement a project that combines computer vision and robotics by using cameras and a real robot arm. Students will form teams for this project and have exclusive access to a camera and a small robot arm both of which can be interfaced with the students' laptops. Pre-reqs: One of CSCI 1430, CSCI 1470, CSCI 1951R, CSCI 1230.

CSCI 2952P. Graduate Theory Seminar.

A theory course/seminar for graduate and advance undergraduate students interested in the mathematical foundations of algorithm.

CSCI 2952Q. Robust Algorithms for Machine Learning.

As machine learning systems start to make more important decisions in our society, we need learning algorithms that are reliable and robust. In this course, we will (1) cover basic tools in linear algebra, matrix calculus, and statistics that are useful in theoretical machine learning, (2) explore different adversarial models and examine whether existing algorithms are robust in these models, and (3) design and analyze provably robust algorithms for fundamental tasks in machine learning. In particular, we will focus on the research areas of high-dimensional robust statistics, non-convex optimization, learning with strategic agents, and spectral graph theory. This is a research-oriented course where students are asked to read and present sophisticated papers in top machine learning conferences. Knowledge of basic linear algebra, algorithms, data structures, probability and statistics is essential. Prior experience with machine learning is required.

CSCI 2952R. Systems Transforming Systems.

The subject of the seminar is the development of new techniques, tools, and systems for automatically augmenting existing software systems with new capabilities — including, but not limited to, parallelism, distribution, isolation, and security. The seminar will have a dual focus: 60% on advanced scientific topics in systems and 40% on academic communication, especially technical writing. These two foci will be structured as overlapping layers — systems in the foreground, technical communication in the background. A key goal will be for students, working in teams of 4–5 members, to develop papers worthy of scientific publication; as such, the course is structured around projects designed carefully, and with appropriate support, to result in paper publications in the systems community.

CSCI 2952S. Topics in Cyber and Digital Policy.

This online asynchronous course explores advanced topics in cybersecurity and digital policy, including privacy and civil liberties. Research papers and/or projects will provide an opportunity for creative work. Topics may include public policy and the international aspects of cybersecurity, legislation and legal requirements concerning digital policy issues, the history and background of privacy and civil liberties in information and information systems, cyber conflict, and related subjects. There is no set class time. Students and the instructor will coordinate work online and over Zoom through periodic meetings. CSCI 1800, 1860, 1805, 1870 or equivalent background is a prerequisite. Instructor permission required.

CSCI 2952T. An Algorithmist's Toolkit.

Doing research in theory and algorithms is often inaccessible because it requires an eclectic mathematical toolkit that is spread over many areas. The goal of this course is to consolidate many of these tools into a single course. Namely, this course will equip students with a mathematical foundation that will allow them to jumpstart their own theory research, particularly in algorithms. The course will cover not only many of the recurring mathematical tools in algorithms but also the ways in which these tools are used to design algorithms with rigorous guarantees. It is intended mainly for early-stage theory graduate students and advanced undergraduates. Some planned topics include polyhedral methods, metric embeddings, techniques from graph theory and the multiplicative weights framework.

CSCI 2952W. Critical Data and Machine Learning Studies.

In this course, we will investigate the complex ways that data and AI technologies are shaped by human values, social processes, and power structures. We will engage with 1) social theory, exploring concepts such as situated knowledge, intersectionality, and positionality and 2) recent research that bridges these concepts with modern machine learning & AI technology and practice. Students will develop both critical and imaginative ways of thinking: understanding how to situate technology in its sociotechnical context, while building alternative and more just futures. The course will introduce different research methodologies and applications areas relevant to scholars in this interdisciplinary space. Students will complete reading reflections, class discussions, and a final project engaging with the course themes.

CSCI 2952X. Research Topics in Self Supervised Learning.

We will cover everything around state-of-the-art Self Supervised Learning (SSL) pipelines, starting from the basics. Background will be provided along with in-depth implementation details. We will cover computer vision, multimodal, and world models. Coding exercises will have to be completed as well as research group projects to implement our own alternative solutions. Guest lectures from top SSL researchers will also take place throughout the semester.

CSCI 2952Y. Special Topics in Computational Design and Fabrication.

This course explores the core mathematical, algorithmic, and computational principles that drive modern design tools, focusing on digital design representations, generative design, optimization, and interactive exploration. Students will learn to develop computational models for automating design processes, implement algorithms for shape generation and performance evaluation, and integrate digital design with fabrication techniques such as 3D printing, laser cutting, and machine knitting. The course includes hands-on assignments and a final project where students build their own computational design workflow.

CSCI 2952Z. Coordinated Mobile Robotics (ENGN 2912U).

Interested students must register for ENGN 2912U.

CSCI 2955. The Design and Analysis of Trading Agents.

The Dutch Flower Auctions (DFA) clear over 100,000 auctions per day, each lasting on average between 3 and 5 seconds! This semester, we'll study the mechanism through which the DFA distribute 2/3 of the world's flowers, focusing on both the sellers' and buyers' decision-making processes. More generally, we'll research ways to automate and optimize decision-making in time-critical, information-rich environments, like the DFA. Undergraduate students require instructor permission, and should have already completed CSCI 0190, or CSCI 0150 and CSCI 0160, or CSCI 0170 and CSCI 0180.

CSCI 2956A. Design of Agents for Bidding in Sponsored Search Auctions.

This course investigates the new field of sponsored search auctions. Although students will be exposed to the field from the point of view of both the search engine and the advertiser, the course's focus is on advertiser's bidding algorithms. The students will implement novel bidding agents, and the course will culminate in a competition among the students' agents. Undergraduate students who obtained permission from the instructor or completed CSCI 0910, or CSCI 0150 and CSCI 0160, or CSCI 0170 and CSCI 0180 can register for the course. CSCI 1410 is a co-requisite.

CSCI 2956R. Multiplicative-Weights/Packing-Covering Method for Approximating Linear and Semidefinite Programs.

We will study the method called, variously, multiplicative weights and packing-covering. We will in particular investigate the use of this method for finding approximately optimal solutions to linear programs and semidefinite programs. Prerequisite: A graduate-level course on algorithms. Enrollment limited to 10. Instructor permission required.

CSCI 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CSCI 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

CSCI 2999A. Cybersecurity Management Within Business, Government, and Non-Profit Organizations.

For the most up to date information on this class, please visit this page: <https://cs.brown.edu/courses/csci2999-a/> CSCI 2999A will put you in the shoes of decision-makers working in business, government, and non-profit sectors so that you can gain experience grappling with real-world management problems through thought exercises and thoughtful reflection. I anticipate that the course will feature guest speakers that will help you learn unique insights. Content is designed to strengthen your skills as both a cybersecurity practitioner and leader. By examining real events that organizations have faced, you will practice and refine your ability to evaluate the challenges that arise for organizational leaders.

CSCI XLIST. Courses of Interest to Concentrators in Computer Science.

Data Science Institute

Brown University's Data Science Institute (DSI) serves as a campus hub for research and education in data science. Through our research and academic programs, we strive to ensure that those most in need are not the last to benefit from fundamental research in data science or data-driven applied research. Brown's DSI is unique because we:

- Equally value both domain-driven and fundamental methodological research in data science;
- Increase data fluency and educate the next generation of data scientists, through our master's program and providing outreach to students and researchers at a variety of career stages;
- Explore the impact of the data revolution on culture, education, health and genomics, society, and social justice by engaging with research partners within the University and beyond.

The DSI offers multiple academic programs:

- Residential master's degree (<https://dsi.brown.edu/academics/masters-programs/masters-data-science/>) in Data Science, including a fifth-year master's (<https://dsi.brown.edu/academics/masters-programs/masters-data-science/fifth-year-masters-degree/>) option for Brown undergraduates
- Online master's (<https://dsi.brown.edu/academics/masters-programs/online-masters-data-science/>) in Data Science: Policy, Governance, and Society
- Doctoral certificate (<https://dsi.brown.edu/academics/doctoral-certificate/>) for Brown graduate students
- Undergraduate certificate (<https://dsi.brown.edu/academics/certificate-data-fluency/>) in Data Fluency

The DSI also supports two research centers, the Center for Computational Molecular Biology (<https://ccmb.brown.edu/>) (CCMB) and the Center for Technological Responsibility, Reimagination, and Redesign (<https://cntr.brown.edu/>) (CNTR).

To support data science research and education across Brown's campus, the DSI hosts seminars and public lectures, offers workshops in data science skills, and offers small grants to Brown researchers in all disciplines.

For additional information, please visit the institute's website: <http://dsi.brown.edu/>.

Data Fluency Certificate Requirements

The Certificate in Data Fluency provides a formal pathway for undergraduates in concentrations other than applied mathematics, computational biology, computer science, math, and statistics (see details below) who wish to gain fluency and facility with the tools of data science. The driving intellectual question motivating certificate students is how we can infer meaning from data whilst avoiding false predictions. The required experiential learning component provides you with the opportunity to apply your data-science skills in applied settings, engage in research that uses data science, teach data science as an undergraduate teaching assistant, or undertake an internship that has a substantive data-science component.

As with all undergraduate certificates (<https://www.brown.edu/academics/college/degree/undergraduatecertificates/>), the certificate has the following requirements:

- Students may not earn more than **one certificate** and may only have **one declared concentration**.
- Students must be enrolled in or have completed at least **two courses** toward the certificate at the time they declare in ASK.
- No more than **one course** may count toward your concentration and the certificate.
- Students may declare in ASK **no earlier** than the beginning of the fifth semester and must declare **no later** than the last day of classes of the antepenultimate (typically the sixth) semester, in order to facilitate planning for the capstone or other experiential learning opportunity.
- Students must submit a proposal for their experiential learning opportunity by the end of the **sixth semester**.

Excluded Concentrations: Applied Mathematics, Computational Biology, Computer Science, Mathematics, and Statistics. This includes joint concentrations in these areas; for example, Applied Mathematics-Economics is also excluded. According to the certificate guidelines, a student's concentration and certificate cannot have substantial overlap.

For more information on the Certificate in Data Fluency, please visit the Data Science Institute (<https://dsi.brown.edu/academics/certificate-data-fluency/>) website.

Certificate Requirements

Certificate Requirements

Core Courses:

DATA 0080	Data, Ethics and Society	1
CSCI 0111	Computing Foundations: Data	1
or CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
or CSCI 0170	Computer Science: An Integrated Introduction	
or CSCI 0190	Accelerated Introduction to Computer Science	
or CPSY 0950	Introduction to programming	

DATA 0200	Data Science Fluency	1

Elective Course: Select one follow-up Applied Math, Biostatistics, Computer Science or domain-specific course with a significant data component from the following list (or another course with approval from the certificate advisor):

ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis	
APMA 1650	Introduction to Probability and Statistics with Calculus	

BIOL 0495	Statistical Analysis of Biological Data
BIOL 1555	Methods in Informatics and Data Science for Health
BIOL 1565	Survey of Health Informatics
CPSY 0900	Statistical Methods
CPSY 1291	Computational Methods for Mind, Brain and Behavior
CPSY 1580C	Visualizing Information
CSCI 1411	Foundations of AI
CSCI 1420	Machine Learning
CSCI 1450	Advanced Introduction to Probability for Computing and Data Science
CSCI 1470	Deep Learning
CSCI 1951A	Data Science
DATA 1030	Hands-on Data Science
DATA 1150	Data Science Fellows ¹
DATA 1500	Data Visualization & Narrative
ECON 1620	Introduction to Econometrics
ECON 1660	Big Data
EDUC 1230	Applied Statistics for Ed Research and Policy Analysis
ENVS 1105	Introduction to Environmental GIS
EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications
EEPS 1330	Global Environmental Remote Sensing
EEPS 1340	Machine Learning for the Earth and Environment
HIST 1825J	History of Artificial Intelligence
MATH 1210	Probability
MUSC 1210	Seminar in Electronic Music: Real-Time Systems
PHP 1501	Essentials of Data Analysis
PHP 1510	Principles of Biostatistics and Data Analysis
PHP 1560	Using R for Data Analysis
SOC 1020	Methods of Social Research
SOC 1100	Introductory Statistics for Social Research
SOC 1340	Principles and Methods of Geographic Information Systems

Capstone: 0-1

The required experiential learning component provides students with the opportunity to apply their data-science skills in their concentration, engage in research that uses data science, teach data science as UTAs, or undertake an internship that has a data-science component. The capstone may be completed for credit via an independent study course or not for credit. ²

Options for fulfilling this requirement include:

1. Participate in a Brown University credit experience (i.e. independent study).

2. Participate in a non-credit experience: summer Internship; TA for data-related course; work with a local organization on a data-related project. A 10-12 page reflective paper is required for this option.

3. Be a Data Science Fellow. ¹

Total Credits 4-5

¹ Students may complete DATA 1150 and the concurrent Data Science Fellows project to fulfill both the elective and experiential components of the certificate.

² Students must submit a proposal for their experiential component by the end of the sixth semester.

Data Science Graduate Program

Master of Science in Data Science

The Data Science Institute (DSI) at Brown offers a master's program (ScM) that prepares students from a wide range of disciplinary backgrounds for distinctive careers in Data Science. With connections to departments across campus, in particular Brown's Division of Applied Mathematics (<https://appliedmath.brown.edu/>) and Department of Computer Science (<https://cs.brown.edu/>), the master's program offers a unique and rigorous education for people building careers in data science. The program is designed to provide a fundamental understanding of the methods and algorithms of data science, to be achieved through a study of relevant topics in mathematics, statistics, and computer science, including database engineering, visualization, machine learning, and deep learning. The program also provides experience in important, frontline data-science problems in a variety of fields, and introduces students to ethical and societal considerations surrounding data science and its applications.

The program's course structure, including the capstone experience, ensures that students meet the goals of acquiring and integrating foundational knowledge for data science, applying this understanding in relation to specific problems, and appreciating the broader ramifications of data-driven approaches to human activity.

All students begin the program in September; **there is no option for starting in the spring semester**. The default program length is 21 months but students may elect to complete the program over 12, 16, 21, or 24 months. In some cases, exceptionally well-prepared students complete their work in nine months.

The curriculum for the Data Science Master's Program consists of nine credits: eight required courses, one of which is the experiential project course, and one elective. The nine credit-units divide as follows:

- 3 credits in mathematical and statistical foundations
- 3 credits in data and computational science
- 1 credit in societal implications and opportunities
- 1 elective credit to be drawn from a wide range of focused applications or deeper theoretical exploration
- 1 credit capstone experience.

We also offer an option as a 5th Year Master's Program if you are an undergraduate at Brown. This allows you to substitute maximally 2 credits with courses you have already taken. **5th-Year students must complete the degree in one year (September - August).**

For more information on admission and program requirements, please visit the following website: <https://www.brown.edu/academics/gradschool/programs/data-science> (<https://www.brown.edu/academics/gradschool/programs/data-science/>).

Master of Science in Data Science

For more information about the Master's Program curriculum and when courses are offered, please visit the DSI Master's curriculum page (<https://dsi.brown.edu/academics/masters-degree/curriculum/>) or Courses@Brown (<https://cab.brown.edu/>).

DATA 1030	Hands-on Data Science	1
DATA 1050	Data Engineering	1
APMA 1690	Computational Probability and Statistics	1
DATA 2020	Statistical Learning	1
CSCI 1470	Deep Learning	1
or CSCI 2470	Deep Learning	
CSCI 1491	Fairness in Automated Decision Making	1
DATA 2060	Machine Learning: from Theory to Algorithms	1
or CSCI 1420	Machine Learning	
DATA 2050	Data Science Practicum	1

The practicum experience is a hands-on thesis project that entails an in-depth study of a current problem in data science. Students will synthesize their knowledge of probability and statistics, machine learning, and data and computational science. Students will work in teams on projects with Brown faculty members or with external companies. The project will be completed as part of a course that includes additional career-oriented skills development.

One elective: 1

Domain knowledge relevant to individual interest, 1 credit, must be a graduate level course with 4-digit course number starting with a non-0 digit. Most graduate level CSCI and APMA courses qualify. Please contact the DGS if you plan to take a course from a different department.

Total Credits 9

Data Science Policy, Governance & Society Graduate Program

Master of Science in Data Science: Policy, Governance & Society

The acceleration of artificial intelligence, machine learning, and advanced analytics is rapidly reshaping industries and societies across the globe. With this immense potential for transformation comes the need to develop robust governance frameworks that ensure data and AI systems are deployed responsibly, ethically, and legally. Brown's online Master's in Data Science: Policy, Governance & Society program prepares students to be leaders and stewards of their organization's data assets and analytics capabilities.

This fully online program brings a world-class education to a globally diverse student body while maintaining the same academic rigor and excellence of an Ivy League University. A flexible format delivered asynchronously gives working professionals global access to graduate education from one of the country's leading universities.

The curriculum for the online ScM in Data Science consists of eight required courses.

For more information about the online Master's Program curriculum and when courses are offered, please visit the department website (<https://dsi.brown.edu/academics/masters-programs/online-masters-data-science/>) or Courses@Brown (<https://cab.brown.edu/>).

DSIO 2000	Technical Foundation for Data Science Success	1
DSIO 2100	Basic AI & Policy Ethics	1
DSIO 2110	Evidence-Driven Policy Making	1
DSIO 2010	Data Engineering in Disguise	1
DSIO 2020	Machine Learning/DL/LLM	1
DSIO 2120	Fairness & Bias	1
DSIO 2130	Advanced Topics of AI Governance	1
DSIO 2030	Applied Learning Experience	1

Courses

Data Science

DATA 0080. Data, Ethics and Society.

A course on the social, political, and philosophical issues raised by the theory and practice of data science. Explores how data science is transforming not only our sense of science and scientific knowledge, but our sense of ourselves and our communities and our commitments concerning human affairs and institutions generally. Students will examine the field of data science in light of perspectives provided by the philosophy of science and technology, the sociology of knowledge, and science studies, and explore the consequences of data science for life in the first half of the 21st century. Fulfills requirement for Certificate in Data Fluency

DATA 0200. Data Science Fluency.

As data science becomes more visible, are you curious about its unique amalgamation of computer programming, statistics, and visualizing or storytelling? Are you wondering how these areas fit together and what a data scientist does? This course offers all students regardless of background the opportunity for hands-on data science experience, following a data science process from an initial research question, through data analysis, to the storytelling of the data. Along the way, you will learn about the ethical considerations of working with data, and become more aware of societal impacts of data science. Course does not count toward CS concentration requirements.

DATA 0250. Applied Statistics in Python.

As more students engage in data science there is a need to provide guidance on conducting basic statistical analysis in Python. This course will provide a non-specialist approach to applied statistics, specifically linear models Python. Students will learn how to conduct linear modules using the Statsmodels package in Python. Students should have good working knowledge of descriptive statistics (equivalent to a high school AP level). Python coding experience is helpful but not required. Student learning would be assessed through hands-on Python coding activities and written interpretation of statistical reports. Students from the humanities and social sciences are particularly encouraged to enroll in this course. Pre-req- Basic High School A.P. knowledge of statistics.

DATA 1010. Probability, Statistics, and Machine Learning.

An introduction to the mathematical methods of data science through a combination of computational exploration, visualization, and theory. Students will learn scientific computing basics, topics in numerical linear algebra, mathematical probability (probability spaces, expectation, conditioning, common distributions, law of large numbers and the central limit theorem), statistics (point estimation, confidence intervals, hypothesis testing, maximum likelihood estimation, density estimation, bootstrapping, and cross-validation), and machine learning (regression, classification, and dimensionality reduction, including neural networks, principal component analysis, and unsupervised learning).

DATA 1030. Hands-on Data Science.

Develops all aspects of the machine learning pipeline: data acquisition and cleaning, handling missing data, exploratory data analysis, visualization, feature engineering, modeling, interpretation, presentation in the context of real-world datasets. Fundamental considerations for data analysis are emphasized (the bias-variance tradeoff, training, validation, testing). Classical models and techniques for classification and regression are included (linear and logistic regression with regularization, support vector machines, decision trees, random forests, XGBoost). Uses the Python data science ecosystem (e.g., sklearn, pandas, matplotlib). Prerequisites: Python coding experience suggested. Familiarity with linear algebra and calculus. A course equivalent to CSCI 0050, CSCI 0150 or CSCI 0170 is strongly recommended.

DATA 1050. Data Engineering.

The course will cover the storage, retrieval, and management of various types of data and the computing infrastructure (such as various types of databases and data structures) and algorithmic techniques (such as searching and sorting algorithms) and query languages (such as SQL) for interacting with data, both in the context of transaction processing (OLTP) and analytical processing (OLAP). Students will be introduced to measures for evaluating the efficacy of different techniques for interacting with data (such as 'Big-Oh' measure of complexity and the number of I/O operations) and various types of indexes for the efficient retrieval of data. The course will also cover several components of the Hadoop ecosystem for the processing of 'big data.' Additional topics include cloud computing and NoSQL databases. Introduction to concepts and techniques of computer science essential for data science will also be covered.

DATA 1080. Large Language Models and Generative AI.

The primary emphasis of this course will be on the technical foundations of large language models (LLMs) and generative AI (Gen AI). The course will cover the use of agents and tools to combine the power of large language models and Gen AI with a wide range of traditional computer algorithms. Additionally, the course will cover the social impacts of this technology and the safety concerns it raises. Students will be required to complete a project to build a multi-agent system in which each agent uses both the power of generative AI and traditional algorithms and in which the collaboration of the agents produces a system which can perform a complex task such as planning a trip or building a predictive model or creating a database or a creating a website. Programming assignments will be done in Python or PyTorch.

DATA 1150. Data Science Fellows.

DATA 1150 for juniors and seniors possessing data science skills, seeking to apply these skills and collaborate with faculty to integrate data science content into Brown courses. The course teaches communication, teaching and learning strategies, and determining project requirements. Qualified students have a combination of programming experience (intermediate level or above in R or Python), statistical knowledge (intermediate level or above) and knowledge of how data and computing can be used in applied fields. Students in the data fluency certificate must have DATA 0200 prior to DATA 1150. Students need to complete the application (url below) no later than August 1st for consideration. Qualified students must participate in an interview with the instructor and override requests will be granted only to students by instructor approval. <https://forms.gle/Je3Przs3NDEo4eG9>

DATA 1200. Reality Remix - Experimental VR.

This course pursues collaborative experimentation with virtual and augmented reality (AR and VR). The class will work as a team to pursue research (survey of VR/AR experiences, scientific and critical literature review), reconnaissance (identifying VR/AR resources on campus, in Providence and the region), design (VR/AR prototyping). Research findings are documented in a class wiki. The course makes use of Brown Arts Initiative facilities in the Granoff Center where an existing VR laboratory will be expanded through the course of the semester based on student needs. Class culminates in the release the class wiki as a resource for the Brown community.

DATA 1340. Machine Learning for the Earth and Environment (EEPS 1340).

Interested students must register for EEPS 1340.

DATA 1450. Text Analytics.

This course will first cover techniques for compiling textual corpora from web pages, pdfs, scanned pdfs, images, audio clips, etc. Secondly, it will look at processes for extracting some common types of information from these corpora. In particular, we will cover extracting named entities (persons, locations, organizations, etc.), relations between entities, events, transactions, topics, document summaries, abstracts, legal clauses, etc. This course is different from standard courses in Natural Language Processing and Computational Linguistics in that we will spend significant amount of course time on compiling textual corpora from documents in a variety of formats and our emphasis will be on extracting information that can be fed to analytics pipelines.

DATA 1491. Fairness in Automated Decision Making (CSCI 1491).

Interested students must register for CSCI 1491.

DATA 1500. Data Visualization & Narrative.

Data visualization is an essential tool in both discovering and communicating key analytical findings. However, data practitioners and developers can sometimes undervalue the visual polish that goes into creating the most effective graphics. This course will act as a technical primer for building data visualization using code, but a core focus will be the graphic design decisions – color, hierarchy, font selection, labeling – that elevate visualizations. Additional topics will include cartography, web design, and interaction.

DATA 1720. Tackling Climate Change with Machine Learning (EEPS 1720).

Interested students must register for EEPS 1720.

DATA 2020. Statistical Learning.

A modern introduction to inferential methods for regression analysis and statistical learning, with an emphasis on application in practical settings in the context of learning relationships from observed data. Topics will include basics of linear regression, variable selection and dimension reduction, and approaches to nonlinear regression. Extensions to other data structures such as longitudinal data and the fundamentals of causal inference will also be introduced.

DATA 2030. Forces of Influence in AI Governance.

Artificial Intelligence (AI) technologies have infused every industry, government, and field of research. It's a part of the vast majority of every person's daily life. Indeed, it is no longer viable to consider AI/tech as a field on its own. To navigate this rapidly moving, and increasingly complicated space as effectively as possible, we have to first step back and take an ecosystem-wide view. We'll start there, with a field-wide overview, then dive into the theories of change and the different actors that influence the governance of AI systems globally (think big tech, governments, investors, media, etc). This course will give an overview of those who are influencing the governance of AI technologies, and their dynamics, and help students make informed choices for themselves and their work in or adjacent to tech & AI.

DATA 2040. Deep Learning and Special Topics in Data Science.

A hands-on introduction to neural networks, reinforcement learning, and related topics. Students will learn the theory of neural networks, including common optimization methods, activation and loss functions, regularization methods, and architectures. Topics include model interpretability, connections to other machine learning models, and computational considerations. Students will analyze a variety of real-world problems and data types, including image and natural language data.

DATA 2050. Data Science Practicum.

This course is a requirement for master's students in Data Science and is only open to them. The course includes a semester-long capstone project as well as instruction on topics that prepare students for working as data scientists, such as requirements gathering, version control, bug tracking, software deployment, and other professional development. Capstone projects will be sourced from entities in Brown (departments, labs, researchers, etc.) as well as external entities (companies, nonprofits, etc.) and will engage most of the core components of data science: Data sculpting (data cleaning, formatting, feature selection, etc.), exploratory data analysis, data modeling, and data visualization. Students will also address any social and ethical issues raised by their project. Students will usually work in teams of 3 - 4.

DATA 2060. Machine Learning: from Theory to Algorithms.

Data science techniques and tools are all around us. Machine learning is a term used across many different disciplines, and often people use machine learning tools without a thorough understanding of how and why the tools work. This course will provide a foundation of machine learning grounded in the mathematical models behind the techniques. We will cover the theory, computational methods, and visualization inherent in the application of machine learning models. Students will learn the statistical learning framework, common assumptions in the data generation process, the mathematics behind machine learning models, including supervised and unsupervised techniques, as well as how to implement machine learning models in Python from scratch. Strong python skills (preferably object-oriented programming) are required. All DSI and CS ScM students will receive overrides as this is a required course for them.

DATA 2080. Data and Society.

A course on the social, political, and philosophical issues raised by the theory and practice of data science. Explores how data science is transforming not only our sense of science and scientific knowledge, but our sense of ourselves and our communities and our commitments concerning human affairs and institutions generally. Students will examine the field of data science in light of perspectives provided by the philosophy of science and technology, the sociology of knowledge, and science studies, and explore the consequences of data science for life in the first half of the 21st century.

DATA 2110. Topics in Econometrics.

This course will begin with a survey of the literature on identification using instrumental variables, including identification bounds, conditional moment restrictions, and control function approaches. The next part of class will cover some of the theoretical foundations of machine learning, including regularization and data-driven choice of tuning parameters. We will discuss in some detail the canonical normal means model, Gaussian process priors, (empirical) Bayes estimation, and reproducing kernel Hilbert space norms. We will finally cover some selected additional topics in machine learning, including (deep) neural nets, text as data (topics models), multi-armed bandits, and data visualization.

DATA 2450. Exchange Scholar Program.**DATA 2980. Research in Data Science.**

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Data Science (Online)**DSIO 2000. Technical Foundation for Data Science Success.**

Focused on practical applications, this course covers the foundational concepts from programming, linear algebra, calculus, probability, and statistics that are most relevant to technical data science skills in the curriculum. At the end of the course, all students will achieve a baseline level of technical knowledge to prepare them for the technical components of the program. Learners will have the opportunity to explore more in-depth topics to discover how foundational topics like derivatives, matrices, and distributions are applied in machine learning and data modeling. Examples are drawn from advanced courses to highlight how these tools can be applied to theories and practice examined in this course.

DSIO 2010. Data Engineering in Disguise.

This course introduces students to the core principles of data engineering, emphasizing the often-hidden ethical choices that shape how massive datasets are managed. Students will learn about the fundamentals of data architecture, storage, and processing, while exploring critical values issues such as privacy, biases, data provenance, ownership, and copyright. This course interweaves the ethical considerations with the technical mechanics of data engineering, which exemplifies the real-world choices data engineers make as well as their broader societal implications. By the end of the course, students will understand not just the technical foundations of data engineering, but also the value-laden decisions involved in handling large-scale data.

DSIO 2100. Basic AI & Policy Ethics.

This course provides an introduction to the ethical and policy considerations surrounding artificial intelligence (AI) in today's society. Students will explore key ethical concerns, such as data privacy, bias, and accountability, as well as the societal and historical contexts that have shaped current AI governance. In addition, the course will offer a high-level overview of how AI systems are developed, including the basics of data collection, usage, and the training process for machine learning models. By examining these topics, students will gain a foundational understanding of the complex interactions between AI technologies and societal impacts, preparing them for deeper discussions in future courses on AI governance and responsible innovation.

DSIO 2110. Evidence-Driven Policy Making.

This course explores the role of artificial intelligence (AI) and machine learning (ML) in shaping evidence-driven policy decisions across various sectors. Using case studies from various AI/ML sectors, students will critically examine how AI/ML tools influence policy outcomes. Rather than delving into the technical intricacies of ML, this course emphasizes a "black box" approach, where data inputs lead to predictions. Students will learn to distinguish between prediction and intervention, recognize the limitations of AI/ML, and develop a transparent, precise language for discussing these technologies. By fostering healthy skepticism, this course equips students to make informed decisions about AI's role in evidence-based policy making.

Lefschetz Center for Dynamical Systems

The Lefschetz Center for Dynamical Systems at Brown University promotes research in dynamical systems interpreted in its broadest sense as the study of evolving systems, including partial differential and functional equations, stochastic processes and finite-dimensional systems. Interactions and collaborations among its members and other scientists, engineers and mathematicians have made the Lefschetz Center for Dynamical Systems one of the leading groups in dynamical systems and control theory.

The Lefschetz Center for Dynamical Systems originated in 1964, when a large group of mathematicians and control theorists came to Brown from the Research Institute for Advanced Studies (RIAS) in Baltimore. (<http://www.nasonline.org/publications/biographical-memoirs/memoir-pdfs/lefschetz-solomon.pdf>) Solomon Lefschetz (https://en.wikipedia.org/wiki/Solomon_Lefschetz) (1884-1972), its first director, was one of the most outstanding mathematicians of this century. The Center has been privileged to name itself in his honor for these many years.

For additional information please visit the center's website at: <https://sites.brown.edu/dynamical-systems/>.

Early Cultures

The Program in Early Cultures (until recently called the Program in Ancient Studies) was founded in the late 1970s, when faculty in various academic units sought new ways to foster collaboration and promote the study of ancient civilizations among Brown's students. It is a Program of rich collaboration, critical exploration, and truly interdisciplinary scholarship that seeks to bring together all those at Brown (faculty, graduate students, undergraduates, and staff) who are interested in the cultures, religions, and histories of ancient civilizations. Geographically, the "ancient world" represented at Brown comprises early China and India, West Asia (Mesopotamia, Iran, Anatolia, and Israel), Egypt, the Mediterranean (especially Greece and Italy), the early Islamic and Byzantine worlds as well as the Pre-Columbian Mesoamerican civilizations.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Early_Cultures/

Courses

ERLY 0680. Judaism, Christianity, and the Bible (JUDS 0680).

Interested students must register for JUDS 0680.

ERLY 0990. Concepts of the Self in Classical Indian Literature (CLAS 0990).

Interested students must register for CLAS 0990.

ERLY 1000A. Writing History in the Ancient World.

The Greeks and Romans created the western tradition of historiography as a genre of literature and historical reflection. The seminar will focus on the great historians from Herodotus to Tacitus and examine what purpose they pursued in writing history, investigate the origins of historical writing, and look at forms of historical reflection and writing in other ancient civilizations. Instructor permission required.

ERLY 1000B. Geography, Ethnography, and Perceptions of the World in Antiquity.

Curious about the shape and limits of the earth and the variety of cultures, ancient Greeks and Romans explored and described the world, drew maps, and interpreted the customs of others in fascinating ways. We will discuss relevant texts (Homer, Herodotus, Strabo, Tacitus, etc., in translation) and compare the Graeco-Roman world with that of other ancient civilizations (China, Mesopotamia, Aztecs).

ERLY 1000C. Epic and History in the Ancient and Medieval Worlds.

This seminar will focus on the question of preservation, transformation, and distortion of historical memory in epic poetry from various parts of the ancient (Mesopotamian, Hittite, Greek, and Roman) and medieval (German, French, Hispanic, and Slavic) worlds. Additional issues to be discussed include orality and literacy, cultural memory, and the social function of poetry in changing conditions. Texts in translation.

ERLY 1000D. Highways and Byways in Antiquity.

No description available.

ERLY 1000E. The Gift in Antiquity (RELS 1880A).

Interested students must register for RELS 1880A.

ERLY 1120G. The Idea of Self (CLAS 1120G).

Interested students must register for CLAS 1120G.

ERLY 1150. Animal Acts.

From the blood-soaked amphitheaters of the Roman Empire to tattooing and other forms of body modification, this course will explore how people, ancient and modern, view animals and what looking at animals reveals about what it means to be human. Examining evidence from a variety of disciplines (archaeology, religious studies, history, philosophy, art, and literature), we will investigate the problematic boundary between "man" and "animal" and challenge the presumed superiority of the "human".

ERLY 1155. Animals in the Ancient City: Interdependence in the Urban Environment.

In the past, as in the present, humans and animals were city dwellers, living side by side in urban environments. This course will focus on five ancient cities – in India, China, Egypt, Italy and Mexico – to examine the places where human and animal lives intersected in these early metropolises. We will explore how these complex relationships had a pervasive influence on nearly every aspect of urban life: from religious practices, to city planning, to entertainment, to health.

ERLY 1410. Ancient Egyptian Literature (EGYT 1410).

Interested students must register for EGYT 1410.

ERLY 1420. Ancient Egyptian Religion and Magic (EGYT 1420).

Interested students must register for EGYT 1420.

ERLY 1750K. Madwomen and Lovers (CLAS 1750K).

Interested students must register for CLAS 1750K.

ERLY 1970. Individual Study Project.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ERLY 1990. Thesis Preparation.

Required of seniors in the honors program. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ERLY 2110F. Greek Palaeography and Premodern Book Cultures (GREK 2110F).

Interested students must register for GREK 2110F.

Earth, Environmental and Planetary Sciences

Students in Earth, Environmental, and Planetary Sciences develop a comprehensive grasp of principles as well as an ability to think critically and creatively. Formal instruction places an emphasis on fundamental principles, processes, and recent developments, using lecture, seminar, laboratory, colloquium, and field trip formats. Undergraduates as well as graduate students have opportunities to carry out research in current fields of interest.

The principal research fields of the department are geochemistry, mineral physics, igneous petrology; geophysics, structural geology, tectonophysics; environmental science, hydrology; paleoceanography, paleoclimatology, sedimentology; and planetary geosciences. Emphasis in these different areas varies, but includes experimental, theoretical, and observational approaches as well as applications to field problems. Field studies of specific problems are encouraged rather than field mapping for

its own sake. Interdisciplinary study with other departments and divisions is encouraged.

For additional information, please visit the department's website: <http://www.brown.edu/academics/earth-environmental-planetary-sciences/>

Earth and Planetary Science Concentration Requirements

Earth and Planetary Science is a highly interdisciplinary concentration employing principles from physics, chemistry, and biology to understand processes on and in the Earth and other planetary bodies. Concentrators can study Earth and planetary interiors, including the formation of rocks and minerals, movement of the Earth's tectonic plates, and mountain building and volcanism. Other areas emphasize surface processes, such as coastal erosion, formation of water resources, and desertification. This concentration is a good choice for students who seek a broad scientific understanding of the processes that shape the physical world around us.

Both A.B. and Sc.B. degrees are offered, requiring 12 and 19 courses, respectively. These degrees build skills in critical thinking, data analysis and modeling, finding solutions to complex problems, and written and oral communication. DEEPS provides a highly collaborative learning environment that emphasizes process-oriented, hands-on approaches in the classroom, in labs and on field trips. There are many opportunities for students to do paid research during the summer or academic year.

Students interested in this concentration may also wish to consider related concentrations: Earth, Climate and Biology, Geophysics and Climate Physics, and Geochemistry and Environmental Chemistry.

Note - For students still enrolled with the prior Concentration in Geological Sciences A.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Standard program for the A.B. degree

This program provides a broad introduction to the geosciences. It is recommended for students seeking to combine diverse educational interests with a general understanding of Earth processes and Earth history. It is attractive for double concentrations, such as geoscience and economics as a career path to law or business, or geoscience and English as a career path to journalism or technical writing. Some course requirements may be flexible based on consultation with the concentration advisor.

Three basic supporting science courses

CHEM 0330	Equilibrium, Rate, and Structure (or equivalent)	1
Two courses to build quantitative skills:		2
MATH 0090	Single Variable Calculus, Part I (or higher)	
BIOL 0495	Statistical Analysis of Biological Data	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
CSCI 0111	Computing Foundations: Data (or higher)	
ENGN 0040	Engineering Statics and Dynamics (or higher)	
APMA 0350	Applied Ordinary Differential Equations (or higher)	
PHYS 0050	Foundations of Mechanics (or higher)	

Nine Concentration courses

Two of these four fundamentals courses:		2
EEPS 0220	Understanding Earth and Environmental Processes	
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	
EEPS 0240	Earth: Evolution of a Habitable Planet	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	

Select three of the following:	3
EEPS 1240	Stratigraphy and Sedimentation
EEPS 1410	Mineralogy
EEPS 1420	Petrology
EEPS 1450	Structural Geology
Three additional upper level EEPS courses or an approved substitute such as a field course	3
One additional upper level science or math course with approval from the concentration advisor.	1
Total Credits	12

Standard program for the Sc.B. degree

This program is recommended for students interested in more in-depth study in geoscience, planetary science and related fields, potentially including graduate school and wide-ranging careers in these areas. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geological Sciences Sc.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Basic supporting science courses

CHEM 0330	Equilibrium, Rate, and Structure (or equivalent)	1
Four courses to build quantitative skills:		4
MATH 0090	Single Variable Calculus, Part I (or higher)	
BIOL 0495	Statistical Analysis of Biological Data	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
CSCI 0111	Computing Foundations: Data (or higher)	
APMA 0350	Applied Ordinary Differential Equations (or higher)	
ENGN 0040	Engineering Statics and Dynamics (or higher)	
PHYS 0050	Foundations of Mechanics (or higher)	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	

Fourteen Concentration courses

EEPS 0220	Understanding Earth and Environmental Processes	1
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	1
EEPS 0240	Earth: Evolution of a Habitable Planet	1
Three of the following:		3
EEPS 1240	Stratigraphy and Sedimentation	
EEPS 1410	Mineralogy	
EEPS 1420	Petrology	
EEPS 1450	Structural Geology	
Three additional upper level EEPS courses or an approved substitute such as a field course		3
Four upper level science or math courses with approval from the concentration advisor		4
EEPS 1970	Individual Study of Geologic Problems (Senior Research Thesis)	1
Total Credits		19

Earth, Climate, and Biology Concentration Requirements

Students in Earth, Climate and Biology apply principles from Earth science, biology, chemistry, and physics to understand how major components of the Earth system, such as its atmosphere and oceans,

interact with and sustain life over time. Many courses emphasize climate change, environmental quality, and biogeochemistry, so this concentration is a good match for students interested in studying the environment. Courses also investigate Earth history, including past climate, extinction events, and using the Earth's sedimentary record to investigate environmental change.

Both A.B. and Sc.B. degrees are offered, requiring 12 and 19 courses, respectively. These degrees build skills in critical thinking, data analysis and modeling, finding solutions to complex problems, and written and oral communication. DEEPS provides a highly collaborative learning environment that emphasizes process-oriented, hands-on approaches in the classroom, in labs and on field trips. There are many opportunities for students to do paid research during the summer or academic year.

Students interested in this concentration may also wish to consider related concentrations: Geochemistry and Environmental Chemistry, Geophysics and Climate Physics, and Earth and Planetary Science.

Standard program for the A.B. degree

This program provides a broad introduction to the geologic and biologic processes that shape the Earth and our environment. It is recommended for students seeking to combine diverse educational interests with a general understanding of Earth processes, including the evolution of climate and the environment, global environmental change and Earth history. The program prepares students for careers in environmental science, geoscience, ecology, oceanography, and global change. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geology-Biology A.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Basic supporting science courses

BIOL 0200	The Foundation of Living Systems (or equivalent)	1
or BIOL 0210	Diversity of Life	
CHEM 0330	Equilibrium, Rate, and Structure (or equivalent)	1
A course to build quantitative skills:		1
MATH 0090	Single Variable Calculus, Part I (or higher)	
BIOL 0495	Statistical Analysis of Biological Data	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
CSCI 0111	Computing Foundations: Data (or higher)	
ENGN 0040	Engineering Statics and Dynamics (or higher)	
PHYS 0050	Foundations of Mechanics (or higher)	
APMA 0350	Applied Ordinary Differential Equations (or higher)	

Nine Concentration courses

Two of these four fundamentals courses:		2
EEPS 0220	Understanding Earth and Environmental Processes	
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	
EEPS 0240	Earth: Evolution of a Habitable Planet	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	
EEPS 1240	Stratigraphy and Sedimentation	1
Select three upper level Biology courses such as:		3
BIOL 0410	Invertebrate Zoology	
BIOL 0420	Principles of Ecology	
BIOL 0430	The Evolution of Plant Diversity	
BIOL 0480	Evolutionary Biology	
BIOL 1470	Conservation Biology	

Three EEPS courses such as: 3
One of EEPS 0220, EEPS 0230, EEPS 0240, or EEPS 0250 if not already taken

EEPS 0850	Weather and Climate
EEPS 1120	Paleoceanography
EEPS 1130	Ocean Biogeochemical Cycles
EEPS 1150	Limnology: The Study of Lakes
EEPS 1310	Global Water Cycle
EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications
EEPS 1370	Environmental Geochemistry
EEPS 1615	Climate Change, Human Rights, and the Policy Process
EEPS 1970	Individual Study of Geologic Problems

Total Credits 12

Standard program for the Sc.B. degree

This program is recommended for students interested in more in-depth study in the Earth, environmental, or biological sciences, potentially including graduate school and diverse careers in these areas. It is relevant for students interested in environmental science, paleoclimate, Earth systems science, biogeochemistry, oceanography, or paleobiology. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geology-Biology Sc.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Five supporting science courses:

BIOL 0200	The Foundation of Living Systems (or equivalent)	1
or BIOL 0210	Diversity of Life	
CHEM 0330	Equilibrium, Rate, and Structure (or equivalent)	1

Three courses to build quantitative skills: 3

MATH 0090	Single Variable Calculus, Part I (or higher)
BIOL 0495	Statistical Analysis of Biological Data
or APMA 1650	Introduction to Probability and Statistics with Calculus
CSCI 0111	Computing Foundations: Data (or higher)
ENGN 0040	Engineering Statics and Dynamics (or higher)
APMA 0350	Applied Ordinary Differential Equations (or higher)
PHYS 0050	Foundations of Mechanics (or higher)

Fourteen concentration courses:

EEPS 0220	Understanding Earth and Environmental Processes	1
EEPS 0240	Earth: Evolution of a Habitable Planet	1
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	1
or EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	
EEPS 1240	Stratigraphy and Sedimentation	1
Three upper level Biology courses such as:		3
BIOL 0410	Invertebrate Zoology	
BIOL 0420	Principles of Ecology	
BIOL 0430	The Evolution of Plant Diversity	
BIOL 0480	Evolutionary Biology	
BIOL 1470	Conservation Biology	

Three upper level EEPS courses such as: 3

EEPS 0850	Weather and Climate

EEPS 1120	Paleoceanography	
EEPS 1130	Ocean Biogeochemical Cycles	
EEPS 1150	Limnology: The Study of Lakes	
EEPS 1310	Global Water Cycle	
EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications	
EEPS 1330	Global Environmental Remote Sensing	
EEPS 1370	Environmental Geochemistry	
EEPS 1430	Principles of Planetary Climate	
EEPS 1615	Climate Change, Human Rights, and the Policy Process	
Three upper level science or math courses with approval from the concentration advisor		3
EEPS 1970	Individual Study of Geologic Problems (Senior Research Thesis)	1
Total Credits		19

Geochemistry and Environmental Chemistry Concentration Requirements

The Geochemistry and Environmental Chemistry concentration offers two different emphases. Low-temperature geochemistry involves study of chemical and biochemical processes on and near Earth's surface, including land, oceans and freshwater bodies, and how the geochemical record reflects climate conditions. High-temperature geochemistry includes study of the formation and evolution of the Earth and other planets, magma formation and properties, volcanic activity, and metamorphism.

Both A.B. and Sc.B. degrees are offered, requiring 12 and 19 courses, respectively. These degrees build skills in critical thinking, data analysis and modeling, finding solutions to complex problems, and written and oral communication. DEEPS provides a highly collaborative learning environment that emphasizes process-oriented, hands-on approaches in the classroom, in labs and on field trips. There are many opportunities for students to do paid research during the summer or academic year.

Students interested in this concentration may also wish to consider related concentrations: Earth, Climate and Biology, Geophysics and Climate Physics, and Earth and Planetary Science.

Standard program for the A.B. degree

This program is recommended for students interested in applying chemical and physical principles toward an understanding of Earth and planetary history and processes, and environmental and resource issues, while pursuing diverse academic goals. The program prepares students for careers in environmental science, Earth and planetary science, and global change. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geology-Chemistry A.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Three basic supporting science courses

CHEM 0330	Equilibrium, Rate, and Structure	1
Two courses to build quantitative skills:		2
BIOL 0495	Statistical Analysis of Biological Data	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
MATH 0090	Single Variable Calculus, Part I (or higher)	
ENGN 0040	Engineering Statics and Dynamics (or higher)	
CSCI 0111	Computing Foundations: Data (or higher)	
APMA 0350	Applied Ordinary Differential Equations (or higher)	
PHYS 0050	Foundations of Mechanics (or higher)	

Nine Concentration courses

Two of these four fundamentals courses: 2

EEPS 0220	Understanding Earth and Environmental Processes	
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	
EEPS 0240	Earth: Evolution of a Habitable Planet	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	
Three additional chemistry courses such as:		3
CHEM 0350	Organic Chemistry I	
CHEM 0360	Organic Chemistry II	
CHEM 0500	Inorganic Chemistry	
CHEM 1060	Advanced Inorganic Chemistry	
CHEM 1140	Physical Chemistry: Quantum Chemistry	
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics	
BIOL 0280	Biochemistry	
Two courses from the following:		2
EEPS 1410	Mineralogy	
EEPS 1420	Petrology	
EEPS 1130	Ocean Biogeochemical Cycles	
EEPS 1370	Environmental Geochemistry	
Two additional upper-level EEPS courses or substitutes with approval from the concentration advisor.		2
Total Credits		12

Standard program for the Sc.B. degree

This program is recommended for students interested in more in-depth study in geochemistry, climate science, planetary science and related fields, potentially including graduate school and wide-ranging careers in these areas. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geology-Chemistry Sc.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Basic Supporting Science Courses:

CHEM 0330	Equilibrium, Rate, and Structure	1
Four courses to build quantitative skills:		4
MATH 0090	Single Variable Calculus, Part I (or higher)	
BIOL 0495	Statistical Analysis of Biological Data	
or APMA 1650	Introduction to Probability and Statistics with Calculus	
CSCI 0111	Computing Foundations: Data	
ENGN 0040	Engineering Statics and Dynamics (or higher)	
APMA 0350	Applied Ordinary Differential Equations (or higher)	
PHYS 0050	Foundations of Mechanics (or higher)	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	

Fourteen Concentration Courses

EEPS 0220	Understanding Earth and Environmental Processes	1
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	1
EEPS 0240	Earth: Evolution of a Habitable Planet	1
EEPS 1370	Environmental Geochemistry	1
EEPS 1410	Mineralogy	1
Three additional chemistry courses such as:		3
CHEM 0350	Organic Chemistry I	

CHEM 0360	Organic Chemistry II	
CHEM 0500	Inorganic Chemistry	
CHEM 1060	Advanced Inorganic Chemistry	
CHEM 1140	Physical Chemistry: Quantum Chemistry	
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics	
BIOL 0280	Biochemistry	
Two upper level courses from EEPS such as		2
EEPS 1130	Ocean Biogeochemical Cycles	
EEPS 1240	Stratigraphy and Sedimentation	
EEPS 1380	Environmental Stable Isotopes	
EEPS 1420	Petrology	
Three additional upper-level science or math courses with approval from the concentration advisor		3
EEPS 1970	Individual Study of Geologic Problems	1
Total Credits		19

Geophysics and Climate Physics Concentration Requirements

The Geophysics and Climate Physics concentration involves applying physics and mathematics to study processes that operate on and within the Earth and other planets, over short and long timescales. Geophysical approaches are fundamental for understanding how the oceans, atmosphere and ice sheets respond to climate change, managing resources such as water and geothermal energy, mitigating natural hazards such as earthquakes and volcanoes, and understanding the dynamic processes that shape the surfaces and control the interiors of Earth and other planetary bodies. Geophysics spans both theoretical modeling of physical processes and the analysis of geophysical data (including remote sensing and machine learning), and typically involves computing, as well as lab experiments and field work.

Both A.B. and Sc.B. degrees are offered, requiring 12 and 19 courses, respectively. These degrees build skills in critical thinking, data analysis and modeling, finding solutions to complex problems, and written and oral communication. DEEPS provides a highly collaborative learning environment that emphasizes process-oriented, hands-on approaches in the classroom, in labs and on field trips. There are many opportunities for students to do paid research during the summer or academic year.

Students interested in this concentration may also wish to consider related concentrations: Earth, Climate and Biology, Geochemistry and Environmental Chemistry, and Earth and Planetary Science.

Standard program for the A.B. degree

This program is recommended for students interested in applying physical and mathematical principles toward understanding and modeling processes affecting Earth, its environment and climate, and other planets.

Its requirements are well-suited to students seeking to combine these fields with other educational interests, while preparing them for diverse careers including environmental science, global change, and Earth and planetary science. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geology-Physics/Mathematics A.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Five supporting science courses:

CHEM 0330	Equilibrium, Rate, and Structure (or equivalent)	1
A course involving mechanics such as:		1
PHYS 0050	Foundations of Mechanics	
PHYS 0070	Analytical Mechanics	
ENGN 0040	Engineering Statics and Dynamics (or the equivalent)	

Three courses in APMA or MATH, one of which must be APMA 0350 or equivalent 3

Seven concentration courses:

Two of these four fundamentals courses: 2

EEPS 0220	Understanding Earth and Environmental Processes	
EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	
EEPS 0240	Earth: Evolution of a Habitable Planet	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	
or EEPS 0350	Mathematical Methods of Fluid	

One of these courses: 1

EEPS 1430	Principles of Planetary Climate	
EEPS 1610	Solid Earth Geophysics	

Two of the following courses, can combine different foci: 2

Climate focus:

EEPS 1310	Global Water Cycle	
EEPS 1510	Dynamic Meteorology	
EEPS 1520	Ocean Circulation and Climate	

Solid Earth and planets focus:

EEPS 1410	Mineralogy	
EEPS 1450	Structural Geology	
EEPS 1620	Continuum Physics of the Solid Earth	

Data science focus:

EEPS 1340	Machine Learning for the Earth and Environment	
EEPS 1690	Introduction to Methods in Data Analysis	
EEPS 1720	Tackling Climate Change with Machine Learning	

One additional EEPS course such as: 1

Climate focus:

EEPS 1130	Ocean Biogeochemical Cycles	
EEPS 1630	Introduction to Quantitative Glaciology	
EEPS 1820	Geophysical Fluid Dynamics: Rotating, Stratified Turbulence Edition	

Solid Earth and planets focus:

EEPS 1560	Global Tectonics	
EEPS 1650	Earthquake Seismology	
EEPS 1810	Physics of Planetary Evolution	

Data science focus:

EEPS 1330	Global Environmental Remote Sensing	

Other alternatives:

EEPS 1970	Individual Study of Geologic Problems	
a field or sea course or any EEPS course listed in the concentration		

One course in physics or engineering such as: 1

PHYS 0060	Foundations of Electromagnetism and Modern Physics	
PHYS 0470	Electricity and Magnetism	
PHYS 0500	Advanced Classical Mechanics	
PHYS 1600	Computational Physics	
ENGN 0310	Mechanics of Solids and Structures	
ENGN 0490	Fundamentals of Environmental Engineering	
ENGN 0510	Electricity and Magnetism	
ENGN 0810	Fluid Mechanics	
ENGN 1370	Advanced Engineering Mechanics	

Total Credits **12**

Standard program for the Sc.B. degree

This program is recommended for students interested in more in-depth study in climate science, geophysics, planetary science and related fields, potentially including graduate school and careers in these areas. Students will gain hands-on experience with theoretical and numerical modeling of processes, data analysis, and computing. Some course requirements may be flexible based on consultation with the concentration advisor.

Note - For students still enrolled with the prior Concentration in Geology-Physics/Mathematics Sc.B., please refer to the Archived Bulletin link on left hand navigation for your requirements for the year you declared.

Five supporting science courses:

CHEM 0330	Equilibrium, Rate, and Structure	1

A course involving mechanics such as:		1

PHYS 0050	Foundations of Mechanics	
PHYS 0070	Analytical Mechanics	
ENGN 0040	Engineering Statics and Dynamics (or the equivalent)	

Three courses in APMA or MATH, one of which must be APMA 0350 or equivalent	3

Fourteen Concentration Courses:

EEPS 0220	Understanding Earth and Environmental Processes	1

EEPS 0230	Geochemistry: Earth and Planetary Materials and Processes	1

or EEPS 0240	Earth: Evolution of a Habitable Planet	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	1

or EEPS 0350	Mathematical Methods of Fluid	
EEPS 1430	Principles of Planetary Climate	1

EEPS 1610	Solid Earth Geophysics	1

Three of the following courses, can combine different foci:	3

Climate focus:

EEPS 1310	Global Water Cycle	
EEPS 1510	Dynamic Meteorology	
EEPS 1520	Ocean Circulation and Climate	

Solid Earth and planets focus:

EEPS 1410	Mineralogy	
EEPS 1450	Structural Geology	
EEPS 1620	Continuum Physics of the Solid Earth	

Data science focus:

EEPS 1340	Machine Learning for the Earth and Environment	
EEPS 1690	Introduction to Methods in Data Analysis	
EEPS 1720	Tackling Climate Change with Machine Learning	

One additional EEPS course such as:	1

Climate focus:

EEPS 1130	Ocean Biogeochemical Cycles	
EEPS 1630	Introduction to Quantitative Glaciology	
EEPS 1820	Geophysical Fluid Dynamics: Rotating, Stratified Turbulence Edition	

Solid Earth and planets focus:

EEPS 1560	Global Tectonics	
EEPS 1650	Earthquake Seismology	
EEPS 1810	Physics of Planetary Evolution	

Data science focus:

EEPS 1330	Global Environmental Remote Sensing	

Other alternatives:

a field or sea course

or any EEPS course listed in the concentration

Three courses in physics or engineering such as:	3

PHYS 0060	Foundations of Electromagnetism and Modern Physics	
PHYS 0470	Electricity and Magnetism	
PHYS 0500	Advanced Classical Mechanics	
PHYS 1600	Computational Physics	
ENGN 0310	Mechanics of Solids and Structures	
ENGN 0490	Fundamentals of Environmental Engineering	
ENGN 0510	Electricity and Magnetism	
ENGN 0810	Fluid Mechanics	
ENGN 1370	Advanced Engineering Mechanics	

One additional upper-level science or math course with approval from the concentration advisor	1

EEPS 1970	Individual Study of Geologic Problems	1

Total Credits	19

Earth, Environmental and Planetary Sciences Graduate Program

The department of Earth, Environmental and Planetary Sciences offers a graduate program leading to the Doctor of Philosophy (PhD) degree.

For more information on admission and program requirements, please visit the following website:

<https://graduateprograms.brown.edu/graduate-program/earth-environmental-and-planetary-sciences-phd> (<https://graduateprograms.brown.edu/graduate-program/earth-environmental-and-planetary-sciences-phd/>)

Courses

EEPS 0010. Face of the Earth.

This course covers the fundamental processes that have created and sculpted the Earth's surface, from the highest mountains to the deepest oceans; from the hottest deserts, to the coldest glaciers. These processes include plate tectonics, volcanism, earthquakes, glaciation and erosion. The goals are to provide an understanding of how our planet works and provide experience in interpreting geologic information. This will provide student with a deeper understanding of important issues such as climate change, pollution, natural resources, land use, and geologic hazards. For nonscience concentrators. Geoscience concentrators should take EEPS 0220.

EEPS 0011. Geology in the Real World: Intersections Between Geology and Society.

Do you know how the Earth and its processes affect you? If you want to learn how geology influences the lives of everyone on Earth, this is the class for you. We will use case studies, like the Tohoku earthquake that displaced 200,000 people, to guide our exploration. Along the way, you will learn to critically evaluate how science is presented in the media. Ten years from now you might not remember how to tell gneiss from schist, but because of this class you should be able to tell your neighbor how geology affects the lives of everyone in the world.

EEPS 0030. Climate and Climate Change.

This course is designed to provide students with an understanding of the climate system on Earth, changes in Earth's climate over time, and interactions between climate change and human society. Topics will include: global energy balance; the structure, composition and role of the atmosphere and oceans; the influence of the global carbon cycle on climate; the social, economic and political drivers of human perturbations to the carbon cycle; and societal vulnerability, resilience and adaptive capacity in the face of environmental changes. No prerequisites; course open to all levels.

EEPS 0050. Mars, Moon, and the Earth.

Space exploration has revealed an astonishing array of surface features on the planets and their satellites. Why are atmospheres on the planets different from Earth's atmosphere? Do other planets represent our past or future environment? Is there life on other planets? The planets and their histories are compared to gain insight and a new perspective on planet Earth.

EEPS 0070. Introduction to Oceanography.

Examines the ocean's role in Earth's global environment, emphasizing the dynamical interaction of the ocean with the atmosphere, biosphere, cryosphere, and lithosphere. Focus on physical/chemical/biological systems' interconnections needed to understand natural and anthropogenic variability on various time and space scales, from El Niño to global warming. Three lectures, written exercises on oceanographic problems; two field trips to study estuarine and coastal processes.

EEPS 0100. Surviving the Apocalypse: Earth's Journey Through Natural Disasters Past and Present.

The course explores Earth's geological disasters, focusing on global changes over its long history. We will work our way from past to present and explore whether, through our actions, we are plunging towards another Mass Extinction. Using the physical principles we learn from the geological past; we will apply these concepts to today's natural hazards and explore how hazards are exacerbated in a warming world. The course will turn to the future towards paths to mitigate climate change through geoengineering. Unlike an engineering approach, we will mirror geo-engineering strategies with geological events we have already explored. We emphasize interdisciplinary processes occurring within Earth's depths and surface, taking an expansive viewpoint on time. The student's overarching learning outcome is scientific communication. Students will develop a term-long project creating a short documentary or a popular science article.

EEPS 0160A. Climate Justice.

In this course, we will cover the science behind the climate crisis, explore the history of climate change, and study case studies of climate change inequity and injustice. As scientists we will identify the principle processes that shape modern climate change. We will learn to think critically and reflect on the history of greenhouse gas emissions. We will work together to highlight climate injustices and propose change and solutions for climate equity.

EEPS 0160B. Global Change: Ecology and Climate.

Examines ways in which global change will affect ecosystems, considering how temperature, rainfall, and land use can modify the distribution of organisms in the future, and reduce biodiversity. Examine how biotic feedbacks to global change can modify climate change through their effects on the carbon cycle, absorption of sunlight at the land surface, and retention of water in soils. Enrollment limited to 19 first year students.

EEPS 0160C. Global Environmental Change.

Examination of evidence that supports or refutes various perspectives on global environmental change, with a foundation in the principles that govern the fundamental underlying processes. Example topics include climate change (warming, cooling, neutral), population growth (how many, how fast), and loss of natural resources (diversity). Topics explored through selected readings from the natural and social sciences. Enrollment limited to 19 first year students.

EEPS 0160D. Living Within the Landscape.

Physical processes that shape the Earth's surface provide an inescapable context for human activity. We will examine the physical principles that govern erosion and sedimentation, slope stability, river and coastal flooding, and groundwater flow, and analyze how these processes affect land-use philosophies and decision-making. Enrollment limited to 19 first year students.

EEPS 0160E. Volcanos, Windows into the Deep Earth.

Examines the physical and chemical principles controlling the generation of volcanoes and their different styles of eruption. Investigates where and why volcanoes occur, and what volcanic lavas can tell us about the composition and evolution of the Earth and other planets. Evaluates volcanic hazards and their environmental impacts and the economic benefits and cultural aspects of volcanism. Two-day field trip. Enrollment limited to 19 first year students.

EEPS 0160F. Patterns: in Nature, in Society.

The shapes of plants and animals, of mountains and shorelines arise because nature dissipates energy as rapidly as possible. These morphological patterns allow description of the "energy" landscape that produced them. Societies and economies show temporal and spatial patterns as well; does the "flow rate" of ideas and of money cause these patterns? We will explore just how "entropy rules." CAP course. Enrollment limited to 19 first year students.

EEPS 0160G. Energy Resources.

Most of our energy comes directly from the Earth - predominantly as fossil fuels, but also from geothermal, wind, and hydro sources. Developing technologies for alternative energy such as solar, nuclear, biomass and fuel cells also rely on Earth resources. The potential for these energy sources will be discussed. The science behind their utilization and environmental impact (e.g. carbon sequestration and nuclear waste disposal) will be introduced and the trade-offs in making decisions for the future will be explored. CAP course. Enrollment limited to 19 first year students.

EEPS 0160H. Chicken Little or Armageddon? Past and Future Cosmic Threats.

Explore the probability of the next impact on the Earth and assess the possible consequences through historic times (incidents), folklore/legends, examples in recent geological time (last 10 million years), and the catastrophic consequences 65 million years ago. Strategies for searching and possible mitigation of the next "big one" will be considered. This seminar will explore the realities of various predictions, consider public policy, investigate strategies for prevention, and assess the role of the press in shaping perceptions. Enrollment limited to 19 first year students.

EEPS 0160I. Diamonds.

This class will connect the fascinating scientific story of diamonds with their equally fascinating role in history and society. This class will explore topics that include: (1) the origin of diamond's physical and optical properties; (2) the geologic processes involved in the generation of diamonds and diamond enriched deposits; and (3) modern methods of synthetic diamond production. Societal topics include: (1) the role and perception of diamonds in society; (2) the political and societal impact of the discovery of vast diamond deposits in South Africa in the 1800's; (3) the role of diamond (and gold) mining in the rise of Apartheid in South Africa in the 20th century; (4) the rise and fall of the de Beers monopoly and its influence on popular culture; (5) the race to make synthetic diamonds; and, (6) 'blood diamonds' in modern west Africa.

EEPS 0160J. The Natural History of Great Writers: From Goethe to Steinbeck.

Many great and influential writers have also been natural historians. This course examines selections from the writing of such authors as the romantic and naturalist Johann Wolfgang von Goethe, the rationalist Benedict de Spinoza, the intuitive thermodynamicist William Blake, the naturalist novelist John Steinbeck, the lepidopterist novelist Vladimir Nabokov, the amateur paleontologist Arthur Conan Doyle, the proto-ecologist Henry David Thoreau, and the philosopher and sociologist Herbert Spencer. We will examine in a modern scientific context how facts and theories of natural history informed their writing and influenced their worldviews. Specific topics in this seminar will include: man's place in nature and the importance of the discovery of this deep time perspective, Darwinian evolution and its impact on sociology, and the emerging science of ecology in 19th century American literature. Enrollment limited to 19 first year students.

EEPS 0160L. Apocalypse Now: Fact or Fiction?

This FYS will focus on major concepts in earth and planetary sciences as depicted through the destruction of Earth and other worlds, both real and fictional, in media. Focus on depictions of apocalypses and assess their feasibility based on lectures, readings, and discussions of the evolution of Earth, the Solar System, and the Universe. Types of apocalypses covered may include planetary collisions and impacts, disturbance of planetary magnetic fields, alien biological warfare, supernovae, catastrophic climate change, ice ages, lithospheric rifting, and other phenomena. Learning and Teaching Goals • Basic introduction to Solar System and Universe formation and evolution • Basic introduction to earth and planetary sciences, including some simple calculations • Ability to scientifically evaluate depictions of earth and planetary sciences in the media • Understanding of realistic events that could destroy planetary bodies and their host civilizations • Collaboration and team-building skills • Presentation and observation-backed argument skills • Execution and evaluation of good communication

EEPS 0160M. Natural Disasters.

This First Year Seminar will explore natural disasters: the physical processes that cause them, and their effects on human life. Types of natural disasters covered include earthquakes, volcanoes, tsunamis, hurricanes, tornadoes, and floods. We will explore how and why natural disasters disproportionately affect low-income and minority communities. The focus of the course will be case studies of specific disasters, allowing us to discuss both the science of natural hazards and the vulnerability of human populations to those hazards.

EEPS 0160N. Monsters of the Abyss: Oceanography and Sea Tales.

We will read from the logbooks of Cook, Darwin, Wallace, and Nansen. Their discoveries and expeditions inspired and were inspired by fiction that we will also read, including *Moby Dick* and *20,000 Leagues Under the Sea*. The daring successes and cannibalistic dooms of the *Essex*, *Beagle*, *Terror*, *Challenger*, and *Fram* inspired 19th century writers to imagine what lay far across and deep beneath the oceans. These retellings—fictional, narrative, and scientific—helped formulate and fund further research. Who risks their life for a bird, a map, a widow, or an eclipse? How would these scientists and their ideas do today? Enrollment limited to 19 first year students.

EEPS 0160O. Extreme Weather: Exploring the Science Behind Nature's Most Intense Events.

This first-year seminar introduces students to the science behind extreme weather phenomena. Students will explore the formation, behavior, and societal impacts of severe events such as hurricanes, tornadoes, floods, and blizzards. The course emphasizes active learning through collaborative discussions, weekly essays, and presentations. Students will strengthen their critical thinking and writing skills while examining the real-world effects of extreme weather on communities and ecosystems.

EEPS 0160P. From Human Migration to Solving Crimes: The World of Forensic Isotopes.

Chemistry, and isotope systems in particular, have wide-ranging applications that include unraveling the history of human migration, human diet, the role of trading and coins in antiquity, nuclear forensics, combating counterfeit pharmaceuticals, food fraud, illegal logging and animal trade, to missing person investigations. Even the age of Jupiter can be estimated based on isotopes! This course will review basic concepts in isotopes (what are isotopes and how are they measured?) with emphasis on practical applications and how isotopes are used to address questions relevant to ancient and modern societies. This course consists of lectures, readings and discussion of recent articles on forensic isotope applications, and a final project (short paper and presentation) selected by the student.

EEPS 0160Q. Building the Solar System.

In this First-Year Seminar we will explore the ingredients, processes, and timescales for building a planetary system like our own – the Solar System. This course provides an introduction to meteorites, and how we can decipher their compositional (i.e., petrographic, chemical, and isotopic) code in order to obtain direct insights into the earliest stages of the Solar System. By integrating such cosmochemical data with theoretical models and astronomical observations, the students will learn about the current understanding of key aspects of the Solar System's evolution; such as, the sources of its building materials, the processes of planet formation, and the origin of Earth's habitability. Furthermore, we will discuss the cultural importance of meteorites as well as the specifics of the Solar System compared to exoplanetary systems.

EEPS 0160R. Geollywood: Geosciences in Hollywood.

This course explores how Earth, environmental and planetary sciences are perceived by the public through Hollywood movies and TV shows. In this First Year Seminar, students will learn about basic geologic/environmental principles and how they are portrayed in popular culture. Students will critically analyze the depiction of geological processes, space exploration, and environmental issues in movies and explore how these portrayals influence public perception of these fields and the scientists who study them. This course aims to bridge the gap between scientific concepts and public engagement through the lens of popular culture, fostering a deeper appreciation for the geosciences and the role of media in shaping scientific knowledge of the general public.

EEPS 0160S. Assembling Rhode Island.

Rhode Island has existed as a state in the U.S. for over 200 years, but the land itself is the product of hundreds of millions of years of rich geologic history. As a participant in this First Year Seminar, you will engage with introductory principles of geology toward an understanding of the tectonic history of Rhode Island as well as the geological processes that presently influence and modify its landscape. The basis of our investigation of Rhode Island geology will come from observations made over a series of afternoon-long field trips to geological points of interest in the state and nearby.

EEPS 0160W. Earth Science Behind Protest Movements.

Exploitation of natural resources, contamination of water and air, and the response of the Earth system to human actions all lie at the root of protest movements such as the labor, environmental justice, and climate action movements. Motivated by the cultural, historical, and social context of these movements, this First Year Seminar will explore Earth processes such as: building the Appalachian Mountains and forming its energy resources, the environmental impacts of natural resource extraction, effects of human actions on air and water quality, and climate. We will consider the connection of these topics to the local Providence community as well as their global contexts. Classes will be a combination of mini-lectures, seminar-style discussions, and in-class activities that allow students to synthesize course concepts while practicing data analysis and scientific communication.

EEPS 0160Z. Mountains: Past, Present and Future.

In this first-year seminar, students will learn about mountains from a variety of natural and social science perspectives. We will explore the geologic origins of mountain building, surface processes that shape mountains over time, mountain climates and ecosystems, tools for understanding past changes in mountain environments, societal and cultural importance of mountains, and future changes in mountains as the climate warms. Classes will be a combination of lectures and seminar-style discussions in order to provide students with various pathways for learning, synthesizing and communicating the course concepts. Through this course, students will learn about the complexities of mountain systems, explore scientific research related to various aspects of mountains, understand the interdisciplinary nature of earth science, practice reading and interpreting scientific papers, and develop skills for communicating scientific concepts in written and verbal form.

EEPS 0220. Understanding Earth and Environmental Processes.

How does plate tectonics create mountains, earthquakes and volcanoes? What processes drive climate change? How do humans exacerbate flooding? This course provides an introduction to the processes that shape the Earth's surface, govern the structure of its interior, cause natural hazards, contribute to climate change and affect the human environment. Topics include interior processes (plate tectonics, mountain building, volcanism, earthquakes, flow of solid rocks), environmental processes (climate change, atmospheric and oceanic circulation, flow of rivers, glaciers, groundwater, water and energy resources), and the connections between them. Lectures are complemented by three labs, informal small-group study sessions, and field trips. Collaborative learning is encouraged. Enrollment is limited to 100.

EEPS 0230. Geochemistry: Earth and Planetary Materials and Processes.

This course is an introduction to the formation of minerals and rocks, and the physico-chemical processes acting during planetary evolution. Topics include: Earth formation and differentiation, determination of age and origin of volcanic, crustal and mantle rocks using their elemental compositions and radiogenic and stable isotopes. Weekly laboratory. Intended for science concentrators. Lab times TBD

EEPS 0240. Earth: Evolution of a Habitable Planet.

Introduces Earth's surface environment evolution - climate, chemistry, and physical makeup. Uses Earth's carbon cycle to understand solar, tectonic, and biological cycles' interactions. Examines the origin of the sedimentary record, dating of the geological record, chemistry and life on early Earth, and the nature of feedbacks that maintain the "habitable" range on Earth. Two field trips; five laboratories arranged.

EEPS 0250. Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction.

Application of numerical analysis to mathematical modelling in the natural sciences including topics such as ground water and glacier flow, earthquakes, climate models, phase equilibrium, and population dynamics. Numerical methods will include the solution of linear algebraic systems of equations, numerical integration, solution of differential equations, time series analysis, statistical data analysis tools. Development of computer programming skills in the Matlab programming environment. Suggested prerequisites: MATH 0090, 0100; PHYS 0030, 0040, or 0050, 0060.

EEPS 0300. Sustainability of Earth Resources.

Fossil fuels are not the only Earth resource we rely on in great quantities. Over 1.5 billion cell phones are made yearly; each using 64 different elements, at least 12 of which are currently irreplaceable. Iron, copper, nickel, rare earth elements, and even sand, are all key components of our modern world that we extract from the Earth. How much are left? How environmentally damaging is it to extract them? Are there alternative extraction methods, or alternative materials? Can they be recycled? What part of your world would you be willing to give up to reduce environmental impacts?

EEPS 0310. Fossil Record.

Integrated view of the history of life: biogeochemical cycles, biodiversity, evolution by natural selection, ecology, and physiology along a multiplicity of scales from the microbial to the planetary, as recorded in the fossil record. Attention is given to how biotic systems, in contrast to just physical systems, have changed through time maintaining the chemical and thermodynamic non-equilibrium state of the Earth's surface. Two lectures per week; several labs including dissections for paleobiological comparisons and one field trip to fossil localities and museum collections in Connecticut and Massachusetts. Prerequisites: EEPS 0220 or 0230 or 0240, BIOL 0200, or instructor permission.

EEPS 0350. Mathematical Methods of Fluid.

Intended for undergraduates concentrating in geological and physical sciences or engineering, especially those interested in the quantitative study of Earth. Problem sets will cover common approaches to quantify the dynamics and chemistry of solids and fluids in nature. Mathematical topics to be introduced include linear algebra, vectors and tensors, differential equations, dynamical systems, eigenvalues and eigenvectors, empirical orthogonal functions, fractals, chaos, and statistics. Applications include waves in the oceans, atmosphere, and solid earth, convective and conductive heat flow, reaction rates, gravitational potential energy, Newton's laws on a rotating planet, measuring coastlines and ranges, and dating errors in stratigraphy.

EEPS 0360. Solving the Climate and Carbon Challenge.

Explore the critical aspects of climate change, greenhouse gas emissions, and carbon management, reduction and removal. Through a series of engaging lectures, students will gain an understanding of the current state and future trends of climate and carbon challenges in the 21st century, including the impacts and projections of climate change, the social cost of carbon, climate justice, the carbon cycle, and non-CO2 greenhouse gases. The course will cover the state of the art in emissions mitigation technologies and strategies, along with carbon dioxide removal approaches, to equip students with the knowledge and tools that are currently being explored for developing scalable carbon reduction strategies. The course will also delve into policy, economics, and social systems solutions, including international, national, and state-level climate policies, carbon markets, climate financing, and the role of innovation in addressing climate change. Students will also

EEPS 0580. Foundations of Physical Hydrology.

Qualitative introduction to the dynamics of watersheds and groundwater flow from an intuitive perspective. Lays the foundations for understanding the physical mechanisms by which water is transported throughout a hydrologic system. Provides background for future studies, but is primarily designed to enable informed citizens to thoughtfully critique water management practices and public policy. Pre-college math and physics background is expected.

EEPS 0810. Planetary Geology.

This introductory level course will examine the evolution of our Solar System and the geology of planetary bodies, including Mercury, Venus, the Moon, Mars, asteroids, and the moons of Jupiter and Saturn. We will discuss the origin of the Solar System from a geological perspective and explore how scientists combine observations from extraterrestrial samples such as meteorites with data returned by satellites and rovers to develop and test hypotheses related to planetary evolution. Emphasis will be on comparing geologic processes on these bodies to well-understood processes on Earth, results from past, current, and upcoming planetary missions, and the future of human and robotic exploration of space.

EEPS 0820. Dynamic Earth.

This survey course explores fundamental geodynamical processes with an emphasis of how interior (mantle) dynamics influences Earth's surface environment. The course is suited to all DEEPS students as either a foundational geophysics course with an Earth systems slant, or a course that acts as a steppingstone to higher level geophysics courses (e.g., EEPS 1610).

EEPS 0830. Water in Our World.

This course will focus on understanding natural and societal dimensions of the water cycle. The coming century will see substantial pressure on global water resources owing to increasing human demand, alteration of river systems, and climate change. The first half of the course introduces fundamental concepts in physical hydrological science, and the second explores human modifications and environmental problems associated with a perturbed water cycle. The topical sequence of the class will progress first through different components of the water cycle (e.g. precipitation, evaporation, runoff), followed by different ways in which humans use and depend upon freshwater resources.

EEPS 0850. Weather and Climate.

Weather phenomena occur on short time scales, and form the basis for understanding climate, the study of changes over longer time scales. This course aims to provide an understanding of the processes that drive weather patterns, the general circulation of the atmosphere, and climate on Earth. Topics include the structure and composition of the atmosphere, sources of energy that drive atmospheric processes, weather forecasting, the hydrological cycle, forces that create severe weather, the influence of humans on the atmosphere, and factors that influence climate, climate variability and climate change. Recommend courses or equivalent: MATH 0090, MATH 0010, PHYS 0050.

EEPS 1110. Descriptive Coastal and Estuarine Oceanography.

An introduction to coastal and estuarine oceanography, focusing on ocean environments landward of the continental shelf/slope break. These environments are of significant value, both environmentally and economically. They are under pressure and strongly impacted by human activities, both directly (e.g. commercial fishing) and indirectly (urbanization within the adjacent river drainage basins). The extent to which these waters continue to be economically valuable is intimately linked to their environmental health. As such, an understanding of coastal and estuarine processes is critical to their management. This course will address the coastal and estuarine circulation context as well as the environmental context. Coastal and estuarine oceanography will be addressed in class lectures, discussions, and exercises while the environmental concerns will be addressed in the context of individual student research projects culminating in a research paper and in-class presentation.

EEPS 1120. Paleooceanography.

An examination of the Cenozoic history of the world ocean with attention to the processes which have acted to change its circulation, climate, geometry, and biology. Develops a strategy to use marine sediments and microfossils to identify and understand past variations in the oceans. Class projects analyze and interpret various types of paleoceanographic data. Laboratory arranged. Offered alternate years.

EEPS 1130. Ocean Biogeochemical Cycles.

A quantitative treatment of the cycling of biologically important elements in the world ocean. Special attention paid to the carbon system in the ocean and the role that organisms, in conjunction with ocean circulation, play in regulating the carbon dioxide content of the atmosphere through exchange with the surface ocean. For science concentrators. Offered alternate years. Prerequisite: CHEM 0330 or equivalent, or instructor permission.

EEPS 1150. Limnology: The Study of Lakes.

This course will provide an interdisciplinary overview of the physics, chemistry, biology, and geology of lakes. Areas of emphasis will include the origin of lake basins, water circulation patterns, heat and water budgets, biogeochemical processes, lake ecosystems, and the stratigraphic record of lakes. We will also discuss human and climatic impacts on lakes. Prerequisites: EEPS 0220 and 0240, or instructor permission. Enrollment limited to 20.

EEPS 1220. Climate Extremes and Human Rights: Winter Session in Geneva.

People around the world are exposed to many hazardous extreme events, including wildfire, flood, heatwave and drought. The locations, frequency and intensity of these extremes are already changing, and increasingly these changes can be linked to increases in greenhouse gas emissions from human activities. But many factors must interact with extreme events to cause a humanitarian disaster. These include the exposure of people and infrastructure to the impacts of extreme events, and the response capabilities before, during, and after the disaster. Furthermore, the vulnerabilities created by poverty and conflict have an impact on the characteristics of disasters, and extreme events in turn can exacerbate existing human rights calamities. The disasters at the nexus of climate change and human rights can be understood through the lens of incident theory. Each damaging climate extreme tends to motivate if not force action.

EEPS 1240. Stratigraphy and Sedimentation.

Introduction to depositional environments and processes responsible for formation of sedimentary rocks. Major sedimentary environments in the Recent are discussed, general models are proposed, and stratigraphic sequences in older sediments are examined in the light of these models. The Phanerozoic stratigraphic record is examined from the perspective of Earth system history. Laboratory arranged. Prerequisites: EEPS 0220 or 0240, or instructor permission.

EEPS 1250. New England Field Geology.

How do geologists know what happened on earth thousands to millions of years ago? What is their evidence? Can our own observations, measurements, and analyses provide new insights and context for understanding the past? Through field trips and seminar discussion, this course will provide an introduction to geological field methods and an overview of the geologic history of the region in and around Rhode Island. In addition to field trips that focus on regional bedrock geology and developing mapping skills, the course will also involve field trips that develop field skills for investigating Pleistocene glacial deposits and Holocene soils. The course will introduce field methods, field mapping, structural analysis, and soil and site evaluation. The course will require attendance of weekend field trips, maintaining a detailed field notebook, making three geological maps, seminar participation, and writing one final report.

EEPS 1310. Global Water Cycle.

The goal of this class is to understand the physical principles and processes of the global water cycle. Topics include the climatic importance of water, circulation of atmospheric water vapor, formation of rain and snow, availability of soil water, plant-water relations, mass balance of glaciers, and ongoing and expected changes in the water cycle. Additional goals: become familiar with the current research literature, practice clear and concise science writing, and to use simple programming in Python to plot and analyze actual data sets.

Students are expected to have taken at least one geology-related course. Programming experience recommended, but not necessary.

EEPS 1320. Introduction to Geographic Information Systems for Environmental Applications.

This class serves as an introduction to Geographic Information Science (GIS). This innovative field explores the relationships between spatial information and a vast array of spatial data types. Through lab work and foundational lectures, this course covers the guiding principles behind various facets of GIS including the nature of spatial data, map projections, spatial model building, spatial analysis, and cartographic production. You will have the opportunity to explore cutting-edge GIS techniques and apply them to real-world problems across multiple disciplines. Throughout the course, you will be challenged to think spatially and practice basic GIS concepts and theory to enable you to make useful and meaningful contributions to various disciplines through spatial analysis and techniques. By evaluating the relationship between different spatial information, you'll develop a better understanding of how the world interacts and gain tools to make a difference.

EEPS 1330. Global Environmental Remote Sensing.

Introduction to physical principles of remote sensing across electromagnetic spectrum and application to the study of Earth's systems (oceans, atmosphere, and land). Topics: interaction of light with materials, imaging principles and interpretation, methods of data analysis. Laboratory work in digital image analysis, classification, and multi-temporal studies. One field trip to Block Island. Recommended preparation courses: MATH 0090, 0100; PHYS 0060; and background courses in natural sciences.

EEPS 1340. Machine Learning for the Earth and Environment.

This course introduces science students to modern data science tools for exploratory data analysis, predictive modeling with machine learning, and scalable algorithms for big data. The course will familiarize students with a cross-section of common machine learning models and algorithms with an emphasis on developing practical skills for working with data. Topics covered in the course may include dimensionality reduction, clustering, time series modeling, linear regression, regularization, linear classifiers, ensemble methods, neural networks, model selection and evaluation, scalable algorithms for big data, and data ethics. The course will present case studies of these tools applied to problems in the Earth sciences. The intended audience for this course is advanced undergraduate and graduate students in Earth, Environmental and Planetary Sciences or other physical science disciplines. Students will practice and develop their skills in data science through a hands-on project on a topic of their choice. This course is taught using the Python programming language.

EEPS 1350. Spatial Data Science.

Spatial Data Science explores the application of statistical, computational, and geographic principles to analyze and derive insights from spatial data. This class serves as an advanced Geographic Information Science (GIS) course focusing on three important stages of geographic information: modelling, analyzing, and visualization of spatial information. This course is designed for students interested in leveraging spatial data science techniques to analyze, visualize, and interpret spatial data for decision-making and problem-solving in diverse fields such as geography, environmental science, urban planning, and public health. Through lab work and foundational lectures, this course covers the guiding principles behind various facets of Spatial Data Science including big data, cluster analysis, geosimulation, pattern recognition, deep learning, network analysis, and geovisualization. You will have the opportunity to explore cutting-edge spatial data science techniques and apply them to real-world problems across multiple disciplines.

EEPS 1370. Environmental Geochemistry.

The course will examine the biogeochemical cycling, fate and transport of chemicals in the atmospheric and aquatic environments. Topics such as chemical weathering, natural water pollution and remediation, acid deposition, global warming and air pollution will be examined through natural ecosystem examples from rivers, lakes, estuaries, and ocean. Field trips and laboratory arranged. Prerequisites: CHEM 0100 or 0330, or instructor permission.

EEPS 1380. Environmental Stable Isotopes.

Introduction to the concepts, analytical methods, theory and environmental applications of stable H, O, C, N and S isotopes. In addition, there will be an introduction to non-traditional stable isotopes of Li, Ca, Si and Mg as well as an introduction to clumped isotopes, mass fractionation laws and mass-independent isotope effects. Emphasis will be placed on theory and applications of light isotopes in paleoclimate studies, environmental hydrogeology and biogeochemistry. Prerequisites: CHEM 0100, EEPS 0220 or 0230 recommended, or instructor permission.

EEPS 1390. Planetary Surface Processes.

This course is designed to introduce students a variety of physical and chemical processes that shape and sculpt the surfaces of solid planetary bodies (asteroid, comets, moons, & terrestrial planets). We will learn the ways mountains can form and how their topography is supported (Is Venus' 11 km high Maxwell Montes the result of a rising mantle plume? among other questions). This course will cover the processes of faulting, tectonics, volcanism, impact cratering, landslides, and weathering from wind, and water. These processes will be explored from a physical quantitative perspective.

EEPS 1400. Climate Modeling I.

An introduction to climate modeling, focusing on the fundamental principles of climate dynamics and the techniques used to simulate and understand the climate system of Earth and other planets. Students will learn about the underlying physics, concepts, and computational methods involved in climate modeling. The course will explore the challenges and uncertainties associated with climate models and their role in predicting future climate change. The course has two tracks: quantitative and qualitative. Students in the qualitative track will focus on interpretation of model results and modeling concepts and have additional reading assignments and will be assessed with writing assignments and should register for EEPS1400. Students in the quantitative track will gain hands-on experience with analyzing climate modeling output and software tools to do so and will be assessed with problem sets and should register for EEPS1400E or EEPS1400.

EEPS 1400E. Climate Modeling I.

This course provides an introduction to climate modeling, focusing on the fundamental principles of climate dynamics and the techniques used to simulate and understand the climate system of Earth and other planets. Students will learn about the underlying physics, concepts, and computational methods involved in climate modeling. The course will explore the challenges and uncertainties associated with climate models and their role in predicting future climate change. The course has two tracks: quantitative and qualitative. Students in the quantitative track will gain hands-on experience with analyzing climate modeling output and software tools to do so and will be assessed with problem sets. Students in the qualitative track will focus on interpretation of model results and modeling concepts and have additional reading assignments and will be assessed with writing assignments. Quantitative track students should register for this course number.

EEPS 1410. Mineralogy.

Introduction to mineralogical processes on Earth and the terrestrial planets. Topics include: crystallography; crystal chemistry; fundamentals of mineralogical thermodynamics and kinetics; mineral defects and their dynamics; physicochemical properties of minerals and magmas. Laboratory study devoted to analytical techniques for minerals/materials analysis: X-ray and electron diffraction; reflectance spectrometry; transmitted optical microscopy; electron microscopy; X-ray spectrometry. In addition to Earth scientists, the course should be of interest to chemical/materials engineering and chemistry concentrators. Prerequisites: EEPS 0230, CHEM 0100 or 0330 or equivalent, or permission of instructor.

EEPS 1420. Petrology.

Introduction to the origin and evolution of igneous rocks. Topics include: physical properties of magma, thermodynamics and phase equilibria, igneous rocks and their classification, magmatic processes, trace elements and isotopes, basalts and layered intrusions, survey of lunar and planetary petrology. Prerequisites: EEPS 1410, or instructor permission.

EEPS 1430. Principles of Planetary Climate.

This course provides the physical building blocks for understanding planetary climate. Topics include thermodynamics applied to planetary atmosphere, basic radiative transfer, energy balance in the atmosphere, and climate variability. In-class exercises and homework problems are designed to strengthen the understanding of basic concepts and to improve problem-solving skills.

EEPS 1450. Structural Geology.

Introduction to the geometry, kinematics and mechanics of rocks deformed by brittle fracture or faulting and ductile solid state flow, on scales from microscopic to mountain ranges. The emphasis is on using concepts to interpret the formation, strain history and rheology of deformed rocks in terms of the operative grain-scale processes, material properties and environmental conditions. Weekly 2 hour lab involving hands-on experience closely related to class topics. Two field trips. Prerequisites: EEPS 0220 or instructor permission.

EEPS 1470. Sea Level Rise (And Fall).

This course will explore the many themes that surround the global problem of sea level rise. Moving from Earth's early history to modern times, through different case studies, this course will explore the underlying physics that contribute to sea level rise on time scales of years to millions of years. The relevant physics that drive this change will be covered, from deep time geological processes (i.e., eustasy and dynamic topography), ice age sea level (glacial isostatic adjustment, viscoelastic deformation theory), and modern-day sea-level change (sea level feedbacks on ice sheet stability, thermal expansion, sea level fingerprinting). The emphasis of this course is the interplay between the dynamics of the solid Earth (mantle and crust) and the overlying oceanic and cryosphere system and so any student interested in a wide perspective on the Earth system is encouraged to join.

EEPS 1510. Dynamic Meteorology.

The objective of EEPS 1510 is to understand the fundamental physical principles that govern the motion of the atmosphere. Students will explore the dynamics of the atmosphere and the mathematical laws governing weather and climate. Topics include the fundamental equations of motion in rotating fluids, hydrostatic, geostrophic and thermal wind balance, and vorticity, as applied to phenomena, including sea breezes, planetary waves, midlatitude cyclones, fronts, and the global general circulation. The emphasis will be on physical interpretation of the equations but facility with vector calculus is critical. Enrollment limited to 30.

EEPS 1520. Ocean Circulation and Climate.

Examines physical characteristics, processes, and dynamics of the global ocean to understand circulation patterns and how they relate to ocean biology, chemistry, climate change. Assignments address ocean's role in the climate system; ocean observations and models; the origin, distribution, and dynamics of large-scale ocean circulation and water masses; energy and freshwater budgets; and variability of the coupled system on seasonal to centennial timescales e.g. El Niño. Intended for geological and physical sciences undergraduate and graduate students with quantitative skills and an interest in oceans, climate, paleoclimate. Pre-requisites: EEPS 0250, EEPS 0350, PHYS 0720, or MATH 0180. Offered alternate years.

EEPS 1530. Polar Oceanography.

Polar Oceanography examines the physical processes governing the behavior of the high-latitude (Arctic and Southern) oceans, with an emphasis on interactions between sea ice and the upper ocean. The course will focus on both modeling and remote-sensing of polar systems, drawing upon recent advances in sea ice physics, ocean circulation, and satellite remote sensing. While understanding observations will be an important component of the course, we will emphasize their interpretation through a physical and mathematical lens. This course is intended for students who are interested in climate and fluid dynamics as well as computational science. We will also explore how these concepts are implemented in the numerical models used in contemporary Earth system models. Recommended: •

EEPS 1560. Global Tectonics.

Plate tectonic theory and the evolution of continents and the seafloor. Emphasis on the structure and tectonics of western U.S. considering geological, geophysical, and geochemical constraints as well as direct geodetic observations of plate motions from GPS measurements. Prerequisite: EEPS 0220 and 0230. Three or more of EEPS 0220, 0230, 1240, 1410, 1420, 1450 and 1610 are recommended.

EEPS 1580. Quantitative Elements of Physical Hydrology.

Physical hydrology with emphasis on fundamental physical principles and mathematical tools. Topics include precipitation, surface runoff, groundwater flow, water quality and contaminate transport. Prerequisites: APMA 0340; and ENGN 0510 or PHYS 0470; ENGN 0810 is recommended; or instructor permission.

EEPS 1590. Quantitative Modeling of Hydrologic Processes.

A quantitative overview of selected topics at the advanced undergraduate and beginning graduate student level of analytical and numerical models for simulating surface runoff, groundwater flow and contaminant migration. While participants will employ computers and scientific visualization to implement the material, no prior computing experience is expected. Non-concentrators encouraged. No exams. Prerequisites: PHYS 0470, or ENGN 0510.

EEPS 1590A. Quantitative Modeling of Hydrologic Processes.

A quantitative overview of selected topics at the advanced undergraduate, beginning graduate student level of analytical and numerical models for simulating surface runoff, groundwater flow and contaminant migration. While participants will employ computers and scientific visualization to implement the material, no prior computing experience is expected. Non-concentrators encouraged. No exams. Prerequisites: PHYS 0070, or ENGN 0510.

EEPS 1600. Environmental and Engineering Geophysics.

A hands-on introduction to non-invasive geophysical methods applied to subsurface investigations of soil and bedrock conditions, groundwater, geotechnical engineering, forensics, archaeology and other environmental applications. Students will use ground penetrating radar, seismic, gravity resistivity, electromagnetic and magnetic methods in the field one afternoon a week to investigate relevant environmental and geotechnical problems. A background in geology is not expected. Prerequisites: APMA 0340 and PHYS 0470, or ENGN 0510, or instructor permission.

EEPS 1610. Solid Earth Geophysics.

A survey of basic geophysical techniques for determining the structure and dynamics of Earth's interior. Topics include: global structure from seismic waves; gravity, magnetic field, and shape of the Earth; thermal processes within the Earth; structure of continental and oceanic lithosphere. Recommended courses: EEPS 0220, PHYS 0470, APMA 0330. No prerequisites.

EEPS 1615. Climate Change, Human Rights, and the Policy Process.

The diminishing quality of Earth's systems and resources carries profound implications for the fulfillment of human rights and aspirations. But even as Western knowledge systems understand better the intrinsic interdependencies between humans and the non-human, policy gridlock persists. Indeed, scientific findings are regularly contested on political grounds. The purpose of this course is to learn how to apply diverse knowledges from Indigenous to Modern to map the relevant policy in problems at the intersection of human rights and environmental integrity, and to develop approaches to address them in ways that are creative, effective, responsible and just.

EEPS 1620. Continuum Physics of the Solid Earth.

Physics of the Earth with emphasis on fundamental physical principles and mathematical tools. Topics include application of: conductive and convective heat transfer to cooling of the Earth; potential theory to interpretation of gravity anomalies; solid mechanics to deformation of Earth's lithosphere; fluid mechanics to flow in the Earth's interior and in porous media. Recommended courses: EEPS 0220; APMA 0340; PHYS 0470 or ENGN 0510.

EEPS 1630. Introduction to Quantitative Glaciology.

This class will focus on a quantitative understanding of glaciers. Topics will include glacier mass balance, energy balance in glaciers, ice deformation physics, glacier hydrology, subglacial mechanics, ice sheet stability, and planetary glaciology. Emphasis will be on a theoretical understanding of what physical processes are important for glaciers and how to make predictions of their long-term behavior. Primary course objective: To learn how to quantitatively understand glacier processes. Specific learning goals: - Gain a quantitative understanding of how glaciers behave and why - Gain an understanding of which processes are important and how to model them - Learn how to reason quantitatively about the Earth and make predictions

EEPS 1650. Earthquake Seismology.

This course is an introduction to seismology that focuses on the seismic waves generated by earthquakes, and how the information contained in these waves can be used to understand earthquake processes and the structure of the Earth. We will discuss applications of seismology that address earthquake hazards and other societal issues. Recommended courses: EEPS 1610; or EEPS 0220 and experience with differential equations; or the equivalent. Offered in alternate years.

EEPS 1670. Time Series Analysis & Modeling in Climate Sciences.

This course introduces students to the fundamental principles and techniques of time series statistical analysis and modeling, focusing on APPLICATIONS in climate and environmental sciences. Through lectures, hands-on exercises, and case studies, students will gain a deep understanding of the methods and of how to analyze and interpret time series data in the context of environmental changes and phenomena. Each student will also conduct a research project that can be connected to their own research involving time series.

EEPS 1690. Introduction to Methods in Data Analysis.

This class will be an overview of different ways one can quantitatively analyze data. Topics will include linear regression, least squares inversion, principal component analysis, and Bayesian methods. Emphasis will be on both a theoretical understanding of these methods and on practical applications to geophysical and earth science problems. Exercises will include using MATLAB to analyze data.

EEPS 1710. Remote Sensing of Earth and Planetary Surfaces.

Geologic applications of remotely sensed information derived from interaction of electromagnetic radiation (X-ray, gamma-ray, visible, near-IR, mid-IR, radar) with geologic materials. Applications emphasize remote geochemical analyses for both terrestrial and extraterrestrial environments. Several spectroscopy and image processing labs. EEPS 1410 (Mineralogy), PHYS 0060, or equivalent recommended.

EEPS 1720. Tackling Climate Change with Machine Learning.

Explore recent work that leverages machine learning (ML) as a tool for tackling climate change, with a focus on climate science and climate adaptation. We will discuss how modern machine learning can be used to assess, understand and respond to projected climate extremes, natural disasters, and environmental change. The target audience for this course is advanced undergraduate students or graduate students who are interested in using ML and AI to address high-impact global issues. Students will read and discuss recent research papers on ML for Climate and complete an original project as a member of a multidisciplinary team. Climate themes may include: Climate models and predictions; Extreme weather and natural disasters; Farms and forests; Oceans and marine ecosystems; Climate misinformation. Machine learning topics may include: Physics-informed learning and emulators; Explainable AI; Uncertainty quantification; Image super-resolution; Graph neural networks, Policy optimization.

EEPS 1730. Isotope Geochemistry.

This course provides a comprehensive introduction to radiogenic and stable isotope geochemistry. Beginning with a brief overview of nuclear physics and nucleosynthesis, it then reviews radioactive decay schemes including and their use in geochronology. Subsequent classes cover nucleosynthetic anomalies in meteorites and early solar system chronology and the use of radiogenic isotopes (including Uranium-series) in understanding the evolution of the Earth's mantle, crust, and oceans. Attention then turns to stable isotopes reviewing the basic principles involved in controlling stable isotopes during both equilibrium and kinetic fractionation, followed by their application on diverse topics but particularly on climate evolution. Finally, the course explores recent developments including unconventional stable isotopes, mass-independent fractionation, isotopic 'clumping', noble gasses isotopes and their applications.

EEPS 1745. Planetary System Design: A Team Project Course.

Introduction to the research process for planetary systems. This upper-level undergraduate course includes a lecture phase that covers an overview of planetary science, the research project(s) to be pursued, problem-solving, scientific writing, communications, and diversity and bias in the field of planetary science. Subsequently, students experience the latest practices in planetary research by forming sub-project teams and collectively designing and planning a research project. Effective team and communication skills are emphasized. Scientific writing and presentations are required throughout, culminating in the final paper and public presentation. This course has been submitted for special designations in writing (WRIT), race, gender, and inequality (DIAP), and collaborative research & scholarly experiences (COEX). The following courses are recommended (and/or permission of the Professor): MATH 0090, MATH 0100; PHYS 0030, PHYS 0040 or PHYS 0050, PHYS 0060 or PHYS 0070; and, EEPS 0250, EEPS 0220, EEPS 1610, EEPS 1810, or EEPS 1950H.

EEPS 1750. Geomorphology.

Landscapes are one of the most accessible and striking parts of a planet's geologic record. Because we live on Earth's surface, landscapes and the forces that shape them are also integral parts of society. This course introduces students to the quantitative study of processes that shape Earth's surface. We will use a combination of theory and field observations to investigate major components of continental geomorphic systems, especially hillslopes and rivers. Our ultimate goal will be to understand how the major factors that shape Earth's surface – tectonics, climate, and life – create the landscapes we observe. The course is designed to be accessible to undergraduate and graduate students from a range of disciplines, including Earth and planetary science, physics, engineering, and IBES. As such, we do not assume an extensive geology background.

EEPS 1810. Physics of Planetary Evolution.

The course will explore and expose students to the fundamental physics necessary to understand how planetary bodies evolve. The evolution of planetary bodies will be discussed on the basis of geological and geophysical evidence derived from exploration of the Solar System. This course will study the physical processes responsible for and that occur as a consequence of differentiation and deformation of planetary bodies. Includes the study of physical processes responsible for volcanism and deformation on the surface as well as the state and structure of the interior of planets.

EEPS 1820. Geophysical Fluid Dynamics: Rotating, Stratified Turbulence Edition.

Explores theories of the large-scale ocean and atmosphere, including quasigeostrophic, planetary geostrophic, and shallow water equations. Topics will vary to focus on features of the general circulation and climate system (e.g. thermocline, westward intensification, jet stream dynamics, polar vortex, meridional overturning circulations), instabilities and waves (e.g. gravity, Rossby, and Kelvin), or rotating stratified turbulence. May be repeated with permission of instructor. Pre-requisites: EEPS 0350 or PHYS 0720 or APMA 0340 and EEPS 1510 or EEPS 1520.

EEPS 1930P. Mathematics and Climate (APMA 1930P)..

Interested students must register for APMA 1930P.

EEPS 1940. Undergraduate Research in Earth, Environmental and Planetary Sciences.

Designed for undergraduates to participate, individually or in small groups, in research projects mentored by the DEEPS faculty. A minimum of 12 hours per week of guided research is expected as are one hour weekly meetings with the supervising faculty member. Students should consult with faculty to find a mutually agreeable research project and obtain permission to enroll.

EEPS 1950B. Atmospheric Chemistry.

Earth's atmosphere touches everything on the surface of our planet has evolved, from the first signs of life on land and in the oceans to today's. This seminar course will provide students with an understanding of the chemical and physical processes that determine the composition of the atmosphere and its implications for climate, ecosystems, and human welfare. Topics to be covered include basic measures of the atmosphere; photolysis and reaction kinetics; atmospheric transport of trace species; stratospheric ozone chemistry; tropospheric hydrocarbon chemistry; oxidizing power and nitrogen, oxygen, sulfur, and carbon cycles; chemistry-climate-biosphere interactions; aerosols, smog, and acid rain.

EEPS 1950C. Planetary Materials.

A comparative planetology course that examines the origin and evolution of materials on the Earth, Moon, and Mars through sample analyses, spacecraft observations, and modeling approaches. Recommended courses: EEPS 1410, 1420. No prerequisites.

EEPS 1950D. Field and Tectonics Seminar.

Development of field mapping and interpretive skills used in the evolution of complex orogenic terranes. Structural field mapping is carried out in highly deformed metamorphic and igneous rocks in the New England Appalachians, the site of a continental collision associated with the formation of the supercontinent Pangea. Expected: EEPS 0230 and EEPS 1450, or equivalent, and field mapping experience (generally a summer geological mapping course). Students are required to arrive one week prior to the start of classes for the beginning of field work. Instructor permission required.

EEPS 1950F. Geomicrobiology.

Microbes were the predominant form of life for most of Earth's history and continue to drive many of the elemental cycles that sustain life in our contemporary biosphere. By taking this course students will learn about the phylogenetic and metabolic diversity of microbes in the environment and their influence on global biogeochemical cycles. Students will gain hands-on experience with molecular and environmental microbiological techniques and the bioinformatics tools required to analyze and interpret the resulting data. There are 2 sections or topical areas: Phylogenetic and ecological diversity of microbes; Microbial and metabolic diversity of biogeochemical cycling. Prerequisite: BIOL 0415 or 1460 or 1480 or EEPS 1130. Enrollment limited to 12. Instructor permission required.

EEPS 1950G. Astrophysical and Dynamical Processes in Planetary Sciences.

Astrophysical and Dynamical Processes in Planetary Sciences is a course that challenges students to use physical and geophysical analysis to construct a quantitative understanding of the formation and evolution of the Sun, the solar system's planets and small bodies, and extrasolar planets. The goal is to provide senior undergraduate and first-year graduate students with core knowledge of facts and current theories in the planetary sciences. Through lectures, problem sets, and exams, the students will construct quantitative framework on which to evaluate, and place into context, hypotheses and theories discussed in upper-level graduate courses. Prerequisites: MATH 0100; and one of EEPS 0050, PHYS 0210, 0220, or 0270. APMA 0330 is desirable but not required.

EEPS 1950H. Gravitational Fields and Data Analyses.

The course will cover fundamental and cutting-edge methods applied to Earth and planetary gravity data acquired by spacecraft, aircraft, sea, and surface gravimeters. Students will learn and practice how to represent, analyze, manipulate, and interpret gravitational data. The course will also include topics on potential field theory, geomagnetic data, pattern recognition methods, Monte Carlo methods, and computer modeling techniques. Topics covered in this course provide a foundation for a wide variety of advanced data analysis, representation, and manipulation techniques that extend beyond Earth and planetary sciences. The following courses are recommended prerequisites (and/or permission of the Professor): MATH 0090, 0100; PHYS 0030, 0040 or 0050, 0060 or 0070; and, GEOL 0250 or previous programming experience in MATLAB or a high-level programming language (e.g., C, C++, Fortran, etc.).

EEPS 1960A. Earthquakes and the Rheology of the Crust and Mantle.

Introduces the principles of rock rheology and uses them to describe brittle and ductile deformation processes in the crust and mantle. Topics to be covered include: brittle fracture and crack propagation, frictional sliding, the brittle/plastic transition, viscous deformation mechanisms,

EEPS 1960B. Special Topics in Geological Sciences: Physical Hydrology.

Physical Hydrology is the description of processes that involve the transport of aqueous fluids in the subsurface of the Planets. We will learn about the principle that govern the motion of these fluids and the common approaches to describe their dynamics in terms of governing equations. The goal of the course is to be introduced to flows in porous media, as well as transport of heat, chemical species and multiphase flows (unsaturated aquifers). We will discuss applications from geothermal energy extraction, CO₂ geological sequestration strategies and reactive transport, such as those encountered for pollutant remediation and sediment diagenesis.

EEPS 1960F. Patterns: in Nature, in Society.

The shapes of plants and animals, of mountains and shorelines arise because nature dissipates energy as rapidly as possible. These morphological patterns allow description of the energy "landscape" that produced them. Societies and economies show temporal and spatial patterns as well: does the "flow rate" of ideas and of money cause these patterns? These societal patterns are statistically identical to the natural (i.e., non-human) ones. Does this fact challenge ideas of free will? Does it affect one's development of a personal philosophy? From a perspective grounded in natural philosophy, we will explore just how "entropy rules." Enrollment limited to 16. Instructor permission required.

EEPS 1960G. Geo-, Environmental + Planetary Sciences' curriculum design + teaching pract. for local high school.

A practical introduction to Geo-, Environmental and Planetary Sciences' curriculum design and teaching with a strong "learning by teaching" component. You will learn about the principles and best practices of science education and communication and will also participate in Earth Science teaching lessons for 10th and 11th grade students at a local high school (Hope HS) co-teaching material previously developed by DEEPS CORES outreach program alternating with in-class physics tutoring in 11th grade. You will observe and reflect on your in-school teaching experience. By the end of the course you will be familiar with the inquiry-driven teaching approach and backwards design and will be able to practice their application. For reasons of capacity at Hope High School, this course is capped at 18 students. The course consists of 2 main parts: 1) science-teaching principles and practical application (teaching at Hope

EEPS 1960H. The Early Earth.

Primary focus on evolution of the solid Earth (core, mantle, crust) but will also include discussion of the Archean hydrosphere, atmosphere and biosphere. Reading and discussing current literature, with lectures. Intended for graduate students and upper level undergraduates with advanced petrology and/or geophysics. Enrollment limited to 20.

EEPS 1960J. Reactions and Rheology: Chemical and Mechanical Kinetics in Mineral Systems.

Characterization of atomic diffusion and dislocation motion responsible for chemical and physical reactions and plastic rheology in ionic solids. Topics include: point-defect thermodynamics; atomic diffusion (physical and mathematical); solid-solution formation; solid-state compound formation; dislocation structures; grain boundary structure and chemical segregation; plastic rheology. Recommended three or more of EEPS 1410, EEPS 1420, or EEPS 0410, ENGN 1410, or CHEM 0330, CHEM 1060. Enrollment limited to 20.

EEPS 1960K. Carbon Cycle Seminar.

Consideration of quantitative models of the cycling of carbon between various reservoirs near Earth's surface. Topics include: mass balance models of carbon sedimentation; carbon chemistry in the ocean; exchange of carbon between atmosphere, ocean, and biosphere; and consumption of carbon in weathering reactions with rocks. Special emphasis will be placed on the use of isotopic tracers (d¹³C, ¹⁴C) to estimate present and past dynamics of the carbon cycle. Instructor's permission required. Enrollment limited to 20.

EEPS 1960L. Foundational Readings in the Earth Sciences.

This class focuses on the reading and discussion of a number of foundational and highly influential papers in the Earth sciences. Topics of papers will cover all aspects of Earth science, including the age of the Earth, plate tectonics, the discovery of planets, climate change, and chaos. The focus of writing assignments and discussion will be on gaining an appreciation for what sets these contributions apart from other science of that time and will include brief discussions about why the authors of the papers are not representative of a diverse world population. Specific Learning Goals: (A) Improving critical thinking and evaluation of groundbreaking ideas; (B) Understanding the scientific context in which breakthroughs are made; (C) Improving communication (written and oral); (D) Understanding the changing diversity of scientists in historical context.

EEPS 1960M. Lab and Field Methods in Hydrology.

A series of hands-on opportunities for students to characterize the hydrologic properties of soils and simple hydrologic systems in the lab, combined with selected outdoor exercises using standard hydrologic tools in the field. High school math and physics recommended. Enrollment limited to 20.

EEPS 1960X. Ocean, Cryosphere, and Sea Level Change.

Or IPCC and you can, too! Interested in finding out how big climate science gets done? This graduate and undergraduate reading and writing seminar will emphasize study of the breakthrough science that has been published in the Intergovernmental Panel on Climate Change Assessment Reports. Focus will be on the physical science basis: past and future changes in the overall earth system, ocean circulation and properties, ice sheets, glaciers, sea ice, and sea level; evaluation of models and projection methods; detection and attribution; projections; abrupt change and long-term commitment; and extremes. Pre-requisite: any of EEPS 0850, EEPS 1430, EEPS 1510, EEPS 1520, EEPS 1820, or permission of instructor.

EEPS 1960Z. Physical Volcanology.**EEPS 1970. Undergraduate Senior Thesis Course.**

Preparation of senior thesis project. Required of candidates for the degree of Bachelor of Science with a concentration in DEEPS. Students must be in the seventh semester or beyond to register. Course will culminate in a written thesis document. Two semesters of EEPS 1970 are required for students pursuing Honors in a DEEPS concentration.

EEPS 2300. Mathematical and Computational Earth Sciences.

For graduate students interested in quantitative study of the Earth in geological, physical, or engineering sciences. Mathematical topics to be introduced include tensor analysis, asymptotic and perturbation analysis of differential equations, numerical integration of differential equations, basis functions and pattern recognition, fractals and multifractals, and statistics. Applications will vary by offering, but examples include: statistics of turbulence and earthquakes, advection-reaction-diffusion systems, boundary layers, development of shocks and singularities, climate change, carbon sensitivity, and dimensional reduction of geophysical data. Intensive review of introductory mathematical methods through leading discussions in a lower level class. Earth, fluid, or solid science background recommended.

EEPS 2330. Advanced Remote Sensing.

Strategies and the physical principles behind the quantitative extraction of geophysical and biophysical properties from remotely sensed data. Emphasis on radiative transfer theory and modeling of spectra and spectral mixtures from optical constants. Advanced methods of digital image processing. Methods of integrating remotely sensed data into a GIS framework will be introduced. Recommended preparation course: EEPS 1330 or 1710; MATH 0100; PHYS 0600.

EEPS 2350. Quaternary Climatology Seminar.

Discussion of current problems in paleoclimatology and global climate change. Students analyze the primary literature, and do original analyses of their own on published data. Topics include: theories of ice ages, millennial-scale climate variability, the influence of greenhouse gases and radiative forcing on climate, and historical and future climate changes. Prerequisites: graduate student status; or EEPS 0240 and 1240; or instructor permission.

EEPS 2400. Life Beyond Earth.

This course will explore the questions of What is Life and Where does Life Exist? The course will utilize peer-reviewed literature and textbook excerpts to understand the basic, fundamental components of life on Earth to understand the conditions and environments that are conducive to the emergence and persistence of life on other worlds. Course topics that will be examined include: the definition and requirements of life, the emergence, persistence, and consequence of life on Earth, life beyond Earth, astrobiology, and the search for extant extraterrestrial life. The following courses are recommended prerequisites (and/or permission of the Professor): EEPS 0050 or 0240; and CHEM 0100 or higher-level chemistry course

EEPS 2410. Kinetics of Geochemical Processes.

Emphasizes kinetic theories and their geological applications. Topics include: rate laws of chemical reaction, rates of chemical weathering; fundamentals of diffusion, nucleation, crystal growth, and dissolution; transport theory. Recommended prerequisite: EEPS 2460 or equivalent.

EEPS 2430. Igneous Petrology.

Study of mineral equilibria in igneous rocks in relation to theoretical and experimental studies in silicate systems. Principles of the origin and evolution of igneous rocks in space and time. Offered alternate years.

EEPS 2440. Petrogenesis Metamorphic Rocks.

Study of metamorphic rocks with emphasis on mineral equilibria, metamorphic facies, and metamorphic facies series. Topics include: metasomatism, mobile components, partial anatexis, and petrogenetic grids. Prerequisite: EEPS 2460. Offered alternate years.

EEPS 2450. Exchange Scholar Program.**EEPS 2460. Phase Equilibria.**

Principles of thermodynamics and phase equilibria in unary, binary, ternary, and multicomponent systems using analytical and graphical methods. Other topics include: solution theory, equations of state, and thermodynamics of surfaces.

EEPS 2520. Numerical Geodynamics.

Numerical methods for the solution of continuum physics problems arising in geophysics and geology: Basic theoretical formulations and algorithms implementing finite element, finite difference, and boundary element methods are developed. Applications include problems in viscous and plastic flow, elasticity, and heat and mass transport discussed within a geological framework. Course consists of lectures and a computer project applying the methods and concepts considered to a scientifically significant problem. Recommended: APMA 0330, 0340; ENGN 1750. Offered alternate years.

EEPS 2630. Interpretation Theory in Geophysics.

Use basic statistical theory and its matrix algebra representation and modern approaches for the optimum design of experiments, constructing model solutions to measurements, and describing nonuniqueness in models, with particular emphasis on generalized linear-inverse techniques. Introduction to stochastic processes and prediction. Recommended courses: EEPS 1610; MATH 0290, 0520, or APMA 0330, 0340, and computer programming skills. Offered alternate years.

EEPS 2650. Advanced Seismology.

The theory of modern seismology will be applied to imaging of Earth structure (from local to global scales) and determination of earthquake source models. Topics include elastic wave propagation, representation theorems, seismic tomography, moment tensors, source-time functions, and models of fault rupture. Offered alternate years.

EEPS 2800. The Chemistry and Mineralogy of Mars.

Examination of the chemical and mineralogical composition of Mars as revealed from meteorites and spacecraft missions. Example topics include: SNC meteorites, origin and evolution of the crust, alteration processes, remote near- and thermal-infrared observations, remote gamma-ray and neutron measurements, and petrology of surface materials. Recommended courses: EEPS 1410, 1420, 1710, or equivalent. No prerequisites.

EEPS 2810. Planetary Science Seminar.

New data for the Moon and Mercury from recent missions (including Chandrayaan-1, Lunar Reconnaissance Orbiter, GRAIL and MESSENGER) permit new insights into "The Crater to Basin Transition on the Moon and Mercury". In this seminar course we will examine this transition using these new data and recent developments in cratering theory and modeling. The course will feature research from the NASA SSERVI activity. Prerequisites: Instructor permission.

EEPS 2840. Asteroids and Meteorites.

Compositional and petrographic characteristics of meteorites are examined along with the physical and compositional diversity of asteroids and other small bodies of the solar system. Possible links between specific types of asteroids and meteorite groups will be evaluated in the context of early solar system evolution. Data from spacecraft encounters with asteroids will be critically reviewed.

EEPS 2850. Regolith Processes.

Particulate material (regoliths) and soils develop on every planetary surface. Physical and chemical alteration of the uppermost surface results from interwoven active processes of specific environments. Understanding these processes and products is central to interpreting data returned from planetary surfaces. Regoliths reflect surface history over a variety of time scales. Several planetary environments are examined in detail. Prerequisites: EEPS 1410, 1710, 2880, or instructor permission.

EEPS 2860. Planetary Volcanology.

An examination of volcanism using observations of features and deposits on planetary bodies, comparing them to predictions from the theory of magma ascent and emplacement. Attention to the influence of different variables (e.g. gravity, composition, temperature, pressure, and atmospheric effects). The history of planetary volcanism, its relation to thermal evolution, and comparative planetary volcanology are also addressed. Offered alternate years.

EEPS 2870. Planetary Evolution – Origin/Evolution of the Moon: Touchstone for Understanding Planets.

The Moon forms a fundamental baseline for our understanding of the origin of planets and their early evolution, in terms of primary and secondary crustal formation, core and mantle formation and evolution, magnetism, impact basins, and global tectonics. A major goal of this course is to identify major outstanding questions and scientific and exploration goals for future robotic and human exploration missions to the Moon. Sponsored by NASA SSERVI, the lecture series is jointly organized by SSERVI teams at Brown University and the Lunar and Planetary Institute in Houston with many affiliated SSERVI institutes participating.

EEPS 2880. Planetary Cratering.

Impact cratering is arguably the most pervasive geologic process in the solar system. This course will study the physical process of impact cratering and its place in planetary science. The course will take a process oriented approach to understanding impact cratering with firm foundations in geologic observation and impact experiments. To explore the extreme process of impact cratering, we will use continuum/rock mechanics, thermodynamics, numerical modeling, experiments, and observations. Principal topics will include the formation of craters from contact of the projectile to final crater morphology; shock metamorphism; impact ejecta and products; cratered terrains; impacts and planetary evolution; and impact hazards.

EEPS 2910B. Advanced Remote Sensing and Geographical Information Systems (GIS).

Strategies and the physical principles behind the quantitative extraction of geophysical and biophysical measurements from remotely sensed data. Advanced methods of digital image processing and data integration. Introduction to Geographical Information Systems (GIS) and methods of integrating remotely sensed data into a GIS framework. Prerequisites: EEPS 1330 or 1710; MATH 0100; PHYS 0060; or permission of the instructor.

EEPS 2910C. The Global Nitrogen Cycle.

This seminar course will survey the literature and discuss aspects of the marine, atmosphere, biosphere and geologic cycles of reactive nitrogen. Topics include general evaluation of the N cycle in these systems and records of changes in the N cycle through time, particularly on relevant climate change timescales.

EEPS 2910E. Miocene: Prelude to the Ice Ages and Analogue to Future Climate Change.

The Miocene Epoch (~23 to 5 Ma) was characterized by a variety of interconnected changes including the tectonic evolution of various ocean gateways, changes in surface and deep-ocean circulation patterns and evolving ocean and atmospheric chemistry. In the Middle Miocene, these conditions resulted in reduced pole-to-equator temperature gradients and global mean annual surface temperatures of ~18°C, equivalent to warming predicted for the next century. These evolving conditions in the Late Miocene set the stage for the initiation of high amplitude northern hemisphere glacial cycles. Study of Miocene climate will yield insight into mechanisms relevant to past and future climate change.

EEPS 2910F. Earthquake Mechanics, Rheology and Rock Friction.

Reading current literature, class discussion, lectures to explore current research in fault mechanics and rheology. Time in the lab examining microstructures in both experimental and natural samples. Topics will include: (1) Deformation mechanisms associated with slow slip and tremor; (2) Grain-size evolution processes and their geophysical implications; (3) Grain-size sensitive deformation processes and their geophysical implications. Prior to each class, students will submit (via email) at least 2 questions about the assigned reading. After class, there will be 3 or 4 questions to answer on topics covered in the reading and during class discussion.

EEPS 2910G. Dynamics of Ice Sheets and Glaciers.**EEPS 2910H. Geophysical Phenomena Across the Solar System.**

This graduate level course will survey the current state of knowledge for geophysical processes and mechanisms related to the formation and evolution of terrestrial bodies within the inner Solar System and will incorporate case study investigations of outer Solar System worlds (excluding gas giants). The course will apply fundamental science concepts in physics and chemistry to examine key topics within planetary geophysics, including planet-wide magma oceans, planetary collisions and impacts, volcanism, tectonics, and magnetism. Course is formatted to allow for lecture content and presentation and discussion of relevant themes and concepts. No prior background in the geological sciences is required.

EEPS 2910I. Marine Geophysical Techniques.**EEPS 2910J. Early Evolution of the Solar System.**

The so-called NC-CC dichotomy describes the fundamental difference in the genetic make-up of inner ('non-carbonaceous') and outer ('carbonaceous') Solar System materials, and is one of the most influential discoveries in modern cosmochemistry. In this seminar, we will follow a series of scientific studies that ultimately led to its full recognition and use recent publications to discuss how it revolutionized our understanding of the early evolution of the Solar System. This includes diverse topics such as (i) the origin, processing, and transport of material in the protoplanetary disk, (ii) the timescales and processes of planetesimal/planet formation and migration, as well as (iii) the nature of Earth's building blocks and origin of its habitability. No prior courses required; basic knowledge of cosmochemistry and isotope geochemistry is recommended. Intended for graduate students, but upper-level undergraduates may register with permission of the instructor.

EEPS 2910L. Planetary Crusts.

What are planetary crusts? How do they form? What mineralogic, petrologic, and structural characteristics are shared among the terrestrial planets, moons and asteroids and what are unique to a single body? We will examine the characteristics of crusts of the terrestrial planets, the Moon, Vesta, Ceres and several satellites of the giant planets. We will explore questions such as when and how do planets and moons develop primary crusts? How have they been characterized (samples, remote sensing, geophysics and in-situ)? What are the major processes that affect planetary crusts and their formation? We will consider data from spacecraft missions like MESSENGER to Mercury, orbiter and lander for data from Mars, and the Dawn mission to Vesta and Ceres, as well as a host of other missions to bodies across the solar system.

EEPS 2910M. The Changing Arctic.

What is the fate of the Arctic and high latitude regions in a warming world? This course explores how the Arctic is changing and its implications to the physical, natural, and social systems. This class will provide a comprehensive overview of the Arctic and synthesize the latest scientific findings from an array of readings/reports. Topics covered will include changes in: snow, freshwater, ice, permafrost, sea level rise, shipping routes, Arctic policy and governance, and identify how these changes are impacting Arctic-dwelling communities and adaptation strategies available. Instructor override required. Email samiah_moustafa@brown.edu with a statement of interest, year and concentration.

EEPS 2910P. Origin and Evolution of Planetary Systems.

The goal of this course is to introduce students to our current understanding of how planetary systems form and evolve. We will focus on the physical theories describing how the structures of planetary systems develop and how planets, moons, and other heavenly bodies form. We will also consider the relationship between these theories and observations (astronomical, geophysical, cosmochemical) of the Solar System and extrasolar planetary systems. This will include some discussion how the Solar System fits into our understanding of the veritable menagerie of planetary systems.

EEPS 2910T. Lattice Boltzmann Modeling in Natural Sciences.

Introduction to the lattice Boltzmann method for solving problems such as diffusion in complex media, fluid dynamics, porous and reactive transport, multiphase flows, and the propagation of waves. The course will cover an introduction to Boltzmann theory and the discretization of the equations on the lattices, the implementation of various solvers (diffusion, Navier-Stokes equations...) and application to problems in Natural Sciences and Engineering. This course will be divided between lectures and coding practicum and has a final project designed by the student.

EEPS 2920B. Special Topics: Ocean Worlds.**EEPS 2920C. The Sedimentary Rock Cycle of Mars and Earth.**

This course consists of a mixture of instructor and student-led discussions on topics related to the sedimentary rock cycle on Mars as viewed through the lens of how we understand such processes on Earth. Topics: sediment transport and deposition, erosion processes and rates, lithification + diagenesis, water-rock interaction, and cyclicity in strata. Major goal: Assess how the sedimentary rock record of Mars can be used to understand changes in depositional processes and environmental conditions through time. Results from Mars satellite and rover data will be discussed, with an emphasis on fundamental processes as understood from detailed studies of Earth's sedimentary rock record. Prerequisite: Undergraduate level sedimentology/stratigraphy, or permission of instructor.

EEPS 2920D. Introduction to Geochemical Modeling.

Continuum descriptions of mass transfer in geochemical cycles. Topics include: fundamentals of diffusive and advective mass transfer, kinetics of weathering and early diagenesis, fluid flow in the Earth's crust and mantle, trace elements and isotopes in magmatic processes. Recommended: CHEM 0330, EEPS 1610 and APMA 0330, 0340.

EEPS 2920E. Introduction to Organic Geochemistry.

Mainly literature critiques and seminars, supplemented by introductory lectures. Topics include organic biomarkers, analytical methodologies, natural macromolecules, stable isotope ratios of biomarkers, application of organic geochemistry in studies of climatic and environmental change, fossil fuel exploration, and applied environmental research.

EEPS 2920F. Kinetics of Mineralogical and Petrological Processes.

Emphasizes kinetic theories and their geological applications. Topics include: fundamentals of diffusion in crystals and melts, theories of nucleation and crystal growth, kinetics of melting and dissolving, theory of phase transformation. Prerequisite: EEPS 2460 or equivalent.

EEPS 2920G. Special Topics in Geological Sciences: Exoplanet Seminar.

The goal of this course is to introduce students to the study of planets orbiting other stars. Learning outcomes: Recognize the methods for detection and characterization of exoplanets, and the information these methods provide about exoplanetary systems. Discuss planet properties that can be derived from observational methods.

Summarize our understanding of exoplanet populations. Recognize cutting edge work being done in the field of exoplanets – such as the search for exomoons, habitability, and biosignatures. Recall updated facilities (both ground and space based) for future exoplanet studies. Assessment of journal articles and synthesizing material across sources. Completion of an independent project on an outstanding question in exoplanet science.

EEPS 2920H. Past Variations in the Global Carbon Cycle.

This course will examine variations in the earth's carbon cycle over multiple time scales. We will examine geological tools that measure rates of carbon storage and release, especially over the past one million years. Special emphasis will be given to monitoring rates of past biological carbon storage.

EEPS 2920I. Special Topics: Dynamics of Tropical Climate and Ecosystem.**EEPS 2920J. The Source of Liquid Water in the Nochian History of Mars.****EEPS 2920L. Evolution of the Moon II.**

A seminar on the thermal and chemical evolution of the Moon. In this part II of lunar seminar, we will focus more on petrological and geochemical observations of lunar samples, terrestrial layered intrusions, related geophysical observations, and lunar petrogenesis. Prerequisite: EEPS 1420, 2730, or 2920K.

EEPS 2920O. Physics of Melt Migration.

A seminar course focusing on the physical processes and geochemical consequences of melt migration in the mantle. Topics include, but are not limited to: flow in porous media; compaction; adiabatic melting and melt-rock reaction; instabilities in melt migration; melt generation beneath mid-ocean ridge; and melt migration in other tectonic environments. Recommended course: EEPS 1620. Enrollment limited to 15. S/NC

EEPS 2920Q. Rheological Boundaries in the Earth.

The properties of lower crust control the coupling of mantle convection to shallow crustal dynamics, post-seismic creep and the chemical evolution of the Earth. On Earth we have xenoliths and exhumed lower crustal rocks to study and relate to geophysical, experimental and theoretical investigations. We will explore these avenues of research with the goal of synthesizing our understanding of the behavior of lower crust on Earth as well as other terrestrial planets.

EEPS 2920R. Evolution of the Moon.

Petrological, geochemical, and geophysical observations, physical and chemical processes relevant to the formation and evolution of the Moon.

EEPS 2920S. Continental Cratons.

The focus of this course is the formation, evolution, and structure of continental cratons. These topics will be explored through a survey of the observational constraints on cratons, including seismology, gravity, heat flow, geochemistry, and petrology. The use of dynamical models to investigate the assembly, destruction, and long-term stability of cratons will also be considered.

EEPS 2920T. Science Applications of Lunar Spectroscopy.

This course will focus on current science issues that are addressed with new lunar orbital or laboratory spectroscopy data. Each participant must identify a specific science topic (and data source) to be pursued and brought to completion during the term. Format will be seminar with very active participation by all attending. At the beginning of the term each participant will describe their chosen research topic. Subsequent sessions will critically examine issues that are associated with each topic in an iterative fashion, focusing on progress made, problems faced, solutions designed, insights found, and finally completed project. Prerequisites: EEPS 1710 and confirmation with instructor about the project.

EEPS 2920U. Climate Variations.

This course will examine the geologic record of lake basins on decadal to million-year time-scales. Students will gain hands-on experience with techniques in paleolimnology including sediment core acquisition, sediment description, petrography, sedimentology and environmental analysis, geochemistry, basic core scanning, and age determination, modeling, and time series analysis. The biotic content and interpretation of fossils will be stressed. The course will also cover theoretical aspects of paleolimnology and more specialized techniques according to student interests through student-led discussions and a course project on regional lake sediments. Graduate students only; enrollment limited to 20.

EEPS 2920V. Terrestrial Nitrogen and Carbon Cycling.

This course will examine aboveground/ belowground processes in the context of the global nitrogen and carbon cycles, and the impacts of both natural and anthropogenic disturbances. It will include discussion of processes such as (de)nitrification, N-fixation, respiration, photosynthesis, and decomposition and their relationship to soil properties; the coupling of N and C cycles in soils related to climate change and increasing N deposition. It will include emphasis on emerging new techniques to quantify N and C processes in the laboratory, field and through modeling, and field trip investigating current field studies. Prerequisites: BIOL 1480 or EEPS 1130 or equivalent biogeochemistry course. Enrollment limited to 15.

EEPS 2920W. Numerical Climate Change Scenarios for Southern New England.

This seminar will examine regional-scale climate model scenarios for past and future climate change in Southern New England. Reliable estimates of the trajectory and variability of climate change are needed to address specific climate impacts, adaptations, and mitigations. Global climate model simulations, based on a range of IPCC green house gas scenarios, need to be "downscaled" to achieve useful regional resolution. Understanding the generation of these high-resolution "downscaled" climate scenarios and compiling a number of observed and modeled climate variables to assess the trends and reliability of climate scenarios for Southern New England is the goal of the seminar.

EEPS 2920Z. The Evolution of Lacustrine Ecosystems.**EEPS 2980. Research in Geological Sciences.**

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Enrollment is restricted to graduate students only.

EEPS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

East Asian Studies

The 21st century has turned to Asia as a center of international trade, culture, and critical inquiry. The Department of East Asian Studies offers Brown students a window onto this vitally important corner of the world, whose civilizations reach back several millennia and whose cultural

and economic ties extend throughout the globe. A vibrant community of teachers and undergraduates who work closely together in the spirit of free inquiry, the Department of East Asian Studies embodies Brown's unique mission "to serve the community, the nation and the world."

The Department offers several tiers of instruction in Chinese, Japanese and Korean, with courses designed to accommodate students ranging from those who have never taken a class in the language before, to those hoping to hone their abilities at the highest levels. East Asian Studies also offers Brown students the opportunity to explore the visual, textual and religious cultures of East Asia through introductory and advanced courses on literature, film, pilgrimage and translation, among others.

For additional information, please visit the department's website: <http://www.brown.edu/academics/east-asian-studies/>

East Asian Studies Concentration Requirements

East Asian Studies is a multidisciplinary concentration designed for students wishing to attain reasonable fluency in Chinese, Japanese, or Korean with specialized exposure to selected East Asian subjects. It serves students with two types of interests: those who aim to pursue active professional careers related to the East Asian region; and those who want to pursue graduate study in the humanities or social sciences with particular emphasis on China, Japan or Korea. Students in East Asian Studies will gain language proficiency and familiarity with East Asia through advanced courses in a variety of disciplines. Concentrators are strongly encouraged, but not required, to study in East Asia for one or two semesters. The concentration requires students to demonstrate a basic proficiency in Chinese, Japanese, or Korean.

The Language Requirement

The concentration requires students to demonstrate a basic proficiency in Chinese, Japanese, or Korean. For the purposes of the concentration, proficiency is determined to be consistent with successful completion of the Department's third-year course sequence in Chinese, Japanese, or Korean (0500-0600), or its equivalent. Native speakers of these languages may, for example, demonstrate competency such that language courses may be unnecessary. Department language instructors may also determine that course work completed at one of the language-intensive study abroad programs attended by our undergraduates is comparable to courses offered at Brown. Up to three upper level (700-999) language courses may count as electives for the Focus concentration credit. (Lower-level language courses do not count as concentration electives).

Note that we do not equate completion of third-year Chinese, Japanese, or Korean with fluency in these languages. Rather, we believe that students who have demonstrated the skills associated with third-year Chinese, Japanese, or Korean have acquired a foundational understanding of the languages' grammar, vocabularies, and conversational patterns, such that they are able to make themselves understood in everyday situations, and to understand both spoken and written communication.

For the purposes of the concentration, language courses through the third-year are treated as an accompanying requirement.

Language Prerequisites (demonstrating proficiency through the third-year or 0600 level in one of the three languages below)

Chinese	
CHIN 0100 & CHIN 0200	Basic Chinese and Basic Chinese
CHIN 0300 & CHIN 0400	Intermediate Chinese and Intermediate Chinese
CHIN 0350 & CHIN 0450	Elementary to Intermediate Chinese for Advanced Beginners and Advanced Chinese for Heritage Learners
CHIN 0500 & CHIN 0600	Advanced Modern Chinese I and Advanced Modern Chinese I

Japanese

JAPN 0100 & JAPN 0200	Basic Japanese and Basic Japanese
JAPN 0300 & JAPN 0400	Intermediate Japanese and Intermediate Japanese
JAPN 0500 & JAPN 0600	Advanced Japanese I and Advanced Japanese I
Korean	
KREA 0100 & KREA 0200	Korean and Korean
KREA 0300 & KREA 0400	Intermediate Korean and Intermediate Korean
KREA 0500 & KREA 0600	Advanced Korean and Advanced Korean
KREA 0912	Business Korean
Language Electives (language courses that may be counted for concentration credit)	
Chinese	
CHIN 0700 & CHIN 0800	Advanced Modern Chinese II and Advanced Modern Chinese II (either course may be taken for one semester)
CHIN 0911	Business Chinese
CHIN 0912	Chinese Language and Culture
CHIN 1040	Modern Chinese Literature
Japanese	
JAPN 0700 & JAPN 0800	Advanced Japanese II and Advanced Japanese II (either course may be taken for one semester)
JAPN 0711	Japanese Linguistics
JAPN 0810	Classical Japanese
JAPN 0811	Business Japanese
JAPN 0812	Japanese Language and Society through Contemporary Film
JAPN 1010	Readings in Contemporary Japanese Fiction

Electives

The concentration requires that students complete a total of eight electives tied to their course of study, which may be defined in linguistic, chronological, thematic, or cultural terms. Students should choose their courses with the following four requirements in mind.

- **Focus Requirement:** In order to ensure intellectual coherence and focus in the concentration, at least three of the eight electives must focus on the geographic region associated with the student's language study/expertise (including expertise demonstrated in lieu of coursework). For example, a concentrator studying Japanese language, or who has demonstrated competency in Japanese to fulfill the departmental language requirement, should take at least three courses focusing on Japan. Up to three upper level (700-999) language courses may count as electives for the focus concentration credit. (Lower-level language courses do not count as concentration electives).
- **EAST Requirement:** At least three of the eight electives must be East Asian Studies (EAST) courses at any level; Chinese (CHIN), Japanese (JAPN), or Korean (KREA) courses at the 1000-level and above may also count toward this requirement.
- **Breadth Requirement:** At least one of the eight electives must focus on an East Asian country or culture other than those associated with the language the student is using to satisfy the concentration's language requirement. A concentrator studying Chinese, for example, must choose at least one course that focuses on Korea and/or Japan.
- **Senior Seminar Requirement:** At least one of the eight elective courses must be an advanced research seminar, taken in the senior year.

As is common in multidisciplinary concentrations, a wide range of courses, including many taught by faculty in other departments, may be counted toward the concentration. These include courses offered by East Asian Studies faculty, faculty with courtesy appointments in the Department, and courses with a significant focus on East Asia offered in such disciplines such as American Studies, Art History, Economics, International Relations, and many others.

Sample Electives offered by East Asian Studies

EAST 0140	Childhood and Culture in Japan
EAST 0304	Words on Things: Literature and Material Culture in Early Modern China
EAST 0307	China Through the Lens: History, Cinema, and Critical Discourse
EAST 0406	Foreign Bodies in Japan, 600–1600
EAST 1505	Two Koreas

For additional elective choices, visit <http://brown.edu/academics/east-asian-studies/courses/more-course-offerings>.

Senior Seminars

At least one of the eight elective courses must be an advanced research seminar, usually taken in the senior year. The research seminar will normally provide students with the opportunity to develop a project or paper focusing on one or more of their areas of inquiry within the concentration. Students are strongly encouraged to find ways to incorporate the use of Chinese-, Japanese-, or Korean-language materials in their research and learning in these courses. Courses falling into this category include EAS seminars over the 1000 level, as well as designated seminars offered by affiliated faculty in such departments as History, Religious Studies, and Comparative Literature, among others. The Department will provide a list of pre-approved senior seminars every semester. Students wishing to add courses to that list must submit their requests in writing to the Director of Undergraduate Studies at the start of the semester.

Sample advanced seminars offered by East Asian Studies

EAST 1931	Market Economy, Popular Culture, and Mass Media in Contemporary China
EAST 1942	Queer Japan and Beyond

Double Concentrations

Students who are interested in developing a double concentration, including East Asian Studies as one of the two concentrations, should bear in mind that normally no more than two courses may be double-counted toward satisfying the course requirements of either of the two concentration programs involved.

Study Abroad

Concentrators are strongly encouraged, though not required, to study in East Asia for one or two semesters during their undergraduate years. Course credits earned abroad are generally transferable to Brown. However, a maximum of three courses taken abroad, of genuine intellectual substance and significantly related to East Asian Studies, may be considered for concentration credit.

Summary of requirements:

- Language study through the level of 0600 or the equivalent of Chinese, Japanese, or Korean
- Eight elective courses (see details above)
 - **Focus Requirement:** three courses.
 - EAST Requirement: three courses.
 - Breadth Requirement: one course.
 - Senior Seminar: one course.
- Honors candidates only: EAST 1980 - EAST 1981

Please note: EAS does not currently offer a concentration in Vietnamese. Students who take Vietnamese language in EAS may wish to consider

completing a Certificate in Intercultural Competence through the Center for Language Studies.

Honors

East Asian Studies offers qualified students, in their senior year, the opportunity to undertake a sustained research and writing project that, ideally, will result not merely in a long term paper, but in a piece of original scholarship. To enroll in the Honors Program, the student must be a senior East Asian Studies concentrator, and have earned an A or an S with Distinction in the majority of courses for the concentration. Candidates for Honors are required to have developed a competence in an East Asian language sufficient to allow them to use East Asian language materials in carrying out their research. Students must also successfully obtain the support of at least two faculty members who will agree to serve as primary and secondary advisors for the thesis. Prospective writers submit a thesis prospectus, brief bibliography, and completed application forms (with signatures), ordinarily late in the student's six semester, to the Director of Undergraduate Studies, who provides the final permission to proceed. Synopses of successful thesis proposals will be distributed to Department faculty.

Thesis writers enroll in advisor-specific sections of the thesis-writing course EAST 1980 (Fall) and EAST 1981 (Spring), meet regularly with their advisors over the course of both semesters, and submit final versions of their theses to the Department in mid-April. Advisors and students are required to provide updates of their progress to the Director of Undergraduate Studies at regular intervals.

The completed thesis is evaluated for Honors by the thesis director and by the second reader. In case of a difference of judgment between the two readers, a third opinion may be sought. EAST 1981 counts as one concentration elective credit. The awarding of Honors in East Asian Studies will occur only if the Honors Thesis receives a final grade of A. If an A is not received, the student will still receive University academic credit for EAST 1980-81. Students are notified in mid-May whether the Department has recommended the awarding of Honors. Copies of readers' comments are provided to the student.

Graduating concentrators may have the ability to present the results of their senior theses in the department's Senior Project Forum. The Forum will usually take place at the end of the spring semester, but may also occur at the end of the fall semester to accommodate mid-year graduates.

Courses

Chinese

CHIN 0100. Basic Chinese.

A year-long introduction to Standard Chinese (Mandarin). Speaking, reading, writing, and grammar. Five classroom meetings weekly. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of course work in CHIN 0200 covers the entire year and is recorded as the final grade for both semesters.

CHIN 0150. Advanced Beginning Chinese.

A year-long intensive course designed for students with some prior knowledge of Chinese. Designed to enhance listening, speaking, reading, and writing skills. Five classroom meetings weekly. Placement interview required. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in CHIN 0250 covers the entire year and is recorded as the final grade for both semesters.

CHIN 0200. Basic Chinese.

A year-long introduction to Standard Chinese (Mandarin). Speaking, reading, writing, and grammar. Five classroom meetings weekly. This is the second half of a year-long course. Students must have taken CHIN 0100 to receive credit for this course. The final grade for this course will become the final grade for CHIN 0100. If CHIN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

CHIN 0250. Advanced Beginning Chinese.

A year-long intensive course designed for students with some prior knowledge of Chinese. Designed to enhance listening, speaking, reading, and writing skills. Five classroom meetings weekly. Placement interview required. This is the second half of a year-long course. Students must have taken CHIN 0150 to receive credit for this course. The final grade for this course will become the final grade for CHIN 0150. If CHIN 0150 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

CHIN 0300. Intermediate Chinese.

An intermediate course in Standard Chinese designed to further communicative competence and to develop reading and writing skills. Five classroom meetings weekly. Prerequisite: CHIN 0200 or permission of instructor.

CHIN 0350. Elementary to Intermediate Chinese for Advanced Beginners.

This course is designed to enhance listening, speaking, reading, and writing skills for Chinese heritage students who have some prior knowledge of Chinese. Five classroom meetings weekly. Placement interview required.

CHIN 0400. Intermediate Chinese.

An intermediate course in Standard Chinese designed to further communicative competence and to develop reading and writing skills. Five classroom meetings weekly. Prerequisite: CHIN 0300 or permission of instructor.

CHIN 0450. Advanced Chinese for Heritage Learners.

This course is primarily designed for Chinese heritage students who have successfully completed CHIN 0350. If you have not taken CHIN0350, please contact the instructor for a proficiency evaluation. Upon completing this course, you can take CHIN 0700 or equivalent, i.e. courses that have a prerequisite of CHIN 0600. This is an advanced-level course offering comprehensive work on all four language skills, with a focus on developing your ability to use sophisticated grammatical structures, vocabulary, and improving your reading and speaking skills. Materials used in this course will include a textbook, supplementary articles, and video clips.

CHIN 0500. Advanced Modern Chinese I.

An advanced course designed to enable students to read authentic materials. Students enhance their listening, speaking, reading, and writing skills; improve their narrative and descriptive abilities; and learn to express abstract ideas both orally and in writing. Five classroom meetings weekly. Prerequisite: CHIN 0250 or CHIN 0400 or permission of instructor.

CHIN 0600. Advanced Modern Chinese I.

An advanced course designed to enable students to read authentic materials. Students enhance their listening, speaking, reading, and writing skills; improve their narrative and descriptive abilities; and learn to express abstract ideas both orally and in writing. Five classroom meetings weekly. Prerequisite: CHIN 0500 or permission of instructor.

CHIN 0700. Advanced Modern Chinese II.

This course is designed to enhance the Chinese proficiency of those who have taken Advanced Modern Chinese I (CHIN 0600) or the equivalent. All four language skills are emphasized through selected authentic materials. At the end of the year, students should be able to express their ideas with sophistication and nuance. Drills on complex sentence patterns will be conducted when necessary. Prerequisite: CHIN 0600 or permission of instructor.

CHIN 0710. Introduction to Classical Chinese.

This course aims to build on basic knowledge of reading Classical Chinese grammar, syntax, and vocabulary, and to catch a glimpse of ancient Chinese wisdom. The class will use modern Chinese (Mandarin) to discuss classical texts. Readings are original works of prose and poetry dating from the 2nd to 12th century. Prerequisite: CHIN 0600. Instructor permission required.

CHIN 0711. Two Sides of the Coin: Advanced Chinese Conversation.

Many of us know about the trolley scenario- would you kill one to save five? What do you think about organ trade- is it immoral for people to buy organs from the poor in order to save lives? What is your stance on the Affirmative Action? Did you know China has similar laws? The goal of this course is to develop your listening and speaking skills in Chinese by way of exploring morally debatable issues. Class materials will cover a broad range of topics and will not be limited to those unique to China. Prerequisite is CHIN 0600 or equivalent.

CHIN 0712. Chinese Language in the Big Screen.

This course is designed for advanced Chinese language students who have completed CHIN 0600 or equivalent. You will gain language and culture proficiency through studying different genres of movies that reflect Chinese history, social issues and Chinese people's values. The primary objective of this course is to further develop your language proficiency in meaningful and entertaining contexts. By conducting research into the films, creating video summary, and sharing your work with your fellow students, you will build up your interpretive and presentational skills. In place of a final written exam, you will be asked to produce a mini-film.

CHIN 0800. Advanced Modern Chinese II.

See Advanced Modern Chinese II (CHIN 0700) for course description. Prerequisite: CHIN 0700 or permission of instructor.

CHIN 0910. The Changing Face of China: Advanced Reading in Chinese Media.

This course is designed to help students develop advanced reading proficiency and formal oral and writing communication skills. Students will listen and read up-to-date news, reports and commentaries from various Chinese media sources, such as TV broadcasts, newspapers, magazines, and websites. Through reading and discussion, students will gain a better understanding of a wide range of current issues in a rapidly changing China, including economics, politics, education and popular culture. Class format varies from lecture, discussion, debate, and group and/or individual presentations. Prerequisites: CHIN 0800 or the equivalent.

CHIN 0911. Business Chinese.

Business Chinese is an advanced Chinese course that aims to further improve students' comprehensive language ability and at the same time help students gain a basic understanding of China's current economic situation, business practices and workplace culture. The learning materials are adapted from authentic documents, business news reports, career reality shows, as well as MBA textbooks. The topics include case studies of Chinese and international companies, Chinese business culture, cross-cultural comparisons and job interview techniques.

It is expected that after completing this course, students will improve their four skills of listening, speaking, reading and writing in Chinese, be able to use professional terminology to participate in discussions on economic and business issues, and write simple business analysis reports. Students will also learn to search for information and conduct research on Chinese websites.

CHIN 0912. Chinese Language and Culture.

This course is designed for advanced learners of Chinese to enhance their language proficiency, as well as to grasp essential skills to observe and appreciate Chinese culture from the perspective of language, especially through Chinese radicals, idioms, proverbs, taboos, verses, vernacular language and internet language. The teaching methods in this course include lecture, case studies, and heuristic approach etc. After taking this course, students are expected to have much deeper understanding of Chinese language and culture and be able to use the language in a near native and artistic way.

CHIN 0913. Life, Trends, and History of Modern China.

This course is designed to continue developing students' all four language skills through studying authentic materials of different forms (e.g. literature and films) and genres (e.g. stories and argumentative articles). Through the course readings, we will study how daily life in modern day China has been impacted by important past and current trends, traditions, social values and political policies. The course will offer intensive speaking and writing practice. Prerequisite: Chinese 0800 or equivalent.

CHIN 0914. Environment, Food, and Health in China.

Environment, Food, and Health in China is an advanced Chinese course that aims to further improve students' comprehensive language ability and help students gain a basic understanding of China's environmental challenges and policies, the culinary tradition, and conceptions and practices related to health. The learning materials are adapted from authentic articles, documentaries, reports, and interviews in multimodal formats. The topics include the relationship between human and nature, energy utilization, pollution and protection, food culture, food exchange in globalization, food safety and health, food as medicine, etc. In this course, students will improve their four skills of listening, speaking, reading and writing in Chinese, be able to understand China's environmental issues, dietary tradition, and health practices. Students are expected to write simple analysis essays in formal style and improve presentational and interpersonal language skills on these themes.

CHIN 1010. Stories from the Chinese Empire: Scholars, Demons and Swindlers.

This bilingual course introduces the culture and society of late imperial China by reading short stories, novels, prose essays between 1368 and 1911. To maintain students' language skills, the lecture is primary in mandarin aided by English explanation. Students can choose to complete the assignments in either English or Chinese. The course explores the interwoven spectacular fantasy and societal reality of the imperial China. A chronological exposure to different cultural practice and social structures is organized under three rubrics, namely, scholar-official as social elite; merchants and courtesans as mobile agents; and criminals and demons as outcast.

CHIN 1040. Modern Chinese Literature.

Introduces students to the most representative writers in 20th century China. Emphasizes textual and historical analyses. Major issues include Westernization, nationalism, revolution, class, gender, and literary innovations. Designated primarily as a literature course, rather than language class, and conducted entirely in Mandarin Chinese. Prerequisite: CHIN 0800. Instructor permission required.

CHIN 2450. Exchange Scholar Program.**East Asian Studies****EAST 0010. Beyond Orientalism: Understanding "East Asia".**

This course explores the cultural and ideological foundations of the region we call "East Asia," from prehistoric times to the present day. After interrogating the colonial origins of the Euro-American concept of "East Asia," we will examine the historical distinctions, interactions, and mutual influences that shaped the regions and peoples now associated with the countries of China, Japan, and Korea. In addition exploring systems of status and political power—including class, race/ethnicity, and gender—the course will expose students to the rich religious, literary, and artistic traditions developed within and across the East Asian region.

EAST 0040. Foundations of Chinese Religions (RELS 0040).

Interested students must register for RELS 0040.

EAST 0100. Introduction to Buddhism (RELS 0100).

Interested students must register for RELS 0100.

EAST 0130. Sex, Gender, and Society in Imperial China.

This course examines the changing nature of gender relations across China's imperial period, from roughly 200 BCE to the early twentieth century. From early cosmological ideas about yin and yang, to the policies of the Qing dynasty in the late 19th century, we will see how gender relations intersected with philosophical ideals, political agendas, religious values, and economic developments. We will examine the kinds of choices that were available to men and women at various points in time, and explore the ways that they navigated those choices to construct meaningful lives.

EAST 0140. Childhood and Culture in Japan.

This seminar offers students an interdisciplinary look at how children became central to social life in modern Japan. What set of historical and philosophical conditions made childhood newly visible in the late 19th century? How has the relationship between the marketplace and childhood evolved over the past hundred years? How have class, gender, ethnicity and sexuality inflected the ways childhood has been experienced? Students will analyze different cultural texts for and about children (early fairy tales, comic books, propaganda, film) in relation to critical essays drawn from a variety of disciplines.

EAST 0141. Catastrophic Japan.

Japan is a place where catastrophic events have occurred more frequently and done more damage over the last century and a half than they have in all but a handful of other locations on the planet. This seminar examines how massive earthquakes, destructive tsunami, the firebombing of Tokyo, the obliteration of Hiroshima and Nagasaki by atomic weapons, and large-scale exposures to toxic substances and radiation have shaped Japan's modern history. We will explore the debates over how best to mitigate the effects of "natural" and technological hazards, and analyze the role played by popular culture in shaping the meanings assigned to catastrophes past, present and future.

EAST 0150. Language, Culture, and Society: Korea.

This course aims to look into the interaction between language, culture and society. It will specifically examine the role of language in myriads of social contexts with special focus on Korean society. Topics to be covered in this course include language contact (e.g. with Japan and China), language variation (e.g. regional, generational, gender), language and identity, language and social class, language perceptions and attitudes, language education in a social context, and so on. Knowledge of the Korean language is preferred but not required.

EAST 0152. Worlds of Korean Cinema.

This class covers the major themes and eras of South Korean filmmaking from the post-1945 era to the present. We will pay attention to issues of colonialism, national division, civil war, military dictatorships, the democratic movement, and globalization. We will investigate not only the major genres of South Korean cinema, but also the increased recognition throughout the world of such renowned Korean auteurs as Park Chan-wook and Bong Joon-ho.

EAST 0160. Buried History, Hidden Wonders: Discovering East Asian Archaeology (ARCH 0160).

Interested students must register for ARCH 0160.

EAST 0290E. Engaged Buddhism (RELS 0290E).

Interested students must register for RELS 0290E.

EAST 0303. Literature, Science, and Technology in China.

This course explores relations between Chinese science, technical know-how, and literary writings in early modern and contemporary China. The course encourages students to re-define science and technology in the context of China's changing Confucian education system, booming market economy, and the multiethnic empire and explores the impact of imperial legacy in scientific imagination in contemporary China. By drawing on materials from local museums as well as latest Chinese science fictions, we will investigate the ways in which knowledge about medicine, handicrafts, and foreign lands transformed the form and content of novels and belle-lettres.

EAST 0304. Words on Things: Literature and Material Culture in Early Modern China.

This course examines Chinese literary representation of artifacts written between 1000 to 1900 CE. Our discussion will highlight international trade and the transforming science and technology in early modern China. The course aims to guide students to conduct inter-artistic analysis as a means to decipher the political, religious, gendered, and technical significance embedded in literary representation of material objects. To emphasize a comparative perspective, we will also draw on scholarship outside of the field of Chinese literature. We will explore artifacts in the following categories: illustration, painting and calligraphy, seals, ceramics, furniture, and textile.

EAST 0305. China Modern: An Introduction to the Literature of Twentieth-Century China.

A general introduction to modern and contemporary Chinese literature from the May Fourth Movement to contemporary Taiwan and the People's Republic of China. Emphasizes reading of literary works in relation to topics such as cultural tradition, modernity, nationalism, revolution, class, gender, region, cultural commodification, and literary innovations. Readings in English. No previous knowledge of Chinese required.

EAST 0306. Literature and Science in Early Modern China.

This course explores the relations between Chinese literature and the studies of nature and technological know-how from 1368 to 1911. Introducing recent insight in the history of science and technology, the course challenges students to re-define science in the context of the changing Confucian curriculum, the booming market economy, and the multiethnic empire. The course investigates the ways in which the form and content of poetry, novel, and essays transformed because of their appropriation of knowledge about medicine, handicraft, and foreign lands. Topics include: encyclopedia for merchants, carpenters' spell, autofiction of Confucian engineers, novel medicine, and so on.

EAST 0307. China Through the Lens: History, Cinema, and Critical Discourse.

This is a critical introduction to the history of mainland Chinese film. It focuses on three dimensions of cinematic practice: the historical context of film productions, the specific context/form of each film, and the critical reception of Chinese films in film studies. Important themes such as nation, visual modernity, cinematic narrative, and commercialism will be studied across the three dimensions.

EAST 0309. Courtesans, Concubines, and Wives: Gender Relations in Imperial China.

This course examines gender relations in China in the imperial period, from roughly 200 BCE down to 1911 CE. By examining the categories of courtesan (entertainers), concubines (secondary consorts), and wives, we will see how the Chinese gender system evolved over time. We will examine how the gender system was both shaped by other social and cultural phenomena and in turn impacted other aspects of culture and society. The course follows a roughly chronological trajectory: each section of the course will be devoted to a particular set of historical issues that was particularly salient in that period. We will examine how gender relations intersected with philosophical ideals, political agendas, religious values, and economic developments, and how individuals navigated the gender system to construct meaningful lives.

EAST 0311. Chinese Language, Arts, and Culture.

Chinese Language, Arts, and Culture immerses students in Chinese culture through arts and language, with a three-week field trip to three of China's Four Great Ancient Capitals: Xi'an, Luoyang, and Beijing. Guided by the proverb, "Read ten thousand books and travel ten thousand miles," students explore Chinese culture by visiting museums, archaeological sites, and historical landmarks. A key visit includes the Youli Castle Site in Henan, where King Wen of Zhou created the I Ching (Book of Changes), a foundational Chinese classic. On-site visits and evening discussions focus on royal court culture (palaces, treasures, and the feudal system) and vernacular culture (Buddhism, Taoism, food, and clothing). The course follows a structure of previewing materials, visiting historical sites, and evening discussions. Top Chinese experts also give lectures on significant cultural topics, such as the evolution of dragon imagery.

EAST 0315. Beyond the K-Wave: A Deep Dive into Korea's Energy Industry.

South Korea, known globally for its vibrant culture and technological advancements, is also a leader in the energy sector. This course offers a unique opportunity to explore Korea's energy industry and culture beyond the popular K-wave. By combining industry visits, cultural experiences, and academic learning, students will gain a valuable understanding of the global energy landscape and prepare themselves for the challenges and opportunities of the future. By participating in this summer course, you will not only gain valuable knowledge about Korea's energy industry but also have the opportunity to immerse yourself in Korean culture, creating a truly enriching and memorable experience.

EAST 0401. Japan: Nature, Ritual, and the Arts.

This course is an introduction to Japanese culture and aesthetics as represented in pre-modern literature, drama, tea practices, landscape and the fine arts. Recurring themes include Japanese attitudes toward the natural world; traditional conceptions of beauty; and the function of ritual in artistic cultivation. The course is designed for students who have no previous exposure to Japanese studies at the college level; no prerequisites.

EAST 0402. Japan's Floating World.

An introduction to visual, literary, and dramatic expressions of Japan's moral and aesthetic values in the early modern period (17th-19th centuries). We will seek to identify recurring intellectual and cultural patterns, as illustrated in woodblock prints, Kabuki, puppet theatre, and popular fiction, with an eye to connections with later popular culture. Course materials are primary readings in translation, secondary scholarship, and audiovisual works. No previous knowledge of Japan or Japanese language is expected.

EAST 0403. Off the Beaten Path: A Survey of Modern Japanese Literature.

An introduction to major and minor works of Japanese literature produced during the Japanese Empire as well as in post-WWII Japan. Covered writers include canonical novelists such as Tanizaki Junichiro, Kawabata Yasunari, and Oe Kenzaburo, as well as writers lesser known outside of Japan today, including women, queers, revolutionaries and colonial/resident Koreans.

EAST 0405. From Basho to Banana: Four Centuries of Japanese Literature.

This course explores classic writers of Japanese literature written between 1600 and 2000. We will focus on both the specificity of Japanese genre as well as the historical, social relations that have shaped them-- Edo merchant culture, modernism, the avant-garde, mass culture and postmodernism, among others. Writers covered will include Ihara Saikaku, Jippensha Ikku, Higuchi Ichiyo, Natsume Soseki, Akutagawa Ryunosuke, Tanizaki Junichiro and Yoshimoto Banana. No prerequisites.

EAST 0406. Foreign Bodies in Japan, 600-1600.

Foreign bodies move through premodern Japanese literature. Fictional tales are set into motion by a Parhaean physiognomist, a Persian lumberjack, and a princess from the moon. Khitan eschatologists persuaded aristocrats to commission countless sculptures of Indian physiques and contributed to Murasaki Shikibu's existential gloom. Noble anatomies were covered by imported robes and exotic perfumes; dramatists danced like Turkic "khans." This survey traces foreign bodies' impact on literary culture from the arrival of literate Korean émigrés in the 600s until the arrival of Portuguese missionaries in the 1500s. We will also theorize our own role as foreign bodies vis-à-vis the corpus. Readings in translation. No previous knowledge of Japanese language or culture required.

EAST 0410. Introduction to East Asian Civilization: China (HIST 0410).

Interested students must register for HIST 0410.

EAST 0411. Diplomats, Drunkards, and Anarchists: Competing Visions of the Future in Japan's Global Past.

This course offers a broad introduction to the global and transnational dimensions of a cornerstone event in modern East Asian history: the 'Opening' of Japan. This historical moment connected the country with the wider world in a myriad of contradictory ways. It produced the first non-Western nation state to join the ranks of colonial 'Great Powers'. It also inspired anti-imperialists and critics of Western modernity throughout the world: from Black internationalists and Muslim intellectuals to environmental activists and anarchist revolutionaries. We will study various sources, methods, and theories to make sense of these and many more cross-border connections. We will also reflect on competing notions of historical progress that inform our interpretations of the past. By the end of the course, students will have acquired foundational knowledge and skills to scour the past for lost imaginations of the future.

EAST 0412. Off the Beaten Path: The Diversity of Modern Japanese Literature (COLT 07110).

Interested students must register for COLT 07110.

EAST 0501. Korean Youth, Identity, and Nation.

Youth contribute greatly to Korea's brand and GNP (BTS, Black Pink), yet suffer from the OECD countries' highest youth unemployment rate. Abroad, Korean youth are a silenced "model minority," mediating assimilation and parental pressures. Introducing modern history, from Confucianism, education, politics, militarism, immigration, to adoption, this interdisciplinary course will analyze recent media (Kdramas, Minari, Minor Feelings) mirroring identity production today, but through the eyes of Korea's youth and their complicated relationship to Korean society. We will study compressed modernity, cram schools, gender, the cult of masculinity, the church, the LGBTQ community, eSports, youth mental health, and post-graduation futurities.

EAST 0531. Complicating Korean History: Topics and Issues.

Korea is known for its musicians, serene palaces, and North Korea. Under these ubiquitous stereotypes, however, it has an even more fascinating culture and history, punctuated by numerous invasions, colonialism, and division. In this inter-disciplinary survey course, we explore various facets of Korea North and South, from foundation myths to contemporary life and address Korean history broadly, examining key debates around origins, colonialism, and division. We move chronologically through major cultural, political, economic moments that inform Korean identity, arriving at the particulars of North and South Korea today, from daily life, gender, the diaspora, to KPop, and consider peninsular futurity.

EAST 0532. Korean Controversies and Negotiations: Moving Beyond Colonial Origins of National Division.

Covering the broad sweep of Korean modernity and contemporary history, this course will introduce and debate the most fundamental and contested issues in Korea today. In this theme-based course, students will have the opportunity to consider and debate these topics in an informed and balanced context which takes into account several perspectives of debate, through informed lectures and historical insights. These conversations will equip students to negotiate Korean identity and politics within a larger global context, beyond the Korean nation into the boardrooms of global corporate entities, the United Nations conference and other professional environments, outside the ivory tower.

EAST 0533. Beyond Gangnam Style: Seoul, Dislocation, and the Search for Place.

Seoul has become a celebrated cultural hub both within Asia and globally. However, underneath the glitter of modernity visible in the urban sprawl of Seoul's "Gangnam Style" are forgotten stories, stratified claims, and a tumultuous history covering 35 years of Japanese rule, a war, and the ongoing presence of 28,500 American troops. This course will take an interdisciplinary approach to Seoul incorporating history, urban culture, literature and visual media, and engage key concepts informing the burgeoning field of Korean studies. Attention will be given to contestations over space, IT infrastructure, architectural spaces, and the emergence of new subjectivities.

EAST 0534. Patriots, Communists, and Traitors in Modern Korea.

Korean history and politics is polarized by labels of "patriot," "traitor," "right wing," and "communist." Considering global capitalism and its complicity with colonialism, this course will examine Korea following the 1917 Bolshevik Revolution and 1919 post-Wilsonian moments, and understand how these international events changed domestic politics. Through close readings of key historical documents, we will uncover the colonial origins of Korean Communism and radicalism, which both still hold great influence on the popular imagination and effect contemporary society in the two Koreas in complicated ways.

EAST 0560. Forms of Attachment: Writing Love in Korean Literature.

This course looks at literature to explore how intimacy, passion and commitment have been socially sanctioned and redefined in Korea. From Yi Dynasty tales to modern-day webtoons, we will explore the roles different genres have played in the generation of forms of human affect that are themselves intimately tied to Korea's tumultuous history. What does it mean to love, and to write about love, under the conditions of Neo-Confucianism, empire, war, national division, authoritarianism, and the neoliberal marketplace? No prerequisites.

EAST 0610A. The Far Side of the Old World: Perspectives on Chinese Culture (COLT 0610A).

Interested students must register for COLT 0610A.

EAST 0701. Empire and its Aftermath: Modern Culture in Japan and the Koreans.

This course introduces the modern cultures of Japan and Korea through an examination of events, artifacts, and cultural practices. With a broad understanding of culture as a general process of artistic and intellectual development, as a body of material artifacts, and as a social practice of ordinary life, attention will be brought to the relationship of high culture, popular media and political activism to the abiding structures of empire. Topics covered may include: early colonial fiction, the re-creation of tradition, the proletarian arts, myth in the DPRK, ethnic minority experience, the globalization of popular culture, girls' culture, and translational activism.

EAST 0703. Confucianism and Its Critics.

This course confronts the changing historical phenomenon we call "Confucianism" on its own terms, as represented by its advocates, as well as from the perspective of its interlocutors and critics. It is an opportunity to become familiar not only with the Confucian canon and its main commentarial traditions, which undergirded education in East Asia into the nineteenth century, but also with the ways in which these ideas were rejected, adjusted, and reconfigured in early Daoist discussions, Neo-Confucian debates with Buddhists, and modern disputes over their socioeconomic, political, and/or gender impact. Readings are drawn from primary Chinese, Korean, and Japanese texts in translation, and from modern interpretations of Confucianism and its legacy. The course format is primarily discussion and short lecture. No prerequisites. Counts for concentration credit in East Asian Studies and Religious Studies.

EAST 0710U. Leaves of Words: A Survey of Japanese Literature (COLT 0710U).

Interested students must register for COLT 0710U.

EAST 0910D. Two Virgins in the Attic: Advanced Japanese Readings in Canonical and Popular Literature (JAPN0910D).

Interested students must register for JAPN 0910D.

EAST 1120K. Skeptical Traditions East and West (CLAS 1120K).

Interested students must register for CLAS 1120K.

EAST 1202E. Extreme Asian Cinema: Contemporary Genre Cinemas in an East Asian Context (MCM 1202E).

Interested students must register for MCM 1202E.

EAST 1210. Imagining Modern China.

This course introduces students to the literary and cultural milestones in twentieth-century China, highlighting the capacity of literature as a form of historical engagement and ethical reasoning. Featuring masterpieces by mainland Chinese as well as Sinophone and ethnic minority writers, and translation works and critically acclaimed films, the course unpacks the multivalence of Chinese literary and cultural modernity as well as that of the very term "China." Issues for discussion include translation and intercultural encounters, nationalism, tradition, gender, the revolutionary legacy, cultural identity, diaspora, and literary citizenship. All readings and discussions are in English.

EAST 1230. Edo Woodblock Printing.

This course provides an introduction to Japanese art and cultural history through a survey of woodblock print media from its emergence in the mid-17th century to the end of the early modern era. Topics for consideration include East Asian pictorial traditions, the publishing industry, censorship, social identity, and specialist print communities. The course will track the development of Japanese woodblock printing from its origins in printed books and monochrome prints, and the transition to hand-coloring and multi-colored printing that facilitated a highly nuanced media form, via the publishing industry's shifting relationship with the authorities, and influences from China and the West.

EAST 1301. Word for Word: Linguistic Principles in Chinese-English Translation.

English has tense, Chinese has aspect; English has inflection and conjugation, and Chinese uses word order and function words to sort out syntactic structures. This course will explore and bridge such great differences between the two languages through linguistic readings and translation exercises.

Prerequisite: two years of Chinese study or the equivalent proficiency.

EAST 1302. Returnees in China's Modernization.

This course examines the impact on contemporary China of returnees, people who having left China to study abroad have now returned home and become reintegrated into society. Focusing on a series of in-depth studies of returnees who have carved out professional identities in the commercial world, the state, and civil society. The returnee experience will be examined from 2 angles: the manner by which contemporary returnees negotiate Chinese tradition and Western learning, and the differences between this cohort's experience and that of previous generations of returnees in China's now century and a half long period of modernization.

EAST 1303. Chinese: A History of the Language.

This course traces the historical evolution of modern Chinese, commonly known as Mandarin. We will examine the uniqueness of Chinese characters, and explore their relationship to other features of the language, including word formation, phonology, grammar, and dialects. The goal will be to understand the manner by which the written script has become so central to the development of Chinese civilization.

EAST 1304. Crafting Early Modern China: Handicraft, Witchcraft and Statecraft.

This course examines how Chinese cultural industry was shaped by socio-political institutions and religious practice between 1400 and 1900 CE. The course highlights the concept of craft, broadly understood as the ways of making artifacts and building social community by using environmental resources and through micro-political negotiations in everyday life. The course aims to equip students in ways to decipher the political, religious and gendered significance embedded in cultural products, including literature and decorative arts. We will explore artifacts from the following categories: literary illustration, painting and calligraphy, seals, ceramics, furniture, and textiles. Prerequisites: None.

EAST 1307. Sex and Society in Modern China.

This course traces changing gender relations across China's "long 20th century." We begin by examining lives and relationships of men and women in the late 19th century, before the fall of the Qing dynasty. We then investigate the ways that external and indigenous forces have changed (or not) gender relationships during the rapid and often violent transitions of the twentieth century, from the Republican period (1911-1949) to the People's Republic; from the Nanjing Decade (1927-37) to the Maoist period (1950-1976) and the period of economic reform (1976-present day). Why did Chinese politicians see the reform of family and gender relations as central to their larger political goals? What were the "new" gender relations supposed to be? How was gender reform carried out (or not) and what were its effects, intended and unintended?

EAST 1308. Transnational Chinese Cinema.

How was cinema perceived when it was first introduced into China, and what discussions did the film audience and critics have in common with their counterparts in the West? Did you know that fashion designers and "it girls" in 1930s China would immediately copy and disseminate the latest looks and clothing after watching a Hollywood film? This course offers a survey of Chinese cinemas since the early 20th century, situating them in a global context of border-crossing movements of media technologies, cinematic forms, and artistic styles. We will watch and learn to critique significant works produced in Shanghai, Hong Kong, Taiwan, and beyond; contribute to the ongoing intellectual conversations on the transnational cultural, political, and technological interactions; and study how they shape and are shaped by the body of films that were referred to as "Chinese cinema."

EAST 1309. Media, Environment, and the (Post-)Human in Contemporary China.

This advanced undergraduate seminar explores relationships between media, environment, and evolving conceptions of the human in contemporary China. Through an interdisciplinary approach, we examine how various media forms have engaged with China's ecological challenges while redefining notions of humanity in the face of historical, technological and environmental changes. We investigate environmental and media landscapes from socialist China to the post-pandemic era, covering topics such as human-environment relationships during the Mao era, post-socialist (post-)humanism, Chinese ecocinema, apocalyptic imagination in recent sci-fi blockbusters, pandemic narratives, and social media. The course also explores emerging media technologies, including virtual reality, and their implications for human-media interactions. Students will engage with theoretical frameworks from media studies, environmental humanities, posthumanist theory, and Chinese cultural studies. Analysis will cover diverse primary sources including films, literature, and digital media.

EAST 1310. Silk Road Fictions.

The course introduces students to cross-cultural comparative work, and to critical issues in East-West studies in particular. We will base our conversations on a set of texts related to the interconnected histories and hybrid cultures of the ancient Afro-Eurasian Silk Roads. Readings will include ancient travel accounts (e.g., the Chinese novel *Journey to the West*, Marco Polo); modern fiction and film (e.g., Inoue Yasushi, Wole Soyinka); and modern critical approaches to the study of linguistic and literary-cultural contact (e.g., Lydia Liu, Emily Apter, Mikhail Bakhtin, Edward Said). Topics will include bilingual texts, loanwords, race and heritage, Orientalism. No prior knowledge of the topic is expected and all texts will be available in English.

EAST 1311. Reading the Song Dynasty.

The Song dynasty (960-1279) was among the most important and transformative periods in Chinese history. The Song was marked by rapid economic growth; new technological discoveries; the expansion of overseas trade networks; the development of new forms of elite status; the dramatic enlargement of the literate elite, and new family and kinship structures. These changes, in combination with the increasingly wide use of printing in this period, created new kinds of sources for historians to study. This course introduces students to a variety of Song textual genres and how they can be used as sources for historical research. In addition to some secondary works in English, we will explore primary source genres ranging from government documents, local gazetteers, and biographical accounts to scholar's "notebooks" (*biji*), personal letters, and poetry. Basic competence in Classical Chinese (*gu wen*) is required.

EAST 1370. Performances in the Asias (TAPS 1270).

Interested students must register for TAPS 1270.

EAST 1401. Japanese Linguistics: Communication and Understanding Utterances.

Introduces a linguistic analysis of Japanese language to attain an overview of structure and a foundation for understanding how grammar relates to various modes of communication. Topics include discourse analysis, pragmatics, communicative intention, communication strategies, and intercultural communication gaps. Linguistic data is drawn from films and fiction. Prerequisite: basic knowledge of Japanese grammar, vocabulary, and linguistics. Enrollment limited to 20. Basic knowledge of Japanese language and general linguistics. Consult with the instructor.

EAST 1403. Buddhist Classics.

An opportunity to read and understand the canonical texts of East Asian Buddhism. Through close reading, written analysis, and discussion, participants will become conversant with the major Mahayana Buddhist teachings in their original scriptural or literary articulations. Selected later interpretations may also be considered. All readings are in English translation. Previous study of Buddhism is recommended, but not required. Enrollment limited to 10 students.

EAST 1410N. Lost in Translation: The Adaptation of Literature to Film in Japan (COLT 1410N).

Interested students must register for COLT 1410N.

EAST 1412. Sinners and Seers in Japanese Literature.

Exploration of Japanese Buddhist sensibilities as expressed in poetry, popular tales, drama, and fiction. Recurring themes include wrongdoing and its karmic consequences; renunciation; tension between aesthetic and religious commitments; pilgrimage as creative process; the role of nature in the quest for enlightenment. Reading and discussion in a seminar-style format. A previous course in Buddhism or East Asian culture is helpful but not required. Counts for concentration credit in Religious Studies and East Asian Studies.

EAST 1415A. Classical Daoist Thought (RELS 1415A).

Interested students must register for RELS 1415A.

EAST 1420. The Confucian Mind.

This course explores the Neo-Confucian tradition, a pervasive influence in the intellectual, educational, and political life of China, Korea, and Japan from late medieval through early modern times. Emphasis is on conceptions of the mind and their implications for moral cultivation and social action; the legacy of Confucian values in modern East Asia may also be considered. Readings are primary texts in translation and selected secondary works; the format is primarily discussion. Recommended prerequisite: RELS 0040. Not open to first year students. Enrollment limited to 20.

EAST 1430. Classics of East Asian Buddhism (RELS 1430).

Interested students must register for RELS 1430.

EAST 1430C. Classical Japanese Poetry (COLT 1430C).

Interested students must register for COLT 1430C.

EAST 1430T. Leaves of Words: Japanese Poetry and Poetics (COLT 1430T).

Interested students must register for COLT 1430T.

EAST 1440. Themes in Japanese Buddhism: Original Enlightenment (RELS 1440).

Interested students must register for RELS 1440.

EAST 1501. Korean Culture and Film.

This course aims to introduce and explore various aspects of Korean history, culture and society. Students are expected to develop a comprehensive understanding of Korean culture by examining contemporary films that pertain to issues such as national identity, history, international relations, religion, Korean life style, and family life. Enrollment limited to 20.

EAST 1502. The Korea Brand: Understanding KPop, Film, and Culture of the Two Koreas in the Global Context.

The global media has recently showcased two newsworthy events related to Korea: BTS at the 2018 BMAs, and the Inter-Korea Summit. This course examines the arrival of "Korea" globally, from the West's fascination with the North Korean nuclear crises, to the hype around KPop, KFilm, cosmetics, food, and eSports. We will question the fascination with NK in US media outlets, versus its treatment in SK media. The ways in which the particular, local, and authentic, within Korean cultural production negotiates the global market is of particular interest.

EAST 1503. Korean Film and Culture: The Appeal of Korean Film.

This introductory course offers an overview of Korean film production from its colonial beginnings to the present, linking film with major historical, political and cultural events or shifts over the past century. Topically organized, the course will explore issues of cultural identity in the ways that the domestic movie industry has interacted with the foreign filmic audience. Focusing on how film narratives can influence (rather than reflect) social reality, we will analyze the imagination and construction of national identity and cultural tradition (and its critique) across these films.

EAST 1504. Asia Extreme: Beauty and Violence in Korean Media.

Korean films are often identifiable within two distinct tropes – the beautiful, tranquil Orient and a violent, frenetic hyper-modernity. Koreans, however, grapple with identifying themselves and their modern experiences differently beyond how the international community and the "West" sees them – as the exotic "East." Seeking to understand and complicate this dichotomy, we will explore how Korea has struggled to hone and complicate national identity (their critique, their futurities) through film, and examine how Korea has been struggling since the 1990s to overcome the national in the face of globalization and cosmopolitanism to address the local and the liminal.

EAST 1505. Two Koreas.

This course examines the historical formation of the South and North Korean societies from the mid-1940s up to the present moment. Among the topics discussed are colonial collaboration and resistance, Korea in the Cold War order, postwar industrial and economic reforms, and the global consumption of Korean culture. We will look at these topics through a wide range of sources (including films, memoirs, diaries, art, and scholarly assessments) that reflect the diversity of experiences of Koreans across social, class, gender, and regional lines. In analyzing these sources and their representations, we will pay close attention to the politics of images, the role that images play in producing cultural meaning, visibility and power relations, and images as forms of visual communication. We will also examine how images circulate through our digital environments and networks, how they shape our perception of the

EAST 1510. Chinese: A History of the Language.

This course traces the historical evolution of modern Chinese, commonly known as Mandarin. We will examine the uniqueness of Chinese characters, and explore their relationship to other features of the language, including word formation, phonology, grammar, and dialects. The goal will be to understand the manner by which the written script has become so central to the development of Chinese civilization.

EAST 1510A. China's Late Empires (HIST 1510A).

Interested students must register for HIST 1510A.

EAST 1530. Modern Korea (HIST 1530).

Interested students must register for HIST 1530.

EAST 1540. Power, Profit, and Pillage: The Rise and Fall of Trading Kingdoms in Asia (ANTH 1540).

Interested students must register for ANTH 1540.

EAST 1701. Women's Literature in Japan and Korea.

This course focuses on Japanese and Korean women's literature from the modern period, giving particular attention to the historical issues and the narrative strategies that play out in celebrated works of women's fiction. The goal of the class is to deepen our understanding of the universal and particular aspects of women's writing in Japan and Korea and at the same time to learn an idiom with which to talk about literary form. Previous coursework in East Asian Studies or Literary Studies is suggested but not required. Instructor permission required.

EAST 1702. Pacific Indigenities: From Māori Mythology to James Cameron's Avatar.

What is indigeneity? The answer is all but straightforward, especially in the context of the Western Pacific. We will examine a deeply eclectic mix of sources of Pacific indigeneity – from Māori Mythology, the Kuroshio Current, and Okinawan cuisine to Southeast Asian revolutionary thought, Oceanian cosmology, and James Cameron's Avatar. In doing so, we will lay bare the intricacies of the concept of indigeneity as they relate to one of the world's hotbeds of bio- and linguistic diversity. Paying close attention to forms of knowledge production both within and beyond the academy, this course explores Pacific manifestations of the global indigenous movement.

EAST 1704. Anarchisms in Asia and Beyond.

This course examines the transnational legacy of anarchist thought and action as it emerged in various places in Asia from the 19th century onward. We will explore anarchism as a worldly phenomenon rather than an import from 'the West' – paying special attention to how it emerged out of connections between aristocrats, commoners, colonial bureaucrats, plantation workers, first-wave feminists, and ethnographers in Japan, China, Philippines, Indonesia, Australia, and elsewhere. Working with primary source materials will give you a taste of what it is like to be a scholar of transnational intellectual history – a detective and storyteller in one.

EAST 1706. Transnational Feminist Knowledge Production and Practices: Perspectives from East and West Asia..

This advanced interdisciplinary seminar aims to challenge U.S.- and Euro-centric historiographies as well as dominant and homogenizing framings of feminism, whether empirically driven or theoretical. Bringing together transnational critiques, regional expressions, and local historiographies, the seminar explores new feminist research spaces and worldviews, with a specific focus on East and West Asia (Middle East). What are the historical trajectories of feminism in these two regions generally associated with diverse cultural traditions and authoritarian politics? What are the political strategies, artistic imaginations, and alternative visions articulated by feminists in these two regions? The course will delve into these questions with particular reference to transnational feminist politics in both activist struggles and cultural practices. It will invite students to consider questions concerning transnational feminist solidarities, knowledge production, power dynamics, and tensions and conflicts within and between feminist groups and initiatives.

EAST 1707. Uneasy Embodiments: Racial and Gendered Objecthood (TAPS 0800P)..

Interested students must register for TAPS 0800P.

EAST 1810X. Mirror for the Romantic: *The Tale of the Gengi* and *The Story of the Stone* (COLT 1810X).

Interested students must register for COLT 1810X.

EAST 1811L. Travel and Tourism through the Ages (COLT 1811L).

Interested students must register for COLT 1811L.

EAST 1910. Independent Study.

Sections numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 1920. Senior Reading and Research: Selected Topics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 1931. Market Economy, Popular Culture, and Mass Media in Contemporary China.

Course focuses on mainland Chinese cultural and media production since the mid 1980's, when China began transforming itself culturally and economically into a capitalist society with socialist characteristics. Traditional values, socialist legacy, commercial forces, and globalization have all played significant roles in the ongoing transformation. The goal of the course is to examine the complex interactions among diverse historical forces in a rapidly changing China. Course taught in Mandarin Chinese.

EAST 1932. Chinese Women, Gender and Feminism from Historical and Transnational Perspectives.

This seminar course is designed to critically re-evaluate (re)presentations of Chinese women, gender, and feminism in historical, literary, and academic discourses. It examines a diverse body of texts produced through different historical periods and in different geopolitical locations. It emphasizes gender as both a historical construct(s) among competing discourses and as a material process of individual embodiment and disembodiment. The goal of the course is to help advanced students understand Chinese history from a distinctly gendered perspective, to recognize women's roles in history and writing, and to develop a reflective, cross-cultural approach to gender, politics, and the self.

EAST 1935. Prose of the World: Understanding Late Imperial China through Fiction and Belles-Lettres.

This course introduces the culture and society of late imperial China through fiction and prose written between 1368 and 1911. The course aims to analyze literary work as the interface of social development and cultural renovation. A chronological exposure to various geographical regions is structured under three conceptual frameworks: cultural belatedness as abundant historical reference; early modernity as commercialization; and pre-modern China encountering the world. The balanced selection of readings in four major literary genres, written by male and female authors, cover topics including: social uprising, the imperial court, civil examination, diplomacy, urban market, travel, religious cult, and courtesan culture. Prerequisites: None.

EAST 1936. Memory and Justice in East Asia.

How does history affect the present, the political, the social, and the personal around East Asia? What are the social mechanisms and frameworks of affect and knowledge that have shaped historical memories of humiliation, violence, trauma, and culpability? This seminar focuses on several key topics to explore modern modes of remembering and justice seeking including: mapping memory; imperialism and the museum; wartime conduct and war crimes trials; political violence and transitional justice; and grassroots organizing, community justice, ritual actions, and other non-state memory work. Final projects can be web portfolios or podcasts on an event or phenomenon of your choice.

EAST 1937. From Desktop to Stage: Drama and Performance in Late Imperial China.

This course examines the multiple social and aesthetic functions of late imperial Chinese theatre between 1368 and 1840: theatre as lyrical self-expression, political action, ideological propaganda, and/or religious ritual. Close examination of translated plays and their sociohistoric contexts are combined with multimedial approaches that explore woodblock illustration, stage adaptation, and film related to the selected plays. The course covers topics that range from literati masterpieces, theatrical training, props and costumes, regional theatres, to women's ballads. Prerequisites: Some knowledge of Chinese history is preferred but not mandated.

EAST 1941. Translating Japanese: Short Fiction, Poetry, Film and Manga.

This seminar/workshop discusses a broad range of narrative arts produced over the past 100 years in Japan, and practices the art of translating them. Drawing rigor from the field of linguistics and translation theory, we shall make central to our effort of analyzing Japanese cultural productions an attentiveness to the historicity of language and a self-consciousness of our roles as cultural interpreters. While the course will focus on mid-20th century Japanese short fiction, we will also work on poetry, music, manga, animation, and film, depending on the interests of enrolled students. Pre-requisites: JAPN 0600 or equivalent. Instructor permission required.

EAST 1942. Queer Japan and Beyond.

This seminar investigates cultural practices enacted by Japanese gays and lesbians, or otherwise related to same-sex attraction. How have sexual identities traditionally been constructed in Japan, and how has the modern period transformed them? How has same-sex sexuality become figured in the Japanese art, literature and popular culture of the 20th century; and how have the forces of a global LGBT culture interacted with the specific experiences of a same-sex community in Japan? This class explores questions about queer history, writing and cultural practice by looking at particular moments in the Japanese past and present.

EAST 1980. Reading and Writing of the Honors Thesis.

Prior admission to honors candidacy required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 1981. Reading and Writing of the Honors Thesis.

Prior admission to honors candidacy required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 2000. Grounds of Comparison: Approaching the Humanities from "Elsewhere" (HMAN 2402F).

Interested students must register for HMAN 2402F.

EAST 2450. Exchange Scholar Program.**EAST XLIST. Courses of Interest to Concentrators.**

Japanese

JAPN 0100. Basic Japanese.

Introduction to Japanese language. Emphasizes the attainment of good spoken control of Japanese and develops a foundation of literacy. No prerequisites. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in JAPN 0200 covers the entire year and is recorded as the final grade for both semesters. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

JAPN 0150. Advanced Beginning Japanese.

Designed for those who have had high-school Japanese or other Japanese language experience. An opportunity to organize previous knowledge of Japanese and develop a firm basis of spoken and written Japanese. Prerequisite: Reading and writing knowledge of Hiragana, Katakana, and some Kanji. Placement test required. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in JAPN 0250 covers the entire year and is recorded as the final grade for both semesters. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

JAPN 0200. Basic Japanese.

Introduction to Japanese language. Emphasizes the attainment of good spoken control of Japanese and develops a foundation of literacy. This is the second half of a year-long course. Students must have taken JAPN 0100 to receive credit for this course. The final grade for this course will become the final grade for JAPN 0100. If JAPN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

JAPN 0250. Advanced Beginning Japanese.

Designed for those who have had high-school Japanese or other Japanese language experience. An opportunity to organize previous knowledge of Japanese and develop a firm basis of spoken and written Japanese. Prerequisite: Reading and writing knowledge of Hiragana, Katakana and some Kanji. Placement test required. This is the second half of a year-long course. Students must have taken JAPN 0150 to receive credit for this course. The final grade for this course will become the final grade for JAPN 0150. If JAPN 0150 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

JAPN 0300. Intermediate Japanese.

Further practice of patterns and structures of the language. Readings are introduced on aspects of Japanese culture and society to develop reading and writing skills, enhance vocabulary, and provide points of departure for conversation in Japanese. Prerequisite: JAPN 0200 or equivalent. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

JAPN 0400. Intermediate Japanese.

See Intermediate Japanese (JAPN 0300) for course description. Prerequisite: JAPN 0300 or equivalent. Enrollment limited to 18.

JAPN 0401. Japanese Language Through Popular Culture.

Japanese pop culture has been disseminated worldwide and it is one of the top reasons why people start studying Japanese today. This content-based language course examines various aspects of Japanese pop culture including but not limited to manga, anime, and video games. While students discuss topics related to Japanese pop culture, they will also learn grammar structures that enable them to write formal essays in Japanese. Through the materials of Japanese pop culture, students will also develop the skills needed to succeed in today's world, such as critical thinking, problem solving, creativity, digital literacy, and communication. Above all, this course will emphasize creativity and help students learn how to attract people.

JAPN 0500. Advanced Japanese I.

Continued practice in reading, writing, and speaking. Emphasizes the development of reading proficiency and speaking in cultural contexts. Students read actual articles and selections from Japanese newspapers. Course includes translation, with writing and discussion in Japanese. Films and video tapes are shown as supplementary materials. Prerequisite: JAPN 0400 or equivalent.

JAPN 0600. Advanced Japanese I.

See Advanced Japanese I (JAPN 0500) for course description.

JAPN 0700. Advanced Japanese II.

Reading of articles from Japan's press with discussion in Japanese. Focuses on explanations and drills on the fine points in grammar and vocabulary as well as on the practice of writing in various styles. Movies and video tapes are used as supplementary materials. Prerequisite: JAPN 0600 or equivalent.

JAPN 0710. Japanese Cities: Tokyo and Kyoto.

The goal of this course is to develop the ability to use Japanese source materials for research in social sciences. Course covers lifestyles in two contrasting cities, Tokyo and Kyoto. Topics include topography, environmental issues, houses, urban life-styles, and natural habitation. We will ask questions: why houses are so compact in cities; why crows and boars pick on garbage, etc. Information sources are films, videos, and websites in addition to textbooks. Prerequisite: JAPN 0600 or equivalent. Enrollment limited to 20.

JAPN 0711. Japanese Linguistics.

This course will provide a structural overview of the Japanese language. Students will learn how to develop skills for analyzing the language through looking at sounds, meaning, and grammar. Topics include linguistic analysis of various sentence structures that students often find difficult to use, learning to choose words and sentences in appropriate situations, looking at the relation between language and culture.

JAPN 0712. Advanced Reading for Research.

This is an advanced reading course. Class activities include reading and translation of scholarly articles in the fields of students' interests, and of selected writings in humanities and social sciences in general or in broad perspectives. Readings include literary essays, fiction and short stories, articles from major newspapers, weekly and monthly journals/magazines. Prerequisite JAPN 0600 Advanced Japanese II.

JAPN 0800. Advanced Japanese II.

See Advanced Japanese II (JAPN 0700) for course description.

JAPN 0810. Classical Japanese.

Introduction to classical Japanese language (kobun), a.k.a. literary Japanese (bungo). Based on the Early Middle Japanese of 9th-through-11th-century aristocrats, this language was in use well into the 20th century. It opens the worlds of storytelling noblewomen, poet-monks, love-stricken samurai, and modern Japan's "founding fathers." Its grammar reveals new ways to think about time, action, and experience. Its study affords you an enhanced command of the contemporary language. Parsing authentic passages from famous works, we learn to read premodern Japanese texts with the aid of dictionaries, commentaries, and digital resources.

Prerequisites: This course is taught in English with an English-language textbook, although some supplemental resources are available only in modern Japanese. At minimum, completion of (or simultaneous enrolment in) intermediate modern Japanese is recommended. If in doubt, consult with instructor.

JAPN 0811. Business Japanese.

Designed to teach post-advanced level Japanese language, with the focus on effective oral and written communication in business situations, this course emphasizes vocabulary building in the areas of business and economics, use of formal expressions, business writing, and conversation and presentation skills, as well as familiarizing students with Japanese corporate culture, protocol, and interpersonal relationships. Instructor permission required.

JAPN 0812. Japanese Language and Society through Contemporary Film.

This course aims at further development of your linguistic proficiency and broadening your knowledge of Japanese language, culture, and society by studying contemporary Japanese film through the lens of social justice. Films are selected from a wide range of genres: mainstream blockbusters, documentaries, and anime. Our discussions will focus on the cinematic treatment of diversity and social justice in Japan, including issues related to racial/ethnic and sexual minorities in Japan (Ainu, burakumin, Okinawan, Zainichi, "Half", LGBTQ), gender discrimination, economic inequality, and mental/physical disability. Prerequisites: JAPN 0700 or equivalent, Japanese heritage language speakers with instructor's consent.

JAPN 1010. Readings in Contemporary Japanese Fiction.

Introduces contemporary short stories and novellas by award winning writers published after 2000. Authors include Yoko Ogawa, Natsuo Kirino, Jiro Asada, Bin Konno. We will analyze why the great many readers are drawn into these literary works through socio cultural background of urban communities. Prerequisites: JAPN0700 or instructor permission.

JAPN 1990. In Their Own Words: Advanced Readings in Japanese Literature and Criticism.

This advanced Japanese literature class offers students the chance to read works of modern Japanese literature in dialogue with important works of criticism as we work our way through each decade of the 20th century. Readings will be in both Japanese and English. We will consider both the formal properties of fiction and the historical pressures of gender, ethnicity, class, imperialism and globalization. Authors vary depending on student interest, but often include writers such as Natsume Soseki, Abe Kobo, Ch'oe Chông-hûi, Kono Taeko, and Kawakami Hiromi as well as celebrated Japanese critics such as Maeda Ai and Komori Yoichi.

Korean**KREA 0100. Korean.**

Begins with an introduction to the Korean writing system (Hangul) and focuses on building communicative competence in modern Korean in the four language modalities (listening, speaking, reading, writing). Provides a foundation for later work in spoken and written Korean. Five classroom hours per week. No prerequisite. Enrollment limited to 18. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in KREA 0200 covers the entire year and is recorded as the final grade for both semesters.

KREA 0200. Korean.

Begins with an introduction to the Korean writing system (Hangul) and focuses on building communicative competence in modern Korean in the four language modalities (listening, speaking, reading, writing). Provides a foundation for later work in spoken and written Korean. Six classroom hours per week. Enrollment limited to 18. This is the second half of a year-long course. Students must have taken KREA 0100 to receive credit for this course. The final grade for this course will become the final grade for KREA 0100. If KREA 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

KREA 0250. Elementary Korean for Advanced Beginners.

Elementary Korean for Advanced Beginners is designed for heritage students who have a significant listening and speaking background, either from prior formal learning or previous exposure to a Korean-speaking community, but do not have sufficient basic skills in reading and writing. This introductory Korean course places more emphasis on building an understanding of the fundamental structure of the language and enhancing reading and writing skills by reinforcing grammar and vocabulary. After successful completion of this course, students are expected to be able to understand the main ideas or some facts from simple texts dealing with basic personal and social needs, to be able to meet a number of practical writing needs, and to become more familiar with various aspects of Korean culture and society.

KREA 0300. Intermediate Korean.

An intermediate course in Korean designed to further communicative competence in spoken Korean and to provide additional reading practice in stylistically higher level materials that are progressively integrated into the given dialogues. Discussions on various aspects of Korean culture and society. Five classroom hours per week. Prerequisite: KREA 0200 or instructor permission.

KREA 0400. Intermediate Korean.

See Intermediate Korean (KREA 0300) for course description. Prerequisite: KREA 0300 or equivalent.

KREA 0450. Intermediate Korean for Advanced Beginners.

As a continuation of KREA0250 (Elementary Korean for Advanced Beginners), this course is also designed for heritage learners of Korean who have a foundational understanding of the language and wish to rapidly advance their proficiency. Focusing more on expanding vocabulary, refining grammar, and enhancing both oral and written communication, the course addresses the specific needs of heritage learners. Emphasis will be placed on conversational fluency, including smooth use of honorifics and cultural literacy. Students will explore authentic materials, engage in structured dialogues, and participate in discussions that connect language learning to their personal and cultural experiences. This course is ideal for learners who want to strengthen their ties to the Korean language and culture while accelerating their language learning journey.

KREA 0500. Advanced Korean.

Aims to help students develop an advanced level of communicative competence, with special focus on enhancing their reading comprehension, essay writing, and discourse (discussion and presentation) skills. Authentic reading materials from a variety of sources will be used to introduce various topics and issues pertaining to Korean society and culture, thus students' cultural understanding will also be enhanced. Prerequisite: KREA 0400 or equivalent or permission of instructor.

KREA 0600. Advanced Korean.

See Advanced Korean (KREA 0500) for course description. Prerequisite: KREA 0500 or equivalent or permission of instructor.

KREA 0910. Media Korean.

Develop linguistic competence and deepen cultural understanding through exposure to a variety of media sources. Built on the Content-based Instruction model and Genre-based Approach. Discuss current Korean affairs and core issues of culture based on assigned materials. Develop reading and listening comprehension skills through pre-class activities, oral proficiency through in-class discussion and presentation, and writing proficiency through assigned essays writings, in addition to various integrative tasks. Tuesday classes will focus on comprehending the text and source materials, Thursday classes will focus on related tasks and activities. Enrollment limited to 20. Conducted entirely in Korean.

KREA 0911. Korean Culture and Society.

Develops oral proficiency in Korean language through a variety of readings on Korean culture and society. By reading about and discussing important aspects and core issues of Korea, students enhance their speaking competence and cultural understanding. Prerequisites: KREA 0300 and 0400 or permission of instructor. Enrollment limited to: 15.

KREA 0912. Business Korean.

For students who are interested in Korean culture in general and business culture in particular, and in improving their Korean language skills in a business context. The course not only focuses on business and economy-related words and expressions, but also on developing learners' confidence in business writing, conversation and presentations in Korean. Enrollment limited to 15. Prerequisite: KREA 0600 or instructor's permission.

KREA 0913. The Korean Vision: A Debate.

The contemporary Korean society has undergone significant transformation in the past few decades, not only on the personal level, such as changes in personal life style and family structure, but also on the public level, such as economic development and political affairs. Various issues due to these changes have sparked a much heated debate within Korean society. This course will look into some of these major controversial issues with texts and media materials. Through this content-oriented advanced level language course, students will be able to improve their Korean language proficiency, as well as deepen their understanding of Korean culture and society. Prerequisite: KREA 0600. Enrollment limit to 18.

KREA 1090. Translating Korean: Fiction, Poetry & Film.

This class explores the theory and practice of translation in the context of Korean cultural production. Each week we shall grapple with a particular issue in translation studies in dialogue with a Korean-language text. By the end of this course students should be able to locate the tools necessary to carry out translations from Korean to English, to demonstrate an understanding of translation as a craft with its own standards, responsibilities, and complexities, and to have completed a significant translation project themselves. Learners of the Korean language who have completed Korean 600 as well as native speakers of Korean are welcome.

KREA 1950W. Translating Korean: Fiction, Poetry, Film and K-Pop (EAST 1950W).

Interested students must register for EAST 1950W.

Vietnamese**VIET 0100. Beginning Vietnamese.**

This course is the first half of a year-long introduction to Vietnamese designed for absolute beginners or students with very little prior of Vietnamese. It aims to build up a solid foundation of pronunciation and grammar for your Vietnamese language studies and allow you to feel confident in communicating about everyday situations. This course will get you speaking, listening, writing, reading, and understanding aspects of Vietnamese culture through authentic conversations, language presentation, and extensive practice and review.

VIET 0200. Beginning Vietnamese.

VIET 0200 is the second half of a year-long introduction to Vietnamese designed for absolute beginners or students with very little prior knowledge of Vietnamese. It aims to build up a solid foundation of pronunciation and grammar for your Vietnamese language studies and allow you to feel confident in communicating about everyday situations. This course will get you speaking, listening, writing, reading, and understanding aspects of Vietnamese culture through authentic conversations, language presentation, and extensive practice and review.

VIET 0300. Intermediate Vietnamese.

This course is designed for students who have completed the second semester of Vietnamese VIET 0200 or have an equivalent level of proficiency. This course will expand your structures and knowledge of the Vietnamese language and multifaceted culture through idioms, proverbs, dialogues, and stories. Classroom activities and practices will help you communicate effectively and absorb meaning through speaking, listening, reading, and writing.

VIET 0400. Intermediate Vietnamese.

VIET 0400 is designed for students who have completed the third semester of Vietnamese VIET 0300 or have an equivalent level of proficiency. This course will expand your structures and knowledge of the Vietnamese language and multifaceted culture through idioms, proverbs, dialogues, and stories. Classroom activities and practices will help you communicate effectively and absorb meaning through speaking, listening, reading, and writing.

Economics

Economics is a social science that analyzes how people, businesses, and governments make the best of limited resources, and how they make choices when faced with tradeoffs. Microeconomics studies these decision-makers and the markets in which they interact, while macroeconomics studies the workings of the economy as a whole. Economics provides tools for understanding public policy issues like inequality, poverty, education, health, taxes, trade, regulation, and the environment.

For additional information, please visit the department's website: <http://www.brown.edu/Departments/Economics/>

Economics Concentration Requirements

Economics is the study of how individuals, businesses, and governments allocate resources to satisfy their objectives. The study of economics helps students understand markets, firms, financial organizations, and public debate about economic policy, including taxation, government

expenditure, trade, globalization, health, and welfare. The concentration in Economics prepares students for graduate study in fields such as business and law, for graduate study leading to teaching and research in economics, and can be a stepping-stone to employment in business, finance, non-profit, and government organizations. Students may choose the standard concentration, the business track, or the public policy track, all of which have a corresponding professional track. If you are interested in declaring a concentration in Economics, please refer to this page for more information regarding the process.

Students are required to begin with ECON 0110, an introductory course that stresses current economic issues, and the concepts and principles of economic analysis. Intermediate level courses in microeconomics (ECON 1110 or ECON 1130), macroeconomics (ECON 1210), and econometrics (ECON 1620 followed by ECON 1629 or ECON 1630) round out the list of foundation courses for the concentration. Economics concentrators must also fulfill a math requirement (ECON 0170).

The economics department sponsors a number of concentration options. The most popular is the standard economics concentration, described below. The standard concentration has an optional Business Economics track, as well as a Public Policy track, both described below. Three additional concentration options are administered jointly with other departments and are described separately under their respective titles. They are the concentrations in applied mathematics–economics, mathematical–economics, and computer science–economics. The first two are especially recommended for students interested in graduate study in economics.

All concentrators in economics programs are encouraged to consult their concentration advisors regularly. Economics concentrators who wish to study abroad should consult first with the department transfer credit advisor.

Standard Economics Concentration

ECON 0110	Principles of Economics ¹	1
ECON 0170 or MATH 0100	Essential Mathematics for Economics Single Variable Calculus, Part II or a higher-level math course. ²	1
ECON 1110 or ECON 1130	Intermediate Microeconomics Intermediate Microeconomics (Mathematical)	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1620 or MATH 1620 or APMA 1650	Introduction to Econometrics Mathematical Statistics Introduction to Probability and Statistics with Calculus	1
or APMA 1655	Introduction to Probability and Statistics with Theory	
ECON 1629 or ECON 1630	Applied Research Methods for Economists Mathematical Econometrics I	1
At least five additional 1000-level Economics courses. ³		5
Total Credits		11

¹ Students who place out of ECON 0110 on the basis of qualifying scores on the AP, IB, or A-level exams must take an additional 1000-level course (6 instead of 5).

² Students can satisfy the mathematics requirement with qualifying scores on the AP, IB, or A-level exams (but not the math department's self placement exam). Note that certain advanced economics courses may impose additional math prerequisites.

³ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1960 (thesis course) does not count toward the concentration.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Business Economics Track

ECON 0110	Principles of Economics ¹	1
ECON 0170	Essential Mathematics for Economics	1
or MATH 0100	Single Variable Calculus, Part II	
	or a higher level math course	
ECON 0710	Financial Accounting	1
ECON 1110	Intermediate Microeconomics	1
or ECON 1130	Intermediate Microeconomics (Mathematical)	
ECON 1210	Intermediate Macroeconomics	1
ECON 1420	Industrial Organization ²	1
ECON 1620	Introduction to Econometrics	1
or APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	
or MATH 1620	Mathematical Statistics	
ECON 1629	Applied Research Methods for Economists	1
or ECON 1630	Mathematical Econometrics I	
ECON 1710	Investments I	1
ECON 1720	Corporate Finance	1
Two Business Economics electives from the following list:		2
ECON 1090	Introduction to Game Theory	
ECON 1310	Labor Economics	
ECON 1400	The Economics of Mass Media	
ECON 1450	Economic Organizations and Economic Systems	
ECON 1465	Antitrust and Competition	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1540	International Trade	
ECON 1550	International Finance	
ECON 1660	Big Data	
ECON 1730	Venture Capital, Private Equity, and Entrepreneurship	
ECON 1740	Mathematical Finance	
ECON 1750	Investments II	
ECON 1760	Financial Institutions	
ECON 1770	Crisis Economics	
ECON 1780	Advanced Topics in Corporate Finance	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1830	Behavioral Finance	
ECON 1870	Game Theory and Applications to Economics	
Total Credits		12

¹ Students who place out of ECON 0110 on the basis of qualifying scores on the AP, IB, or A level exams must take a sixth 1000-level Economics elective (which need not come from the Business Economics group). Note that at most one economics elective in the 1000-1099 range may be applied towards the concentration.

² Or Econ 1460, if previously taken (it is not being offered in the near future).

³ Students can satisfy the mathematics requirement with qualifying scores on the AP, IB, or A-levels exams (but not the Math department's self placement exam). Note the certain advanced economics courses may impose additional math prerequisites.

⁴ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1960 (thesis course) does not count toward the concentration.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Public Policy Track

ECON 0110	Principles of Economics ¹	1
ECON 0170	Essential Mathematics for Economics ²	1
or MATH 0100	Single Variable Calculus, Part II	
ECON 1110	Intermediate Microeconomics	1
or ECON 1130	Intermediate Microeconomics (Mathematical)	
ECON 1210	Intermediate Macroeconomics	1
ECON 1620	Introduction to Econometrics ³	1
ECON 1629	Applied Research Methods for Economists	1
or ECON 1630	Mathematical Econometrics I	
Five Public Policy Electives from the list below: ⁴		5
ECON 1000	Using Big Data to Solve Economic and Social Problems	
ECON 1070	Race, Crime, and Punishment in America	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1310	Labor Economics	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1350	Environmental Economics and Policy	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Health Economics	
ECON 1370	Race and Inequality in the United States	
ECON 1385	Intergenerational Poverty in America	
ECON 1390	Inequality of Income, Wealth, and Health in the United States	
ECON 1410	Urban Economics	
ECON 1420	Industrial Organization	
ECON 1430	The Economics of Social Policy	
ECON 1440	The Economic Analysis of Political Behavior	
ECON 1480	Public Economics	
ECON 1500	Current Global Macroeconomic Challenges	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1540	International Trade	
ECON 1550	International Finance	
ECON 1560	Economic Growth	
ECON 1570	The Economics of Latin Americans	
ECON 1600	Education, the Economy and School Reform	

Interdisciplinary requirement. Two courses outside of the economics department that relate to better understanding the implementation and/or evaluation of public policies (may be below or above 1000-level). Several departments offer such courses, and availability varies from year to year. Some pre-approved options are

AFRI 1920	Health Inequality in Historical Perspective
CPSY 0220	Making Decisions
CPSY 0700	Social Psychology
PHP 0310	Health Care in the United States
PHP 0330	Health Law and Policy
PHP 0850	Fundamentals of Epidemiology
POLS 0010	Introduction to the American Political Process
POLS 1050	Ethics and Public Policy
POLS 1823Z	Gender and Public Policy
SOC 1330	Remaking the City
URBN 0210	The City: An Introduction to Urban Studies
Students may also request advisor permission for other courses	

A capstone project in the senior year. This can be satisfied in different ways: (a) the capstone is automatically fulfilled if one of the public policy electives completed is designated as a capstone course (see the list of capstone courses on the economics department website); or (b) a capstone project is otherwise arranged and completed for a public policy elective; or (c) an honors thesis is completed, under the guidelines of honors in the economics concentration; or (d) completion of an undergraduate research assistantship (URA). In cases (a), (b) and (d), a capstone form must be submitted to the department.⁵

Total Credits

13

¹ Students who place out of ECON 0110 on the basis of qualifying scores on the AP, IB, or A level exams must take a sixth 1000-level Economics elective (which need not come from the Public Policy group).

² Students can satisfy the mathematics requirement with qualifying scores on the AP, IB, or A-levels exams (but not the Math department's self placement exam). Note the certain advanced economics courses may impose additional math prerequisites.

³ APMA 1650, APMA 1655, CSCI 1450, or MATH 1620 can substitute for ECON 1620

⁴ Note that at most one economics elective in the 1000-1099 range may be applied towards the concentration.

⁵ A complete list of Capstone courses can be found on the Economics Department website (<https://economics.brown.edu/academics/undergraduate/honors/>).

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Honors

To graduate with honors, students must satisfy the following requirements **by the end of Junior year**:

- Complete at least 70% of the courses required for the concentration.
- Have earned a grade of "A" or "S with distinction" in at least 70% of grades earned in the economics concentration, or 50% in the joint concentrations in APMA-Econ, CS-Econ, and Math-Econ (excluding courses transferred to Brown without a grade, and those taken Spring 2020).
- *Economics Concentrators* must find a faculty thesis advisor in the economics department.

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- *Joint Concentrators* must find a primary faculty thesis advisor in either economics or the partner department. CS-Econ concentrators must have a secondary reader in the other department by the fall of senior year. APMA-Econ and Math-Econ do not require a secondary reader, unless the primary advisor deems it necessary. Joint concentrators need to satisfy the honors requirements of the economics department if their thesis advisor is in the economics department; while they need to satisfy the honors requirements of the partner department if their thesis advisor is in the partner department.

During Senior year, thesis writers must:

- Enroll in ECON 1960 with their thesis advisor in the fall and spring semesters.
- Submit a thesis proposal to their thesis advisor and the Undergraduate Program Coordinator by mid-September.
- Submit their work in progress to their thesis advisor and the Undergraduate Program Coordinator by mid-December.
- Depending on the nature of the thesis work, the thesis adviser may require the student to successfully complete one or more courses from among the data methods (<https://economics.brown.edu/academics/undergraduate/concentrations/combined/course-groupings/>), mathematical economics (<https://economics.brown.edu/academics/undergraduate/concentrations/combined/course-groupings/>) and/or financial economics (<https://economics.brown.edu/academics/undergraduate/concentrations/combined/course-groupings/>) course groups in the fall of senior year, if they have not already done so.
- Complete an honors thesis by the deadline agreed upon with their advisor and obtain the final approval of their advisor by mid-April.
- Thesis writers are encouraged, but not required, to participate in the departmental Honors Thesis Presentation session held in May, with a brief presentation of their work and findings.
- *Please refer to the Economics Department Honors Thesis page (<https://economics.brown.edu/academics/undergraduate/honors-and-capstones/thesis/>) for specific deadlines.

Applied Mathematics-Economics Concentration Requirements

The Applied Mathematics-Economics concentration is designed to reflect the mathematical and statistical nature of modern economic theory and empirical research. If you are interested in declaring a concentration in Applied Mathematics-Economics, please refer to this page (<https://economics.brown.edu/academics/undergraduate/concentrations/declaring/>) for more information regarding the process.

Requirements for the Bachelor of Arts

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians

Course Requirements:

Applied Mathematics Requirements

APMA 0355	Applied Ordinary Differential Equations with Theory	1
APMA 0365	Applied Partial Differential Equations I with Theory	1
Select one of the following:		1
APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	

CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	
Select one of the following:		1
APMA 1200	Operations Research: Probabilistic Models	
or APMA 1210	Operations Research: Deterministic Models	
APMA 1655	Introduction to Probability and Statistics with Theory ¹	1
One 1000-level or higher APMA course (except APMA1910, APMA1920, and research/independent study)		1
Economics Requirements:		3
ECON 1130	Intermediate Microeconomics (Mathematical) ²	
ECON 1210	Intermediate Macroeconomics	
ECON 1630	Mathematical Econometrics I	
Two 1000-level courses from the "mathematical-economics" group: ³		2
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
One 1000-level course from the "data methods" group: ³		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	

ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
One additional 1000-level economics course. ⁴		1
Total Credits		13

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra

² Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

³ No course may be used to simultaneously satisfy the "mathematical economics," and "data methods" requirements.

⁴ Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Applied Math-Economics concentrators who wish to pursue honors must find a primary faculty thesis advisor in either Economics or Applied Math. They will be held to the Honors requirements of their advisor's department. Joint concentrators in Applied Mathematics-Economics with an Economics thesis advisor should follow the requirements published here (<https://economics.brown.edu/academics/undergraduate/honors-and-capstones/thesis/>), while concentrators with an Applied Math thesis advisor should follow the requirements published here (<https://www.brown.edu/academics/applied-mathematics/undergraduate-program/honors/>).

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Requirements for the Bachelor of Science

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory

Course Requirements:

Applied Mathematics Requirements

APMA 0355	Applied Ordinary Differential Equations with Theory	1
APMA 0365	Applied Partial Differential Equations I with Theory	

Select one of the following:

1

APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	
CSCI 0190	Accelerated Introduction to Computer Science	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
Select one of the following:		1
APMA 1200	Operations Research: Probabilistic Models	
or APMA 1210	Operations Research: Deterministic Models	
APMA 1655	Introduction to Probability and Statistics with Theory ¹	1
Two 1000-level or higher APMA or MATH courses with at least one in APMA (except APMA1910, APMA1920, MATH1090, MATH1910 and research/independent study). At most one of APMA 1000, APMA 1001, MATH 1000, MATH 1001 and at most one of APMA 1650, APMA 1655, MATH 1210, MATH 1610 can be used for concentration credit		2
Economics Requirements:		
ECON 1130	Intermediate Microeconomics (Mathematical) ²	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Three 1000-level courses from the "mathematical-economics" group: ³		3
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
One 1000-level course from the "data methods" group: ³		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	

ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
Two additional 1000-level economics courses ⁴		2
Total Credits		15

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra.

² Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required.

³ No course may be used to simultaneously satisfy the "mathematical economics" and "data methods" requirements.

⁴ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Applied Math-Economics concentrators who wish to pursue honors must find a primary faculty thesis advisor in either Economics or Applied Math. They will be held to the Honors requirements of their advisor's department. Joint concentrators in Applied Mathematics-Economics with an Economics thesis advisor should follow the requirements published here (<https://economics.brown.edu/academics/undergraduate/honors-and-capstones/thesis/>), while concentrators with an Applied Math thesis advisor should follow the requirements published here (<https://www.brown.edu/academics/applied-mathematics/undergraduate-program/honors/>).

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Standard program for the A.B. degree (Mathematical Finance track):

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)

or MATH 0350 Multivariable Calculus With Theory		
Course Requirements: 13 Courses: 6 Applied Math and 7 Economics		
Applied Mathematics Requirements		
APMA 0355	Applied Ordinary Differential Equations with Theory	1
and		
APMA 0365	Applied Partial Differential Equations I with Theory	1
Select one of the following:		1
APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	
APMA 1200	Operations Research: Probabilistic Models	1
APMA 1655	Introduction to Probability and Statistics with Theory	1
Select one of the following:		1
APMA 1160	An Introduction to Numerical Optimization	
APMA 1180	Introduction to Numerical Solution of Differential Equations	
APMA 1210	Operations Research: Deterministic Models	
APMA 1330	Applied Partial Differential Equations II	
APMA 1360	Applied Dynamical Systems	
APMA 1660	Statistical Inference II	
APMA 1670	Statistical Analysis of Time Series	
APMA 1680	Nonparametric Statistics	
APMA 1690	Computational Probability and Statistics	
APMA 1710	Information Theory	
APMA 1720	Monte Carlo Simulation with Applications to Finance (preferred)	
APMA 1740	Recent Applications of Probability and Statistics	
APMA 1860	Graphs and Networks	
MATH 1010	Analysis: Functions of One Variable	
APMA 193X, 194X	Senior Seminar series, depending on topic	4
Economics Requirements:		
ECON 1130	Intermediate Microeconomics (Mathematical)	1 ³
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Select two 1000-level courses from the "financial economics" group:		2
ECON 1710	Investments I	
ECON 1720	Corporate Finance	
ECON 1730	Venture Capital, Private Equity, and Entrepreneurship	
ECON 1750	Investments II	
ECON 1760	Financial Institutions	
ECON 1770	Crisis Economics	
ECON 1780	Advanced Topics in Corporate Finance	
ECON 1830	Behavioral Finance	
Select one 1000-level course from the "mathematical economics" group:		1 ²

ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
Select one 1000-level course from the "data methods" group:		1 ²
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	

Total Credits **13**

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra

² No course may be used to simultaneously satisfy any two or more of the "financial economics," "mathematical economics," and "data methods" requirements.

³ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

⁴ Requires written approval of the Director of Undergraduate Studies in Economics. APMA 1910 is not permitted.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Standard program for the Sc.B. degree (Mathematical Finance track):

Prerequisites:

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
APMA 0260	Linear Algebra and Multivariable Calculus for Applied Mathematicians
or MATH 0180	Multivariable Calculus
or MATH 0200	Multivariable Calculus (Physics/Engineering)
or MATH 0350	Multivariable Calculus With Theory

Course Requirements: 16 courses: 7 Applied Math and 9 Economics

Applied Mathematics requirements:

APMA 0355	Applied Ordinary Differential Equations with Theory	1
and		
APMA 0365	Applied Partial Differential Equations I with Theory	1
Select one of the following:		1
APMA 0160	Introduction to Scientific Computing (preferred)	
APMA 0200	Introduction to Modeling	
CSCI 0111	Computing Foundations: Data	
CSCI 0150	Introduction to Object-Oriented Programming and Computer Science	
CSCI 0170	Computer Science: An Integrated Introduction	
CSCI 0190	Accelerated Introduction to Computer Science	
APMA 1200	Operations Research: Probabilistic Models	1
APMA 1655	Introduction to Probability and Statistics with Theory ¹	1
Select two of the following:		2
APMA 1160	An Introduction to Numerical Optimization	
APMA 1180	Introduction to Numerical Solution of Differential Equations	
APMA 1210	Operations Research: Deterministic Models	
APMA 1330	Applied Partial Differential Equations II	
APMA 1360	Applied Dynamical Systems	
APMA 1660	Statistical Inference II	
APMA 1670	Statistical Analysis of Time Series	
APMA 1680	Nonparametric Statistics	
APMA 1690	Computational Probability and Statistics	
APMA 1710	Information Theory	
APMA 1720	Monte Carlo Simulation with Applications to Finance (preferred)	
APMA 1740	Recent Applications of Probability and Statistics	
APMA 1860	Graphs and Networks	

MATH 1010	Analysis: Functions of One Variable	
APMA 193X, 194X	Senior Seminar series, depending on topic ⁴	
Economics Requirements:		
ECON 1130	Intermediate Microeconomics (Mathematical) ³	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Select three 1000-level courses from the "financial economics" group: ²		3
ECON 1710	Investments I	
ECON 1720	Corporate Finance	
ECON 1730	Venture Capital, Private Equity, and Entrepreneurship	
ECON 1750	Investments II	
ECON 1760	Financial Institutions	
ECON 1770	Crisis Economics	
ECON 1780	Advanced Topics in Corporate Finance	
ECON 1830	Behavioral Finance	
Select two 1000-level courses from the "mathematical economics" group: ²		2
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
Select one 1000-level course from the "data methods" group: ²		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1345	Climate Change and the Commons	
ECON 1340	Economics of Global Warming	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Research Seminar in Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1520	Culture, History and Comparative Development	

ECON 1530	Health, Hunger and the Household in Developing Countries
ECON 1629	Applied Research Methods for Economists
ECON 1640	Mathematical Econometrics II
ECON 1660	Big Data
ECON 1670	Advanced Topics in Econometrics
ECON 1680	Machine Learning, Text Analysis, and Economics
ECON 1825	Behavioral Economics and Public Policy
ECON 1830	Behavioral Finance

Total Credits **16**

¹ Students can also use APMA 1650 but must also complete the APMA 1655 online bridgework course, pass the in-person bridgework exam that is offered once per semester, and have taken multivariable calculus and linear algebra

² No course may be used to simultaneously satisfy any two or more of the "financial economics," "mathematical economics," and "data methods" requirements.

³ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

⁴ Requires written approval of the Director of Undergraduate Studies in Economics. APMA 1910 is not permitted.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Computer Science-Economics Concentration Requirements

The joint Computer Science-Economics concentration exposes students to the theoretical and practical connections between computer science and economics. It prepares students for professional careers that incorporate aspects of economics and computer technology and for academic careers conducting research in areas that emphasize the overlap between the two fields. Concentrators may choose to pursue either the A.B. or the Sc.B. degree. While the A.B. degree allows students to explore the two disciplines by taking advanced courses in both departments, its smaller number of required courses is compatible with a liberal education. The Sc.B. degree achieves greater depth in both computer science and economics by requiring more courses, and it offers students the opportunity to creatively integrate both disciplines through a design requirement. If you are interested in declaring a concentration in Computer Science-Economics, please refer to this page for more information regarding the process. For more information about the CS Pathways, see this page.

Standard Program for the Sc.B. degree.

Prerequisites (3 courses):

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or MATH 0540	Linear Algebra With Theory
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science
ECON 0110	Principles of Economics

Required Courses: 17 courses: 8 Computer Science, 8 Economics, and a Capstone

CSCI 1450	Advanced Introduction to Probability for Computing and Data Science ¹	1

or APMA 1650	Introduction to Probability and Statistics with Calculus
or APMA 1655	Introduction to Probability and Statistics with Theory

Select one of the following Series: **2**

Series A

CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms

Series B

CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms

Series C

CSCI 0190	Accelerated Introduction to Computer Science (and an additional CS course not otherwise used to satisfy a concentration requirement; this course may be CSCI 0200, a Foundations CS course, or a 1000-level course.)

Series D

CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms

Two courses, touching two different Foundations areas **2**

a. Algorithms/Theory Foundations

CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction

b. AI/Machine Learning/Data Science Foundations, No concentration credit for 1410, 1411

CSCI 0410	Foundations of AI

c. Systems Foundations, Concentration credit not for both 300, 330

CSCI 0300	Fundamentals of Computer Systems
or CSCI 0320	Introduction to Software Engineering
or CSCI 0330	Introduction to Computer Systems

Three 1000-level CSCI courses, which must be technical courses as defined in concentration handbook.. One of these can be an additional 100-level Foundations course. **3**

ECON 1130	Intermediate Microeconomics (Mathematical) ²	1

ECON 1210	Intermediate Macroeconomics	1

ECON 1630	Mathematical Econometrics I	1

Three courses from the "mathematical economics" group (CSCI 1951K can be counted as one of them, if it has not been used to satisfy the computer science requirements of the concentration and if the student has taken either ECON 1470 or ECON 1870): **3**

ECON 1170	Welfare Economics and Social Choice Theory

ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies

ECON 1255	Unemployment: Models and Policies

ECON 1470	Bargaining Theory and Applications

ECON 1490	Designing Internet Marketplaces

ECON 1545	Topics in Macroeconomics, Development and International Economics

ECON 1560	Economic Growth

ECON 1640	Mathematical Econometrics II

ECON 1660	Big Data

ECON 1670	Advanced Topics in Econometrics

ECON 1680	Machine Learning, Text Analysis, and Economics

ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
Two additional 1000-level Economics courses excluding 1620, 1960, 1970 ³		2
One capstone course in either CS or Economics: a one-semester course, normally taken in the student's last semester undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic (preferably at the intersection of computer science and economics) in depth, to produce a culminating artifact such as a paper or software project. A senior thesis, which involved two semesters of work, may count as a capstone.		1
Total Credits		17

¹ Concentration credit will be given for only one of APMA 1650, APMA 1655, and CSCI 1450.

² Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required.

³ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites. If the primary thesis advisor belongs to Economics (Computer Science), then students must have a reader in the Computer Science (respectively, Economics) department.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Standard Program for the A.B. degree:

Prerequisites (3 courses):

MATH 0100	Single Variable Calculus, Part II
MATH 0520	Linear Algebra
or MATH 0540	Linear Algebra With Theory
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science
ECON 0110	Principles of Economics

Required Courses: 13 courses: 7 Computer Science and 6 Economics

CSCI 1450	Advanced Introduction to Probability for Computing and Data Science	1
or APMA 1650	Introduction to Probability and Statistics with Calculus	
or APMA 1655	Introduction to Probability and Statistics with Theory	

Select one of the following series:

Series A	
CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms
Series B	
CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms
Series C	
CSCI 0190	Accelerated Introduction to Computer Science (and an additional CS course numbered 200 or above not otherwise used to satisfy a concentration requirement; this course may be CSCI 0200, a Foundations course, or a 1000-level course)
Series D	
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms
Two courses, touching two different Foundations areas:	
a. Algorithms/Theory Foundations	
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction
b. AI/Machine Learning/Data Science Foundations.	
CSCI 0410	Foundations of AI
c. Systems Foundations. Concentration credit for only one of 300/330	
CSCI 0300 or CSCI 0320 or CSCI 0330	Fundamentals of Computer Systems Introduction to Software Engineering Introduction to Computer Systems
Two 1000-level CSCI courses, which must be technical courses, as defined in concentration handbook.	
ECON 1130	Intermediate Microeconomics (Mathematical) ¹
ECON 1210	Intermediate Macroeconomics
ECON 1630	Mathematical Econometrics I
Three courses from the "mathematical-economics" group: ²	
ECON 1170	Welfare Economics and Social Choice Theory
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
ECON 1255	Unemployment: Models and Policies
ECON 1470	Bargaining Theory and Applications
ECON 1490	Designing Internet Marketplaces
ECON 1545	Topics in Macroeconomics, Development and International Economics
ECON 1640	Mathematical Econometrics II
ECON 1660	Big Data
ECON 1670	Advanced Topics in Econometrics
ECON 1680	Machine Learning, Text Analysis, and Economics
ECON 1750	Investments II
ECON 1770	Crisis Economics
ECON 1805	Experimental and Behavioral Economics
ECON 1820	Theory of Behavioral Economics
ECON 1860	The Theory of General Equilibrium
ECON 1870	Game Theory and Applications to Economics

or any graduate Economics course ³

Total Credits **13**

¹ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

² CSCI 1951K can be counted as one of them, if it has not been used to satisfy the computer science requirements of the concentration and if the student has taken either ECON 1470 or ECON 1870.

³ Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, 1620 and 1960 can be used for university credit and up to two 1970s may be used for university credit.

Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites. If the primary thesis advisor belongs to Economics (Computer Science), then students must have a reader in the Computer Science (respectively, Economics) department.

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Mathematics-Economics Concentration Requirements

The Mathematics Economics concentration is designed to give a background in economic theory plus the mathematical tools needed to analyze and develop additional theoretical constructions. The emphasis is on the abstract theory itself. Students may choose either the standard or the professional track, both award a Bachelor of Arts degree. If you are interested in declaring a concentration in Mathematics Economics, please refer to this page for more information regarding the process.

Standard Mathematics-Economics Concentration Honors:

Economics

ECON 1130	Intermediate Microeconomics (Mathematical) ¹	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Two courses from the "mathematical-economics" group: ²		2
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	

ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
One course from the "data methods" group: ²		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
Two additional 1000-level economics courses ³		2
Mathematics		
Calculus: MATH 0180 or higher		1
Linear Algebra - one of the following:		1
MATH 0520	Linear Algebra	
MATH 0540	Linear Algebra With Theory	
Probability Theory - one of the following:		1
MATH 1210	Probability (Formerly MATH 1610)	
MATH 1620	Mathematical Statistics	
APMA 1650	Introduction to Probability and Statistics with Calculus	
Analysis - one of the following:		1
MATH 1010	Analysis: Functions of One Variable	
MATH 1630	Real Analysis I (Formerly MATH 1130)	
MATH 1640	Real Analysis II (Formerly MATH 1140)	
Differential Equations - one of the following:		1
MATH 1110	Ordinary Differential Equations	
MATH 1120	Partial Differential Equations	
One additional course from the Probability, Analysis, and Differential Equations courses listed above		1
Total Credits		14

¹ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

- ² No course may be "double-counted" to satisfy both the mathematical-economics and data methods requirement.
- ³ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, ECON 1620 and ECON 1960 can be used for university credit and up to two 1970s may be used for university credit.
- ⁴ MATH 1630 (formerly MATH 1130) is a prerequisite for MATH 1640 (formerly MATH 1140).

Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites.

Professional Track:

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Economics Graduate Program

The department of Economics offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. Ph.D. students can earn the A.M. on the way to the Ph.D. or can receive the A.M. if they choose not to complete the Ph.D. program. The A.M. requires passing eight courses in the areas of Microeconomics, Macroeconomics, and Econometrics. Effective the 2020-21 academic year the department will also offer a Post-Baccalaureate Certificate in Economics to select cohort of students working as Research Associates within Economics.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/economics> (<http://www.brown.edu/academics/gradschool/programs/economics/>)

Courses

ECON 0110. Principles of Economics.

This course offers an extensive coverage of economic issues, institutions, and vocabulary, plus an introduction to economic analysis and its application to current social problems. It is required for all economics concentrators and it is a prerequisite for ECON 1110, 1130, 1210 and 1620. It also serves as a general course for students who will take no other economics courses and want a broad introduction to the discipline.

ECON 0160. Intro to Finance - Money, Markets and You.

References to business, accounting, and financial markets are ubiquitous in our daily lives but are often intimidating to the outsider due to the specialized vocabulary and extensive use of abbreviations and acronyms (S&P 500, Fed Funds rate, EBITDA, EPS, P/E, DCF, EVA, etc.). However, regardless of our career choices, business and the financial markets play a role in our lives. All of us are consumers of financial services and we are all directly and indirectly impacted by capital allocation and market movements - it behooves us to be educated consumers, employees, business owners, and citizens.

ECON 0170. Essential Mathematics for Economics.

This course teaches the mathematical skills useful for upper level Economics classes. Emphasis is on acquisition of tools, problem solving, intuition, and applications rather than proofs.

This course satisfies the mathematics requirement for the Economics concentration, but does not serve as a prerequisite for upper level courses in Math, Applied Math, or other departments. Students planning further courses in those areas should take MATH 0100 or MATH 0170 (which also satisfy the Economics concentration requirement) instead. Ideally, ECON 0170 should be taken before ECON 1110, or at least simultaneously.

ECON 0180A. Using Big Data to Solve Economic and Social Problems.

This course will show how "big data" can be used to understand and address some of the most important social and economic problems of our time. The course will give students an introduction to frontier research and policy applications in economics and social science in a non-technical manner that does not require prior coursework in economics or statistics, making it suitable both for students exploring economics for the first time, as well as those with more experience. Topics include equality of opportunity, education, racial disparities, effects of the COVID-19 pandemic, health care, climate change, criminal justice, and tax policy. In order to be eligible, first year students would have to turn in the homework assignment and attend the first class.

ECON 0180D. The Power of Data (and its Limits).

Open any newspaper, any magazine, any academic journal, you'll find claims which rely on data. Government policies, economic data, health recommendations – all of these are based on some underlying data analysis. Data used in this context has enormous power, but it also has limits. Understanding these limits is key to using – but not mis-using – the power of data.

This first-year seminar will focus on understanding where data comes from, what we can learn from it, and what the limitations are. The course will emphasize policy-relevant economic and public health applications.

ECON 0180E. The Economics of Higher Education.

Some of the most important and controversial policy issues we face today concern higher education—such as whether college should be free, college debt should be forgiven, Federal Pell Grants should be increased, and colleges should embrace online instruction. This seminar will provide students with the skills and knowledge needed to understand and analyze these issues and is structured in two parts. In Part 1 (Basics), students will be given a grounding in how the U.S. system of higher education is structured and financed. Part 2 (Issues) will take a data-driven approach to assessing key questions about higher education, with applications to state and national policy issues. Guest speakers will occasionally visit the seminar to share their expertise with the class.

In order to be eligible, first year students would have to turn in the homework assignment and attend the first class.

See Class Notes for additional information

ECON 0200. 20th Century Political Economy.

This course covers major debates in the 20th century political economy, starting with the Bolshevik Revolution and the Treaty of Versailles. We examine the Great Depression, the New Deal, and Postwar economic planning in the US and UK. We then turn to consider important periods in the second half of the 20th century, including Indian Economic Planning, Bretton Woods, and inflation in the 1970s. The course ends with a consideration of trade, trade deficits, sovereign debt crises, and austerity. The aim is to develop an understanding of both sides of key debates in political economy.

ECON 0300. Health Disparities.

This seminar will examine the causes and consequences of racial and ethnic disparities in health in the United States, and their relationship to economic disparities. Although the course will be taught primarily from an economics perspective, it will draw on literature from sociology, demography and epidemiology. Enrollment determined by lottery.

ECON 0400. Race and Inequality in America.

This seminar examines the social disadvantage of African American in the United States from the perspectives of economics, though with due attention to sociology, politics and history. The course takes a holistic view of the relevant issues, ranging broadly. Quantitative economic analysis is used, but mastery of technique is not our primary focus. Issues to be examined include: Persistent racial disparities and their structural/historical origins Racial stereotypes, racial stigma, and racial justice Affirmative action policies Reparations for slavery, segregation and discrimination Race, Incarceration and American Values Race, crime, and urban policing Race and American politics

ECON 0510. Development and the International Economy.

A course designed primarily for students who do not plan to concentrate in economics but who seek a basic understanding of the economics of less developed countries, including savings and investment, health and education, agriculture and employment, and interactions with the world economy, including trade, international capital flows, aid, and migration.

ECON 0520. The Economics of Gender Equality and Development.

This course shows how an economics lens can be useful in understanding disparities in gender outcomes; how these disparities evolve over the development process; why closing gender gaps matters for development; and the roles of public policies and private action. Among the outcomes examined are human capital, access to economic opportunities, and agency or the ability to make choices and take actions. We will use the tools of economics to think about how individuals and families make decisions, respond to opportunities generated by markets, and are affected by the parameters outlined by both formal and informal institutions and social norms.

ECON 0600. Gender in the Economy.

What determines the division of labor in a household? Why is the employment to population ratio for men lower today than it was in the 1950s? Why is it higher for women? What is the cause of the gender wage gap and how has it changed over time? These are some of the questions addressed in this course. We will cover economic theories, empirical research, and trends associated with: marriage, divorce, cohabitation, labor supply decisions, division of labor in the household, gender inequality, and fertility choices.

ECON 0710. Financial Accounting.

This comprehensive course covers the basics of accounting theory and practice. Students learn about the accounting procedures for various forms of business organizations, and the tools used to record, analyze, and communicate financial data within an organization. In addition, students learn how to interpret, decipher, and understand financial information and its role within the financial statements. Whether you're pursuing a career in accounting, finance, or any business-related field, this course equips you with the essential skills to navigate the complex world of financial reporting and analysis.

ECON 0720. Business Fundamentals Bootcamp.

Brown has partnered with Hult International Business School (<https://www.hult.edu/lp/hult-brown-bootcamp/>) for this program - renowned for its skill-focused approach to education and commitment to learning by doing. The Business Fundamentals Bootcamp enables you to learn and practice the fundamental skills needed for innovation within a business setting. Rapidly evolving labor markets in the Age of AI place a premium on your ability to articulate, analyze, assess, and execute on innovative ideas. You will learn new business concepts in the areas of Marketing & Branding, Financial Acumen, and New Product Planning. You will integrate these skills by applying them to a growth challenge for an international food company - Grupo Bimbo (\$15B Revenues, Household Brands: Thomas' Muffins, SaraLee, Entenmann's). Throughout the course, you will test your business hypotheses and iterate your ideas. On a weekly basis you will turn concepts learned into practical skills, working in teams. The program culminates with a competitive pitch to company executives. Faculty will challenge and support you with practice opportunities -- individually and in collaborative teams. Your faculty for this immersive experience will be a combination of Brown faculty, Hult faculty, senior executives and practitioners, and coaches.

ECON 1000. Using Big Data to Solve Economic and Social Problems.

This course will show how "big data" can be used to understand and address some of the most important social and economic problems of our time. The course will give students an introduction to frontier research and policy applications in economics and social science in a non-technical manner that does not require prior coursework in economics or statistics, making it suitable both for students exploring economics for the first time, as well as those with more experience. Topics include equality of opportunity, education, racial disparities, effects of the COVID-19 pandemic, health care, climate change, criminal justice, and tax policy.

ECON 1050. Environmental Economics and Policy.

This course considers environmental issues through an economic lens. It is loosely arranged around four questions: why are markets so powerful? Why do markets frequently fail to deliver environmental goods? Can markets be harnessed to deliver environmental goods? If so, why don't we do that? This course was previously listed as ENVS 1350 and ECON 1350; ECON 1350 had ECON 1110 as a prerequisite, and had problem sets and exams requiring calculus. The only prerequisite for this course is ECON 0110. By the end of the course, student will be able to articulate answers to all four questions, and use mathematical models to explore these issues further in depth.

ECON 1070. Race, Crime, and Punishment in America.

This new course will use the perspectives of economics to examine the causes and consequences of high levels of incarceration in the United States, especially as it relates to the social disadvantage of African Americans. Quantitative analysis will be used sparingly. Students will be evaluated based on three short writing assignments. Issues examined include: racial disparities in punishment; the impact of crime on communities; policing and race relations in American cities; stereotypes and the economics of crime; the governing of prisons and the limits of punishment.

ECON 1090. Introduction to Game Theory.

This course offers an introduction to game theory, which studies strategic interactive decision-making. A more detailed (tentative) plan of what we will cover is available as an appendix to this syllabus (see the end of the document).

ECON 1110. Intermediate Microeconomics.

Tools for use in microeconomic analysis, with some public policy applications. Theory of consumer demand, theories of the firm, market behavior, welfare economics, and general equilibrium.

ECON 1130. Intermediate Microeconomics (Mathematical).

Microeconomic theory: Theories of the consumer and firm, competitive equilibrium, factor markets, imperfect competition, game theory, welfare economics, general equilibrium. May not be taken in addition to ECON 1110.

ECON 1170. Welfare Economics and Social Choice Theory.

Advanced microeconomic theory class for undergraduates. Building on the intermediate microeconomics course, the approach is more formal and mathematically more rigorous, presenting arguments and expecting students to carefully develop techniques in order to understand and produce logical proofs. Topics include the efficiency and coalitional stability properties of markets, as well as other mechanisms to allocate resources. Market failures are discussed, including advanced treatments of externalities, public goods, and asymmetric information. The second part of the course will discuss a number of topics in social choice theory, including different normative criteria of compensation, life and death choices, majority voting, Arrow's impossibility theorem.

ECON 1200. History of Economic Thought.

This course covers the history of modern (20th century) economics and economic thinking from the marginal revolution through the first half of the 20th century. The aim will be to develop an understanding of the origin and evolution of central concepts in economic theory, including subjective utility, marginal analysis, competitive markets, examine methodological disputes over positivism and formalism, and the development of general competitive equilibrium. We will consider the emergence of certain subfields in modern economics, and end with a discussion of the relevance of these ideas for economics in the 21st century.

ECON 1205. The Economics of Populism and Polarization.

The recent rise of populism has been unprecedented in history. At the same time, the U.S. is described as increasingly polarized by mass media. What accounts for this? How do these two concepts relate to each other? This course will use tools from microeconomics and applied econometrics to study the origins and implications of populism and political polarization, exploring how economic, cultural, and political factors interact. Students will complete weekly readings, a presentation, a discussion, and a final paper. Classes will be as interactive as possible.

ECON 1210. Intermediate Macroeconomics.

This course offers a comprehensive overview of various topics in macroeconomics such as output, consumption, investment, unemployment, inflation, and economic growth. This course will develop theoretical models used to study the economy over different periods of time, from one or two years to several decades. Students will use theoretical models in combination with graphical and mathematical analysis to examine the impact of shocks and monetary and fiscal policies on the aggregate economy.

ECON 1225. Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies.

The course is concerned with macroeconomic policy in the US, with special focus on the recent economic crisis. The main objective of the course is to introduce students to the type of models and methods used in current research in macroeconomics both in the scholarly literature but also in the practice of central banks and major policy institutions. Events of the financial crisis and the economic recession of 2007-2009 will serve to illustrate the challenges confronted by macroeconomic analysis.

ECON 1255. Unemployment: Models and Policies.

This course will cover research topics related to unemployment, focusing on the models used to describe unemployment and the policies used to tackle unemployment. It will address the following questions: Why does unemployment exist? Why does unemployment vary across countries? Why does unemployment vary over time? What is the socially optimal level of unemployment? How should unemployment insurance, monetary policy, and fiscal policy respond to an increase in unemployment during a recession?

ECON 1300. Education, the Economy and School Reform (EDUC1600).

Interested students must register for EDUC 1150.

ECON 1301. Economics of Education I.

This course teaches students how to use microeconomics to analyze a broad array of education policy issues. The departure of this course from ECON 1110 is the emphasis on studying microeconomics in applied settings, and in particular, using microeconomic concepts to think about, analyze, and solve policy questions in education.

ECON 1305. Economics of Education: Research.

This course will cover academic research in the Economics of Education. Topics include production of student achievement, measuring student achievement, funding of public education, and school choice and school vouchers.

ECON 1310. Labor Economics.

This class covers theoretical and empirical analyses of wage and employment determination in the U.S. labor market and examines the impact of labor market institutions and government policy on worker outcomes. Topics include labor supply, labor demand, labor market equilibrium, minimum wages, monopsony power, labor exploitation, human capital, wage inequality, and labor market discrimination. Special attention is paid to issues that arise when attempting to draw credible inferences from non-experimental data and to the types of research designs that can address these issues.

ECON 1315. Health, Education, and Social Policy.

The goal of the course is to help students to use economic theory and modern empirical methodology to think critically about the relative costs and benefits of health and education policies. By the end of the course students should feel comfortable critically evaluating proposals meant to increase human capital through school reforms, increased access to health care, or improved health environments.

ECON 1330. Gender and Development.

This course explores gender-specific challenges in development, examining how gender outcomes evolve with economic processes. Students will engage with theoretical frameworks and recent empirical research papers to understand the intersectionality of gender with important phenomenon studied in Development Economics. This course is ideal for students interested in applying insights and techniques from microeconomics and econometrics.

ECON 1340. Economics of Global Warming.

The problem of global warming can be usefully be described with the following simple economic model. We face a tradeoff between current consumption, future consumption, and future climate, have preferences over consumption and future climate and would like to choose our optimal climate/consumption bundle. This course is organized around filling in the details required to make this model useful, characterizing the optimal climate/consumption path suggested by the model, and finally, investigating policies to achieve the optimal path.

ECON 1345. Climate Change and the Commons.

This discussion-based seminar course aims to help students understand the different political challenges related to climate change. We will begin with an overview of the causes and consequences of climate change, emphasizing how the average effects conceal net winners and losers under the current status quo. Subsequently, we will step back to build a conceptual framework to understand the complexities underlying the Tragedy of the Commons, as well as the basics of market and non-market solutions. Finally, we will return to climate change to discuss the challenges of addressing it, both globally and within individual countries, that stem from the Tragedy of the Commons.

ECON 1350. Environmental Economics and Policy.

This course considers environmental issues through an economic lens. It is loosely arranged around four questions: why are markets so powerful? Why do markets frequently fail to deliver environmental goods? Can markets be harnessed to deliver environmental goods? If so, why don't we do that?

ECON 1355. Environmental Issues in Development Economics.

Examines environmental issues in developing countries, including air and water pollution, land use change, energy use, and the extraction of natural resources. Uses microeconomic models of households and firms, linking household/firm decision-making on environmental issues to choices in labor, land, and product markets. Develops basic empirical techniques through exercises and a project. For readings, relies exclusively on recent research to illustrate the roles of econometrics and economic theory in confronting problems at the nexus of the environment, poverty, and economic development.

ECON 1360. Research Seminar in Health Economics.

The class covers healthcare in the U.S. from an economic perspective. A major theme throughout the semester is an attempt to understand why the U.S. has the lowest life expectancy among all wealthy nations while at the same time having by far the highest per-capita spending on healthcare. We also examine the impact of government policy and healthcare institutions on health outcomes in the U.S., with an emphasis placed on determining the credibility of empirical evidence. Consequently, we survey the issues that arise when attempting to draw causal inferences from non-experimental data and the types of research designs and econometric tools that can address potential sources of bias. More generally, the course emphasizes the development and application of critical thinking skills in the context of health economics, with classes often conducted in the style of a research seminar.

ECON 1370. Race and Inequality in the United States.

We examine racial inequality in the United States, focusing on economic, political, social and historical aspects. Topics include urban poverty, employment discrimination, crime and the criminal justice system, affirmative action, immigration, and low wage labor markets. Black/white relations in the US are the principle but not exclusive concern.

ECON 1375. Inequality of Opportunity in the US.

This course examines empirical evidence on inequality of opportunity in the US. We cover recent work in economics that measures the importance of parents, schools, health care, neighborhoods, income, and race in determining children's long-term labor market success, and implications of these findings for US public policy. We will also place the empirical work in historical and philosophical context and cover a variety of statistical issues.

ECON 1385. Intergenerational Poverty in America.

In the US, the children of poor parents are eight times more likely to grow up to be poor than the children of high-income parents. What accounts for this? In this course we try to answer this question by examining how poverty influences child development and, ultimately, their income and wellbeing in adulthood. We will begin the course with an overview of poverty and intergenerational mobility in America, looking at historical trends and placing the US in international context. To understand why poverty is persistent across generations in the US, we begin with the economic model of skill formation in childhood. We then consider the existing research exploring how a number of factors explain the intergenerational persistence of poverty, including parental time, pollution, infant and child health, the justice system, neighborhoods, stress, and preschool/education systems. This course will involve reading and discussion of economic research and a final independent research project that will require data analysis and the application of empirical methods students have learned in econ 1629/1630.

ECON 1390. Inequality of Income, Wealth, and Health in the United States.

Inequality of income, wealth, and health, with a focus on the United States. Topics include measurement of inequality, mobility, and poverty; the mapping from individual characteristics to income and wealth; transmission of economic status between generations; the division of national income between capital and labor; factors causing the rise in inequality in the United States since 1980, including technological change and globalization; differential trends in life expectancy, morbidity, and health behaviors among income groups; government policies that impact inequality, including progressive taxation, the minimum wage, support of unionization, public education, and immigration policy; and the political economy of redistributive policies.

ECON 1400. The Economics of Mass Media.

The mass media shape our culture and politics but are also shaped by their economic incentives. In this course we will use tools from microeconomics and econometrics to study the effects of mass media on economic, social and political behavior, and to study the factors that shape media content and availability. We will develop implications for business and public policy. Students will complete weekly readings, bi-weekly assignments, a take-home midterm, and a final paper and presentation. Class time will be devoted to a mix of lecture and discussion of readings and lecture topics.

ECON 1410. Urban Economics.

The first part of the course covers the set of conceptual and mathematical models widely used to understand economic activity both between and within cities. The second part of the course examines various urban policy issues including urban transportation, housing, urban poverty, segregation and crime. The course makes extensive use of empirical evidence taken primarily from the United States.

ECON 1420. Industrial Organization.

A study of industry structure and firm conduct and its economic/antitrust implications. Theoretical and empirical examinations of strategic firm interactions in oligopolistic markets, dominant firm behaviors, and entry deterrence by incumbents. Economics of innovation: research and development activities and government patent policies. Network effects, and why market share critical mass matters for firm survival in certain markets.

ECON 1430. The Economics of Social Policy.

This course will cover research topics in the economics of social policy. The course will focus on understanding the context for key social policies in health, education, social welfare and other areas as well as understanding the methods that economists use to generate causal impacts of these policies.

ECON 1440. The Economic Analysis of Political Behavior.

Slow economic growth, controversial policy, and over a decade of continuous war have led many to question the extent to which government is a force for the common good. Blame is often assigned to specific politicians or ideological perspectives. Public choice economics instead analyzes the incentive structure within which political decisions take place, seeking to uncover the forces guiding the behavior of voters, legislators, judges, and other political agents. This course will examine the insights and limitations of the public choice perspective in the context of electoral politics, legislation, bureaucracy and regulation, and constitutional rules.

ECON 1450. Economic Organizations and Economic Systems.

Positive and normative study of the organizations that comprise and the institutional structures that characterize a modern mixed market economy. Theoretical efficiency and potential limitations of private enterprises and markets including (a) why some market actors are organizations (e.g., companies), (b) effort elicitation problems in organizations, (c) the problem of cooperation in traditional versus behavioral economics, and (d) alternative kinds of organization (including proprietorships, corporations, nonprofits, government agencies). Roles of government, and problems of government failure, including the collective action problem of democracy. State-market balance and contemporary controversies over the economic system in light of the 2008 financial crisis.

ECON 1460. Industrial Organization (Mathematical).

A more mathematical treatment of industry structure, firm conduct, and economic/antitrust implications. Theoretical and empirical examinations of strategic firm interactions in oligopolistic markets, dominant firm behaviors, and entry deterrence by incumbents. Economics of innovation: research and development activities and government patent policies. This course uses mathematical methods from intermediate microeconomics, including game theory, and from econometrics, including regression analysis.

ECON 1465. Antitrust and Competition.

Antitrust law shapes competition through public policy based on economics and economic incentives. In this course we will use tools from microeconomics, econometrics, and industrial organization to learn about Antitrust policy and regulation of competition in the marketplace. We will learn about antitrust through the context of economics and Antitrust cases over the past century. Students will complete weekly readings, and a final paper. Class time will be devoted to a mix of lecture and discussion of readings and lecture topics.

ECON 1470. Bargaining Theory and Applications.

Bargaining theory is emerging as an important area within the general rubric of game theory. Emphasis is on providing a relatively elementary version of the theory in order to make it accessible to a large number of students. Covers introductory concepts in game theory, strategic and axiomatic theories of bargaining and their connections, applications to competitive markets, strikes, etc.

ECON 1480. Public Economics.

What is the appropriate role for government in a market economy? How can public policy help or hinder economic outcomes? How do governments choose what policies to pursue? These are the sorts of questions addressed in Public Economics, which uses the tools of economic theory to analyze a wide range of topics, including taxation, public goods, healthcare policy, zoning, voting behavior, and more.

ECON 1487. Translating Evidence into Economic Policy.

The objective of this course is, precisely, to offer those insights to students interested in a career in policymaking by providing case studies of the most important and challenging policy questions of our lifetimes. By the end of the course students will have deepened their understanding of the most important policy challenges from an array of different contexts and the evidence around them, with a special focus on quantitative methods useful to analyze those questions. This class is particularly designed for students that have already studied some of the basic econometric methods, but feel they could get a better understanding of them when looking at them in the context of actual, real-life, policy challenges.

ECON 1490. Theory of Market Design.

How can we use economic theory to better design economic markets? This course studies various theoretical models that help understand important design features in many real-world markets. Topics include market entry, pricing, search, auctions, matching, reputation, and peer-to-peer platform design. We will develop theoretical "case studies" of several real-world markets (egs. eBay, Airbnb, Google advertising, Uber, Tinder, TaskRabbit). Prerequisites: ECON 1110 or ECON 1130. While ECON 1870 is not a prerequisite, you may benefit from familiarity with this course material.

ECON 1500. Current Global Macroeconomic Challenges.

We will study some of the most important macroeconomic challenges that the world faces today including secular stagnation, inequality, COVID-19, climate change, fiscal sustainability. This course aspires to make you a better economist and a better citizen of the world. We will talk about the 'big stuff' that really matters, the economic forces that shape the lives of billions of people – including your own. By the end of the course, you will feel more comfortable evaluating economic policy aimed at tackling complex real-world economic issues that are riddled with tradeoffs and uncertainty.

ECON 1510. Economic Development.

This course is an introduction to development economics and related policy questions. It discusses the measurement of poverty and inequality; growth; population change; health and education; resource allocation and gender; land and agriculture; and credit, insurance, and savings. The course provides a theoretical framework for the economic analysis of specific problems associated with developing economies, and introduces empirical methods used to evaluate policies aimed at solving these problems. By the end of the class, students will be able to discuss some of the "hot topics" in development, like microfinance, family planning, or the problem of "missing women" in South-East Asia.

ECON 1520. Culture, History and Comparative Development.

Why are some societies rich and others poor? While typical answers emphasize proximate causes like factor accumulation, technological progress, and demographic change, weighing the shadow of history on contemporary economic performance occupies an increasing part of the agenda among growth and development economists. This course will critically survey the recent empirical literature highlighting the role of historical events and geographic endowments in shaping social, political, and cultural factors and the process of development.

ECON 1530. Health, Hunger and the Household in Developing Countries.

Microeconomic analysis of household behavior in low income societies emphasizing the economic determinants of health and nutrition and the evaluation of policy. The relationship among health, nutrition, fertility, savings, schooling, labor productivity, wage determination, and gender-based inequality. Emphasizes theoretically-based empirical research.

ECON 1540. International Trade.

Theory of comparative advantage, trade, and income distribution. Welfare analysis of trade: gains from trade, evaluation of the effects of trade policy instruments-tariffs, quotas, and subsidies. Trade under imperfect competition. Strategic trade policy. Trade, labor markets, preferential trade agreements, and the world trading systems.

ECON 1545. Topics in Macroeconomics, Development and International Economics.

This class is a senior seminar that covers selected topics at the intersection of macroeconomics, economic development and international trade. The leading theme of the class is the determinants of the observed cross-country differences in income per capita and growth rates. We will consider a wide range of theories to explain such disparities in economic outcomes, with a special focus on theories that stress problems in financial markets. We will also study the role of wealth inequality. We may also cover structural change, the link between volatility, diversification and development, and selected topics in international trade.

ECON 1550. International Finance.

The balance of payments; identification and measurement of surpluses and deficits; international monetary standards; the role of gold and paper money; government policies; free versus fixed exchange rates; international capital movements; war and inflation; the International Monetary Fund.

ECON 1560. Economic Growth.

A theoretical and empirical examination of economic growth and income differences among countries. Focuses on both the historical experience of countries that are currently rich and the process of catch-up among poor countries. Topics include population growth, accumulation of physical and human capital, technological change, natural resources, income distribution, geography, government, and culture.

ECON 1565. Income Inequality.

This course examines the macroeconomic dimensions of income inequality. How much of national income is paid to capital and how much to labor? What determines the gap in wages between workers with different skill levels, as well as variation in wages within skill groups? How have changes in technology, openness to trade, government policy, and the quantities of factors of production contributed to changes in these relative returns? What determines the aggregate quantities of different factors of production as well as their distribution among individuals? How does inequality feed back to affect macroeconomic stability and long term growth?

ECON 1570. The Economics of Latin Americans.

This course introduces students to the economic study of Latin Americans (both in the US and abroad). Topics include the determinants of economic development, institutions and growth, imperialism, conflict, immigration and discrimination.

ECON 1590. The Economy of China since 1949.

This course examines the organization, structure, and performance of the economy of China. Emphasis is placed on the changing economic system including the roles of planning and markets and government economic strategy and policies. The pre-reform period (1949-78) receives attention especially as it influences developments in the market-oriented reform period since 1978. Topics include rural and urban development, industrialization and structural change, rural-urban migration, income inequality and growth, the role of international trade and investment. Both analytical and descriptive methods are used.

ECON 1600. Education, the Economy and School Reform.

This seminar examines the linkages between educational achievement and economic outcomes for individuals and nations. We study a range of system, organizational, and personnel reforms in education by reviewing the empirical evidence and debating which reforms hold promise for improving public education and closing persistent achievement gaps. Understanding and critiquing the experimental, quasi-experimental and descriptive research methods used in the empirical literature will play a central role in the course.

ECON 1620. Introduction to Econometrics.

This course introduces the statistical methods used to analyze economic data. Economists often need to test the validity of competing theories and to analyze government and business policies. Econometrics provide them with the necessary tools. The course starts with an exposition of essential probability concepts. Then, students will be introduced to statistical inference, estimation and hypothesis testing. The third part of the course will be devoted to regression analysis. Theory is illustrated with examples, and emphasis will be placed on the connection between the theory and application. This practice will be reinforced by computer lectures using Stata, a computer software commonly used by economists for data analysis. This course is a prerequisite for many applied economics courses at Brown and for higher level econometrics.

ECON 1629. Applied Research Methods for Economists.

This class will cover the basics of applied research in economics. We will cover how we use economic theory to formulate a hypothesis to test and how we use data to test our hypothesis. As part of the coursework, students will be exposed to topics across multiple fields of applied economic research (eg, health, labor, political economy, urban economics, development, etc.) that can be explored in greater detail in more advanced classes. Students will read and discuss papers published in professional journals and perform data analysis.

ECON 1630. Mathematical Econometrics I.

Advanced introduction to econometrics with applications in finance and economics. How to formulate and test economic questions of interest. The multivariate linear regression model is treated in detail, including tests of the model's underlying assumptions. Other topics include: asymptotic analysis, instrumental variable estimation, and likelihood analysis. Convergence concepts and matrix algebra are used extensively.

ECON 1640. Mathematical Econometrics II.

Continuation of ECON 1630 with an emphasis on econometric modeling and applications. Includes applied topics from labor, finance, and macroeconomics.

ECON 1650. Financial Econometrics.

Financial time series, for example, asset returns, options and interest rates, possess a number of stylized features that are analyzed using a specific set of econometric models. This course deals with an introduction to such models. It discusses time series models for analyzing asset returns and interest rates, (GARCH) models to explain volatility, models to explain extreme events which are used for the Value at Risk and models for options prices.

ECON 1660. Big Data.

The spread of information technology has lead to the generation of vast amounts of data on human behavior. This course explores ways to use this data to better understand the societies in which we live. The course weaves together methods from machine learning (OLS, LASSO, trees) and economics (reduced form causal inference, economic theory, structural modeling) to answer real world questions in a sequence of projects. We will use these projects as a backdrop to weigh the importance of causality, precision, and computational efficiency. Knowledge of basic econometrics and programming is assumed.

ECON 1670. Advanced Topics in Econometrics.

This class will present advanced topics in Econometrics. The focus will be on cross-sectional methods; the class will start with some basic results needed for any advanced econometrics work, before giving an introduction to asymptotic and identification techniques and concepts, with some applications.

ECON 1680. Machine Learning, Text Analysis, and Economics.

Economists need advanced methods to study data that is complex, high-dimensional, and unstructured. The goal of this course is to highlight the key challenges of working with such data in economics and what machine learning and text analysis methods can be used to address them. Private sector companies, government agencies, and economics graduate programs are all looking for individuals with an understanding of these advanced methods and experience in applying them to real-world problems. This course is designed to help to meet that demand. This course will meet once a week. Lectures will introduce students to new material and include discussions of current economics research using machine learning and text analysis methods. They will also include applied exercises demonstrating methods covered in class and will focus on developing writing assignments and providing peer feedback.

ECON 1690. Latin American Economic History.

Latin America and the Caribbean is one of the culturally richest and most diverse regions of the world. It also possesses a long history, dating back to pre-Columbian indigenous tribes, including the multifaceted trauma of colonization and more than two hundred years of independent republics. In this course we will explore this rich legacy, to uncover the deep roots of regional underdevelopment and inequality today. We will explore and scrutinize some of the canonical explanations for why is the region still poor and unequal. We will cover key topics such as the role of natural endowments, colonial institutions, slavery, education, religion and elites, among others. We will also study the role of politics in economics in a region that has experienced everything from dictatorships, guerrilla movements and crime.

ECON 1710. Investments I.

The function and operation of asset markets; the determinants of the prices of stocks, bonds, options, and futures; the relations between risk, return, and investment management; the capital asset pricing model, normative portfolio management, and market efficiency. Pre-registration will be limited to juniors and seniors (semesters 05 or higher) that meet the listed prerequisite requirements.

ECON 1720. Corporate Finance.

A study of theories of decision-making within corporations, with empirical evidence as background. Topics include capital budgeting, risk, securities issuance, capital structure, dividend policy, compensation policy, mergers and acquisitions, leveraged buyouts and corporate restructuring.

ECON 1730. Venture Capital, Private Equity, and Entrepreneurship.

This course offers an in-depth exploration of how venture capital and private equity investors source and evaluate investment opportunities, structure deals, assist companies in creating value, and execute successful exits. Through lectures and case studies, we'll also cover topics such as fund structures, valuation methods, and incentive design.

ECON 1740. Mathematical Finance.

The course is an introduction to both the economics and the mathematics of finance. Concentrating on the probabilistic theory of continuous arbitrage pricing of financial derivatives, it provides full treatment of Black-Scholes option pricing and its extensions to the case of stochastic volatility and VIX derivatives. More generally, the techniques of change of measure and risk-neutralization are extensively studied, including in the context of fixed-income securities. Finally, implications for financial econometrics (stochastic volatility processes, models of stochastic discount factors) are briefly discussed.

ECON 1750. Investments II.

Individual securities: forwards, futures, options and basic derivatives, pricing conditions. Financial markets: main empirical features, equity premium and risk-free rate puzzles, consumption based asset pricing models, stock market participation, international diversification, and topics in behavioral finance.

ECON 1760. Financial Institutions.

This course analyzes the role of financial institutions in allocating resources, managing risk, and exerting corporate governance over firms. After studying interest rate determination, the risk and term structure of interest rates, derivatives, and the role of central banks, it takes an international perspective in examining the emergence, operation, and regulation of financial institutions, especially banks.

ECON 1770. Crisis Economics.

This course analyzes the economics of financial crises, starting from the preceding run-up and credit market froth, to how crises are initially triggered, amplified, and propagated to the broader macroeconomy. We will devote considerable time to the workings of the financial system, especially financial intermediation and the role of the central bank. The course aims to ground this in economic theory and empirical analyses: as such, many of the readings will be recent journal articles and working papers. By the end of this course, students will be familiar with the systematic forces that drive financial fragility, and the tradeoffs that policy makers face before, during, and after the crises. They will be able to apply the framework to analyze real world scenarios and current events.

ECON 1780. Advanced Topics in Corporate Finance.

This advanced, case-based seminar is focused on delving deeply into several key pillars of corporate finance: valuation, financing, cash management, and, importantly, business ethics. We will build upon concepts presented in earlier finance courses, in particular, ECON 1710 and ECON 1720, and will use MBA-level cases to explore in much greater detail several concepts introduced in these classes. This course is rigorous - we will be analyzing at least one case each week and qualitative and quantitative case write-ups will be required throughout the semester, as well as a comprehensive final project. We will have guest speakers throughout the semester.

ECON 1805. Experimental and Behavioral Economics.

There is a rich literature on experimental economics, which sheds light on whether the predictions of economic theory materialize in controlled, laboratory settings. We will start by studying the methodology of experimental economics, and then delve into a range of classic and more recent topics that have been taken to the laboratory. A large focus of the class will be applications of experimental methods to behavioral economics.

ECON 1820. Theory of Behavioral Economics.

This course provides a formal introduction to behavioral economics, focusing mostly on individual decision making. For different choice domains, we start by analyzing the behavior implied by benchmark models used by economists (e.g. rational choice, expected utility, exponential discounting). Experimental and empirical evidence is then used to highlight some limitations of these models, and to motivate new models that have been introduced to account for these violations. We will cover, for instance, models of limited attention, non-expected utility, and hyperbolic discounting.

ECON 1825. Behavioral Economics and Public Policy.

This course explores ways that psychological research indicating systematic departures from classical economic assumptions can be translated into formal models that can be incorporated into economics. The course will emphasize careful interpretation and production of new evidence on relevant departures, formalizing this evidence into models that can generate sharp predictions using traditional economic approaches, and exploring implications of those models for public policy.

ECON 1830. Behavioral Finance.

Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers are generally rational and that the prices of securities are generally "efficient." In recent years, however, theoretical and empirical research has shown this paradigm to be insufficient in describing the various features of actual financial markets. In this course we will examine how the insights of behavioral finance complement the traditional paradigm and shed light on the behavior of asset prices, corporate finance, financial crises, and other phenomena.

ECON 1850. Theory of Economic Growth.

This course explores the origins of wealth and inequality across the globe. It examines: (i) the determinants of the growth process since the emergence of Homo sapiens, (ii) the roots of the dramatic transformation in living standards in the past two centuries, and (iii) the role of deeply rooted geographical, institutional, and cultural characteristics as well as human diversity in the uneven development across the countries and regions. The analysis proposes a resolution for some of the most fundamental mysteries of the journey of humanity: What trapped humankind in poverty for most of human existence? What sparked the massive metamorphosis in living standards over the past two centuries? And what led to the emergence of immense inequality across nations?

ECON 1860. The Theory of General Equilibrium.

Existence and efficiency of equilibria for a competitive economy; comparative statistics; time and uncertainty.

ECON 1870. Game Theory and Applications to Economics.

Study of the elements of the theory of games. Non-cooperative games. Repeated games. Cooperative games. Applications include bargaining and oligopoly theory.

ECON 1960. Honors Tutorial for Economics Majors.

Students intending to write an honors thesis in economics must register for this class. The goal is to help students with the process of developing and writing their thesis. Particular focus will be on data analysis, identifying appropriate literature and testing hypotheses. Each student must find a thesis advisor with interests related to their topic. Students will plan to enroll in this course in both semesters.

Note this course does not count toward Economics concentration credit.

ECON 1970. Independent Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ECON 2010. Mathematics for Economists.

Techniques of mathematical analysis useful in economic theory and econometrics. Linear algebra, constrained maximization, difference and differential equations, calculus of variations.

ECON 2020. Applied Economics Analysis.

This course prepares students to conduct independent research by providing the necessary skills in programming and project organization. Topics covered will include version control, integrated development environments (IDEs), programming basics, package environments, functional programming, data visualization, data science, and more. Material will be presented using the programming language R, with some time spent on introductions to Python, Julia, and some basics of HTML. By the end of the course students should feel comfortable in the major programming languages used in economic research and in producing their own work as a replicable, sustainable project.

ECON 2030. Introduction to Econometrics I.

The probabilistic and statistical basis of inference in econometrics.

ECON 2040. Econometric Methods.

Applications of mathematical statistics in economics. The nature of economic observations, cross-section and time series analysis, the analysis of variance and regression analysis, problems of estimation.

ECON 2050. Microeconomics I.

Decision theory: consumer's and producer's theory; general competitive equilibrium and welfare economics: the Arrow-Debreu-McKenzie model; social choice and implementation.

ECON 2060. Microeconomics II.

Economics of imperfect information: expected utility, risk and risk aversion, optimization under uncertainty, moral hazard, and self-selection problems. Economics of imperfect competition: monopoly; price discrimination; monopolistic competition; market structure in single shot, repeated and stage games; and vertical differentiation.

ECON 2070. Macroeconomics I.

Consumption and saving, under both certainty and uncertainty; theory of economic growth; real business cycles; investment; and asset pricing.

ECON 2080. Macroeconomics II.

Money, inflation, economic fluctuations and nominal rigidities, monetary and fiscal policy, investment, unemployment, and search and coordination failure.

ECON 2090. Topics in Microeconomics: Decision Theory and Evidence.

Decision theory is the use of axiomatic techniques to understand the observable implications of models of choice. It is central to the incorporation of psychological insights into economics, and provides a vital link between theory and experimental economics. This course covers standard economic models of choice in different domains - choice under risk, choice under uncertainty and intertemporal choice. It looks at key topics from behavioral economics: choice with incomplete information, reference dependent preferences, temptation and self control, the Allais paradox, ambiguity aversion and neuroeconomics. In each case it relates the predictions of theory to experimental data on behavior.

ECON 2130. Topics in Monetary Economics.

Business cycle analysis with an emphasis on heterogeneous-agent economics and the interaction between business cycles and economic growth.

ECON 2140. Economic Modeling for Applied Economists.

The purpose of this course is to develop formal tools for building formal, theoretical economic models to support empirical research. This class is aimed at graduate students conducting applied research who have begun conducting independent research. The class will first introduce and review important topics from game theory used in constructing models, but with an applied focus, taking into account common data restrictions and limitations. Emphasis will be placed on tools which can be used to complement existing research goals. Students will be expected to participate in class discussions, weekly assignments, and presentations/reviews of existing papers. Class time will be split between lectures and group discussions/presentations. The main deliverable for the course is to add a formal modeling section to an existing/ongoing independent research project.

ECON 2150. Market Design.

This is a theoretical course in market design, specifically studying the theory and applications of matching. It is designed for students interested in market and mechanism design, and may also be of interest to students interested in utilizing applied theory in their research. The course will begin with an overview of matching markets, but will quickly move to recent advances and open research topics.

ECON 2160. Risk, Uncertainty, and Information.

Advanced topics in the theories of risk, uncertainty and information, including the following: Decision making under uncertainty: expected and non-expected utility, measures of risk aversion, stochastic dominance. Models with a small number of agents: optimal risk-sharing, the principal-agent paradigm, contracts. Models with a large number of agents: asymmetric information in centralized and decentralized markets. Implementation theory.

ECON 2170. Applied Economic Theory.

In this course we will survey some classic theoretical papers published post-1980, drawn from a variety of fields in economics. Our emphasis will be on mastering modeling techniques in these papers, with an eye toward applying those techniques to new problems. The papers fall within the broad areas of industrial organization, information economics and the theory of incentives.

ECON 2180. Game Theory.

Non-cooperative games, dominance, Nash equilibrium, refinements. Cooperative games, core, bargaining set, equilibrium in normal form games. Implementation. Repeated games.

ECON 2190A. Cooperative Game Theory.

No description available.

ECON 2190B. General Equilibrium Theory.

No description available.

ECON 2190C. Topics in Economic Theory.

This edition of the theory topics course will consist of the presentation of recent papers in different areas of economic theory, including axiomatic treatments of risk and information, modern consumer and revealed-preference theories with connections with bounded rationality, implementation theory and mechanism design, and information and institution design. The course will be targeted to second- and third-year graduate students, with the goal of initiating their own research. The active participation of students will be required.

ECON 2190D. Topics on Game Theory.

First, we will discuss the several elements that characterize a two-sided matching market and the concept of setwise-stability versus core. Then, we will model several of these markets (one-to-one, many-to-one and many-to-many, in the discrete and continuous cases) under the game-theoretic approach and will define for all of them the stability concept, establishing its relationship with the core and the competitive equilibrium concepts. Afterwards, we will introduce the theory of stable matching model by focusing on both the cooperative and non-cooperative aspects of the one-to-one matching markets.

ECON 2190E. Topics in Economics: Economics and Psychology.

This course is about the challenges that economic theorists face in their quest for economic models in which decision makers have a "richer psychology" than prescribed by textbook models. The enrichment takes two forms: (i) broadening the set of considerations that affect decision makers' behavior beyond simple, material self-interest; (ii) relaxing the standard assumption that agents have unlimited ability to perceive and analyze economic environments, and that they reason about uncertainty as "Bayesian statisticians". Special emphasis will be put on the implications of "psychologically richer" models on market behavior.

ECON 2210. Political Economy I.

An introduction to political economy, focusing especially on the political economy of institutions and development. Its purpose is to give a good command of the basic tools of the area and to introduce at least some of the frontier research topics. The readings will be approximately evenly divided between theoretical and empirical approaches.

ECON 2260. Political Economy I.

This first course in political economy provides theoretical and empirical coverage of the application of economic analysis to political behavior and institutions. This course is designed for students wishing to specialize in political economy but may also be useful for students specializing in related areas, such as development economics and macroeconomics. After starting with a basic overview of candidates and voters, we then turn to specific topics in the areas of electoral systems, legislatures and legislative bargaining, the role of the media, local public finance, and fiscal federalism.

ECON 2270. Political Economy II.

This is the second course in the political economy sequence. It continues the theoretical and empirical coverage of the economic analysis to political behavior and institutions. This course is designed for students wishing to specialize in political economy. A variety of topics will be covered paying special attention to the formation of skills necessary to become a producer of research and moving away from being just a consumer.

ECON 2310. Labor Economics.

This course teaches core topics in labor economics including labor supply, labor demand, simple search models, and a series of additional selected topics. The primary focus will be on linking theoretical models to tests in the empirical literature. We will typically cover papers and topics in detail, rather than survey the literature. When required, we also cover tools in applied econometrics.

ECON 2320. Applied Methods.

This course examines identification issues in empirical microeconomics. The focus on the sensible application of econometric methods to empirical problems in economics and policy research. The course examines issues that arise when analyzing non-experimental data and provides a guide for tools that are useful for applied research. By the end of the course, students should have a firm grasp of the types of research designs and methods that can lead to convincing analysis and be comfortable working with large-scale data sets.

ECON 2330. Research Design and Falsification Testing in Health and Labor Economics.

We cover how to use credible research designs to draw reliable inferences from non-experimental data in empirical research in health and labor economics. Particular emphasis is placed on constructing rigorous falsification tests to scrutinize the validity of one's research design, statistical model and findings. The class also discusses how a basic understanding of economic theory, institutions and context can inform the analysis and generate decisive falsifications. By semester's end, students should have a firm grasp of the types of research designs and statistical tools that can be used to address selection problems in empirical microeconomics research; be comfortable working with large-scale data sets; and be able to critically evaluate published research and present their own research.

ECON 2340. Labor Economics II.

This is the second course in a two-course, graduate-level sequence in labor economics. The course will focus on covering theory and evidence on wage structures, skill demands, inequality, employment and job loss. Particular areas of focus are: (1) wage determination, equalizing wage differentials, and models of discrimination; and (2) the roles played by supply, demand, labor market institutions, and technology in the evolving distribution of earnings.

ECON 2350. Inequality and Social Policy.

This is a survey course about economic and social inequality with a focus on the applied methods used to examine inequality. The course will provide a broad perspective on the causes and consequences of inequality, develop an understanding of the data and methods used to measure and analyze changes in income and wellbeing, and review selected topics relating to anti-poverty and social policy programs.

ECON 2350B. Inequality and Public Policies.

This course on economic inequality provides an overview of the most recent empirical research on the extent, the anatomy and the historical evolution of inequality. In addition to these descriptives, it focuses on the causes of inequality, covering research designs from the research frontier. The course also reviews the role of government policies, such as anti-poverty programs and progressive taxes on income and on capital, in affecting inequality.

ECON 2360. Economics of Health and Population.

This course is designed to do the following three things: 1) build on your knowledge of the methodological problems and approaches in applied microeconomics with applications from the health economics literature; 2) survey the major topics in Health Economics, and 3) better prepare you to write an empirical microeconomics thesis. By the end of this course you should understand how to draw credible inference using non-experimental data and be able to contribute to public policy debates regarding health and medical care in the US.

ECON 2370. Inequality: Theory and Evidence.

This course uses economic theory to study the problems of inequality. The emphasis is two-fold: (1) to explain persistent resource disparities between individuals or social groups; and, (2) to assess the welfare effects of various equality-promoting policies. Topics include racial stereotypes, residential segregation, distributive justice, incentive effects of preferential policies, dysfunctional identity, and endogenous inequality due to the structure of production and exchange.

ECON 2380. The Economics of Children and Families.

We will consider the current research in economic behavior related to children, child health, and child economic and social well-being. We begin with the model of human capital development and the technology of skill formation and then proceed to empirical work. Individual topics covered will include: models of human capital and the technology of skill formation, the fetal origins of disease, non-marital and teen fertility, the evolution of gaps in human capital, models of parental investment, pre-school environments, the impact of income and in-kind transfer programs on child health and well-being, neighborhood influences, adolescent risky behavior.

ECON 2390. Applied Econometrics I.

The main focus of this course is on econometrics methods for causal inference, program evaluations, and evidence-based policy design, which has become essential tools for empirical work in economics. This course covers a variety of empirical study designs, and for each design, introduces suitable econometric methods. They include randomized control trials, observational studies with unconfoundedness, instrumental variable methods, regression discontinuity designs, panel data designs and difference-in-differences, empirical welfare maximization methods, etc. The course assumes knowledge of statistics and econometrics at the level of first-year Ph.D econometrics courses such as ECON 2030 and ECON 2040.

ECON 2400. Applied Econometrics II.

This is the second half of a two-semester graduate-level course on applied econometrics, which builds on core material from econometric theory as well as second-year applied microeconomics field courses. We will focus on the "sensible" application of various econometric methods to empirical problems in economics and policy research, primarily in non-experimental data. By the end of the course, students should have a firm grasp of the research designs and methods that are commonly used to address selection/endogeneity problems in empirical economics and be comfortable working with large-scale data sets. The primary assignment in the course is the production of an original research paper, with an in-class presentation. Other assignments will include a replication exercise and a referee report.

ECON 2410. Urbanization.

The first part of the course covers social interactions, productivity spillovers, systems of cities models, urban growth, and rural-urban migration. The second part of the course covers topics such as durable housing, land market regulation and exclusion, and local political economy. Besides covering basic theoretical models, emphasis is placed on working through recent empirical papers on both the USA and developing countries. Prerequisites: ECON 2050 and 2060.

ECON 2420. The Structure of Cities.

This course covers standard urban land use theory, urban transportation, sorting across political jurisdictions, hedonics, housing, segregation and crime. Empirical examples are taken primarily from the United States. After taking the course, students will have an understanding of standard urban theory and of empirical evidence on various important applied urban topics. In addition, students will gain practical experience in manipulating spatial data sets and simulating urban models.

ECON 2450. Exchange Scholar Program.**ECON 2460. Applied Macroeconomics and Text Analysis.**

Economists increasingly use advanced text analysis (NLP) and machine-learning methods to study high-dimensional, unstructured data. This course provides theoretical grounding and hands-on experience applying NLP to core macroeconomic topics, from policymaker communication to patent innovation and media-based sentiment indices. Students will learn methods—dictionary approaches, topic modeling, sentiment analysis, large language models—and see how to integrate textual indicators into macro tools like local projections and factor models. The Python-based assignments will build technical foundations, and the major assessments of the course – a replication study and original research project – will foster skill development toward frontier research.

ECON 2470. Industrial Organization.

The focus of this course will be on empirical models for understanding the interactions between firms and consumers in imperfectly competitive markets. Lectures and problem sets will teach canonical models and methods; class discussion will focus on applications of these methods, especially applications outside of traditional areas of industrial organization. Students who take this class will be prepared to conduct research in industrial organization or to "export" methods from industrial organization to other areas of applied microeconomics.

ECON 2480. Public Economics.

Theoretical and empirical analysis of the role of government in private economies. Topics include welfare economics, public goods, externalities, income redistribution, tax revenues, public choice, and fiscal federalism.

ECON 2485. Public Economics I.

This course covers core issues in the design of optimal government policies, and the empirical analysis of those policies in the world. In addition, this course will familiarize students with the basic empirical methods and theoretical models in applied microeconomics. Emphasis is placed on connecting theory to data to inform economic policy. Specific topics include efficiency costs and incidence of taxation, income and corporate taxation, optimal tax theory, tax expenditures and tax-based transfer programs, welfare analysis in behavioral models, and social security and retirement policy.

ECON 2490. Public Finance II.

This course examines empirical work on (1) individual taxation and (2) human capital production. The goal of the course will be to provide graduate students with an overview of recent empirical methods and findings in these areas, and to identify promising research questions for their own work.

ECON 2500. Advanced International Economics.

This is the first field course (part of a sequence) for Ph.D. students on International Macroeconomics and Finance. The course discusses the classic puzzles and the seminal questions in the literature, and explore some of the areas of research that are currently most active. The goal is two-fold. First, introduce you to the modern models, tools, data and topics of International Macroeconomics and Finance. Second, give you the necessary background on the literature to help you navigate amongst possible dissertation topics. The course will have a particular focus on empirical/applied side of the seminal questions in the literature and discuss the new methods and data that the literature is adopting currently.

ECON 2510. Economic Development I.

This course is part of a two-part graduate sequence in development economics. The goal of this sequence is build expertise in the economic field of development economics through the application of theoretical and empirical microeconomic analysis. If development is going to be your major field you are expected to do both courses. Both courses are generally taught in each academic year, though the distribution of content may vary by year. You may take the courses in either order. Topics that are covered in the two courses include fertility, marriage, education, health, infrastructure, agriculture and natural resources consumption, health, firms, labor and credit markets, and social preferences. The courses explore the use of randomized control trials, survey and administrative data, and experimental methods. For details in any particular year please consult the respective syllabi.

ECON 2520. Economic Development II.

This course is part of a two-part graduate sequence in development economics. The goal of this sequence is build expertise in the economic field of development economics through the application of theoretical and empirical microeconomic analysis. If development is going to be your major field you are expected to do both courses. Both courses are generally taught in each academic year, though the distribution of content may vary by year. You may take the courses in either order. Topics that are covered in the two courses include fertility, marriage, education, health, infrastructure, agriculture and natural resources consumption, health, firms, labor and credit markets, and social preferences. The courses explore the use of randomized control trials, survey and administrative data, and experimental methods. For details in any particular year please consult the respective syllabi.

ECON 2530. Experimental and Behavioral Economics.

There is a rich literature on experimental economics, which sheds light on whether the predictions of economic theory materialize in controlled, laboratory settings. We will start by studying the methodology of experimental economics, and then into a range of classic and more recent topics that have been taken to the laboratory. A large focus of the class will be applications of experimental methods to behavioral economics.

ECON 2580. International Trade.

General equilibrium analysis of the theory of international trade and trade policy under perfect competition; trade under imperfect competition; strategic trade policy; trade and growth; and the political economy of trade policy determination. Empirical analysis of trade theories and policy. Additional topics include the theory of preferential trading areas, trade and labor, and the analytics of trade policy reform.

ECON 2590. Topics in International Economics.

Advanced theoretical and empirical research topics in international economics emphasizing positive and normative analysis of trade, trade policy and international trading agreements, policy reform and stabilization, exchange rate determination, sovereign debt and currency crises and optimum currency areas.

ECON 2600. Bayesian and Structural Econometrics.

This course will cover a number of topics in Bayesian econometrics and estimation of structural dynamic discrete choice models. The Bayesian econometrics part of the course will start with introductory textbook material (Geweke, 2005, Contemporary Bayesian Econometrics and Statistics, denoted by G). A list of 11 topics with corresponding readings is given below. Topics 1-5 will be covered. If time permits, a subset of topics 6-11 determined by interests of the course participants will be covered as well. Readings marked with asterisk * are not required.

ECON 2610. Applied Econometrics.

Topics in applied econometrics. Both cross-sectional and time series issues will be discussed. Special emphasis will be placed on the link between econometric theory and empirical work.

ECON 2620. Topics in Econometrics.

This course will begin with a survey of the literature on identification using instrumental variables, including identification bounds, conditional moment restrictions, and control function approaches. The next part of class will cover some of the theoretical foundations of machine learning, including regularization and data-driven choice of tuning parameters. We will discuss in some detail the canonical normal means model, Gaussian process priors, (empirical) Bayes estimation, and reproducing kernel Hilbert space norms. We will finally cover some selected additional topics in machine learning, including (deep) neural nets, text as data (topics models), multi-armed bandits, and data visualization.

ECON 2630. Econometric Theory.

Standard and generalized linear models, simultaneous equations, maximum likelihood, Bayesian inference, panel data, nonlinear models, asymptotic theory, discrete choice, and limited dependent variable models.

ECON 2640. Microeconometrics.

Topics in microeconometrics treated from a modern Bayesian perspective. Limited and qualitative dependent variables, selectivity bias, duration models, panel data.

ECON 2660. Recent Advances in the Generalized Method of Moments.

Method of Moments (GMM) and Empirical Likelihood (EL). Kernel methods for density and regression estimation. Optimal instruments and local EL. Applications to non-linear time series models, Euler equations and asset pricing.

ECON 2800. Macroeconomic Slack.

This course will cover research topics related to macroeconomic slack, both on the labor market (unemployment) and on the product market (idleness). It will address the following questions:

Why does slack exist at the macroeconomic level?

Why does slack vary over time? And how is this related to price flexibility or rigidity?

What is the socially optimal level of slack?

How should monetary policy respond to fluctuations in slack over the business cycle?

How should fiscal policy respond to fluctuations in slack over the business cycle?

What happens to slack at the zero lower bound?

ECON 2820. Discrete Dynamical Systems and Application to Intertemporal Economics.

This course will focus on the qualitative analysis of discrete dynamical systems and their application for Intertemporal Economics.

ECON 2830. Economic Growth and Comparative Development.

This course explores the origins of wealth and inequality across the globe. It examines: (i) the determinants of the growth process since the emergence of Homo sapiens, (ii) the roots of the dramatic transformation in living standards in the past two centuries, and (iii) the role of deeply rooted geographical, institutional, and cultural characteristics as well as human diversity in the uneven development across the countries and regions. The analysis proposes a resolution for some of the most fundamental mysteries of the journey of humanity: What trapped humankind in poverty for most of human existence? What sparked the massive metamorphosis in living standards over the past two centuries? And what led to the emergence of immense inequality across nations?

ECON 2840. Empirical Analysis of Economic Growth.

Examines economic growth, focusing on the effects of technological change, fertility, income inequality, and government policy.

ECON 2860. Comparative Development.

Weighing the shadow of history on contemporary economic performance occupies an increasing part of the agenda among growth and development economists. This course will focus on recent contributions in the literature of the historical determinants of comparative development paying particular attention on how to integrate the use of Geographic Information Systems (GIS) in the research inquiry. The goal is to get you thinking about the big historical processes that have shaped the modern world. We will go over background concepts, critically review recent works and talk about new research designs, like that of spatial regression discontinuity.

ECON 2890C. Topics in Macro and Monetary Economics.

This is a graduate class that covers selected topics at the intersection of macroeconomics and monetary economics, for students in the second year of the PhD and above. The leading theme of the class is the current economic crisis and how it can be modeled. The syllabus is evolving.

ECON 2890D. Topics in Macroeconomics, Development and Trade.

This is a graduate class that covers selected topics at the intersection of macroeconomics, economic development and trade, for students in the second year of the PhD and above. The leading theme of the class is the determinants of the observed cross-country differences in income per capita and growth rates, with a focus on the long run. We start by reviewing theories where factor markets function perfectly and only aggregates matter. We then move to non-aggregative theories, placing special emphasis on theories of financial frictions. We spend some time studying the stochastic growth model with partially uninsurable idiosyncratic risk.

ECON 2920A. Advanced Econometrics - Microeconometrics from a Semiparametric Perspective.

This course is concerned with a rigorous, state-of-the-art introduction to Micro-econometrics. In particular, we will review many of the more recent contributions in Microeconomic Theory. While the focus of this course is theoretical, we will also be concerned with applications and the applicability of these methods. More specifically, we will consider nonparametric regression and density estimation methods, as well as methods and models for binary and categorical dependent variables, for limited dependent variables in general, and for models of selection. We will also discuss more general nonparametric IV models. Prerequisites are: Introductory Econometrics (at the level of the Wooldridge (2002).

ECON 2920B. Topics in Game Theory.

No description available.

ECON 2930. Workshop in Applied Economics.

No description available.

ECON 2950. Workshop in Econometrics.

No description available.

ECON 2960. Workshop in Macroeconomics and Related Topics.

No description available.

ECON 2970. Workshop in Economic Theory.

No description available.

ECON 2971. Race and Inequality Seminar.

This is a workshop primarily for graduate students and faculty in the Department of Economics where original research on issues of race and inequality are presented by external visitors, along with Brown faculty and graduate students. No course credit.

ECON 2980. Reading and Research.

Individual research projects. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ECON 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Education

Rigorous coursework, real-world experience and a particular focus on urban education are all at the forefront of Brown's graduate and undergraduate education curricula. Both inside and outside the classroom, students learn how they can make a positive impact on education systems through teaching, research, and policy. Our degree programs center questions relevant for creating vibrant urban schools that prioritize inclusion and celebrate diversity. Thanks to carefully forged partnerships with schools, civic leaders and non-profit organizations in Providence, students at the graduate and undergraduate levels have ample opportunity for practice-based experiences in classrooms and boardrooms — making for a more meaningful and engaging learning experience.

For additional information, please visit the department's website: <https://education.brown.edu/academics/undergraduate> (<https://education.brown.edu/academics/undergraduate/>)

Education Studies Concentration Requirements

Welcome to Education Studies! Undergraduate concentrators study education in a rigorous, multi-dimensional way that allows them to investigate thorny questions of opportunity and equity in real-world settings. Our ever-expanding array of education courses allows undergraduates to explore fundamental issues of race, class, power, privilege, equity and identity through the lens of education. From introductory courses to advanced seminars, our classes examine how to teach for social justice, how students learn and develop, and how education policies promote or limit opportunity and equity.

Our faculty includes experts in teaching and learning, human development, education policy, and the history of education. We take a multi-disciplinary approach to the field, offering courses from perspectives in anthropology, economics, history, human development, political science, social work, and sociology, among others.

Concentration Requirements

The concentration in Education Studies requires a total of 10 credit-bearing courses and 1 non-credit-bearing experiential component, allowing students to develop a personalized plan of study to structure their Education experiences. The new Education Studies coursework is composed of the following four elements:

1. Three (3) Core Courses: 2 introductory courses (EDUC 0300 and EDUC 0750) will provide students with a broad-based introduction to the field of education and empirical methods used in the field, while 1 Senior Seminar, EDUC 1900, offers a culmination of students' experiences in the concentration.
2. Four (4) Specialization Courses: Students choose 4 courses total in their planned area of emphasis within the education field. Some examples include: Education Policy Analysis; Human Development; Education and Inequality; Education for Social Justice; Adolescence; Immigrant Families, Communities & Education; Child Development; Teaching and Learning; Education and Economics; or any related topic of interest.
3. Three (3) Elective Courses: Students choose three courses related to the field of education and the student's field of study. One (1) independent study course can be counted towards concentration requirements. No more than 3 courses in an Education Studies concentration can come from other departments outside of Education, and all courses should be approved by the student's advisor and meaningfully tied to education.
4. One (1) Experiential Component: Before the beginning of the spring semester of senior year, students must complete an Experiential Component designed to promote practice-based engagement with the field of education and reflect on their experiences, tying them into their academic learning in the Education Studies concentration. Students can satisfy this requirement in one of the ways below and should then upload documentation in their ASK declaration.

- a. **By completing an existing Community-Based Learning and Research (CBLR) in the Department. OR**
- b. **By writing a paper reflecting on their experience through the lens of their coursework in the Department, the student's academic advisor will assess the paper. OR**
- c. **By completing the Experiential Component Based (ECB) Capstone project in EDUC 1900 (Senior Seminar) OR**
- d. **By completing the reflection in an independent study-like course "Reflecting on Fieldwork."**

Education Studies Concentration Plan of Study

Foundational Courses Required for Education Studies Concentration

EDUC 0300	Introduction to Education and Society: Foundations of Opportunity and Inequality
EDUC 0750	Evidence and Method in Education Research
EDUC 1900	Senior Seminar

Other Courses in Education Studies Concentration

4 Courses in Area of Emphasis (could include any 4 of the following)

EDUC 0515	Teaching LGBTQIA History
EDUC 0520	Adolescent Literature
EDUC 0530	Fieldwork and Seminar in Secondary Education
EDUC 0610	Brown v. Board of Education and the History of School Desegregation
EDUC 0620	Cradle of Inequality: The Role of Families, Schools, and Neighborhoods
EDUC 0750	Evidence and Method in Education Research
EDUC 0800	Introduction to Human Development and Education
EDUC 0825	Adolescence in Social Context
EDUC 1190	Family Engagement in Education
EDUC 1240	Qualitative Methods
EDUC 1320	Turning Hope into Results: The Policy Ecosystem of the Providence Public Schools District
EDUC 1430	Social Psychology of Race, Class, and Gender
EDUC 1475	The Big IDEA: The Complexities of Gifted and Special Education
EDUC 1490	Discipline and Punish: Historical Insights on School Punishment
EDUC 1660	Social Context of Learning and Development
EDUC 1675	The Psychology of Teaching and Learning

3 Foundational courses in Education (from the table above)	3
3 Electives	3
1 Experiential Component	0
Total Credits	10

Honors

Concentrators seeking to graduate with honors must apply for honors candidacy by the end of their sixth semester. Successful candidates must meet all requirements for the concentration; maintain a minimum grade average that includes more A's than B's in Education courses (a B must be counterbalanced by two A's); and successfully complete EDUC 1900 (fall) and EDUC 1991 (spring), in which they write a senior thesis under the guidance of a thesis advisor. Honors are awarded on the basis of thesis quality, and students whose theses meet or exceed the standards established in the Department Rubric will earn honors upon graduation.

More information about writing an Honors thesis can be found on our website: <https://education.brown.edu/academics/undergraduate/honors> (<https://education.brown.edu/academics/undergraduate/honors/>).

Combined Baccalaureate/Master of Arts in Teaching Degree

The Education Department offers a combined degree program. Brown undergraduates can apply to earn both the MAT degree and a B.A. or B.S. in a subject field (English, history, math, biology, chemistry, physics, engineering and allied concentrations) in 5 years.

Brown undergraduates can apply through the Education Department during their junior year. During their undergraduate years, candidates must complete all baccalaureate requirements and may take up to two of the required graduate courses. In their fifth year, they will complete the remaining required graduate courses, including the one-year teaching residency. The minimum requirements to complete both degrees are 36 credits, of which a maximum of two may count toward both the bachelor's degree and the MAT degree.

Education Graduate Program

The Department of Education offers two graduate programs: a Master of Arts in Teaching (M.A.T.) and a Master of Arts (A.M.) in Urban Education Policy.

MAT Program Information and Requirements

The MAT program offers a master's degree in one of four secondary education disciplines: English, social studies, science (biology, chemistry, or physics/engineering), or mathematics. The MAT program has an intensive one-year, full-time format, beginning with a summer semester in June and ending the following May. The program is certification-eligible for Rhode Island state teacher certification in secondary education (grades 7-12). Rhode Island is a member of the Interstate Certification Compact (ICC) (<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>), which has reciprocal agreements with 44 states.

MAT program graduate students complete 8 credits in total, consisting of a mix of one-credit and half-credit courses, including the summer practicum and academic-year student teaching.

English - MAT

The following plan of study is required of all secondary English MAT students:

EDUC 2500	Foundations of Teaching and Learning
EDUC 2510A	Educational Theory and Practice in Teaching English I
EDUC 2515	Learning Theory and Special Populations
EDUC 2520A	Educational Theory and Practice in Teaching English II
EDUC 2525	Instructional Design, Planning, and Integrating Technology
EDUC 2530A	Educational Theory and Practice III: English
EDUC 2535	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines I

EDUC 2545	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines II
EDUC 2555	Assessment and Using Data to Support Student Learning
EDUC 2565	Practicum and Seminar I
EDUC 2575	Student Teaching and Seminar
EDUC 2385	Education Inequality and Community Assets: Contexts and Change

The Department of Education offers two graduate programs: a Master of Arts in Teaching (M.A.T.) and a Master of Arts (A.M.) in Urban Education Policy.

MAT Program Information and Requirements

The MAT program offers a master's degree in one of four secondary education disciplines: English, social studies, science (biology, chemistry, or physics/engineering), or mathematics. The MAT program has an intensive one-year, full-time format, beginning with a summer semester in June and ending the following May. The program is certification-eligible for Rhode Island state teacher certification in secondary education (grades 7-12). Rhode Island is a member of the Interstate Certification Compact (ICC) (<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>), which has reciprocal agreements with 44 states.

MAT program graduate students complete 8 credits in total, consisting of a mix of one-credit and half-credit courses, including the summer practicum and academic-year student teaching.

Social Studies - MAT

The following plan of study is required of all secondary Social Studies MAT students:

EDUC 2500	Foundations of Teaching and Learning
EDUC 2510B	Educational Theory and Practice I: Social Studies
EDUC 2515	Learning Theory and Special Populations
EDUC 2520B	Educational Theory and Practice in Teaching Social Studies II
EDUC 2525	Instructional Design, Planning, and Integrating Technology
EDUC 2530B	Educational Theory and Practice in Teaching Social Studies III
EDUC 2535	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines I
EDUC 2545	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines II
EDUC 2555	Assessment and Using Data to Support Student Learning
EDUC 2565	Practicum and Seminar I
EDUC 2575	Student Teaching and Seminar
EDUC 2385	Education Inequality and Community Assets: Contexts and Change

Science - MAT

The Department of Education offers two graduate programs: a Master of Arts in Teaching (M.A.T.) and a Master of Arts (A.M.) in Urban Education Policy.

MAT Program Information and Requirements

The MAT program offers a master's degree in one of four secondary education disciplines: English, social studies, science (biology, chemistry, or physics/engineering), or mathematics. The MAT program has an

intensive one-year, full-time format, beginning with a summer semester in June and ending the following May. The program is certification-eligible for Rhode Island state teacher certification in secondary education (grades 7-12). Rhode Island is a member of the Interstate Certification Compact (ICC) (<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>), which has reciprocal agreements with 44 states.

MAT program graduate students complete 8 credits in total, consisting of a mix of one-credit and half-credit courses, including the summer practicum and academic-year student teaching.

The following plan of study is required of all secondary Science MAT students:

EDUC 2500	Foundations of Teaching and Learning
EDUC 2510C	Educational Theory and Practice 1: Science
EDUC 2515	Learning Theory and Special Populations
EDUC 2520C	Educational Theory and Practice for Science II
EDUC 2525	Instructional Design, Planning, and Integrating Technology
EDUC 2530C	Educational Theory and Practice in Teaching Science III
EDUC 2535	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines I
EDUC 2545	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines II
EDUC 2555	Assessment and Using Data to Support Student Learning
EDUC 2565	Practicum and Seminar I
EDUC 2575	Student Teaching and Seminar
EDUC 2385	Education Inequality and Community Assets: Contexts and Change

The Department of Education offers two graduate programs: a Master of Arts in Teaching (M.A.T.) and a Master of Arts (A.M.) in Urban Education Policy.

MAT Program Information and Requirements

The MAT program offers a master's degree in one of four secondary education disciplines: English, social studies, science (biology, chemistry, or physics/engineering), or mathematics. The MAT program has an intensive one-year, full-time format, beginning with a summer semester in June and ending the following May. The program is certification-eligible for Rhode Island state teacher certification in secondary education (grades 7-12). Rhode Island is a member of the Interstate Certification Compact (ICC) (<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>), which has reciprocal agreements with 44 states.

MAT program graduate students complete 8 credits in total, consisting of a mix of one-credit and half-credit courses, including the summer practicum and academic-year student teaching.

Math - MAT

The following plan of study is required of all secondary Math MAT students:

EDUC 2500	Foundations of Teaching and Learning
EDUC 2510D	Educational Theory and Practice in Teaching Mathematics 1
EDUC 2515	Learning Theory and Special Populations
EDUC 2520D	Educational Theory and Practice in Teaching Mathematics II
EDUC 2525	Instructional Design, Planning, and Integrating Technology

EDUC 2530D	Educational Theory and Practice in Teaching Mathematics III
EDUC 2535	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines I
EDUC 2545	Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines II
EDUC 2555	Assessment and Using Data to Support Student Learning
EDUC 2565	Practicum and Seminar I
EDUC 2575	Student Teaching and Seminar
EDUC 2385	Education Inequality and Community Assets: Contexts and Change

For more information on MAT admission, program requirements, and state certification requirements, please visit the following website:

<https://education.brown.edu/academics/graduate/master-arts-teaching>
(<https://education.brown.edu/academics/graduate/master-arts-teaching/>)

Urban Education Policy Program Information and Requirements

Urban Education Policy (UEP) program graduate students complete nine (9) courses in total, including a required nine-month internship that counts as one course.

UEP students must complete the following eight (8) core courses:

EDUC 2320	Quantitative Research Methods and Data Analysis
EDUC 2330	Urban Education Policy: System and Governance
EDUC 2350	Economic Analysis and Urban Education Policy
EDUC 2360	Policy Analysis and Program Evaluation for Education
EDUC 2367	Strategic Management of School Organizations
EDUC 2380	UEP Internship Seminar
EDUC 2385	Education Inequality and Community Assets: Contexts and Change
EDUC 2390	Race and Democracy in Urban Education Policy

UEP Electives

In addition to the eight courses listed above, UEP students must complete one elective, approved by the student's faculty advisor, in areas that can include public policy, schools and school reform, social contexts of education, economic analysis, urban politics, quantitative analysis, research methods, schools and communities, and organization and leadership.

For more information on the A.M. in Urban Education Policy admission and program requirements, please visit the following website:

<https://education.brown.edu/academics/graduate/urban-education-policy-am>
(<https://education.brown.edu/academics/graduate/urban-education-policy-am/>)

Courses

EDUC 0100. Controversies in Educational Inequality.

Educational inequality has become an increasingly common topic of public, academic, and journalistic debate. This course introduces students to ongoing social scientific debates about the sources and consequences of educational inequality such as: Do charter school provide educational access and opportunities or do they divert resources away from public schools? Does Teach for America improve student outcomes or does it exacerbate problems? Are schools the great equalizer do they amplify larger social inequalities? Each unit and class will involve significant student participation though spirited class discussion and debate.

EDUC 0120. K-12 Education Systems and Climate Change.

The effects of climate change are increasingly visible across all aspects of society. This course will explore the intersection of K-12 education systems and climate change. We will study the risks that rising temperatures and sea levels as well as extreme weather events pose to schools and learning. We will examine what schools teach students about climate science and environmental stewardship. Much of the class will focus on case studies of school systems addressing climate change through a range of initiatives such as developing environment education curriculum, investing in clean-energy infrastructure, launching community-based demonstration projects, and preparing students for the new green economy. Students will develop skills in reading, critiquing, and synthesizing academic research as well as generating evidence-based policy recommendations. We will take an applied, solutions-oriented approach to grappling with the concrete challenges schools face in advancing these efforts.

EDUC 0300. Introduction to Education and Society: Foundations of Opportunity and Inequality.

This course examines the purpose, structure, and challenges of the American educational system as well as the experiences of the diverse learners and teachers within the system. It also explores how educational institutions have served to create social mobility and opportunity, but also to perpetuate inequality across race, class, gender, and other axes of difference. The course requires no prior knowledge.

EDUC 0405. New Faces, New Challenges: Immigrant Students in U.S. Schools.

What challenges do immigrant students face in adapting to a new system of education? This course examines the educational experiences of immigrant youth and their families. Readings include key contributions by scholars across disciplines, as well as a selection of memoirs and films about the pathways newcomers take in navigating school and (trans)forming them. Enrollment limited to 19 first year students.

EDUC 0410G. The Afterschool Hours.

The family and the school are seen as the two primary institutions of childhood. But what about the space in between? Over the course of the twentieth century—once compulsory schooling became law—the way American children occupied the hours between school and home became ever more important. This course examines the literature on how youth should “best” spend their afterschool time. Looking at enrichment courses, sports, work, leisure, and more, this class introduces you to the social science method of interviewing as you learn to undertake your own original research and reflect on how you spent your own afterschool hours.

EDUC 0415. Controversies in American Education Policy: A Multidisciplinary Approach.

Education lies at the center of some of the most important—and most heated—policy debates in the United States today. Policymakers argue over a whole host of topics: what role should the government play in schooling? How should schools best educate students to succeed in the 21st century economy? Do schools reproduce structural racism and inequality in society, or are they engines of opportunity and social mobility? Should students get to choose the school they attend? In this seminar, we will examine a range of current policy debates in education using an interdisciplinary approach. The study of education sits at the intersection of many social science disciplines. We will analyze these debates from the perspective of historians, sociologists, political scientists, and economists. Enrollment is limited to 19 first year students.

EDUC 0425. The Power of Translanguaging: Sustaining Multilingualism in Schools.

This seminar course will first investigate the theoretical foundations of translanguaging practices and policy implications for translanguaging pedagogies. Then students will learn how to design culturally-responsive mini-curriculum units with strategies and resources to support translanguaging. Students will reflect on their own language practices and experiences as monolingual, bilingual, or multilingual individuals within their communities and will research connections to US schooling. We will consider translanguaging from a teaching and advocacy lens for multilingual learners and build translanguaging curriculum units that will be made accessible to teachers who work with culturally and linguistically diverse students in local schools. Proficiency in a language other than English is not a requirement; however, bilingual students and/or students studying foreign languages who would like to support our local multilingual educational community are especially encouraged to enroll in this course.

EDUC 0500A. Habla Conmigo: Cross-Cultural Language Learning and Teaching.

This course highlights the intersection of language learning and language teaching in a cross-cultural context. Through active engagement as a Spanish language learner and an English language teacher, students consider how arts-based, multimodal strategies can influence their experiences. The course builds on The Arts Literacy Project, established at Brown and utilized at The Habla Institute in Mérida, Mexico. Students learn about the components of The Arts Literacy's Performance Cycle framework and integrate this learning with Teaching English to Speakers of Other Languages (TESOL) strategies. Students begin the wintersession in virtual sessions investigating literacy, culturally-responsive pedagogies, and second language acquisition. They apply these theories to practice while immersed in language study for two weeks in Mérida and creating resources for local RI teachers. All proficiencies are welcome: no prior Spanish is required, and heritage Spanish speakers are encouraged to enroll.

EDUC 0508. Theory and Practice of Engaged Scholarship (SOC 0310).

Interested students must register for SOC 0310.

EDUC 0510. Culture Wars in American Schools.

This course will examine the history of "culture wars" in American public schools in the twentieth century, including debates over curriculum and who has the power to make decisions about education. Using primary and secondary sources, we'll look at debates over American history, school prayer, evolution, sex education, Americanization, and parents' rights among other topics. We'll explore how these debates over school curriculum, aims, and control raise important questions about majority and minority rights, the existence and meaning of a common national culture and narrative, and the role of schooling in a democracy. We'll use this history to think critically and with perspective about some of these debates in our current moment.

EDUC 0515. Teaching LGBTQIA History.

What could a high school U.S. history class look, sound, and feel like when taught through the experiences of LGBTQIA people and communities? Students will answer this question by engaging with the theories and practices of teaching LGBTQIA history in secondary social studies and humanities classrooms. Students will be trained in curriculum design, culturally relevant pedagogies, and LGBTQIA history. Students will then create their own unit plans on a topic in LGBTQIA history that could be taught to local Providence high school students. Those interested in the humanities, teaching, and American LGBTQIA history should take this class.

EDUC 0520. Adolescent Literature.

This introductory seminar presents an overview of the historical, socio-cultural, academic, and political issues that provide context for the use and availability of adolescent literature today. Ideas that figure prominently in the course are: connections between reading and democracy and decolonizing the school curriculum. Particular attention focuses on reading engagement for adolescents, the availability of "own voices" texts, access to literacy and fluency through adolescent literature, and issues of censorship in American public school classrooms and libraries. Students in this course will develop an understanding of the place of adolescent literature in today's curriculum debates as well as a background in choosing, reading, and analyzing the literature itself. Students design curriculum for new texts. Assignments include short weekly assignments, discussion board posts, multimedia assignments, curriculum development projects, and final paper and exhibition.

EDUC 0525. Teaching Writing to Teens: Theory and Pedagogy.

This course seeks to explore how writing is being taught in US schools, particularly under resourced schools serving students of color who are in Advanced Placement or Dual Enrollment writing classes. The course also seeks to imagine how writing could be taught from a student centered perspective and a decolonizing perspective. Students will read about the theory and practice of teaching writing and then complete a practicum where they act as writing teachers and tutors to twelfth grade students at Hope High School and Blackstone Academy who are pursuing dual enrollment college credit for their high school writing class. This integration of theory, practice and reflection allows for students to balance academic and authentic learning.

EDUC 0530. Fieldwork and Seminar in Secondary Education.

What makes high school in the US worthwhile, engaging, and equitable for all students? What characterizes a great high school teacher? How are current events affecting teachers and students? In this community-engaged seminar, you will explore these questions as you observe weekly in a local secondary classroom. You will connect observations to a broader investigation of schools as complex educational, political, and social institutions. You will analyze readings on disparities and opportunities in education and you will develop distinct writing skills in 1) fieldwork documentation, through observations and analysis of classroom interactions 2) reflective narration, through development of a portrait of good teaching, and 3) scholarly analysis, through completion of an inquiry paper on a topic of your choice. Take advantage of this timely class to contextualize current national policies within local high school classrooms.

EDUC 0540. Language and Education Policy in Multilingual Contexts.

Millions of children around the world, especially in low- and middle-income countries, begin school learning in a language to which they have had little exposure. Children who learn and are assessed in a language different from that spoken at home or in their community are more likely to drop out of school and demonstrate lower learning outcomes than their peers, on average. Designing multilingual education systems, however, is not always feasible or desirable and requires a different set of resources than monolingual systems. This course explores how multilingual countries and communities design and implement language policies, and the major factors at play when increasing the number of languages used in a school system.

EDUC 0550. Current Issues in US Higher Education.

Higher education has been considered a driver of the American Dream, a key to social mobility and economic security. Yet, higher education also face criticism as a tool for reifying social inequality and as not worth the ever-rising costs. This course explores current debates and challenges in US higher education. Our starting point will be an exploration of campus culture and norms and the work that elite colleges require to serve increasingly diverse student bodies more equitably. We will then broaden our focus to the full landscape of US higher education. Students will learn about the diversity of higher education institutions in the US and grapple with current policy debates: whether and how standardized testing should be used in college admissions, what role for-profit colleges should play, and what role the government should play in containing student debt, among others.

EDUC 0560. Cultivating STEM Identities: Teaching for Equity in the Math and Science Classrooms.

This course will explore how educational experiences and beliefs about identity and power influence how we learn and teach mathematics and science. We will examine equitable, culturally responsive and sustaining teaching practices in secondary mathematics and science classrooms and how these can be utilized to cultivate students' STEM identities. You will have an opportunity to tutor in a STEM classroom, develop and teach a lesson in our class and create a unit plan that could be implemented in a variety of contexts. This course is designed to help you gain a greater understanding of the complexities that surround teaching and learning mathematics and science in the United States.

EDUC 0610. Brown v. Board of Education and the History of School Desegregation.

Using primary and secondary sources in history, education, and law this course will explore the landmark Supreme Court case of *Brown v. Board of Education* which ruled school segregation was unconstitutional and the legal and policy efforts to desegregate schools and promote educational equity that followed it. We will consider the meaning, successes, and failures of school integration, the legacy of *Brown* for education, and consider the meaning of "equal educational" opportunity in the past and present.

EDUC 0620. Cradle of Inequality: The Role of Families, Schools, and Neighborhoods.

In this Sophomore Seminar, we will examine contours of inequality that begin in early childhood and accumulate over time, with particular focus on issues of race, class, and gender. Moreover, we will examine how these factors matter in early childhood and the role of families, schools, and neighborhoods in shaping, ameliorating, and propagating larger inequalities. Through our reading and active discussion, we will develop answers to questions that motivate much inquiry into inequality: Who gets what, and why?

EDUC 0750. Evidence and Method in Education Research.

Understanding evidence is critical to engaging as citizens and leaders the 21st century. This is particularly true in education research, policy, and practice. Recent years have seen an explosion of empirical education research, requirements that policies be evidence-based, and rapid expansion of the use of evidence in school settings. This course will introduce students to a range of methods used to generate evidence in education. It is a required course in the Education concentration.

EDUC 0800. Introduction to Human Development and Education.

Introduces students to the study of human development and education from infancy through young adulthood. This course provides a broad overview of scientific and theoretical understanding of how children develop and how research is generated in the field. Major topics include biological foundations, cognition, language, emotion, social skills, and moral understanding based on developmental theories and empirical research. We will attend to variations in cultural, ethnic, gender, socioeconomic, and other forms of human diversity in social contexts (e.g., family and schools) and how the person-context fit may influence children's developmental trajectories. The course also covers educational contexts, processes, and outcomes.

EDUC 0810. "Education of a Bodybuilder:" Histories of Physical Fitness in the United States.

What happens when we change our focus in education studies from schools to gyms? We imagine personal trainers as teachers, gym-goers as students, fitness media as curricula, and muscle-building as the desired results. This comparison serves as one of the many lenses in which we will engage with the rich histories of fitness, weightlifting, and gym culture. Since the 1800s, educators and entrepreneurs alike have taught Americans how to improve their bodies through multiple modalities. These original "body-builders" created a billion-dollar industry as they laid the foundations for social media, constructed a new model of American manhood, and sold themselves as "professors" of fitness. We will explore their larger cultural influences, "bodybuilding" as an educational concept, and the technologies of weightlifting and gyms throughout history.

EDUC 0815. The Craft of Teaching.

What is the "craft of teaching"? A wide variety of texts are used to investigate the complexity of teaching and learning. Considering current problems as well as reform initiatives, we examine teaching and learning in America from the perspectives of history, public policy, critical theory, sociology, and the arts. Weekly journals and reading critiques; group teaching project; final paper.

EDUC 0820. Politics and Public Education.

Who exercises power in public education? This course examines the key institutions (e.g. school districts, states, Congress, and the courts) and actors (e.g. parents, teachers, interest groups, and the general public) shaping American K-12 education in order to understand recent policy trends and their consequences for students. Major policies discussed include school finance, textbook adoption, school accountability, and school choice. Particular attention is given to the federal No Child Left Behind Act of 2001 and debates over its reauthorization. Previous coursework in American politics or public policy is suggested but not required.

EDUC 0825. Adolescence in Social Context.

What does it mean to be a teenager? Is it an age-based or social-role based distinction? Is teen angst a universal phenomenon? Do parents really just not understand? Both an individual and a collective perspective on adolescence are used to provide an understanding of how this life stage is differently experienced by youth cross-culturally. Readings include theoretical and empirical papers from such areas as psychology, sociology, anthropology, and education. We examine how local context and salient axes of social difference affect both the cultural construction of what adolescence means and how individual youth navigate their everyday lives.

EDUC 0830. Sociology of Education.

While the United States educational system is widely considered the main institution through which the nation delivers on its promise of social mobility, sociologists have long recognized that schools exacerbate – or even produce – social inequality. This course provides an introduction to the application of sociology to questions of education, with a focus on the United States education system. We will ask questions such as: What do schools teach besides academics? How do social class, gender, and racial/ethnic relations shape student experiences? How can we address critical social issues through education policy?

EDUC 0835. Comparative Education.

This course will explore education across the Global South—from adult literacy NGOs in Brazil to Syrian refugees in Turkey, to post-genocide Rwandan classrooms. While initially the international community was concerned with access to education, the main goal now is quality education, especially beyond the primary school level. Readings range from official documents by international organizations, writings by sociologists, historians, political scientists, and anthropologists.

EDUC 0860. Sports in American Society.

This course seeks to understand, analyze, and criticize sport—seen here as one of the primary institutions in the lives of Americans. Working from the basis of sporting events in the Durkheimian sense of symbolic community, we will elevate them to the status of educational and religious institutions in our everyday lives (as we interrogate them and see them in relation to these, and other, institutions as well). Using the primary lenses of gender and race this class examines sports at five different levels—professional, Olympic, NCAA, scholastic, and youth—to understand how athletics have impacted, and will continue to impact, American society.

EDUC 0870. Perspectives on Multilingual Learners in US Schools.

Students in Rhode Island's public schools report speaking over 100 different languages and, in our urban core public schools, nearly 30% of students are designated as Multilingual Learners (MLLs). How are their languages integrated into school? This course investigates how school programs, pedagogies, and practices can either build upon or limit home languages that are inherently present in the classroom. By focusing on the experiences of MLLs in Rhode Island and the broader US public school system, we will consider these essential questions: Who are MLLs? How do historical milestones, federal laws, state policies, and pedagogical practices affect their experiences in school? What are current promising practices for MLLs? What are perspectives of students, families, educators, and policymakers concerning challenges and opportunities for Multilingual Learners?

EDUC 0880. Edvolution: The Economics of Education and Innovation.

This course examines the dynamic relationship between education, innovation, and economic opportunity in the U.S. and global contexts. We'll explore how education builds human capital driving economic growth, how this capital generates transformative innovations, and how these innovations demand new educational approaches—creating a continuous 'race' between education and technology. We'll analyze educational innovation models from school-based reforms and teaching methods to edtech tools. We'll examine who becomes an innovator and how these dynamics affect different populations, with a focus on equity implications. Topics include the economics of funding innovation, why promising ideas in education fail to scale, and emerging trends shaping education's future. Students will complete reflections, case analyses, team presentations, and a final project applying course concepts to real-world educational innovations.

EDUC 0890. E pluribus unum: English and Engaged Citizenship in the United States.

What are the impacts and implications of naming English as the US official language? How does an official national language serve to unify or divide a linguistically diverse nation? This course will examine official English language policies and English language practices in multilingual communities of the US. Students will investigate relationships between English language proficiency and concepts of engaged citizenship in legal, educational, and community spaces. Students will trace the use of English and other languages in US history from colonialism through today, will investigate how waves of English-only policies have impacted K-12 schools throughout history, and will explore both domestic and global alternatives to monoglossic policies and practices.

EDUC 1015. Reimagining Power: Community-Driven Evaluation and Education.

We aim to create programs that change the world, but who determines how their success is measured? In this course, we will interrogate how culture and context should inform program evaluation while supporting organizations across Rhode Island. You will explore, design, and conduct monitoring and evaluation activities using a culturally responsive approach. The course will provide exposure to various educational topics and build your skills in areas throughout the evaluation flywheel, preparing you for complex research and evaluation careers.

EDUC 1050. History of African-American Education.

This course will examine the history of African-American education with particular emphasis on the twentieth century. We will explore African-Americans' experiences with schooling under slavery and segregation, the struggle for desegregation and equity North and South, and the place of education in African-Americans' quest for equal rights. We will also consider how the African-American experience with public schooling makes us rethink major narratives of American education, democracy, and equality of opportunity and how an historical understanding of these issues may help us engage contemporary debates.

EDUC 1090. Adolescent Literature.

This intermediate course presents an overview of the historical, sociocultural, academic, and political issues that provide context for the use and availability of adolescent literature today and the ways in which those issues connect with adolescent development. We will delve into contemporary texts that interest adolescents inside and outside of the classroom. Recent debates about the merit of literature for adolescents echo those debates from generations ago. Still, young adult fiction has developed into one of the largest markets in book publishing. Ideas that figure prominently in the course are: connections between reading and democracy; and decolonizing the school curriculum. Students in this course will walk away with an understanding of the place of adolescent literature in today's curriculum debates as well as a background in choosing, reading, and analyzing the literature itself.

EDUC 1185. Developmental and Educational Journeys of Students in Immigrant Families.

This seminar course explores developmental and educational experiences of students in immigrant families in the United States, from early childhood to late adolescence. Students will examine family socialization, various domains of development (language, academic, socioemotional, and identity), cultural maintenance and adaptation, and home-school dynamics. Through readings and discussions of research from interdisciplinary social science fields, such as psychology, education, anthropology, and sociology, students will gain a deeper understanding of immigrant-origin students' experiences and how social, school, and family contexts and practices influence their developmental and educational journeys. The course highlights assets and agency that immigrant families and students bring as they navigate educational systems, as well as the barriers and challenges they face in the U.S. This course also incorporates community-engaged learning.

EDUC 1190. Family Engagement in Education.

How do families from diverse backgrounds support their children's schooling? What does research tell us about how families influence their children's development and educational processes? Students in this course will examine theories and research findings related to family engagement in education drawing from various social science studies. The course offers an in-depth look at focal topics across diverse groups, such as parental beliefs and practices, family processes in sociocultural contexts, immigrant families, and elements and programs that promote family-school partnerships. This course involves students' fieldwork and engagement in the community.

EDUC 1195. What's AntiBlackness Doing in a "Nice Field Like Education".

This course considers the foundational texts that constitute the study of anti-Blackness and explores how these theoretical constructs can be applied to educational contexts, policies, reforms, and practices. We will consider the following questions: How does anti-Blackness build on and depart from other forms of racial analysis such as Critical Race Theory? How have themes of anti-Blackness weaved through Black activists, educators' and scholars' critiques of education? Lastly, how might the study of anti-blackness provide a foundation for imagining more humane educational practices for all students?

EDUC 1220. The History of American Education.

This course is an introduction to the history of American education with an emphasis on K-12 public schooling. Using primary and secondary sources, we will explore the development of public schools and school systems, debates over aims and curriculum, conflicts over school governance and funding, and struggles for equity and inclusion over time. We will analyze the relationship between schooling, capitalism, and democracy. Finally, in exploring how different generations have defined and tried to solve educational dilemmas, we'll consider how this history might help us approach education today.

EDUC 1225. The American Teacher: How Policy Shapes the Profession.

Teachers are critical for transforming schools and changing trajectories of students' lives; our experiences as students and research underscores their importance in changing students' academic trajectories. We tend to think of teachers as doing their work alone, but they are part of a greater education ecosystem. In this course, we will examine the constraints - those imposed by principals, district policy, and state and federal law - under which teachers work. What can policy makers consider as they work to improve the experience students have in the classroom, especially as we ensure that our most vulnerable students have the most effective teachers?

EDUC 1230. Applied Statistics for Ed Research and Policy Analysis.

This course provides an accelerated introduction to applied statistics for conducting quantitative research in the social sciences, with a focus on education policy. Students will become acquainted with the fundamentals of probability, statistical inference, data visualization, and multivariate regression. Concepts and methods are taught using real-world examples with multiple opportunities for students to apply these methods in practice. The course uses the statistical software program, STATA.

EDUC 1240. Using Qualitative Research Methods.

Designed for sophomores or juniors concentrating in education studies, but also open to other undergraduates interested in qualitative research methods. Through readings, class exercises and discussions, and written assignments, examines issues related to the nature of the qualitative research methods that are commonly used in education, psychology, anthropology, and sociology.

EDUC 1250. Policy Implementation in Education.

This course provides an analytical foundation for students who are interested in education policy implementation, with particular emphasis racial and economic equity. We begin by centering the importance of school equity in the lived experiences of students on the margins. From there, we draw on social science research to examine the strengths and limitations of education governance structures at the federal, state, and local level that dictate how policy is implemented. We, then, examine major policy reform issues through the lens of evidence-based research. Ultimately we explore ways to generate governance and policy solutions in order to improve schools in our most vulnerable communities.

EDUC 1265. Comparative Education Systems: Governance and Policy.

Public education is a core responsibility of government in all nations around the world. This course examines similarities and differences in the way nations organize their public education systems. Who controls education policy, such as curriculum, staffing, and funding? Do children have equal rights to public education? How do nations formulate and enforce equal education opportunity? Is social and racial justice a priority in public education? What is the role of school districts? In addressing these issues, we will pay particular attention to cross-national differences in the centralized versus decentralized governing structure. Students will engage in a country-specific (non U.S.) team project that focuses on a key policy challenge, such as equity, quality, accountability, or innovation. A final, country-specific (non U.S.), research paper will focus on a specific area of governance, management, or funding that needs capacity building or improvement.

EDUC 1289. Cross-Cultural Perspectives on Child Development.

This course will focus on the role of culture in child development from infancy to young adulthood. Contemporary theories and empirical research will be reviewed to examine various topics and domains of development. Major topics include childrearing, parental beliefs and parenting styles, cognition, self, affect, moral development, views of intelligence, knowledge, and learning, and beliefs about school. Prior course work in psychology or human development in education is required, such as EDUC 0300, EDUC 0800, CLPS 0610 or CLPS 0620. Instructor permission required.

EDUC 1300. Schools as Sites of Social Welfare: An Exploration of the Role of Social Workers in Schools.

This course offers an orientation to schools as a nexus for social workers engaging with youth. Students in this course will gain a nuanced perspective and understanding of the needs of marginalized youth and come to understand schools as sites of social welfare. Students will dissect some of the challenges that young people in schools encounter throughout their lived experiences such as educational disabilities and learning challenges, healthcare disparities, and the challenges of living in poverty. Students will evaluate schools as sites of intervention where social workers collaborate with other professionals at the micro and macro level to improve youth conditions related to human development in order to enhance educational achievement and overall well-being.

EDUC 1310. Inside Higher Ed: Sex, Class, and Admissions.

This course introduces students to the sociological study of higher education in the United States. In this seminar, our primary focus will be to engage with the current debates, issues, and problems associated with higher education. Among the questions we will explore are: What is hook-up culture, and can you "opt-out"? What is the purpose of higher education, and how does our background impact how we answer this question? Who are the biggest beneficiaries of affirmative action? Are legacy students and athletes advantaged in the admissions process? Which students are most likely to participate in class discussion? And how does gender matter for who does and does not participate? Who is best served by higher education institutions?

This class is not just about reading research. You will be required to actively discuss and reflect on your collegiate experiences with your classmates.

EDUC 1320. Turning Hope into Results: The Policy Ecosystem of the Providence Public Schools District.

The Providence Public School District (PPSD) serves approximately 22,000 students and their families. This course will examine the policy ecosystem around the district, which-as a result of a 2019 review-is currently undergoing transformational change to provide students with the world-class education they deserve. This course will build students' knowledge of PPCD's history and organizational context. Students will also learn to analyze the district's policy environment while considering the voices of relevant community members. In order to do this, students will learn the national context for specific topic areas such as teacher policy, curriculum and instruction, family engagement, and school culture. As a Community-Based Learning and Research course, students will be involved in both community collaborations and course assignments that will encourage reflection on the relationship between their classroom learning and their role and experiences working with a community partner.

EDUC 1330. Social Psychology of Race, Class, and Gender.

This seminar is designed to give participants an understanding of how members of multiple social groups experience race, class, and gender and how these identities serve as axes of stratification. Through this course, I am hopeful and confident that you will learn to apply the "sociological imagination" to educational issues relating to race, class, and gender. This means understanding race, class, and gender as social constructs, learning how they exist within social structures and institutions, and how their structures and functions influence an individual's perceptions of self and others. Also, we will learn how scholars examine the interconnections between race, class, and gender, the different methodological approaches these scholars take, and issues in studying these social categories simultaneously. In exploring these concepts, we will learn to be critical consumers of research, especially in the public sphere.

EDUC 1340. Economics of Education.

The course will introduce students to the toolkit of applied microeconomics for thinking about, developing, and analyzing education policy. Rather than focus on abstract theory, the course aims to introduce students to economic concepts and thinking via their application to current education policy debates. We will begin by examining the linkages between educational achievement and economic outcomes for individuals and the economy as whole. The course will then survey a range of systemic, organizational, and personnel reforms in education with a focus on U.S. preK-12 public schools. We will review the empirical evidence for each reform and discuss which of these reforms hold promise for improving public education. Understanding and critiquing the experimental, quasiexperimental and descriptive research methods used in the empirical literature will play a central role in the course.

EDUC 1350. Education as Freedom?: Educational Access and Immigration Activism in the US South.

This course explores the political, pedagogical, and practical efforts to expand educational access to minoritized groups in the US, with special attention to the US South, both in the recent past and present. Course texts will include research in Africana studies, anthropology, history, education, and ethnic studies as well as first-person narratives of students, teachers, parents, and other stakeholders living, learning, and working toward equity in the region over time. Students will have the opportunity to hear from community partners in Nashville, Tennessee and Atlanta, Georgia—cities with storied histories in both the Civil Rights and contemporary immigrant rights movements.

EDUC 1430. Social Psychology of Race, Class, and Gender.

Focuses on the social construction of race, class, and gender and how this construction influences an individual's perception of self and other individuals. Topics include identity development, achievement, motivation, and sociopolitical development. Enrollment limited to 30.

EDUC 1460. "Education of a Bodybuilder:" Histories of Physical Fitness in the United States.

What happens when we change our focus in education studies from schools to gyms? We imagine personal trainers as teachers, gym-goers as students, fitness media as curricula, and muscle-building as the desired results. This comparison serves as one of the many lenses in which we will engage with the rich histories of fitness, weightlifting, and gym culture. Since the 1800s, educators and entrepreneurs alike have taught Americans how to improve their bodies through multiple modalities. These original "body-builders" created a billion-dollar industry as they laid the foundations for social media, constructed a new model of American manhood, and sold themselves as "professors" of fitness. We will explore their larger cultural influences, "bodybuilding" as an educational concept, and the technologies of weightlifting and gyms throughout history.

EDUC 1475. The Big IDEA: The Complexities of Gifted and Special Education.

This course introduces students to the historical foundations, policy framework, efficacy research, and ongoing controversies in gifted and special education. Gifted and special education are hot-button policy issues and affect the experiences of all students in U.S. schools. In the U.S., 15% of students receive special education services, and 6% receive gifted education services. Some of these students are educated with their peers, and some are educated in school settings that can cost over \$500,000 relative to an average spending of \$17,000 per pupil nationally. There are many complex issues related to gifted and special education. At the end of this course, students will have a deep understanding of gifted and special education and be positioned to continue engaging on these issues in future studies. The course requires no prior knowledge.

EDUC 1485. AI & Education: Critical and Applied Perspectives.

What does it mean to learn in a world of "thinking machines"? Artificial Intelligence is not simply a technology to be adopted or managed; it exposes the structural contradictions and limits of traditional education itself: how neoliberal logics shape institutions, how outdated cognitive models persist, and how assessment practices reduce understanding to proxies. "AI cheating," for example, will be explored not as a moral failure but as evidence of a system that prioritizes representation over reality. Through readings, discussions, and projects involving generative AI tools, students will engage three threads: (1) critical analysis of both educational and AI systems, (2) epistemological tensions embedded in approaches to cognition and learning, and (3) design strategies for addressing AI's "colonization" of teaching and learning.

EDUC 1490. Discipline and Punish: Historical Insights on School Punishment.

School discipline has played a key function in broader efforts to maintain social order. This seminar traces historic processes and recurrent themes that have contributed to the punitive direction of school discipline reform. We will take seriously factors such as race, gender and class in the school punishment phenomenon and consider how reformers, students, and educators have experienced and shaped policies related to punishment and criminality. We will also consider debates surrounding, discipline reform, and police abolition in schools. By the end of the course students should be able to engage with the historical and theoretical debates, synthesize claims made in readings and evaluate evidence used in the text. Relatedly students will be expected to effectively communicate and make analytic connections in writing and in class discussions.

EDUC 1540. Creating Schools.

In this course we will design a school and the school system in which it lives to meet educational goals for students. To inform this process, we will discuss current standards for school and alternative goals, as well as current school structures such as courses, assessments, and teaching requirements, and potential alternative practices. We will directly consider heterogeneity and inequality and how to build a system that is responsive to multiple dimensions of diversity.

EDUC 1600. Education, the Economy and School Reform.

This seminar examines the linkages between educational achievement and economic outcomes for individuals and nations. We study a range of system, organizational, and personnel reforms in education by reviewing the empirical evidence and debating which reforms hold promise for improving public education and closing persistent achievement gaps. Understanding and critiquing the experimental, quasi-experimental and descriptive research methods used in the empirical literature will play a central role in the course. Prerequisites: Education and PP concentrators, EDUC 0840 and EDUC 1230 (or equivalent); Economics concentrators, ECON 1110 or ECON 1130, and ECON 1620. Enrollment limited to 20.

EDUC 1610. Critical Black Masculinities and Education.

This course is intended for advanced undergraduate to engage and apply critical theories of Blackness and masculinities to illuminate complexities across topics within educational research, policy, and practice. This course unpacks the various ways that masc-identifying people leverage, experience, and correct patriarchy as a destructive force. More specifically, this course focuses on topics related to the educational life-worlds of Black male, men, and/or masc identifying people in institutions of colleges and universities, prisons, community initiatives, and even healthcare systems. We will explore the pedagogies and politics that inform these educational projects as well as the sense-making of those who imagine, implement, and participate in them. Students will be challenged to rethink conventions around what constitutes masculine identity and experience, gain exposure to relevant educational policy and practice issues, and design solutions alongside practitioners, artists, and policy advocates.

EDUC 1615. Introduction to Community-Based Participatory Research in Education.

Using community based participatory research, students in this course will learn a research method that interrogates issues of positionality, power, and equity. Community-based participatory research removes research solely from the realm of academia and engages the community in every part of the research project by centering the voices and perspectives of community members. Central to the course and the method of research are issues of power, trust, reform, ethics, and community partnership. Students in this course will work directly with community organizations to understand the problems of the organization, identify research questions that the organization seeks to understand, and highlight a research plan. Partnership, collaboration, and consultancy are central to every phase of this type of research. Student researchers will conclude by providing recommendations to the community organizations.

EDUC 1620. Urban Schools in Historical Perspective.

Why did urban schools, widely viewed as the best in the nation in the early twentieth century, become a "problem" to be solved by its end? How have urban schools been shaped by social, economic, and political transformations in cities and by other public policies? How have urban schools changed over time? This course will ask these and other questions to explore how historical perspective can help us better understand urban schools today. We will analyze the impact of changes in demographics, urban renewal and suburban development, the political economy of cities, educational expectations, and demands for equity.

EDUC 1645. Moral Development and Education.

This course focuses on the acquisition of moral values within the home, school, and peer groups. We will examine contending approaches to moral development and its fostering. Topics include the philosophical underpinnings of moral theory, the cognitive and behavioral dynamics of moral growth, the values climate of contemporary American society, and the role of education in the moral development of children. We will also consider cultural, ethnic, and gender differences. Prerequisite of one of the following courses: EDUC0300, EDUC0400, EDUC0620, EDUC0800, EDUC0850, EDUC0880, EDUC1289, EDUC1660, EDUC1670, EDUC1675, CLPS0610, CLPS0620, or equivalent. Enrollment is limited to 20 students.

EDUC 1650. Policy Implementation in Education.

This course offers an "analytical foundation" for students interested in public policy implementation, with particular emphasis on education. Drawing on social science research, the course examines strengths and limitations of several frameworks, including the "policy typology" school of thought, the rational actor paradigm, the institutional analysis, the bargain model, the organizational-bureaucratic model, and the "consumer choice" perspective. Enrollment limited to 20.

EDUC 1655. Human Development and Education in East Asia.

This course examines human development and education in East Asia, mainly China, Japan, and South Korea, using comparative and sociocultural perspectives. Topics include cultural beliefs and practices related to learning; school and students' educational experiences; academic and socioemotional development; family socialization; globalization and educational systems. Students will also examine diversity, inequality, and marginalization in educational processes across and within these countries. The course draws on a range of contemporary studies from interdisciplinary social science fields, such as psychology, sociology, and anthropology.

EDUC 1660. Social Context of Learning and Development.

This course focuses on the social environment that contributes to the development of children's minds, language, self, affect, relationships with others, beliefs about learning, experience with/attitudes toward school. The course covers the period from birth through young adulthood. Topics include child development and learning under the influences of family, peers, community, school, and immigration, culture, race/ethnicity, and SES. We will review theoretical frameworks and empirical research and discuss implications for education. Prior coursework in human development, education, and psychology is required, such as EDUC 0300, EDUC 0400, EDUC 0620, EDUC 0800, EDUC 0850, EDUC 1289, CLPS 0610, CLPS 0620, or equivalents. Enrollment is limited to 20 students.

EDUC 1665. Reimagining Humanities Education: Curriculum Development for Secondary Schools.

This advanced seminar links curriculum theory with the practical skills of curriculum design. While much curriculum theory focuses around the canonical curriculum, the course will strive to uncover silences to expose the ways that the lived and experiential curriculum, both historically and contemporaneously, has the potential to provide counter narrative and to bring about a dialogue of diverse perspectives. We will analyze ways that curriculum is informed by and dependent upon conceptions of race, ethnicity, language and nation. Students will learn about the Understanding by Design framework and use it for their own curriculum development projects that bring together literary fiction and primary sources. Archival research experiences, both online at the Library of Congress and in person at the John Hay Library at Brown, inform our understanding of the possibilities of uncovering stories that matter.

EDUC 1670. Juveniles for Justice: Youth Civic Engagement and Activism.

This course examines the meaning of youth activism in terms of individual civic development and collective social transformation. Guiding questions include: How does youth civic engagement affect youth's understandings of themselves, their civic identity, and belonging? How do youth engage in their communities? What effect does this engagement have? What are the barriers and bridges to engagement? Is civic engagement a universal good? The course uses ethnographic cases to explore: 1) how time, place, and social context affect youth's engagement and notions of citizenship and 2) what transferable insights about citizenship, engagement, and change can be gleaned from study across contexts.

EDUC 1675. The Psychology of Teaching and Learning.

This seminar course surveys and critically appraises foundational theories of teaching and learning. As we learn about various theories and the theorists behind them, we consider their effect on our construction of students' learning and teachers' practice. Through reading research in educational psychology and other disciplines, we will examine topics such as learning- and teaching-related beliefs and behaviors, cognitive and socioemotional processes, and motivation that can be applied to teaching approaches and classroom environments. Special attention will be given to sociocultural contexts that affect learning processes and experiences of diverse students. In doing so, we see how these theoretical paradigms are refined with respect to difference, diversity, and intersectionality.

EDUC 1680. Histories of Race and Education in the United States.

Students in this course will explore the interconnections between race and education throughout the history of the United States. Students will investigate 1) how race and racism have shaped education policy and practice throughout American history; 2) the development of white supremacy, anti-Black racism, and other forms of systemic racism within schools; 3) the ways in which BIPOC parents, teachers, students, and reformers have engaged in antiracist activism both within and through educational contexts. Students will complete a final project that helps answer the essential question: how can these histories help promote antiracist educational reform in America today?

EDUC 1690. Literacy, Community, and the Arts: Theory into Practice.

An exploration of ways to improve student literacy skills through the performing arts in area schools. Students read about the theory and practice of literacy and the arts, research national and local initiatives, engage in arts activities, and spend time in area classrooms working with local teachers and artists to draft curriculum materials to be used in summer and school-year programs.

EDUC 1760A. Beauty Pageants as an American Institution.

Beauty pageants are often ridiculed, and even vilified, in American society. Yet their lasting power—from "There She Is" to Toddlers & Tiaras to pageant waves—is undeniable. What accounts for their enduring power? This course draws on inter-disciplinary scholarship to examine how and why pageantry and American femininity have become linked in the public consciousness as they transformed from beauty contests to the largest source of scholarship money available to women in this country. We will examine how pageantry intersects with major institutions—education, politics, and media.

EDUC 1765. Education Policy and Program Evaluations in Low- and Middle-Income Countries.

While tremendous progress has been made around the world toward universal access to primary school in low- and middle-income countries, student learning and progress in secondary school remains an important challenge for many countries.

In the last two decades, governments have implemented many education policies and programs incorporating evaluations using novel methods to estimate their causal impact. Findings have improved our understanding of the effect and cost-effectiveness of a wide range of programs and greatly influenced policy. This course will explore the evidence available, question the theories that motivated the programs, ethics related to evaluation, and the lessons learned.

This course is a seminar and designed for students interested in international education policy and development economics. We will explore education policies around the world, but the main geographical focus will be on countries classified as low- or middle-income.

Students should have completed an introductory data and research methods course equivalent to EDUC 0750.

EDUC 1775. Education for the Future: Innovation, Entrepreneurship, and Scale.

This seminar is both a study and a lab: we will examine research evidence on educational innovations and case studies of educational entrepreneurship, while also creating a space for students to test their own ideas with peers. Working in small teams, students will choose an education pedagogy and use it to teach weekly readings in a round-robin format. Each team will refine and redeploy their pedagogy across the semester, iterating based on peer feedback and evidence. By the end of the course, teams will have developed an educational innovation or venture concept and will pitch how it could scale—whether through startups, institutional adoption, or policy reform. Weekly readings provide the theoretical foundation in the economics of innovation and entrepreneurship, complemented by research evidence on educational policies and innovations from around the world.

EDUC 1900. Senior Seminar.

Required of and reserved for seniors of the Education Studies Concentration as a culminating experience of your Concentration. Our foundational and methodological courses introduced you to the basic themes and research in the field, and upper-level courses typically focused on particular topics in greater depth. Your decision to be an Education Studies concentrator was likely related to one or more of the central themes of the field of education (e.g., human development, education policy and history, culture, race/ethnicity, gender, social justice, etc.). We hope to build on these learning experiences, broadening and deepening your learning across different areas of education.

EDUC 1970. Independent Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 1991. Independent Reading and Research.

Supervised reading and/or research for education concentrators who are preparing an honors thesis. Written permission from the honors advisor required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 2060A. Methods of Teaching: English.

S/NC.

EDUC 2060B. Methods of Teaching: History and Social Studies.

S/NC.

EDUC 2060C. Methods of Teaching: Science.

S/NC.

EDUC 2070A. Student Teaching: English.

S/NC.

EDUC 2070B. Student Teaching: History and Social Studies.

S/NC.

EDUC 2070C. Student Teaching: Science.

S/NC.

EDUC 2090. Literacy Across the Curriculum.

Focuses on three major areas of pedagogy: literacy across the curriculum, special education, and teaching English Language Learners. Topics include: current theory and practice in the three areas, legal requirements for special education, planning for differentiated instruction, assessment and diagnosis of student skill levels, measuring and reporting student achievement, adapting content for ELLS, selecting and working with texts, and effective vocabulary instruction. Open to MAT students only. S/NC.

EDUC 2110. Summer Practicum and Analysis.

Introduces MAT students to elementary school students through work in a unique summer enrichment program for inner city Providence children: Summer Prep readings and seminar meetings focus on arts education; introductions to the teaching of literacy, math and science; curriculum and lesson planning; creating a community of learners; issues of diversity; and physical education. S/NC.

EDUC 2320. Quantitative Research Methods and Data Analysis.

The goal of this course is to provide students in the Urban Education Policy course with a foundation and understanding of basic statistical analyses so that they will be able to design and carry out their own research and will be able to use data to inform education policy and practice.

EDUC 2330. Urban Education Policy: System and Governance.

This course is a requirement for students of the MA in Urban Education Policy program. It examines the system, structure, and governance of urban education policy. It will explore how urban school systems are organized, how urban education policies are made and implemented, and the political realities behind urban policy change. Students will develop an understanding of the landscape of contemporary education policy. The course will include team-based policy projects.

EDUC 2350. Economic Analysis and Urban Education Policy.

This course introduces students to the main economic theories and related applied work that inform education policy analysis by combining economic theory, econometric studies, and education and institutional literature in an examination of current issues in U.S. education, particularly those issues that are most relevant to urban education. We begin by examining key concepts and theories from microeconomics, labor economics, and public economics that are most relevant for studying questions in education. After laying this theoretical foundation, we examine how these theories can illuminate and aid policy analysis around key topics in U.S. education. Open to graduate students only.

EDUC 2360. Policy Analysis and Program Evaluation for Education.

Informed education policymaking requires reliable information about the causal effects of government programs and other factors shaping educational outcomes. This course offers an overview of education policy analysis with an emphasis on econometric strategies for measuring program impacts. It aims to make students critical consumers of policy evaluations and to equip them with tools to conduct their own research. Topics covered include the political context for policy research, social experiments, alternative strategies for making causal inferences, and cost-benefit analysis. Prerequisites: EDUC 1110, POLS 1600, SOC 1100, or written permission of the instructor.

EDUC 2367. Strategic Management of School Organizations.

This course will develop a range of professional, leadership, and management skills, build knowledge and understanding about how organizations work, and offer a place for critical reflection about the internship experience. It will employ case studies of organizations and reforms and draw from the experience of practitioners from the field.

EDUC 2370. Internship.

Students in the Urban Education Policy Master's Program participate in year-long internships in organizations that focus on urban education policy. Each student works with his or her site supervisor to develop a job description for the internship that allows the student to learn from and contribute to the work of the host organization.

EDUC 2380. UEP Internship Seminar.

Students in the Urban Education Policy master's program participate in year-long internships in organizations that focus on urban education policy. Each student works with his or her site supervisor to develop a job description for the internship that allows the student to learn from and contribute to the work of the host organization. This corresponding seminar will explore identity in leadership and study what leadership practices, skills, competencies and dispositions are required to succeed at social change work, both at the internship site and in educational organizations where students may work in after Brown.

EDUC 2385. Education Inequality and Community Assets: Contexts and Change.

Designed for graduate students in the Urban Education Policy A.M. and the Master of Arts in Teaching programs, this course focuses on understanding the dynamic social, cultural, and community conditions shaping America's diverse classrooms. We do so through reading and engaging in anthropological and sociological scholarship on issues like immigrant students, hidden scripts of gender and sexuality in secondary schools, social class and tracking, and ethno-racial discrepancies in discipline. By reading works focused on close observation of students, teachers, and families, students will learn to identify, describe, and evaluate how socio-cultural and socio-economic factors impact learning, student outcomes, and teaching.

EDUC 2390. Race and Democracy in Urban Education Policy.

This course will provide a broad introduction to contemporary education policy centered on issues of race/ethnicity and ideas of democracy. Students will begin by engaging theories of democracy and theories of race. The course will then transition to analyzing major education policy debates such as: school desegregation, school finance, teacher evaluation, curriculum development standards, accountability, educator policies (collective bargaining, certification), special education, and the current policy landscape. The course will include final group projects where students apply the theoretical concepts to strategies for school reform, with the neighboring school districts as cases.

EDUC 2450. Exchange Scholar Program.**EDUC 2500. Foundations of Teaching and Learning.**

This course surveys and critically appraises foundational theories of teaching and learning. As MAT students learn about these theories and the theorists behind them, we consider their effect on our construction of youth's learning and teachers' practice. Through reading ethnographic and qualitative research, we will examine how sociocultural contexts and differences affect how youth learn and how teachers teach. In this way, we see how theoretical paradigms are refined by the experiences of diverse learners and teachers.

EDUC 2510A. Educational Theory and Practice in Teaching English 1.

This course is designed to help MAT students make connections between the theory and the practice of teaching English in the secondary schools. This fast-paced summer course includes a Brown Summer High School practicum teaching experience in the morning and an intensive methods class that accompanies it in the afternoon. The class will focus on high leverage practices for teaching English and visible learning for literacy, particularly in the heterogeneous untracked high school classroom. This workshop-based class focuses specifically on methods for creating a constructivist, student-centered English classroom with high school students from diverse backgrounds in the mainstream classroom.

EDUC 2510B. Educational Theory and Practice I: Social Studies.

This course is designed to provide MAT students with an opportunity to wrestle with the tensions and possibilities embedded in the struggle to bridge educational theory with practice in secondary social studies classrooms. The summer course is an intensive theory- and practice-based experience that is intimately linked with a Brown Summer High School teaching practicum. The practicum, in combination with daily methods classes, will begin the process of developing culturally responsive lessons that integrate the multiple dimensions of social studies: Civics & Government, Historical Perspectives, Geography, and Economics.

EDUC 2510C. Educational Theory and Practice 1: Science.

This course is designed to provide experiences and resources that will support the development of science MAT students. Through interactive activities, readings, and class discussions, the class, as a component to student teaching during Brown Summer High School, will explore key elements and challenges of secondary science teaching and provide a foundation for continued growth and reflection throughout the students' teaching careers. Some of the main topics discussed in this course are national and state science standards, reform-based approaches to instruction and assessment, unit/lesson planning, the use of technology in science teaching, and laboratory safety.

EDUC 2510D. Educational Theory and Practice in Teaching Mathematics 1.

This course is designed to provide a clinical experience and resources that will support the development of math MAT students teaching at Brown Summer High School. Through interactive activities, readings, and class discussions, the class will explore key elements and challenges of secondary mathematics teaching and provide a foundation for continued growth and reflection throughout the students' teaching careers. Topics will include standards, reform-based approaches to instruction and assessment (including fostering mathematical thinking in students through use of active pedagogy), unit/lesson planning, analyzing student work to improve teacher practice, and the use of technology in mathematics teaching.

EDUC 2515. Learning Theory and Special Populations.

This course will provide MAT students with an understanding of factors and responsibilities as you work collaboratively with students, professionals, and parents to establish appropriate educational supports student success and achievement. We will explore the various categories of human exceptionality and their variations; review the main laws and policies that inform your work with exceptional students; study Individualized Education Programs and 504 plans and their implications for instruction; study the Universal Design for Learning (UDL) framework for differentiation; discuss different models for collaborations with school professionals and parents; and access research and resources that support your work with these students.

EDUC 2520A. Educational Theory and Practice in Teaching English II.

This course is designed to accompany MAT students' one-semester fall practicum teaching placement. This field-based course uses the Rhode Island Professional Teaching Standards and the aligned rubric of Danielson's Framework for Teaching as a guiding standard as well as a central assessment mechanism. ETP II integrates theory and practice with standards-based instruction for the culturally relevant classroom. Students will bring their experiences and questions about teaching and learning directly from teaching and/or observations at field sites so the class can address those questions using discussion, research and inquiry. Artifacts of instruction, practice, and assessment will be examined and analyzed.

EDUC 2520B. Educational Theory and Practice in Teaching Social Studies II.

This course provides opportunities for social studies MAT students to meet the Rhode Island Professional Teacher Standards (RIPTS) and the National Council of the Social Studies Preservice teacher standards. In this particular semester, the objectives are to be able to develop standards-based lesson plans and activities for your students that are culturally responsive in social studies based on your knowledge of students and how they learn; use an evaluation framework to distinguish curriculum quality; and successfully revise curriculum as necessary in order to align with the RI GSEs and meet the needs of your students in a culturally responsive way.

EDUC 2520C. Educational Theory and Practice for Science II.

This course provides opportunities for science MATs to meet the Rhode Island Professional Teacher Standards (RIPTS) and the National Science Teacher Association Preservice science teacher standards. In this particular semester, the objectives are to be able to develop standards-based lesson plans and activities for your students that are culturally responsive in science based on your knowledge of students and how they learn; use an evaluation framework to distinguish curriculum quality; and successfully revise curriculum as necessary in order to meet the needs of your students in a culturally responsive way.

EDUC 2520D. Educational Theory and Practice in Teaching Mathematics II.

This course is designed to provide a space for math MAT candidates in their fall placement to develop their pedagogical content knowledge of culturally responsive teaching as it pertains specifically to teaching mathematics in middle and high school levels. Continuing from our summer work, this course delves more deeply into thinking about what it means to be culturally responsive in particular aspects of curriculum and instruction: CCSS math standards, how students learn, approaches to student-centered mathematics instruction, and choosing and revising curriculum materials. Students will explore what it means to be culturally responsive in each of these areas.

EDUC 2525. Instructional Design, Planning, and Integrating Technology.

In this course, students enrolled in the MAT program will build on the knowledge of instructional design that they developed in the summer. MAT candidates will delve more deeply into the Universal by Design (Ubd) design process and consider its relationship to the Sheltered Instruction Observation Protocol (SIOP) Model. Additionally, students will work with the Technology, Pedagogy and Content Knowledge (TPACK) Model which will support their ability to deliberately integrate developmentally appropriate technology into their plans in order to positively impact student learning.

EDUC 2530A. Educational Theory and Practice III: English.

This course is designed to accompany the English MAT spring semester student teaching placement, with an aim to connect research with an experience, workshop, or record of practice to help students understand, implement, question and revise the practice in their own classrooms. Particular areas of focus include independent teaching in the linguistically and culturally diverse high school English classroom; practices for setting up the heterogeneous high school English classroom; classroom management; diagnostic assessment of student learning; understanding your position as a teacher and the context of your school; creating a professional learning community; and methods of teaching English with technology.

EDUC 2530B. Educational Theory and Practice in Teaching Social Studies III.

This course is a continuation of Educational Theory and Practice 1 and 2, designed to provide a space for social studies MAT candidates in their spring student teaching placement to develop their pedagogical content knowledge of culturally responsive teaching as it pertains specifically to teaching social studies in middle and high school levels. Building on the work we did in the summer and the fall, this course delves more deeply into thinking about what it means to be culturally responsive in particular aspects of curriculum and instruction.

EDUC 2530C. Educational Theory and Practice in Teaching Science III.

This course for science MAT candidates is a continuation of Educational Theory and Practice 1 and 2. It is designed to provide a space for candidates in their spring student teaching placement to develop their pedagogical content knowledge of culturally responsive teaching as it pertains specifically to teaching science in middle and high school levels. Continuing from the work done in the summer and the fall, this course delves more deeply into thinking about what it means to be culturally responsive in developing science assessments and in approaching discourse, modeling and mathematical representations.

EDUC 2530D. Educational Theory and Practice in Teaching Mathematics III.

This course is a continuation of Educational Theory and Practice 1 and 2. It is designed to provide a space for math MAT candidates in their spring student teaching placement to develop their pedagogical content knowledge of culturally responsive teaching as it pertains specifically to teaching mathematics in middle and high school levels. Continuing from the work we did in the summer and the fall, this course delves more deeply into thinking about what it means to be culturally responsive in curriculum and instruction, particularly in approaches to discourse, assessment, and interdisciplinary connections.

EDUC 2535. Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines I.

This half of a year-long course prepares preservice teachers in the MAT program to teach emerging bilingual students/English learners through sheltered instruction in the mainstream classroom and meet students' linguistic, academic, and socio-emotional needs. New teachers must learn how to understand and include the experiences of linguistically diverse and multilingual students in their teaching. Additionally, preservice teachers must learn the nature of language acquisition and how specialized instruction can support this development. Through analysis of case studies, participants will also learn to plan and deliver high quality instruction that is differentiated to meet the needs of English learners.

EDUC 2545. Teaching Literacy and Language to Emerging Bilinguals Across the Disciplines II.

This second half of a year-long course prepares preservice teachers in the MAT program to teach emerging bilingual students/English learners through sheltered instruction in the mainstream classroom and meet students' linguistic, academic, and socio-emotional needs. New teachers must learn how to understand and include the experiences of linguistically diverse and multilingual students in their teaching. Additionally, preservice teachers must learn the nature of language acquisition and how specialized instruction can support this development. Through analysis of case studies, participants will also learn to plan and deliver high quality instruction that is differentiated to meet the needs of English learners.

EDUC 2555. Assessment and Using Data to Support Student Learning.

This course will provide a space for enrolled MAT degree candidates to learn theories related to assessment that are closely tied to their student teaching practical experience and also establish effective ways to measure their impact on student learning. The course will prepare students to explain concepts related to assessment; design formative and summative assessment systems through the UDL Framework; analyze the results of assessment tasks/data and utilize them to inform instructional decisions; and evaluate current and future trends in educational assessment.

EDUC 2565. Practicum and Seminar I.

This clinical experience and seminar, held off-campus at student teaching sites, provides the practical component of the MAT fall semester that will allow MAT students to merge theory and practice. The main goals for this semester are for practicum students to familiarize themselves with their school context, students and community; develop an understanding of how school context and learning about students inform planning curriculum; be aware of the policies and initiatives you are responsible for in the role of a teacher; form professional relationships with your colleagues, students, and families; and begin instructing in a co-teaching model.

EDUC 2575. Student Teaching and Seminar.

This off-campus student teaching clinical experience and seminar, held at student teaching sites, provides the practical component of MAT students' winter and spring semester that will allow students to merge theory and practice and gain proficiency in the domains outlined by the Framework for Teachers. This will be accomplished by taking on the full responsibilities of a teacher for selected secondary classes in your placement school with the guidance of your mentor teacher and your supervisor as well as attending meetings and other programs teachers are required to attend for your placement site.

EDUC 2980. Studies in Education.

Independent study; must be arranged in advance. Section numbers vary by instructor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Egyptology and Assyriology

The Department of Egyptology and Assyriology is designed to explore the histories, languages, cultures and sciences of ancient Egypt, Mesopotamia and their neighbors. These regions, sometimes known collectively as the Ancient Near East, have a long history stretching back to the formation

of the first complex societies and the invention of writing. As a field of higher learning, Egyptology and Assyriology are represented at most of the world's great universities. Their establishment at Brown, beginning the 2005-06 academic year, is a product of Brown's Plan for Academic Enrichment, a commitment to higher learning in the humanities and the sciences.

Faculty in the department teach undergraduate and graduate courses in Egyptology, Assyriology and the History of Ancient Science.

For additional information, please visit the department's website: <http://www.brown.edu/academics/egyptology/>

Egyptology and Assyriology Concentration Requirements

The concentration in Egyptology and Assyriology offers students a choice of two tracks: Assyriology or Egyptology. The department promotes collaborations with other academic units at Brown devoted to the study of antiquity including Archaeology, Classics, Judaic Studies, and Religious Studies. Egyptology and Assyriology also collaborates with Brown's Joukowsky Institute for Archaeology and the Ancient World.

Assyriology Track

Also known as the Near East or Middle East, Western Asia includes present-day Iraq, Syria, Turkey, and other neighboring states, a broad geographic area that was connected in antiquity with the wider world—the Mediterranean, North Africa, the Arabian Peninsula, Central Asia, and the Asian subcontinent. Students will be exposed to the critical study of the ancient cultures of this region (ca. 3400 B.C.E.–100 C.E.) using the tools of archaeology, epigraphy, and historical inquiry. A variety of interdisciplinary, comparative, and theoretical approaches will be introduced to give students the tools and methods to explore this region's ancient languages and literatures, political and socio-economic modes of organization, art and architecture, religious traditions and other systems of knowledge, such as early science.

The Assyriology (ASYR) track requires a total of at least ten (10) courses that are determined in the following way:

Language Courses (two courses) 2

One course in cuneiform-based language, normally Introduction to Akkadian, Introduction to Sumerian, or Introduction to Hittite. One additional language course, either Intermediate Akkadian or another language with the EGYT or ASYR course code.

ASYR 1000	Introduction to Akkadian
or ASYR 1400	Introduction to Sumerian
or ASYR 1900	Introduction to Hittite Language and Literature

And one of the Following:

ASYR 1010	Intermediate Akkadian
ASYR 1400	Introduction to Sumerian
ASYR 1900	Introduction to Hittite Language and Literature
EGYT 1310	Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I)
EGYT 1320	Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian II)

Foundations (Four Courses): One course in each of the following areas: 4

History

EGYT 0600	Ancient True Crime: Murder, Conspiracy, and Law in the Ancient World
ASYR 0300	Babylon: Myth and Reality
ASYR 0800	The Cradle of Civilization? An Introduction to the Ancient Near East

Archaeology:

ASYR 0800	The Cradle of Civilization? An Introduction to the Ancient Near East

ARCH 0372	Meeting with Mesopotamia
ARCH 0760	Palaces: Built to Impress
ARCH 1475	Petra: Ancient Wonder, Modern Challenge
ARCH 1635	The Great Heresy: Egypt in the Amarna Period
ARCH 1879	A World in Color: Seeing and Experiencing Colors in Ancient Times

Religion and Literature

EGYT 0300	In the Beginning: Cosmos and Creation in the Ancient World
ARCH 0255	Monsters
ASYR 0310	Thunder-gods and Dragon-slayers: Mythology + Cultural Contact - Ancient Mediterranean and Near East
ASYR 1100	Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia
ASYR 1110	Literature of Ancient Iraq

Making Knowledge - Ancient and Modern

ASYR 0320	The Origin(s) of Science
ASYR 0500	Mathematics in the Ancient World
ASYR 1160	Color and Culture in the Ancient Near East
ASYR 1500	Ancient Babylonian Magic and Medicine
ASYR 1600	Astronomy Before the Telescope
ASYR 1700	Astronomy, Divination and Politics in the Ancient World
ASYR 1725	Scientific Thought in Ancient Iraq
ARCH 1538	Heritage Under Fire: From Conflict to Understanding, Memory, and Reconciliation
ARCH 1830	Fake! History of the Inauthentic

Depth Requirement (Two Courses) 2

At least two additional courses at the 1000 level or higher that include ancient Mesopotamia as a major component of the syllabus, usually in ASYR or ARCH. Subject to the approval of the concentration advisor and DUS.

Breadth Requirement (Two Courses) 2

Two additional courses on some aspect of the ancient/premodern world, at least one of which should be with the department's faculty. Subject to the approval of the concentration advisor and DUS.

Total Credits 10

Egyptology Track

Language Courses (two courses) 2

One course in the ancient Egyptian language, ordinarily Middle Egyptian I. However, other phases of the ancient Egyptian language can be substituted for one or both of these, such as Late Egyptian or Coptic. One additional language course, either Middle Egyptian II or another language with the EGYT or ASYR course code.

EGYT 1310	Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I)

And one of the Following:

EGYT 1320	Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian II)
EGYT 2210	Introduction to Coptic
EGYT 2410	Late Egyptian
EGYT 2610	Introduction to Demotic
ASYR 1000	Introduction to Akkadian
ASYR 1010	Intermediate Akkadian
ASYR 1400	Introduction to Sumerian

ASYR 1900	Introduction to Hittite Language and Literature	
Foundations (Four Courses): One course in each of the following areas:		4
History		
EGYT 0500	The Pyramids in Context: Archaeology of Life and Religion of Death in Old Kingdom Egypt	
EGYT 0550	Black Pharaohs: Nubian Kings and Queens of Ancient Egypt	
EGYT 0600	Ancient True Crime: Murder, Conspiracy, and Law in the Ancient World	
EGYT 1030	Collapse! Ancient Egypt after the Pyramid Age	
EGYT 1430	History of Egypt I ¹	
EGYT 1465	Life on the Nile: Ancient Egypt beyond the Pharaohs	
Archaeology:		
EGYT 1510	Ancient Egyptian Art II	
ARCH 0150	Introduction to Egyptian Archaeology and Art	
ARCH 0760	Palaces: Built to Impress	
ARCH 1630	Fighting Pharaohs: Ancient Egyptian Warfare	
ARCH 1635	The Great Heresy: Egypt in the Amarna Period	
ARCH 1879	A World in Color: Seeing and Experiencing Colors in Ancient Times	
Religion and Literature		
EGYT 0300	In the Beginning: Cosmos and Creation in the Ancient World	
EGYT 1100	Ancient Voices: The Literature of Ancient Egypt	
EGYT 1420	Ancient Egyptian Religion and Magic	
ARCH 0255	Monsters	
Making Knowledge - Ancient and Modern		
EGYT 1400	Ethiopia Shall Stretch Forth Her Hands: Black Reception of Ancient Egypt and Nubia	
EGYT 1485	Magic, Mummies, and Drugs: Medicine and Physicians in Ancient Egypt	
EGYT 1490	Calendars and Chronology in Ancient Egypt and the Ancient World	
ASYR 0320	The Origin(s) of Science	
ASYR 0500	Mathematics in the Ancient World	
ASYR 1160	Color and Culture in the Ancient Near East	
ASYR 1600	Astronomy Before the Telescope	
ARCH 1538	Heritage Under Fire: From Conflict to Understanding, Memory, and Reconciliation	
ARCH 1830	Fake! History of the Inauthentic	
Depth Requirement (Two Courses)		2
At least two additional courses at the 1000 level or higher that include ancient Egypt as a major component of the syllabus, usually in EGYT or ARCH. Subject to the approval of the concentration advisor and DUS.		
Breadth Requirement (Two Courses)		2
Two additional courses on some aspect of the ancient/premodern world, at least one of which should be with the department's faculty. Subject to the approval of the concentration advisor and DUS.		
Total Credits		10

Senior Capstone Project

All concentrators in Egyptology and Assyriology are required to complete a capstone project. Under normal circumstances a concentrator will complete a capstone project in their last undergraduate year, the idea being that the project will be a culmination of the student's academic path at Brown and in the department. Students have three options for fulfilling the capstone requirement in Egyptology and Assyriology:

1. Honors Thesis (see policies and procedures for Honors in Egyptology and Assyriology)
2. Independent Study: A one-semester reading and research independent study course under the direction of a faculty advisor in the department (this course may count toward the concentration Depth or Breadth requirement subject to the approval of the concentration advisor and DUS). The independent study should result in a research paper (at least 5000 words) or a significant original translation and analysis of an ancient text or a coherent group of related texts.
3. Course Project: a project undertaken in connection with an EGYT/ASYR/ARCH course at or above the 1000 level (this course may count toward the concentration Depth or Breadth requirement). The specific project should be discussed with, and must be approved by, the instructor of the relevant course and the DUS

The capstone project can take many forms, but the common feature shared among all possible projects will be a public presentation. Typically in the final semester before graduating, the concentrator will give this capstone presentation before the department community. The format of the presentation may vary: students may give an illustrated lecture, present and discuss a video or installation, or propose a novel presentation modality. Both the content and the format of the capstone project must be discussed beforehand and approved by the concentration advisor and DUS no later than the end of the first semester of the senior year.

Honors in Egyptology and Assyriology

1. *Becoming an honors candidate*

Students who wish to consider pursuing honors should meet with the Undergraduate Concentration Advisor in the first half of their sixth semester.

Eligibility is dependent on:

- Being in good standing
- Having completed at least two thirds of the concentration requirements by the end of the sixth semester.
- Having earned two-thirds "quality grades" in courses counted towards the concentration. A "quality grade" is defined as a grade of "A" or a grade of "S" accompanied by a course performance report indicating a performance at the "A" standard.

To pursue honors candidacy, eligible students must:

- Secure a faculty advisor and discuss plans for the proposed thesis project well before the established deadline; this can be done by email when a student is abroad.
- Prepare a thesis prospectus (see below).
- Submit the prospectus to the advisor, one other proposed faculty reader (at least one of the readers must be in the department) and the department chair *no later than the first week of the seventh semester*.

The structure of a thesis prospectus:

An honors thesis in Egyptology or Assyriology is a substantial piece of research with some degree of originality that demonstrates the student's ability to frame an appropriate question and deal critically with the range of original and secondary sources. A thesis prospectus is a short analytical document consisting of several parts. It will normally include a concise and focused research question; a justification for that question that demonstrates familiarity with previous research on the topic; a project description that includes a discussion of the types of evidence available and appropriate to answering the proposed question; a discussion of methods of collecting and analyzing that evidence; a conclusion that returns to the research question and assures the reader that the project will add value to our understanding of the topic; and a bibliography. The

prospectus will ordinarily be in the range of 5-7 pages in length, exclusive of bibliography. The prospectus will include proper citations throughout.

Determination of whether or not a student may pursue the proposed project will be made on review of the prospectus by the readers and department chair. Prospectuses will be evaluated on the following scale:

1. No concerns about the viability of the project.
2. No concerns about the viability of the project, but minor weaknesses in the execution of the prospectus.
3. Concerns about the viability of the project, but willingness to reevaluate a revised prospectus submitted within two weeks of receipt of evaluation.
4. Reservations that the prospectus does not describe an honors-worthy project.
5. Poorly conceived and shoddy work.

Prospectuses will be returned to the student with this numerical evaluation and comments one week after submission of the prospectus. A prospectus must receive an evaluation of 1 or 2 prior to the third week of the seventh semester for a student to be admitted to the honors track. Students who submit an original prospectus that is graded 4 or 5 will not be permitted to rework the prospectus for the second submission.

2. Developing, completing and submitting the honors project

Once accepted as honors candidates, students will pursue a course of study that goes beyond what is expected of a regular concentrator. This includes:

- Enrollment in two semesters of independent study in Egyptology or Assyriology (these do not fulfill course requirements towards the concentration).
- Twice-monthly meetings with the thesis advisor and once-monthly meetings with the second reader. These meetings will be scheduled at the beginning of each term.
- Submission of a comprehensive outline to both readers no later than October 15 (for May graduates)
- Regular submission of drafts. A partial draft including a complete version of at least one chapter or section is due before Reading Period of the seventh semester.
- A complete draft is due to both readers no later than March 15 (for May graduates).
- The revised final thesis is due in both electronic and physical form to both readers and department chair April 5 (for May graduates).

Failure to meet any deadline will result in automatic termination of the honors process. No extensions will be granted. If a thesis is turned in late but before the end of the term, credit and grade for the Independent Study may still be granted.

3. Evaluating the submitted work of honors candidates

In order to receive honors a student must be found to have:

- Remained in good academic standing throughout the academic year.
- Not violated the Academic Code of Conduct during honors candidacy.
- Complete or be about to complete all concentration requirements.
- Produced a thesis that is judged by the readers to meet the department's expectations for honors work (see below), and turned it in by the established deadlines.
- Successfully defended the thesis during a half hour public presentation held during the final exam period of the eighth semester.

Students who submit theses that are deemed to fall short of the expectations will graduate without honors. In that case, the theses will count as a capstone project.

4. Expectations for honors theses:

Originality:

An honors thesis in Egyptology or Assyriology is expected to add to existing scholarship. The thesis must be based on close work with primary sources (usually in publication rather than in person), supplemented by critical engagement with a substantial amount of relevant secondary literature. While the resulting study is not necessarily expected to be ground-breakingly original, and may engage with a well-studied topic,

it will usually include a new insight into or interpretation of the material considered.

Scope:

An honors thesis is not a book or dissertation. It is, however, a very serious piece of research and writing for which two dedicated study courses have provided substantial time to the honors student. The question upon which the honors thesis is based should be focused enough to allow an in-depth treatment, generally in under 100 pages or 30,000 words (exclusive of bibliography and illustrations). Appropriate length will vary considerably depending on the topic itself and the nature of the primary sources being considered, particularly if substantial translation of ancient textual sources is required.

Argument:

The thesis should present a sustained analytic argument in answer to its structuring question. A thesis should not be primarily descriptive or narrative in nature. Each chapter should contain a sub-argument that is clearly related to the overall argument of the thesis. The significance of the argument and its relationship to prior scholarship should be clearly articulated. Honors theses are not expected to demonstrate comprehensive familiarity with the secondary literature, but they are expected to engage critically and maturely with important works on the defined topic.

Methodology:

Egyptology and Assyriology are very broad fields, and the appropriate methods will be determined in conjunction with the thesis advisor on the basis of the questions and types of evidence - textual, archaeological, art historical - under consideration. With very few exceptions the methodology of the thesis is expected to be conventional rather than innovative, rooted in the accepted practices of the field in question.

Organization and writing:

An honors thesis must be well organized and written. It should include an introduction and conclusion as well as well-considered chapters that allow the reader to follow the line of reasoning easily. The relationship of any section to the larger whole should be clear, and segues should help the reader move between sections. Writing should be grammatically correct, well copy-edited, professional, and consistent. Citations and bibliography must be in an accepted style as determined in consultation with the advisor.

Egyptology and Assyriology Graduate Program

PhD Program in Egyptology and Assyriology

Brown is one of the premier institutions for the study of Egyptology, Assyriology, and the history of ancient science, and our PhD students train in the foundational areas of our disciplines: the languages, literatures, history, and material culture of Egypt and Mesopotamia in their wider environment. The department offers instruction in the core ancient languages that are essential for research in our fields: Akkadian (Babylonian and Assyrian, all stages), Egyptian (all stages), Hittite, and Sumerian; instruction in Arabic, Aramaic, Greek, Hebrew, Latin, Sanskrit, Syriac, and Ugaritic is available to our students at Brown as well. In addition to training in philology and critical research methods, our students also become conversant in the archaeological sequence, art and architecture, and repertoires of material culture found across the ancient Near East.

Brown's doctoral program in Egyptology and Assyriology has a number of distinguishing features:

- We offer in-depth disciplinary training that allows our students to pursue focused research in any one of our core fields: Assyriology, Egyptology, the history of ancient science, and the archaeology of Egypt and the Near East.
- We encourage creative interdisciplinary work, including but not limited to research that bridges Egyptology, Assyriology, and the history of ancient science in innovative ways. Our doctoral students have the opportunity to do coursework in and cultivate stimulating intellectual relationships with faculty from Anthropology, Classics, History, the Joukowsky Institute for Archaeology and the Ancient World, and Religious Studies. In addition Brown's Graduate School has an Open

Graduate Program that allows interested doctoral students at Brown to pursue a concurrent master's degree in a secondary field that is outside the scope of their doctoral program.

- We provide significant funding both in the department and across the university to support graduate students' original research. Our doctoral students have recently used support from the department and university to carry out research in museum collections in the US, Europe, and Africa; to participate in archaeological fieldwork (survey and excavation) in Egypt, Sudan, and Turkey; and to present the results of their research at international conferences and symposia.
- We emphasize developing our students professionally and encourage students to reach important early career milestones during their time in the program, such as giving conference papers and submitting academic publications; to that end we have incorporated valuable professional academic skills into our curriculum and assessment.
- We provide a variety of opportunities for our PhD students to train as teachers and develop valuable teaching skills that will be useful in a wide variety of educational settings, including research universities, museums, or teaching colleges focused on the liberal arts.

A few areas of particular interest to the department's faculty include: ancient science (astronomy and astrology, timekeeping and calendrics, divination and medicine); cultural interactions throughout the Mediterranean, Near East, and Africa in the second and first millennia BC; religion and ritual in the ancient Near East, from Egypt and Sudan to Anatolia and Mesopotamia; the history of the Egyptian language and its grammar; the origins and development of writing and the diffusion and reception of cuneiform, hieroglyphic, and alphabetic scripts in the ancient world; kingship and monumentality in ancient Egypt and Sudan; the integration of textual and archaeological methodologies; Coptic manuscripts; the ancient Near East in classical periods and Greek and Roman cultures' perceptions of the more ancient past; Mesopotamian and Egyptian literature; ancient empires of the Near East in context; and the origins of Egyptian civilization.

PhD Tracks

The department currently offers three tracks to the PhD: (1) Assyriology (2) Egyptology, and (3) History of the Exact Sciences in Antiquity. Each track has different course requirements, details of which may be found in the program's Graduate Student Handbook. Students who enter the program in one track may switch to another track providing they are still able to complete the coursework requirements by the end of their third year.

Further details about our graduate program may be found at <http://www.brown.edu/academics/gradschool/programs/egyptology-and-assyriology> (<http://www.brown.edu/academics/gradschool/programs/egyptology-and-assyriology/>)

Courses

Assyriology

ASYR 0300. Babylon: Myth and Reality.

From the Hanging Gardens of Babylon to the Tower of Babel to Babylon 5, the city of Babylon in ancient Iraq holds an important place in contemporary culture. But how much of what is commonly known of Babylon is true? In this course we will explore the ancient city of Babylon through its texts and archaeological remains and investigate the ways Babylon has been viewed over the past two thousand years. Enrollment limited to 19 first year students. Instructor permission required.

ASYR 0310. Thunder-gods and Dragon-slayers: Mythology + Cultural Contact - Ancient Mediterranean and Near East.

This course is an exploration of the mythological imagination in the ancient Mediterranean and Near East. From cosmic origins to epic battles, mighty queens to baneful monsters, mythological motives and narratives crisscrossed the ancient world, bypassing seemingly rigid geographic and cultural boundaries. Particular attention will be devoted to the study of the dynamic reinterpretation of myths in situations of cultural contact. Primary evidence will include material from Mesopotamia, Egypt, Anatolia, the Levant, Greece and Rome. The course will span several millennia, from the earliest attestations of the Epic of Gilgamesh to the Christian and Muslim reinterpretation of so-called pagan myths.

ASYR 0320. The Origin(s) of Science.

"Science begins with the Greeks" is a common refrain in popular introductions to science. But is it true? In this course we will explore a range of non-western scientific traditions, some of which can be dated much earlier than the Greeks, others of which are contemporary or later but which developed independently, in order to critically assess this claim and to better understand the diverse ways that science has developed and been practiced in different cultures. In doing so, we will reflect upon what we mean by "science" and question whether the way that we think about modern science biases our understanding of earlier scientific traditions.

ASYR 0350. Haunted Universe: Monsters and Demons at the Dawn of Civilization.

This seminar explores the relationship between monsters and civilization, considering what exactly it is that monsters do for us; why we create, deploy, and ultimately destroy them; and what they tell us about the peoples among whom they sprang up and roamed. Emphasized is the developing civilization in Mesopotamia, and the place and functioning of monsters and demons in the visual arts and literary contexts, as well as in the worldview, of the early cities of that region. Enrollment limited to 19 first year students.

ASYR 0400. Intimate Stories: Narrative in Ancient Visual Culture.

Images tell stories that carry us to imaginary worlds. A story in pictures engages us deeply, opening the doors of fantastic places and times. In antiquity public monuments displayed visual narratives that animated public spaces, enthralled audiences and delivered state ideologies. This course involves reading narrative imagery from the Middle East and East Mediterranean including magical hunt scenes in prehistoric caves, political tales on Mesopotamian relief sculpture, visions of paradise in Egyptian tombs, Aegean frescoes and Assyrian reliefs of exotic landscapes. Using contemporary perspectives on art, we will explore the material power and everyday significance of pictorial representations as intimate spectacles. Enrollment limited to 19 first year students.

ASYR 0500. Mathematics in the Ancient World.

Mathematics is often touted as a "universal language," but despite this supposed universality, mathematics takes different forms in different cultures and times. This class will look at mathematics in the ancient world, with a focus on how mathematical knowledge has been studied in and understood by modern scholars and how they can and do talk about it today. It will also dive into different applications of mathematics, including astronomy, statecraft, poetry, and more in order to better understand the wide impact of mathematical understanding on these disparate fields.

ASYR 0800. The Cradle of Civilization? An Introduction to the Ancient Near East.

This course explores the cultures of ancient Mesopotamia and the Near East (present-day Iraq, Syria, Turkey, and Iran) from prehistory until the end of the first millennium BC. We will investigate the rich history and archaeology of this region through literary and historical texts (in translation) and archaeological evidence, including visual culture and architecture. Central to our discussion will be questions about how and why scholars study the Middle East in this early period. Topics include: early complex societies, state formation, the origins and development of writing, ancient empires, religion, culture and ethnicity, trade, diplomacy, warfare, agriculture, and craft production.

ASYR 0900. Longing and Lament: Exploring Love and Death in Ancient Near Eastern Literature.

Love and death are two life events inextricably entwined, and poets from Classical antiquity through to the modern day often make love and death prominent themes in their works. This course offers students the chance to engage with how these themes were explored in the poetry of the ancient Near East, focusing on ancient Iraq with parallels from the wider Middle East. The course will introduce how these two key aspects of human experience—love and death—were conceptualized and presented in the world's oldest literature, particularly following the love story, and then demise, of the divine couple Inanna and Dumuzi. Analyzing erotic poetry, love incantations, sex omens, stories about journeying to the Netherworld, ritual laments and more, the course will explore the conceptual connections between love and death through the study of Sumerian and Akkadian literature in translation. No prerequisites.

ASYR 0998. Wrong For Good Reasons: An Introduction to the History of Science.

Lavoisier! Galileo! Newton! According to widespread narratives: heroes of science and progress. These heroes, we are told, triumphed over the obdurate fools who held back the march of science out of deliberate ignorance. But things are not so simple, for their objectors often had good reasons to be "wrong". Through the study of landmark examples selected from Antiquity to the Early Modern Era in what we would call today the fields of Chemistry, Cosmology, Astronomy, and Optics, students will reevaluate received narratives of "science" and "progress". Students will read (in English translation) primary sources ranging from ancient Babylonian astronomical texts to excerpts of Huygens' treatise on light. There are no prerequisites.

ASYR 1000. Introduction to Akkadian.

An intensive introduction to the cuneiform writing system and the basic grammar and vocabulary of Akkadian, a language first attested over four thousand years ago in Mesopotamia (modern Iraq). The earliest known member of the Semitic family of languages (like Arabic and Hebrew), Akkadian was in use for over two thousand years across a wide expanse of the ancient Near East. Students will learn the classical Old Babylonian dialect of Akkadian (ca. 1800 BCE) and read Mesopotamian texts in the original, including selections from the Laws of Hammurabi, as well as excerpts from myths, hymns, prayers, historical documents, and letters.

ASYR 1010. Intermediate Akkadian.

This course is the second semester of an introduction to the Akkadian (Babylonian/Assyrian) language. Students will deepen their knowledge of the cuneiform writing system and continue to develop their grasp of Akkadian grammar, focusing on the Standard Babylonian literary dialect. Readings from Mesopotamian texts in the original language and script will include, among others, selections from the Babylonian creation myth Enūma eliš, Assyrian historical texts, and the Standard Babylonian Epic of Gilgamesh. Prerequisite: Introduction to Akkadian (ASYR 0200; ASYR 1000) or permission of the instructor.

ASYR 1090. Iconoclasm: Destroying Images in the Near East and Beyond.

What drives someone to smash, erase, or otherwise obliterate the image of another? Why do the portraits (and sometimes even the names) of people become targets of destruction? Who has engaged in systematic violence against images and why? If images are inert, why have people repeatedly felt the need to kill them as if they were alive? What does iconoclasm have to do with social memory and forgetfulness? Through a series of detailed case studies we will survey the intentional destruction of images, monuments, and texts in the Near East over many millennia. In thinking about the religious, political, and aesthetic motivations that once incited ancient iconoclasm, we will also consider more recent and even contemporary incidents during which people have found the monuments around them to be deserving of annihilation.

ASYR 1100. Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia.

Creation, the Flood, the Tower of Babel--well-known myths such as these have their origins in ancient Mesopotamia, the land between the Tigris and Euphrates Rivers. Using both ancient texts in translation and archaeology, this course will explore categories of Mesopotamian culture labeled "myth" and "religion" (roughly 3300-300 BCE), critically examining the ancient evidence as well as various modern interpretations. Topics will include myths of creation and the flood, prophecy and divination, death and the afterlife, ritual, kingship, combat myths and apocalypses, the nature and expression of ancient religious experience, and representations of the divine. There are no prerequisites.

ASYR 1110. Literature of Ancient Iraq.

Introduction to rich and varied compositions surviving from ancient Mesopotamia (Iraq) and beyond, including selected myths, epics, hymns, prayers, rituals, oracles, elegiac poetry, fables, proverbs, riddles, debates and more. We will consider what they can tell us about people's lives and values in ancient times and the processes by which written knowledge was preserved and passed on, where the texts were collected and how they come to be scattered in museums. The definition of "literature" adopted in this course considers aesthetic intent but also the subjects (e.g. love, death, heroism, gods) and forms of writing meaningful to an ancient audience.

ASYR 1150. The Art of Civilization: Artist, Image, and Aesthetic in the First Cities.

This course examines various facets of the relationship between art and developing social/political complexity in the ancient world, with case studies drawn primarily from the ancient Near East and Egypt between the rise of the first cities in the late fourth millennium BCE through to the fall of the Achaemenid "world empire" in the mid-fourth century BCE.

ASYR 1160. Color and Culture in the Ancient Near East.

This seminar investigates the meaning of color as a culturally mediated and culturally embedded phenomenon using case studies drawn from the civilizations of the ancient Near East and Aegean. Employing contemporary critical theories from cognition, phenomenology, linguistics and material culture studies, we will explore how human beings perceived, categorized and valued color in ways that vary cross-culturally.

ASYR 1200. Sacred Spaces and Sacred Times: Religious Travels and Pilgrimages in the Ancient Near East.

The course will focus on the cultural and religious-historical interpretation of physical displacements among sacred places, including urban processions, visits to temples and journeys to sacred places within the context of the Ancient Near Eastern religions. We will attempt to sketch a map of the holy centers and cultic itineraries, focusing on case studies from Babylonia, Assyria and Syria from the third to the first millennium BC as well as comparative case studies from surrounding cultures. These topics will be explored with an emphasis on how written and archaeological sources can be interpreted with the help of theoretical literature.

ASYR 1300. The Age of Empires: The Ancient Near East in the First Millennium BC.

The first millennium BC saw a series of empires vying for control of the Near East: the Assyrians, the Babylonians, the Persians, and the Greeks of Alexander the Great and his successors. The course will explore the political, social and cultural history of Mesopotamia and the Ancient Near East under these empires, using evidence drawn from archaeology and ancient texts (in translation).

ASYR 1400. Introduction to Sumerian.

Over five thousand years ago the first cities emerged in southern Iraq, and around that same time writing was invented, most likely to record the language we now call Sumerian. Even after it was no longer spoken, Sumerian became a powerful conduit for the region's cultural heritage, preserving its literature and religious traditions for millennia. In this course students will learn the fundamentals of Sumerian grammar, develop a basic working vocabulary, and explore the cuneiform script through weekly readings in original texts. Selections will come from royal inscriptions, court cases, myths, magical incantations, and even ancient schoolwork. No prerequisites.

ASYR 1420. Monarchs, Gods and Demons: The Art of the Ancient Near East (HIAA 1420).

Interested students must register for HIAA 1420.

ASYS 1500. Ancient Babylonian Magic and Medicine.

A survey of ancient magic and medicine focusing on Mesopotamia (present-day Iraq, ca. 2500-300 BCE), with an emphasis on beliefs about the body, health, illness, and the causes of disease, such as witchcraft or angry gods. Topics will include the training of healers, exorcists, and herbalists; concepts of contagion and plague, modalities of treatment, incantations, prayers, and empirical remedies like prescriptions; ancient perceptions of problems like sexual dysfunction, the perils of pregnancy, tooth decay, epilepsy, and mental illness. Readings will be drawn from ancient texts (in translation), archaeology, and parallels with ancient Egypt, Greece, Rome, and the Bible. No prerequisites. Not open to first year students.

ASYS 1600. Astronomy Before the Telescope.

This course provides an introduction to the history of astronomy from ancient times down to the invention of the telescope, focusing on the development of astronomy in Babylon, Greece, China, the medieval Islamic world, and Europe. The course will cover topics such as the invention of the zodiac, cosmological models, early astronomical instruments, and the development of astronomical theories. We will also explore the reasons people practiced astronomy in the past. No prior knowledge of astronomy is necessary for this course.

ASYS 1650. Time in the Ancient World.

Time plays many roles in civic and everyday life: calendars provide a way of regulating activities ranging from gathering taxes to knowing when to perform religious rituals. This course will provide an introduction to the way time was measured, used, regulated and conceived in the ancient world. We will cover topics such as the calendars used in Mesopotamia, Egypt, Greece and China, sundials and other instruments used for measuring time in the ancient world, and the way time is used in scientific and non-scientific texts.

ASYS 1700. Astronomy, Divination and Politics in the Ancient World.

This course will explore the relationship between astronomy, divination and politics in the ancient world. The sky provided ancient cultures with many possibilities for observing occurrences that could be interpreted as omens. In many cultures, celestial omens were directed towards the king and his government. As a result, interpreting and controlling celestial omens became an important political activity. In this course, we will explore how and why astronomical events were used politically in ancient Mesopotamia, the Greco-Roman world, and ancient and medieval China. No prior knowledge of astronomy is necessary for this course.

ASYS 1725. Scientific Thought in Ancient Iraq.

This course will investigate a variety of ancient scientific disciplines using primary sources from ancient Mesopotamia (modern Iraq). By reading the original texts and studying the secondary literature we will explore the notion of scientific thought in the ancient world and critique our own modern interpretation of what "science" is and how different traditions have practiced scientific methods towards a variety of aims. Looking at a range of disciplines will allow us to compare and contrast the different ways in which scientific thinking is transmitted in the historical record.

ASYS 1750. Divination in Ancient Mesopotamia.

The interpretation of natural events as portents of good or bad outcomes played an important role in religious, political, scholarly and everyday life in ancient Mesopotamia. In this course we will study Mesopotamian omen literature from textual, scientific, philosophical and cultural viewpoints in order to understand how divination operated and what it was used for.

ASYS 1800. Scribes and Scholarship in the Ancient Near East.

This course will explore the development of written traditions among the scribes of the Ancient Near East. Topics covered include the mechanics of writing on clay tablets, the training of scribes and the school curriculum, the status of scribes in society, the development of literary and scholarly traditions, the creation of tablet archives, and the range of scholarship (eg science, medicine, ritual, literature) found in the ancient near east.

ASYS 1900. Introduction to Hittite Language and Literature.

This course is an introduction to Hittite language, literature, and culture. Hittite, the earliest attested Indo-European language (thus related to Greek, Latin, and Sanskrit) was used in Anatolia during the second millennium BCE. It survives in tens of thousands of tablets written in cuneiform script. Students will learn the basic grammar of the language and read in the original or in translation specimens from the fascinating textual legacy of the Hittites, which includes myths, prayers, laws, diplomatic texts as well as formal and informal letters. They will also become familiar with the cultural environment in which those texts were composed.

ASYS 1990. Individual Study Project.

Directed reading and research arranged with individual faculty. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ASYS 2120. Historiography of Exact Sciences.

Introduces graduate students to the sources, problems, and methodologies of the history of astronomy and mathematics from Babylon to Kepler. Prerequisite: AWAS 0200. Open to graduate students only.

ASYS 2130. Historiography of Exact Sciences.

Introduces graduate students to the sources, problems, and methodologies of the history of astronomy and mathematics from Babylon to Kepler.

ASYS 2310A. Ancient Scientific Texts: Akkadian.

Readings and analysis of a major scientific text in Akkadian. Prerequisite: AWAS 0200 or 0210. Open to graduate students only.

ASYS 2310B. Assyriology I.

The kings of Babylonia and Assyria took every opportunity to boast about their military victories, successful hunts, the completion of new cities, and the building and decoration of temples and palaces. But is theirs the only possible version of Mesopotamian history? This course examines episodes in the history of Babylonia and Assyria (ca. 2400-500BCE) by looking at the political and social relationships among kings, political elites, entrepreneurs, and commoners; emphasis is placed on reading Akkadian texts both in the original and in translation, with a focus on letters, royal inscriptions, and astrological reports. Prerequisite: AWAS0210 or instructor's permission.

ASYS 2310C. Assyriology II.

This seminar will focus on selected topics of Neo-Assyrian history (1000-612 BC), including: the royal family; the queen and her influence; celebrating New Year's festivals; hunting lions; conquering a city; constructing and decorating palaces and temples; urban renewal and the founding of new cities; the substitute king ritual; and scholarly life. Assyria in the first millennium BC will be examined principally from Assyrian texts in translation.

ASYS 2310D. Ancient Scientific Texts: Cuneiform Literature.**ASYS 2400. Akkadian Literary and Religious Texts.**

Readings in Akkadian literary and religious texts in the original language and script. Possible genres include myths, proverbs, and literary miscellanea as well as prayers, hymns, incantations, rituals, prophecies, and divinatory texts. This course is intended primarily for graduate students and may be repeated for credit. A reading knowledge of Akkadian cuneiform is required. A reading knowledge of both German and French is recommended but not required.

ASYS 2420. Akkadian Divinatory Texts.

This course offers focused study of the most significant Akkadian divinatory texts from the second and first millennia BCE. Readings will come for the major genres of Mesopotamian divination found at sites throughout the ancient Near East. Emphasis will be placed on matters of textual transmission, reconstruction, and interpretation. We will read texts in the cuneiform script (copies, photographs, and, when possible, actual tablets) and work to place the material in meaningful historical, social, and cultural contexts. Knowledge of Akkadian cuneiform required.

ASyr 2430. Akkadian Historical Texts.

This course offers focused study of the most significant Akkadian historical and chronographic texts from the second and first millennia BCE. Readings in cuneiform will come from the major genres of Mesopotamian history-writing found at sites throughout the ancient Near East, including commemorative inscriptions, annals, chronicles, literary historical texts, and historical miscellanea. We will contend with the disjunctions between ancient and modern modes of historical thinking and work to contextualize the ancient texts. Knowledge of Akkadian cuneiform required. Reading knowledge of German and French will be useful but is not required. Intended primarily for graduate students.

ASyr 2500. Readings in Sumerian.

Advanced readings in Sumerian cuneiform texts in the original script and language. Readings will be selected from a particular genre, historical period, or site. This course is intended primarily for graduate students and may be repeated for credit. A reading knowledge of Sumerian cuneiform is required. A reading knowledge of both German and French is strongly recommended but not required.

ASyr 2600. Topics in Cuneiform Studies.

Advanced readings in Akkadian and Sumerian cuneiform texts in the original script and language(s). The focus of this course will be on the close reading of a specific genre, period, and/or dialect. A rotating cycle of topics to be covered may include the following with a synchronic and/or diachronic approach: historical texts and royal inscriptions, legal and administrative texts, letters, literary and religious texts, medical texts, or scholastic texts. May be repeated for credit. Prerequisite: AWAS 0210 or instructor permission. Open to juniors, seniors, and graduate students.

ASyr 2700. Special Topics in Ancient Sciences.

This course will be a topics course containing a detailed technical and cultural study of an area of science in a culture of the ancient world. Although intended for graduate students, undergraduate students who have taken EGYT 1600 or AWAS 1600 or a similar course may be admitted at the instructor's discretion.

ASyr 2710. Babylonian Astronomy.

An advanced seminar on Babylonian astronomy, taking both a technical and a cultural perspective on the history of this ancient science.

ASyr 2720. Greek Astronomy.

An advanced seminar on ancient Greek astronomy, taking both a technical and a cultural perspective on the history of this ancient science.

ASyr 2750. Art and Visual Culture in the Ancient Near East.

Peoples of the Ancient Near East from prehistory to the Hellenistic period produced a unique corpus of production technologies and visual culture. Cultures from Anatolia to the Iraqi southern alluvium, from the Levant to Iran and the Caucasus shared this common pictorial language in a variety of ways. In this seminar, we will investigate bodies of archaeological, architectural and pictorial evidence from the Near East while also debating relevant art and architecture historical methodologies and discourses in direct relationship to that material. Conceptual issues such as narrative, representation, perspective, agency, technology, style, symbolism, landscape, space, and power will be explored. Enrollment limited to 15.

ASyr 2800. Archaeologies of Text.

An interdisciplinary seminar that examines the interplay between ancient texts and archaeology in the study of the ancient world. Emphasis will be placed on articulating and analyzing the research methods and assumptions found in case studies set in the ancient Near East, Mediterranean, East Asia, and the Americas. Topics will include: canons of literature as/versus ancient inscriptions; materiality of text; texts on display, in deposits, in archives, in libraries, as refuse; literacy and education; practices of documentation and analysis; writing, language, and ethnicity; historical geography; fakes and forgeries; ancient texts and archaeological ethics. No prerequisites. Intended primarily for graduate students.

ASyr 2950. Scribal and Scholarly Practices in Babylonia and Assyria.

This seminar will explore the development of written traditions among the cuneiform scribes of ancient Babylonia and Assyria. Topics covered include the mechanics of writing on clay tablets, the training of scribes and the school curriculum, the status of scribes in society, the development of literary and scholarly traditions, the creation of tablet archives, the circulation of scholarly knowledge, and the range of scholarship (e.g. science, medicine, ritual, literature) found in Babylonia and Assyria.

ASyr 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ASyr 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ASyr 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

ASyr XLIST. Courses of Interest to Concentrators in Egyptology and Assyriology.

Egyptology

EGYT 0300. In the Beginning: Cosmos and Creation in the Ancient World.

As in every human society, the people of ancient Mesopotamia (Iraq) and Egypt wondered about the universe, their world, and how it came about in the first place. Preserved for us in ancient texts and images, their ideas share some things in common with more familiar ancient traditions, such as the creation account in the Bible. In this course, you will look at these ancient texts and images and learn how to dissect them to find what their authors were thinking. In the process, you will discover some surprisingly sophisticated concepts that are still present in our own culture.

EGYT 0310. Intro Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I).

This course will give you the basic tools you need to understand Middle Egyptian texts. You will learn both the language and the writing system of Middle Egyptian at the same time. This is the first half of a two-semester course, dealing with everything except verbs, which are covered in semester two (like many languages, Egyptian could make sentences without verbs). For students who choose to complete the two-semester course, you will be able to read inscriptions you see in museums (or Egypt) and you will know one of the two oldest written languages in the world. Because ancient Egyptian texts reflect the society they were written in, you will also learn a lot about ancient Egypt itself.

EGYT 0410. Ancient Egyptian Literature.

In the history of human civilization, literature in the sense that we still understand it today started being written down very roughly 1800 BCE, about 3800 years ago. Never before had there been literary writings. There had been full-fledged writing for many hundreds of years. But none of it was literature in the modern sense. What triggered the arrival of literature is not clear. The arrival happened more or less at the same time in two places: 1) in Egypt; 2) across the Red Sea from Egypt in Mesopotamia. This is the story of one half of the world's oldest literature, ancient Egypt's.

EGYT 0500. The Pyramids in Context: Archaeology of Life and Religion of Death in Old Kingdom Egypt.

No ancient world monument is more iconic than the Egyptian pyramids of Giza. This ONLINE course sets out to be a comprehensive analysis of the Old Kingdom (2575-2150 BCE) pyramids and the material, historical and symbolic context that produced them. How and why were the pyramids built? What was inside them? How was everyday life in the pyramid towns? What kind of rituals were performed in their multiple chambers? This course wants to show the real face of the pyramids and the people who worked on and lived by them.

EGYT 0550. Black Pharaohs: Nubian Kings and Queens of Ancient Egypt.

This course explores the history of northeastern Africa at a time when ancient Egypt was ruled by its neighbor to the south, Nubia. The Nubian pharaohs from the Kingdom of Kush (present-day Sudan) adopted many Egyptian customs, including hieroglyphic writing, in a period referred to as ancient Egypt's 25th Dynasty (747–656 BC). Study of this period has suffered from racist and colonialist attitudes towards the Black inhabitants of northeast Africa, ancient and modern, feeding into a racialized modern discourse around the identity and origins of the ancient Egyptians as well. In this course students will: examine recent interpretations of the Nubian dynasty using ancient texts in translation, art, architecture, and artifacts; look critically at modern historians' blind spots and prejudices; and evaluate the social constructs of race and ethnicity in the study of the great African civilizations of antiquity.

EGYT 0600. Ancient True Crime: Murder, Conspiracy, and Law in the Ancient World.

Harem conspiracies, kings' assassinations, and self-defense killings. The history of murder, violence, and criminal investigation is as old as humankind. In this course, we will be seeing how crime was perceived and punished in ancient Egypt, Mesopotamia, Greece, and Rome. From mythical accounts of murders to real records of trials of humans, animals, and even objects accused of homicide, we will analyze how aspects of social status or gender played a role in shaping punishment across ancient civilizations. We will look at three ancient cold cases, and perhaps you may be able to help solve an ancient mystery! At the end of the semester we will recreate ancient trials using the same crime, evidence, and participants, but following the law and procedures of each one of the civilizations covered in this course. Will the verdict and sentence be any different?

EGYT 0900. Demons and Drugs, Magic and Medicine: Healing in Ancient Egypt and Mesopotamia.

At the dawn of written history, the ancient peoples of both Egypt and Mesopotamia recorded means of healing the sick. The cool, flowing waters of the Nile, Tigris, and Euphrates—veritable oases against the hostile deserts—influenced theories about sickness causation, as did religious knowledge of gods and demons. Libraries of priests and scholars contained recipe books, botanical treatises, magical incantations, rituals, and hymns, while home remedies included recipes against fevers, wounds, and headaches, as well as an awareness of which talismans protected infants and how to thwart being taken by demons that dance in the dark. Using texts in translation, archaeology, anthropological and bio-scientific publications, and even by recreating ancient medicines, this class takes a comparative look at the complex webs of social experience in ancient Thebes and Babylon, questioning our modern understanding of the human body and sickness.

EGYT 1030. Collapse! Ancient Egypt after the Pyramid Age.

How does a civilization or a kingdom collapse after building some of the most enduring monuments from the ancient world? What happens in Egypt after the Pyramid Age? This course uses texts, objects, and monuments to delve into the history and archaeology of the Late Old Kingdom up to the beginning of the Middle Kingdom in Egypt (c. 2160–2055 BCE), often described as a Dark Age characterized by chaos, decline, and natural disasters. We will discuss how ancient history is written with a particular focus on the narrative of collapse in ancient cultures. The class will be based on presentations and discussions focused on controversies linked to the following topics: politics; kings, kinglets, and rulers; monuments and funerary architecture; climate change; religion and beliefs; (auto-)biographies; literature; and art. There are no prerequisites.

EGYT 1100. Ancient Voices: The Literature of Ancient Egypt.

In 1800 BCE, the ancient Egyptian writer Khakheperreseneb declared that he could not write anything new because everything had already been said. By then, ancient Egypt had already established a complex body of literature that continued to develop over the next several millennia. This course examines literary, religious, historical, and philosophical writings from ancient Egypt, ranging in date from 2400 to 250 BCE, in order to investigate how those texts can enrich our understanding of Egyptian culture and how they relate to broader literary traditions from the ancient world. Selected texts include adventure tales, love poetry, myths, and autobiographies. No prerequisites.

EGYT 1200. Archaeology of Ancient Egypt.

A general survey of the archaeology of ancient Egypt in prehistoric and Pharaonic times. Covers such areas as the development of private and royal funerary monuments, private and royal dwellings, and temples. Attention is also paid to the principles of Egyptian art and architecture and, where appropriate, to archaeological connections with the surrounding cultures. Offered in alternate years.

EGYT 1210. Archaeology of Ancient Egypt.

See Archaeology of Ancient Egypt (EG0120) for description.

EGYT 1310. Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I).

Learn how to read ancient Egyptian hieroglyphs! The classical language of ancient Egypt, Middle Egyptian was spoken ca. 2000–1600 BCE and remained an important written language for the rest of ancient Egyptian history. Students will learn the hieroglyphic writing system, vocabulary, and grammar of one of the oldest known languages and read excerpts from stories, royal monuments, tomb inscriptions, and amulets. By the end of this course, students will be able to decipher textual portions of many monuments and objects in museums. This course may also be taken on its own, and it also serves as the first of a two-semester sequence. No prerequisites.

EGYT 1320. Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian II).

Continuation of a two-semester sequence spent learning the signs, vocabulary, and grammar of one of the oldest languages known. By the end of this introductory year, students read authentic texts of biographical, historical, and literary significance. The cornerstone course in the Department of Egyptology - essential for any serious work in this field and particularly recommended for students in archaeology, history, classics, and religious studies. Prerequisite: EGYT 1310.

EGYT 1330. Selections from Middle Egyptian Hieroglyphic Texts.

Readings from the various genres of classical Egyptian literature, including stories and other literary texts, historical inscriptions, and religious compositions. Students will be expected to translate and discuss assigned texts. Prerequisite: EGYT 1310, 1320.

EGYT 1340. Selections from Middle Egyptian Hieratic Texts.

Introduction to the hieratic script and readings from a variety of hieratic documents, including literary compositions, letters, and religious texts. Students will be expected to translate and discuss assigned texts. Prerequisite: EG 131, 132 (EGYT 1310, 1320).

EGYT 1350. Introduction to Late Egyptian: Voices from the Ancient Village of Deir el-Medina.

Ever wondered what everyday life in ancient Egypt was like? More than just a curiosity, the study of Deir el-Medina—an ancient village inhabited by the workers who dug pharaohs' tombs in the Valley of the Kings in the late second millennium BCE—is a serious exercise in social history. Almost frozen in time, this site and the people associated with it have left behind a trove of historical documents: papyri record workers' sick days, strikes, and legal accounts documenting crimes such as harassment, theft, ancient tomb robberies, and even a harem's conspiracy to assassinate the king. In this course, students will study the finer points of Late Egyptian grammar, before delving into these tantalizing reports. Students must have successfully completed Middle Egyptian I (EGYT 1310). Alternates with its sister course, Middle Egyptian II (EGYT 1320).

EGYT 1400. Ethiopia Shall Stretch Forth Her Hands: Black Reception of Ancient Egypt and Nubia.

This class explores how Black people have thought about, understood, and used the concepts of ancient Egypt and Nubia over the last few hundred years. The class will begin with a short introduction to ancient Egypt and Nubia with particular attention to questions of ethnicity. Then, we will cover the dominant (white) discourse of ancient Egypt from before the decipherment of Egyptian Hieroglyphs into early Egyptology. The third and longest section will be a chronological discussion of the literature, art, and scholarship produced by Black people in relation to ancient Egypt and Nubia. We will see how these pieces fit together to show the long history of Black thought on the subject. Primary sources range from 18th century letters to modern music videos. All required readings will be in English.

EGYT 1420. Ancient Egyptian Religion and Magic.

An overview of ancient Egyptian religion from both a synchronic and diachronic perspective. Examines such topics as the Egyptian pantheon, cosmology, cosmogony, religious anthropology, personal religion, magic, and funerary beliefs. Introduces the different genres of Egyptian religious texts in translation. Also treats the archaeological evidence which contributes to our understanding of Egyptian religion, including temple and tomb architecture and decoration. Midterm and final exams; one research paper.

EGYT 1430. Pyramids, Power, Propaganda: Ancient Egyptian History to 1300 BCE.

The first half of pharaonic history in ancient Egypt saw the invention of writing, the development of kingship, creation of a bureaucracy capable of erecting pyramids that still stand, and colonial expansion of Egypt both south into Nubia and east into the Levant. In this class we will critically examine ancient sources to understand not just what happened in this dynamic span of time but also how we as scholars can know about it. Who wrote what texts for what purposes, and how does the nature of these sources affect our ability to understand Egypt? Can we use literature as historical evidence? Utilizing primary sources in translation - sometimes multiple translations of the same text so we can critique translators - this course equips students to approach the history of an ancient but perennially fascinating place and culture. No prerequisites.

EGYT 1440. History of Egypt II.

As a continuation of EGYT 1430, this course will examine the political and social history of ancient Egypt since the Ramesside Period (ca. 1292-1069 BC) until the Roman conquest in 30 BC. The topics that we will discuss in this course will include, among others, the military and building achievements of such great warrior kings like Ramesses II, the famous Battle of Kadesh against the Hittites and the world's first peace treaty, the harem conspiracy under Ramesses III, the Nubian pharaohs from the Kingdom of Kush, the conquest of Egypt by Alexander the Great, and the subsequent Hellenistic rule under the Ptolemies and Cleopatra. The second half of Egyptian history is closely linked with those of her nearest as well as more distant neighbors and the rapidly changing political situation in the ancient Near Eastern, Mediterranean, and African regions. We will thus learn how we, as historians, should approach the study of this dynamic period and how to critically analyze various textual and archaeological sources in order to reconstruct the historical reality of the ancient world.

EGYT 1450. History of Egypt III, Libyans, Nubians, and Persians in Egypt.

Continuation of EGYT 1430, 1440 (not prerequisites). Covers the Third Intermediate and Late Periods (ca. 1000-332 B.C.E.), from the end of the New Kingdom to Alexander's conquest. Characterized by internal conflict and long intervals of foreign domination, this era, is often described as a period of decline, but closer study shows it to be eventful and rich in documentation. Offered in alternate years.

EGYT 1455. Black Pharaohs: Nubian Rule over Egypt in the 25th Dynasty.

The course will cover Egypt's 25th Dynasty (728-657 BC), when rulers of Nubia, located in the region of modern Sudan, added Egypt to their territories. Using a wide range of textual and archaeological evidence, students will learn about the history of famous 'black pharaohs' such as Taharqa and study some of Africa's most impressive archaeological remains. This fascinating period is not well understood and has often been afflicted in the past by racist, colonialist scholarship; using primary sources and recent theory on ethnic identity, this class will re-examine the complex and changing relationship between Egypt and Nubia.

EGYT 1460. History of Egypt IV. The Age of Cleopatra.

Continuation of EGYT 1430, 1440, and 1450 (not prerequisites). A survey of the history and society of ancient Egypt from Alexander's conquest to the Arab Conquest, ca. 332 B.C.E.-A.D. 600. Covers the Ptolemaic (323-30), Roman (30 B.C.E.-ca. A.D. 300), and Byzantine (ca. A.D. 300-640) periods. Focal point and pivot is the Ptolemaic period, from Alexander the Great to Cleopatra (332-30 B.C.E.). Offered in alternate years.

EGYT 1465. Life on the Nile: Ancient Egypt beyond the Pharaohs.

The history of ancient Egypt is marked by the names of their great pharaohs and monumental buildings. But what about ordinary people who made up the majority of this fascinating culture, yet are not well represented in historical narratives? This course will explore what we know about the daily life of non-royal Egyptians by looking at the primary texts (in translation), art, and material culture of ancient Egypt. We will look at various categories of population, such as children, craftsmen, women, soldiers; and discuss such issues and topics as households, growing up, family, education, love, clothing, medicine, magic, and leisure.

EGYT 1470. Egypt After the Pharaohs: Archaeology and Society in the Coptic and Early Islamic Periods.

The history of Egypt may be famous for the tombs, pyramids and mummies of the Pharaonic periods. This course, however, offers a vision of a different Egypt, a later Egypt: one that evolved from the traditions of the past but was infused by Christianity, Islam, Arabic, and the emergence of one of the world's great cities: Cairo. Students will experience the heritage of Egypt that is contained in the mosque of al-Azhar, the monasteries of the Egyptian desert, and the pageantry and ritual of a new set of ruling elites. At the same time they will understand the continuities of this land which Egyptians refer to as Umm al-Duniya "Mother of the World".

EGYT 1480. Egypt in the Global World.

From the 4th to the 2nd millennium BC we see Ancient Egypt as part of a wider world in the Eastern Mediterranean. Egypt had diplomatic and trade contacts with the major powers and smaller political entities of this period as well as armed conflicts. These contacts left an abundance of material evidence in Egypt in the archaeological and epigraphical records such as foreign luxury items and pottery, and depictions of foreigners in Egyptian tombs and temples. The course will shed light on the varying intensity and character of the relationship between Egypt and her neighbors in the Levant, Nubia and Libya and wider Eastern Mediterranean world.

EGYT 1485. Magic, Mummies, and Drugs: Medicine and Physicians in Ancient Egypt.

Did you know the ancient Egyptians would rub crocodile fat on their heads to treat baldness? Or that an eel warmed in oil would supposedly combat the smell of sweaty feet? If you would like to know more about the practice of medicine in ancient Egypt (including treatments that actually worked), then welcome to Magic, Mummies, and Drugs! In this course, we will read through medical papyri (in translation) and examine ancient mummies to learn how the Egyptians understood and treated the diseases that afflicted them. We will also look at how physicians were trained, which instruments they used, and how much they knew about human anatomy. Lastly, we will explore such specialized branches of medicine as gynecology, dentistry, ophthalmology, surgery, and veterinary medicine.

EGYT 1490. Calendars and Chronology in Ancient Egypt and the Ancient World.

Time is the dimension of history. Chronology studies how we know when events happened. Chronology is much more important to "BC history" than to "AD history." History books state that the great Ramses II ruled around the thirteenth century B.C.E. But how do we know this? The focus of this class is on the answers to such questions through the study of the foundations of the history of Egypt specifically and of the ancient world in general. Some prior knowledge of Egyptian language or civilization might be handy but is by no means required.

EGYT 1500. Ancient Egyptian Art and Architecture.

Ancient Egyptian art and architecture had a remarkably long history, and much that was produced is amazingly well preserved. This course will focus on the inception and development of these material expressions of high culture through detailed studies of monumental buildings and decorated private tombs, as well as the sculpture, painting, and minor arts from the Predynastic period through the end of the Middle Kingdom (c. 3700-1790 BC). Enrollment limited to 20.

EGYT 1510. Ancient Egyptian Art II.

Considers the art of ancient Egypt's New Kingdom or Empire Period (1500-1100 B.C.). The relief carving and painting of Theban temples and tombs are studied in detail, and the developments leading to the revolutionary Amarna style of art is carefully analyzed. Decorative arts, Tutankhamun's treasures, and recent exciting discoveries are all surveyed.

EGYT 1520. The Archaeology of Ancient Egyptian Household and Settlement.

Survey of the primary settlement remains from the Pharaonic Period of ancient Egypt, addressing the practices and problems in settlement and household archaeology. Not open to first year students.

EGYT 1525. Living, Creating, Believing and Dying in the Village of the Royal Tomb Builders.

The site of Deir el-Medina was home to a community of skilled workmen in charge of digging and decorating the tombs of both the Valley of the Kings and Valley of the Queens during the New Kingdom (ca. 1550-1069 B.C.). Deir el-Medina is usually considered the paradigmatic site-witness for studies of Egyptian daily life and benefits from a substantial material record. Through a multi-perspective analysis drawing on both tangible (archaeological structures) and intangible (textual/iconographical) sources, ancient and modern (excavation diaries and new discoveries recently made on the spot!), this course aims at discovering the lifestyle, practices and culture of this community.

EGYT 1550. Ethnic Identity in Graeco-Roman Egypt.

Egypt under Greek and Roman rule (from c. 332 BC) was a diverse place, its population including Egyptians, Greeks, Jews, Romans, Nubians, Arabs, and even Indians. This course will explore the sometimes controversial subject of ethnic identity and its manifestations in the material and textual record from Graeco-Roman Egypt, through a series of case studies involving individual people and communities. Topics will include multilingualism, ethnic conflict and discrimination, legal systems, and gender, using evidence from contemporary texts on papyrus as well as recent archaeological excavations and field survey projects.

EGYT 1910. Senior Seminar.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 1920. Senior Seminar.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 1990. Individual Study Project.

Directed reading and research arranged with individual faculty. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 2210. Introduction to Coptic.

Coptic, the last stage of the ancient Egyptian language, was written with essentially Greek alphabetic characters. An introduction to Sahidic, which is perhaps the best represented of the Coptic dialects. Sahidic grammar is explained, and some texts, mainly of a biblical and patristic nature, are read. Open to undergraduates with the consent of the instructor. No prerequisites, but a knowledge of Middle Egyptian or Greek would be helpful.

EGYT 2300. Readings in Ancient Egyptian.

Advanced readings in ancient Egyptian texts in the original script and language. Readings will be selected from a particular genre, historical period, or site. This course is intended primarily for graduate students and may be repeated for credit. A reading knowledge of ancient Egyptian is required. A reading knowledge of both German and French is strongly recommended but not required.

EGYT 2310. History of the Ancient Egyptian Language.

Diachronic survey of ancient Egyptian from Old Egyptian through Coptic, covering changes in phonology and grammar and analyzing the processes through which these changes took place. Course requirements are short research papers to be presented in class and a final examination. Previous course work in at least one stage of the Egyptian language required; knowledge of Late Egyptian, Demotic (grammar) or Coptic preferable. Prerequisites: EGYT 1310 and EGYT 1320, plus either EGYT 2210, EGYT 2410 or EGYT 2610.

EGYT 2410. Late Egyptian.

Introduction to the grammar of the third historical phase of ancient Egyptian and readings from its various genres, including literary texts, letters, historical inscriptions, and tomb-robbing papyri. Students will be expected to translate and discuss assigned texts. Prerequisites: EGYT 1310, 1320.

EGYT 2450. Exchange Scholar Program.**EGYT 2510. Social Life in Ancient Egypt.**

This course will provide a valuable opportunity to link theory and data innovatively. Taking the lifecycle as its structure, it covers Egyptian life from conception to death and the afterlife, drawing together a range of data sources, such as material culture, iconography, textual data, and human remains.

EGYT 2521. Problems in Amarna History.

The Amarna Period of ancient Egypt (ca. 1350-1300 BC) is one of the most debated, and variously interpreted, in ancient Egyptian history, in terms of people, events, and intellectual movements. In this course, students will research both the evidence and interpretations, and discuss their findings in class, to try to reach a consensus about the most likely scenarios. The instructor will act as a resource for the problems and sources of evidence, and as moderator in class discussions. Grades will be based on the depth of a student's research and on a student's contribution to class discussions.

EGYT 2530. The Perception of Time and Space in Ancient Egypt.

This seminar aims to explore how ancient Egyptian perceived time and space, how they described them, and how they experienced them. Topics covered will include, inter alia, the notion of eternity, the mechanisms of time counting and space organization, the issue of awareness of history, the question of gender-differentiation in the domestic sphere, and the creation of a place.

EGYT 2610. Introduction to Demotic.

Begins with discussions and exercises in the grammar and peculiar script of this late stage of the Egyptian language, followed by readings of actual ancient texts, including *The Instructions of Onkhsheshonkhy*, *The Petition of Petiese*, and *The Story of Setne Khaemwas*. Knowledge of Demotic remains essential for a proper understanding of Egypt during the Saite, Persian, Ptolemaic, and Roman periods. Open to undergraduates with consent of instructor. Prerequisites: EGYT 2410 or 2210.

EGYT 2800. Ancient Egyptian Phonology.

Introduction into the phonology of the ancient Egyptian language, from its hypothetical proto-Semitic cognates to its final stage, the six major dialects of Coptic. The course will concentrate not only on phonology but also on how the principles of Egyptian phonology can be used in understanding and interpreting written forms.

EGYT 2810. Old Egyptian.

Introduction to the grammar of the first historical phase of ancient Egyptian and readings from its two primary genres, the Pyramid Texts and autobiographical inscriptions. Students will be expected to translate and discuss assigned texts. Prerequisites: EG 131, 132 (EGYT 1310, 1320).

EGYT 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

EGYT 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

EGYT XLIST. Courses of Interest to Concentrators in Egyptology and Assyriology.

English

The Department of English fosters the study of British, American, and Anglophone literature—old and new—in ways that are both intensive and open. We offer a wide array of courses in poetry, drama, fiction, creative nonfiction, film, digital media, and theory. All of our courses emphasize the development of student skills in writing, textual analysis, and argument. You will find considerable diversity in critical approaches and methods among the department's faculty, with an emphasis on the social and historical contexts in which literary tendencies, themes, and preoccupations appear, and the ends they serve (which are often multiple and various). English is among the most popular undergraduate concentrations at Brown; and graduates of our highly ranked Ph.D. program are widely recognized for their scholarship and teaching.

For additional information, please visit the department's website: english.brown.edu (<https://english.brown.edu>)

English Concentration Requirements

The English Department fosters the study of British, American, and Anglophone literature—old and new—in ways that are both intensive and open. We study how English literature works, how we understand and appreciate it, and how we write about it. We offer a wide array of courses in poetry, drama, fiction, creative nonfiction, film, digital media, and theory.

All our courses emphasize the development of student skills in writing, textual analysis, and argument. The department's faculty members are deeply committed to undergraduate teaching and advising. You will find considerable diversity in our critical methods, including cross-disciplinary approaches that relate the study of literature to history, politics, science, as well as to other art forms. We encourage students in our classes likewise to forge their own new ways of understanding literature and culture.

In addition to the standard English concentration, we offer an English concentration track in the practice of Nonfiction Writing. The concentration in English and the English/Nonfiction track follow the same core requirements, and students in the English concentration may elect Nonfiction Writing courses as electives. We invite applications from qualified juniors to the honors programs in both English and Nonfiction.

One of the largest humanities concentrations at Brown, English provides a strong foundation for a liberal education and for employment in many sectors, especially those that centrally involve writing and working with texts (in any form). In addition to authorship, scholarship, and teaching, these include: journalism, publishing, advertising, visual media, consulting, public relations, public service, finance, government, corporate research, and administration. Our English concentrators routinely go on to law,

medical, and professional schools as well as to graduate education in literature and the arts.

About the Concentration

We encourage students interested in concentrating in English to visit the department offices at 70 Brown Street and speak with a concentration advisor (<https://english.brown.edu/faculty/>). Students in English courses who are considering an English concentration are welcome to make an appointment to speak with their instructor. Concentration programs must be approved by a concentration advisor.

Concentration Requirements

(10 courses¹):

1. ONE course in "How Literature Matters" (ENGL0100, 0101): 1

Addressing topics about which professors are especially passionate, these introductory courses aim to deepen and refine students' understanding of how literature matters: aesthetically, ethically, historically and politically. Students not only engage with larger questions about literature's significance, exploring the particular kinds of insights and thinking it is especially suited for conveying, they also gain a deeper awareness of the critical methods we use to understand and analyze it, engaging with matters of form, genre and media. Finally, these courses help students develop their skills as close, careful readers of literary form and language.

ENGL 0100A	How To Read A Poem
ENGL 0100C	Altered States
ENGL 0100D	Matters of Romance
ENGL 0100F	Devils, Demons, Do-Gooders
ENGL 0100G	The Literature of Identity
ENGL 0100J	Cultures and Countercultures: The American Novel after World War II
ENGL 0100M	Writing War
ENGL 0100N	City Novels
ENGL 0100P	Love Stories
ENGL 0100Q	How Poems See
ENGL 0100R	American Histories, American Novels
ENGL 0100S	Being Romantic
ENGL 0100T	The Simple Art of Murder
ENGL 0100U	Serial Fictions
ENGL 0100V	Inventing Asian American Literature
ENGL 0100W	Literature Reformatted
ENGL 0100Y	Do the Right Thing
ENGL 0101A	Independence and Modern Literature
ENGL 0101B	Earth Poetics: Literature and Climate Change

2. ONE course in Medieval and Renaissance Literatures (Pre-1700): 1

These courses, which center on Medieval and Renaissance literary works, cast light on periods that can come across to us as both familiar and strange. They focus our attention on how literatures from these periods depict concepts such as aesthetics, romance, gender, sexuality, race, power and politics in ways that are like and unlike how we tend to think of them today—on how pre-modern or early modern works can both defamiliarize the categories of experience and identity we tend to take for granted and also suggest something of their origins. Several courses under this rubric will also engage with recent literary and filmic adaptations of works from these eras, exploring how many such works continue to function as vibrant and at times ambivalent inspirations for the literary imaginings of later periods.

3. ONE course in Literatures of Modernity (Post-1700): 1

These courses explore the many strands of writing in English that have emerged from the eighteenth century through the present, shaping the contemporary world. These literatures reflect on political, economic, and intellectual history, from the idea of the nation and the structures of capital through the rise and dissolution of empire and the emergence of postcolonial states, including the forms of race, gender and sexuality that cut across them. Courses also examine how aesthetic works can shape and critique their moment: they look at genres like the novel and short story, poetry, drama, essays, and new, hybrid forms that have arisen with expanding digital media; they also take up a multitude of literary movements whose influences remain with us today, including Romanticism, realism, naturalism, modernism, and post-modernism.

4. ONE course in Literatures of the Color Line: 1

In 1903, W. E. B. Du Bois famously proclaimed in "The Souls of Black Folk" that "The problem of the twentieth century is the problem of the color-line,—the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea." Courses in this category explore the complex ways in which literary texts have addressed American histories of race, ethnicity, and empire. They may do so from the vantage point of ideas about difference and hierarchy that predate the modern conception of race and by engaging with earlier histories of conflict and contact. These courses explore issues of intersectionality as well, highlighting how race operates in relation to other structures of difference such as gender, sexuality and class.

ENGL 0100F	Devils, Demons, Do-Gooders
ENGL 0100N	City Novels
ENGL 0100S	Being Romantic
ENGL 0100V	Inventing Asian American Literature
ENGL 0101A	Independence and Modern Literature
ENGL 0150X	The Claims of Fiction
ENGL 0150Y	Brontës and Brontëism
ENGL 0700E	Postcolonial Literature
ENGL 0500R	Slavery and American Literature
ENGL 0510F	Literature of the American Renaissance
ENGL 0700G	American Fiction and Mass Culture
ENGL 0700U	Modernism and Race
ENGL 0710B	African American Literature and the Legacies of Slavery
ENGL 0710Q	American Literature in the Era of Segregation
ENGL 0710V	Death and Dying in Black Literature
ENGL 0710W	Readings in Black and Queer
ENGL 0710X	Black Poetics
ENGL 0710Y	Literature of US Inequality, 1945-2020
ENGL 1310H	The Origins of American Literature
ENGL 1511A	American Literature and the Civil War
ENGL 1511C	Lincoln, Whitman, and The Civil War
ENGL 1511P	Realism, Modernism, Postmodernism: The American Novel and its Traditions
ENGL 1710I	Harlem Renaissance: The Politics of Culture
ENGL 1710J	Modern African Literature
ENGL 1710K	Literature and the Problem of Poverty
ENGL 1710M	Nationalizing Narratives: Race, Nationalism, and the American Novel
ENGL 1710P	The Literature and Culture of Black Power Reconsidered
ENGL 1711D	Reading New York
ENGL 1711H	Lyric Concepts: The Question of Identity in Modern and Contemporary Poetry

ENGL 1711J	Art for an Undivided Earth / Transnational Approaches to Indigenous Art and Activism
ENGL 1711K	The Politics of Perspective: Post-war British Fiction
ENGL 1711L	Contemporary Black Women's Literature
ENGL 1711N	Monsters in our Midst: The Plantation and the Woods in Trans-American Literature
ENGL 1711O	Radical Pasts, Radical Futures: Literature and the Left
ENGL 1711S	James Baldwin
ENGL 1760U	American Modernism and its Aftermaths
ENGL 1760Y	Toni Morrison
ENGL 1761B	Narratives of Blackness in Latinx and Latin America
ENGL 1761E	Blackness and Being
ENGL 1761F	Toni Morrison
ENGL 1761G	Translational Echoes of the Korean War
ENGL 1761V	The Korean War in Color
ENGL 1762M	Caribbean Literature
ENGL 1900D	Literature and Politics
ENGL 1901J	Fanon and Spillers
ENGL 1950H	The Recent Novel and its Cultural Rivals
5. ONE course in Literary Theory and Cultural Critique: 1	
The late-twentieth century saw a revolution in the field of literary studies in the United States, as critics turned their attention to the contextual and historical nature of our categories of knowledge. This turn to theory was influenced by developments in psychoanalysis, linguistics, philosophy, political theory and sociology and by the emergence of social movements that challenged such structures as patriarchy, homophobia, racism, imperialism, economic inequality, and environmental violence. The avenues of inquiry opened up brought an increased awareness of the implication of literature in the operations of power and ideology; a sense of the potential for literary modes of presentation to challenge and displace such operations; and a new attention to the role of gender, race, empire, class, and sexuality in the formation of the literary work. Courses that satisfy the Literary Theory and Cultural Critique requirement explore some dimension of these issues – either directly, taking as their primary focus a set of theoretical questions or debates, or indirectly, by examining a compelling topical question of social and political significance through works of literature and literary theory.	
ENGL 0150W	Literature and the Visual Arts
ENGL 0700E	Postcolonial Literature
ENGL 0710L	Ishiguro, Amongst Others
ENGL 0710R	Poetry and Science
ENGL 0711B	Trans Cultural Production and Trans Studies
ENGL 0710W	Readings in Black and Queer
ENGL 1140A	Intellectual Pleasures: Reading/Writing the Literary Text
ENGL 1190S	Poetics of Narrative
ENGL 1511Y	Emily Dickinson and the Theory of Lyric Form
ENGL 1561D	Writing and the Ruins of Empire
ENGL 1710M	Nationalizing Narratives: Race, Nationalism, and the American Novel
ENGL 1711K	The Politics of Perspective: Post-war British Fiction
ENGL 1711J	Art for an Undivided Earth / Transnational Approaches to Indigenous Art and Activism

ENGL 1760J	Reading <i>Gravity's Rainbow</i>
ENGL 1761D	Hollywood and American Modernism from FDR to JFK
ENGL 1761L	Reading the Black Masses in Literature and Critical Practice
ENGL 1761Q	W. G. Sebald and Some Interlocutors
ENGL 1762D	Kubrick
ENGL 1900D	Literature and Politics
ENGL 1900J	Zoopoetics
ENGL 1900K	Reading Sex
ENGL 1900P	History of Criticism from Plato to Postmodernism
ENGL 1900Y	Medieval Manuscript Studies: Paleography, Codicology, and Interpretation
ENGL 1900Z	Neuroaesthetics and Reading
ENGL 1901H	The Late 60s: Film Countercultures
ENGL 1901L	Cronenberg/Lynch
ENGL 1901J	Fanon and Spillers
ENGL 1901Q	You Better Work: Sexuality, Labor, Blackness
ENGL 1950G	Reading Narrative Theory
ENGL 1950H	The Recent Novel and its Cultural Rivals
ENGL 2360Z	Shakespeare: a Politics of Love
ENGL 2761C	Black Internationalism and Its Discontents
ENGL 2561V	The Pursuit of Happiness: Transatlantic Literary Culture in the Long Eighteenth Century
ENGL 2900N	Ethical Turns in Psychoanalysis and Literature
ENGL 2900X	Postcolonial Theory
ENGL 2901D	War and the Politics of Cultural Memory
ENGL 2901K	Theory, Technics, Religion
ENGL 2901P	Black Feminism: Roots, Routes, Futures
6. FIVE electives ²	5
Total Credits	10

¹ Each course may fulfill ONE requirement. Five courses must be 1000-level courses. With advisor approval, two of the ten required courses may be taken in departments other than English.

² Only TWO courses dealing primarily with the practice of writing at the 1000-level may be counted as electives. ENGL0900 and ENGL0930 do not count toward the concentration, however they do fulfill prerequisites for upper-level Nonfiction courses. One ENGL0200 may be counted toward the 10-course requirement only as an elective.

All substitutions and/or exceptions must be approved by the concentration advisor in consultation with the Director of Undergraduate Studies. A substitution or exception is not approved until specified in writing in the student's concentration file housed in the English Department.

English Concentration -- Nonfiction Writing Track (10 courses)

The English concentration also includes a Nonfiction Writing Track. The requirements are the same as 1 through 6 above, but three of the five electives must be 1000-level Nonfiction Writing courses (only ONE of which may be intermediate: ENGL1030, ENGL1050). Only THREE Nonfiction courses may count toward the track.

Honors in English

The English Honors program is intended for students who have been highly successful in their English concentration coursework and who want the opportunity to pursue a research project in more depth than is

possible in an undergraduate seminar. The program is intended for those students with a strong desire to conduct independent research under the supervision of a thesis advisor and culminates in the writing of a thesis during the senior year.

Admission

Students apply to the Honors Program early in the second semester of their junior year. December or mid-year graduates may apply in their 6th semester, but are encouraged to apply during their 5th semester and write their theses alongside May graduates. Interested concentrators should speak to the Honors Advisor early in their junior year to discuss their plans. Specific deadlines for admission are announced annually and are available on the department website. Students who are studying off campus are expected to meet the application submission deadline.

Admission to the English Honors Program depends on evidence of ability and promise in the study of literature. To be eligible for admission, students must have received more As than Bs (and no Cs or below) in concentration courses completed. Students must complete an application; supply a brief writing sample, and request two letters of recommendation from English faculty with whom they have taken courses. If necessary, letters may come from faculty in related departments. Letters from teaching assistants may only serve as supporting recommendations. Candidates must also submit a one-page project proposal signed by the faculty member who has agreed to serve as the thesis advisor.

See procedures and application (<http://brown.edu/academics/english/english-honors-procedures/>) for more details.

December or mid-year graduates who wish to apply to honors have two options, but the first is highly encouraged:

Option 1:

In their 5th semester (Spring), students apply to the honors program along with the other juniors. Accepted students will be incorporated into the regular honors cohort and must meet the same deadlines: i.e. they must complete their theses at the same time as the other honors students (though for mid-years this will be at the end of their 7th semester). They register for ENGL 1991 English Honors Seminar in the Fall, and ENGL 1992 Senior Honors Thesis in the Spring.

Option 2:

In the 7th semester (the Spring of their final year), students take an independent study with their thesis advisor, under whose direction they will begin to research and write their theses. This course must be taken S/NC. In the 8th semester (the Fall of their final year), as they complete their theses, students take ENGL 1992 for a grade. Mid-year graduates should consult with the Honors Director for information about deadlines.

Requirements

The course requirements for the English Honors Program are the same as those for the regular concentration, with the following additions:

As part of regular coursework, and counting toward the concentration requirements, honors candidates must complete at least three upper-level seminars or comparable small courses in which students have the opportunity to do independent research, take significant responsibility for discussion, and do extensive scholarly and critical writing. Students are encouraged to include at least one graduate seminar in their program. (Permission to take a graduate course must be obtained from the instructor.) Honors candidates should discuss their proposed course of study with the Honors Advisor.

During the Fall and Spring of the senior year, honors candidates must complete two additional courses beyond the ten courses required by the regular concentration: ENGL 1991 and ENGL 1992. ENGL 1991 is the Senior Honors Seminar, in which students begin to research and write their theses, as well as meet to discuss their work. This is a mandatory S/NC course. ENGL 1992, the Senior Honors Thesis is an independent research course that must be taken for a grade.

Honors candidates must continue to receive more As than Bs in courses taken as part of the concentration. Courses completed with a grade of C will not count toward an Honors concentration. A student who receives such a grade and wishes to continue in the program must complete a comparable course with a grade higher than C.

The Honors Thesis

The Honors thesis is an extended essay, usually between 50 and 80 pages, written under the supervision of a department faculty advisor and second reader. (Where appropriate, the advisor or the reader, but not both, may be in another department.) The thesis may be an interdisciplinary or creative project, but it is usually an essay on a scholarly or critical problem dealing with works of literature in English. The specific topic and approach of the thesis are worked out between the student and the thesis advisor, with assistance from the student's second reader. This process should begin in the latter part of the student's junior year. A good way to get an idea of what sorts of projects are possible is to visit the Hay Library, which stores theses from previous years, or to meet with the Honors Advisor.

A prospectus describing the project and endorsed by the faculty advisor must be submitted to the Honors Advisor at the beginning of the senior year. At the end of the senior year fall term, a student must submit approximately 25 pages of draft material toward the thesis. Full thesis drafts are due by mid-March; final bound copies of the thesis are due in mid-April. Late theses will not be accepted for honors after the April deadline; students who hand in theses after the deadline but before the end of the term will receive a grade for the thesis course, but they will not be eligible for departmental honors. The completed thesis will be evaluated by the student's advisor and a second reader, each of whom provides written commentary and suggests a grade for ENGL 1992.

Evaluation

The English Department reviews the academic record as well as the thesis evaluations for each senior completing the Honors Program. Following a successful review, the student will be eligible to graduate with Honors in English.

Honors in Nonfiction Writing

The Nonfiction Writing Honors Program is intended for students who have been highly successful in their English concentration work. Specifically, it allows those who have an expressed and proven interest in nonfiction writing to pursue more completely a single project under the supervision of a first reader. The intention is to help students to complete work worthy of publication. The program culminates in the writing of a thesis during the senior year.

Admission

Students apply to the Nonfiction Writing Honors Program in the second semester of their junior year. December or mid-year graduates may apply in their 6th semester, but are encouraged to apply during their 5th semester and write their theses alongside May graduates. Interested concentrators should have already made contact with at least one member of the Nonfiction Writing faculty and should meet with the Honors Advisor early in their junior year to discuss their plans. Specific deadlines for admission are announced annually and are available on the department website. Students who are studying off campus are expected to meet the application submission deadline.

Admission to the Honors Program in Nonfiction Writing depends upon a student's demonstrated superior ability in nonfiction writing. Students must have taken either one intermediate and one advanced writing course, or two advanced writing courses by the end of their sixth semester and completed each of them with an S. To be eligible for admission, students must have earned more As than Bs (and no Cs or below) in other courses in the concentration plan. Students must submit an application, two letters of recommendation, a writing sample from an advanced writing course, and a project proposal.

See procedures and application (<http://brown.edu/academics/english/nonfiction-honors-procedures/>) for more details.

December or mid-year graduates who wish to apply for nonfiction honors have two options, but the first is highly encouraged:

Option 1:

In their 5th semester (Spring), students can apply to the nonfiction honors program along with the other juniors. Accepted students will be incorporated into the regular nonfiction honors cohort and must meet the same deadlines: i.e. they must complete their theses at the same time as the other honors students (though for mid-years this will be at the end of their 7th semester). They register for ENGL 1993 Nonfiction Honors

Seminar in the Fall and ENGL 1994 Senior Honors Thesis in Nonfiction in the Spring.

Option 2:

In their 7th semester (the Spring of their final year) students take ENGL 1200 and in their 8th semester (the Fall of their final year) they take ENGL 1994. (Students choosing this option must consult with the Honors Advisor for information on deadlines.)

Requirements

Students in the Nonfiction Writing Honors Program take two additional courses beyond the ten courses required by the Nonfiction Writing Track -- ENGL 1993 Honors Seminar in Nonfiction Writing (with the Honors Advisor) and ENGL 1994 Senior Honors Thesis in Nonfiction Writing; the Honors track will bring to twelve the total number of required courses. The ENGL 1993 grade option must be S/NC; ENGL 1994 must be taken for a grade. Honors candidates should discuss their proposed course of study with the faculty member they choose to direct their thesis.

Honors candidates must continue to receive more As than Bs in courses taken as part of the concentration. Courses completed with a grade of C will not count toward an Honors concentration. A student who receives a "C" after admission to Nonfiction Honors and wishes to continue in the program must complete an additional course in a comparable subject area, with a grade higher than C.

The Honors Thesis

The Nonfiction Writing Honors thesis is an extended project, usually of between 50 and 80 pages, written under the supervision of one of the Nonfiction Writing faculty and a second reader (who can be from literature or another department). The specific topic and approach of the thesis are worked out between the student and the first reader, with assistance from the student's second reader. A good way to get an idea of what sorts of projects are possible is to visit the Hay Library, which stores theses from previous years, or to meet with the Honors Advisor. The work typically is in a genre chosen from Nonfiction Writing's spectrum: critical analysis, literary journalism, memoir, lyric essay, or narrative based on travel, science, history, or cultural critique.

Full thesis drafts are due by mid-March; final bound copies of the thesis are due in mid-April. Late theses will not be accepted for honors after the April deadline; students who hand in theses after the deadline and before the end of the term will receive a grade for the thesis course, but they will not be eligible for departmental honors. The completed thesis will be evaluated by its first reader and second reader, each of whom provides written commentary and suggests a grade for ENGL 1994.

Evaluation

The English Department reviews the academic record as well as the thesis evaluations for each senior completing the Nonfiction Writing Honors Program. Following a successful review, the student will be eligible to graduate with Honors in Nonfiction Writing.

English Graduate Program

The Department of English offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/english> (<http://www.brown.edu/academics/gradschool/programs/english/>)

Courses

ENGL 0100A. How To Read A Poem.

It is difficult to get the news from poems/ yet men die miserably every day/ for lack/ of what is found there. Poet William Carlos Williams captures this course's focus on the special ways that poetic language represents and gives shape to human experience. Organized around concepts and practical skills, the readings cross historical and geographical boundaries.

ENGL 0100B. Literature, Trauma, and War.

This course surveys many genres and periods in order to consider and think about two traditional kinds of literary responses to war--glorifying it, and representing its horrors. We'll examine texts by Homer, Shakespeare, Milton, Wordsworth, Byron, Whitman, Hardy, Crane, Freud, Levi, Pynchon, and Sebald, among others; we may also screen one or two films. Limited to undergraduates. Students should register for ENGL 0100B S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100C. Altered States.

A course about ecstasy, rapture, transport, travel, mysticism, metamorphosis, and magic in pre- and early modern verse, drama, and prose, including: Ovid (*Metamorphoses*), Shakespeare (*A Midsummer Night's Dream*; *Othello*), Marlowe (*Dr. Faustus*), *Mandeville's Travels*; the writings of the medieval female mystics Julian of Norwich and Margery Kempe; the ecstatic verse of Crashaw, and the erotic, at times pornographic, verse of Donne, Herrick, Carew, Rochester, and Behn.

ENGL 0100D. Matters of Romance.

Narratives (1100-1500) of men, women, and elves seeking identity on the road, in bed, and at court. Readings (in modern English) include Arthurian romances, *Havelok*, *lais* by Marie de France, and Chaucer's "Wife of Bath's Tale." Primarily for freshmen and sophomores. Students should register for ENGL 0100D S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100E. Catastrophic Communities.

What becomes of communities and individuals in a catastrophe? This course considers the different literary, social and ethical formations that arise or are destroyed in disaster, and examines what it means to be both an individual and part of a collective in times of unprecedented upheaval. Readings by Blanchot, Camus, Sebald, Duras, Freud, Arendt, Jaspers, Orwell, and Eggers.

ENGL 0100F. Devils, Demons, Do-Gooders.

Who hasn't struggled with the problem of good and evil? We will investigate how various writers grapple with these fundamental questions of judgment. What constitutes good and evil in the first place, and who gets to make such judgments? Works may include John Milton, Mary Shelley, Jhumpa Lahiri, Frederick Douglass, Toni Morrison, and Herman Melville. Students should register for ENGL 0100F S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100G. The Literature of Identity.

This course will explore various conceptions of personal identity, with an emphasis on Romanticism. We'll read Anglo-American philosophical and literary texts (mostly poetry) from the Renaissance through the 19th century, taking some excursions into contemporary theory (queer, feminist, post-structuralist). Writers may include Shakespeare, Montaigne, Locke, Hume, Rousseau, Wordsworth, Keats, Emerson, Browning, and Wilde.

ENGL 0100H. Fictions and Frauds: Literature and the Historical Imagination.

How does fiction reinvent history? What makes autobiography "true"? Readings focus on the slave narrative, Hawthorne, historical novels, and Jack Kerouac's "On the Road." Limited to undergraduates.

ENGL 0100I. American Fiction and the Sea.

This class examines one of the most distinctive of literary genres: the sea tale. These narratives are interested not only in how we know what we know, but in the ways we imagine what we don't know. Novels and films to be discussed will include *Moby-Dick*; *Lord Jim*; *Aguirre, the Wrath of God*; *Apocalypse Now*; *The Witness*.

ENGL 0100J. Cultures and Countercultures: The American Novel after World War II.

A study of the postwar American novel in the context of the intellectual history of the 1950s, 1960s, and 1970s. We will read the postwar novel in relation to the affluent society, the vital center, the lonely crowd, the power elite, the one-dimensional man, the post-industrial society. Authors to be considered include Baldwin, Bellow, Ellison, Highsmith, McCarthy, O'Connor, Petry, Pynchon, and Roth. Two lectures and one discussion meeting weekly. Students should register for ENGL 0100J S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100K. The Dead and the Living.

Explores ethical, historical, and personal dilemmas in modernism through the relation between the dead and the living. What claims do the dead have on the living? How do the living shape the lives of the dead? Readings in literature, psychoanalysis, and philosophy, including Henry James, Virginia Woolf, Walter Benjamin, Sigmund Freud, James Joyce, W. G. Sebald, and Julian Barnes. Students should register for ENGL 0100K S01 and may be assigned to a conference section by the instructor during the first week of class.

ENGL 0100L. What Was Postmodern Literature?

How compatible is the idea of the postmodern with the idea of a historical period? This course looks at recent British and American literature through the optic of postmodern theory, discussing how the theoretical problematization of both history and politics has an impact upon the very possibility of fiction. Readings include Doctorow, Pynchon, Amis, Jameson, Lyotard, Baudrillard. Students may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100M. Writing War.

Examines the challenges that war poses to representation, and particularly to language and literary expression in the modern era. We will focus primarily on the First and Second World Wars, exploring the specific pressures war puts on novels and poetry, as well as on history, psychology, and ethics. Works by Sassoon, Owen, Hemingway, Woolf, Rebecca West, Graham Greene, Pat Barker, Tim O'Brien, Georges Perec. Students should register for ENGL 0100M S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100N. City Novels.

This course examines 20th and 21st century novels to consider how these narratives envision the city, its possibilities and limits. How does the city shape how we think, wander, grow up, see and know each other? How does the city divide people? How does the novel imagine ways to bridge those divisions? Readings by Crane, Woolf, Brooks, Desai, Smith, Calvino, Adiga, Yamashita.

ENGL 0100P. Love Stories.

What do we talk about when we talk about love? We will see how writers have addressed this question from Shakespeare's day to the present. Writers may include Shakespeare, Austen, Eliot, Flaubert, Graham Greene, Marilynne Robinson, and/or others. Students should register for ENGL 0100P S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100Q. How Poems See.

What makes poems and pictures such powerful forms of life? Why do pictures have so much to tell us? How do we see things in words? How do graphic images, optical images, verbal images, and mental images together constitute ways of understanding the world? Looking at poems and images from Giotto and Shakespeare, Wordsworth and Dickinson and Turner through such modern poets and painters as Stevens, Ashberry, Warhol and Heijman, we will study sensory and symbolic images, the uses and dangers of likeness, and the baffling confluence of concrete and abstract, literal and figurative, body and mind, matter and spirit.

ENGL 0100R. American Histories, American Novels.

How do novels make readers experience such traumatic historical events as war, slavery, genocide, the internment, and civil conflict? What kind of political or ethical perspective on such events do literary narratives encourage? How do novels construct cultural memory? This course explores important post-1945 novels that make us readers and feel in particularly resonant ways about American histories of race.

ENGL 0100S. Being Romantic.

"Romantic literature" and "Romantic art" are familiar concepts in the history of culture. But what does "Romantic" actually mean? Were Coleridge and Keats especially dedicated to writing about erotic love? Why would "Romantic" literature emerge during the period of the French Revolution and Industrial Revolution? What does early 19th-century "Romanticism" have to do with the meaning and status of the "Romantic" in our culture today? Readings in British and American writing from Blake and Mary Shelley to Ani DiFranco and *Rage Against the Machine*.

ENGL 0100T. The Simple Art of Murder.

A survey of the history of criminal enterprise in American literature. Authors to be considered include Poe, Melville, Hawthorne, Twain, Chandler, Wright, Petry, Highsmith, Millar, Harris, and Mosley.

ENGL 0100U. Serial Fictions.

A study of serial and serialized fictional narratives from the nineteenth century to the present--dime novels, serial genre fictions, literary novels comprised of chapters initially published as short stories, radio and film serials, television programs old (*The Naked City*, *Hawaii-Five O*), newer (*The Wire*, *Sex in the City*), and new (*Americans*), podcasts, and video games (*Legend of Zelda*).

ENGL 0100V. Inventing Asian American Literature.

What insights can literature provide into the complicated workings of race in America? What role can the invention of a literary tradition play in illuminating and rectifying past and present injustices? We explore these questions by examining how the idea of an Asian American literary tradition came into being and by reading influential works that have become part of its canon. Students should register for ENGL 0100V S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100W. Literature Reformatted.

We'll put literary works produced for digital environments (novels on Twitter, cominatory poetry, collaborative fiction on chat forums) in conversation with works of literature produced in traditional forms. Do these new forms offer empowering extensions of the literary, or do they threaten the very forms of literature from which we can profit the most?

ENGL 0100X. Literature and Social Justice.

What role does literature play (if any) in understanding/revealing injustice, oppression, or inequity, or even helping create a more just world? What role might literature play in helping produce the very definitions of sociality and justice through which we see the world? Readings may be drawn from the writings of Mark Twain, Ralph Ellison, Toni Morrison, and Leslie Marmon Silko.

ENGL 0100Y. Do the Right Thing.

An examination of literary works as developing our modern framework of moral values, along the way taking up questions of temptation, corruption, punishment, redemption, and responsibility. We will start with Christian allegorical texts (Dr. Faustus and *Pilgrim's Progress*), complicate the picture with 19th century psychological fiction, and conclude with some masterpieces of art cinema.

ENGL 0101A. Independence and Modern Literature.

Words like "freedom" and "independence" are central to modern global history. This course introduces students to modernist and postcolonial poetry and fiction, exploring individual and collective self-determination. We address questions of aesthetic autonomy and form, and collective aspirations along disparate lines of nation, race, gender, and sexuality. Readings from Achebe, Bulawayo, Conrad, Eliot, Hurston, Joyce, Kincaid, Lamming, Walcott, and Woolf. Students should register for ENGL 0101A S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0101B. Earth Poetics: Literature and Climate Change.

This course will examine how poetic forms of attention can offer a different sense of the shifting temporalities of change in the age of the Anthropocene, allowing us to stretch our range of perception to non-monumental rhythms that may be at play below the thresholds of human perception, but also the vast swaths of geologic time that may supersede them. We will address how literary texts can help us develop our understanding of various kinds of environmental change by attending to the material entanglements between nature and culture.

ENGL 0101C. America Dreaming.

What ever happened to the American Dream? How is American literature a series of dreaming--fantasy, utopia, dystopia, antislavery, reform, the West, and escape. Fiction, film, the essay, the nonfiction novel. What makes for an "American" myth? How is it exported to the world?

ENGL 0101E. Home Away from Home.

Many works of literature send their characters on far-flung journeys, separating them from their homes. Can one, though, be at home even far away from home? What can we learn about the notion of "home" and identity from those exiled from the place they know as home? What becomes visible when viewing the world from a new perspective? And what cultural norms do such stories explore, challenge, and/or re-enforce. Possible readings: *Kindred*, *Exit West*, and *How Much of These Hills is Gold*.

ENGL 0150A. Elizabeth I: The Queen and the Poets.

Queen Elizabeth I, a poet herself, adorned her aging body as the symbolic object of desire for a circle of ambitious male poets. Considers the poetic means by which Sidney, Spenser, and Shakespeare overcome the obvious obstacles to desire presented by her uncertain health and imperious temperament and court their Virgin Queen.

ENGL 0150B. Objects of Beauty in Renaissance Culture.

What made a poem or a play as beautiful in 16th-century England as a hat or the right pair of shoes? Literary history and aesthetics from Wyatt, Surrey, and More, through Sidney, Shakespeare, Jonson, and Donne.

ENGL 0150C. The Medieval King Arthur.

Where did stories of King Arthur come from and how did they develop in the Middle Ages? We will read the earliest narratives of King Arthur and his companions, in histories and romances from Celtic, Anglo-Norman, and Middle English sources, to examine Arthur's varying personas of warrior, king, lover, thief. Enrollment limited to 19 first-year students.

ENGL 0150D. Shakespeare's Present Tense.

Shakespeare in Love suggests how Shakespeare was clued in to elite and popular cultures. Current adaptations like *O* and *10 THINGS I HATE ABOUT YOU* demonstrate how Shakespeare provides anachronistic clues to issues of the present. This course will trace such clues by examining the cultural origins and ongoing adaptations of *Romeo and Juliet*, *Hamlet*, *Othello*, *Twelfth Night*, *Henry V*, and the sonnets. Enrollment limited to 19 first-year students.

ENGL 0150E. Love and Friendship.

What do we talk about when we talk about love? This course poses this question in various ways. How, for instance, can we tell the difference between love's various forms--between love that is friendly and love that is romantic? How do the different forms of love differently shape people? How does love work when it involves sex, or marriage, or children, or divinity? And what must love involve to be called "good"? Why? Materials will range from Plato and St. Augustine to Leo Bersani and Allen Bloom and will also include popular filmic representations of love. Limited to 19.

ENGL 0150F. Hawthorne and James.

An introduction to a pair of writers whose work continues to shape our understanding of American literature and American identity. Focusing on much of their most important work, our aim will be to understand how their conceptions of the relationship between writing and history both complicate and complement each other. Limited to 19 first-year students.

ENGL 0150G. Lincoln, Whitman, and The Civil War.

An introduction to the literature of the American Civil War: Whitman, Lincoln, Melville, Stowe, and other autobiographical and military narratives.

ENGL 0150H. Literature of The American South.

The South is as much a state of mind as a place on the map, and some of the major figures in American literature have contributed to the making of what we think of when we think of "the South." Explores the sometimes contradictory but always important meanings of the American South. Authors include Poe, Douglass, and Faulkner.

ENGL 0150I. The Simple Art of Murder.

This course surveys the history of criminal enterprise in twentieth-century American culture. Drawing from a broad range of sources ("literary" novels and pulp fiction, B-movies and auteurist features), we will assess the role of crime as object of aesthetic attention and attend to the questions that can arise about the idea of the criminal when one takes it up outside of its usual home in courts. Authors: Poe, Hammett, Fitzgerald, Chandler, Wright, Petry, Hughes, Butler. Directors: Hitchcock, Wilder, Huston, Truffaut, Pakula, Lupino. Limited to 19 first-year students.

ENGL 0150J. Inventing America.

One of the distinguishing features of American literature may be its seemingly constant struggle with the idea of America itself. For what, these authors wonder, does/should America stand? We will examine the rhetorical battles waged in some major works over the meaning and/or meanings of America's national identity. Authors may include Franklin, Hawthorne, and Fitzgerald. Limited to 19 first-year students. Instructor permission required.

ENGL 0150K. The Transatlantic American Novel.

This course reads American literature across national boundaries, focusing on the novel genre and the question of "American" identity as a problem in itself. The course takes up this problem in a wide array of novels spanning the period between the late eighteenth and twentieth centuries. Writers include Crèvecoeur, Susanna Rowson, Poe, Melville, Twain, and Nella Larsen. Limited to 19 first-year students.

ENGL 0150L. The Sensational and the Real in Victorian Fiction.

This course will explore two modes through which Victorian novels engaged the turbulent experience of their time: realism and sensation. We will examine how these different genres tackled issues of gender, sexuality, class, and personal and community identity. Enrollment limited to 19 first-year students.

ENGL 0150M. "Model Minority" Writers: Cold War Fictions of Race and Ethnicity.

Explores the construction of race and ethnicity in U.S. writings of the 50s, paying particular attention to how literary texts negotiate the ideological demands of Cold War anti-communism. Writers studied may include Saul Bellow, Carlos Bulosan, Ralph Ellison, Jack Kerouac, Norman Mailer, John Okada, and Jade Snow Wong.

ENGL 0150N. Black Atlantic Narratives of Africa.

We will study fiction, drama, and autobiography by black writers who have used the motif of a literal or symbolic journey to Africa to explore in powerful ways issues of the trans-Atlantic slave trade, Africa as land and concept, individual and collective memory. Writers will include Maryse Condé, Charles Johnson, George Lamming, Paule Marshall, Toni Morrison, and Derek Walcott.

ENGL 0150O. Englishness and Britishness in Contemporary Fiction.

How have writers of fiction responded to recent developments in British political culture? How has the category of Englishness changed during that period? This course offers an overview of some of the most important British writers of the last twenty years and an introduction to theories of culture and ideology. Readings include Ishiguro, Kelman, Caryl Phillips, Zadie Smith.

ENGL 0150P. Is There a Theory of the Short Story?

This course considers the question in the title by looking at works of short fiction by Melville, Conrad, Bierce, Joyce, Lawrence, Kafka, Wicomb, Paley, O'Connor, Beckett, White, and literary theories by figures such as Lukacs, Bakhtin and Deleuze. Enrollment limited to 19 first-year students. Banner registrations after classes begin require instructor approval.

ENGL 0150Q. Realism and Modernism.

The novel as a genre has been closely identified with the act of representation. What it means to represent "reality," however, has varied widely. This seminar will explore how the representation of reality changes as modern fiction questions the assumptions about knowing, language, and society that defined the great tradition of realism. English and American novels will be the primary focus of our attention, but influential French, German, and Russian works will be studied as well. Limited to 19 first-year students. Banner registration after classes begin requires instructor approval.

ENGL 0150R. The Problem of Women's Writing.

Combines a survey of British and American women writers with an interrogation of the concept of women's writing. Authors will include Austen and Brontë, Walker and Viramontes; theoretical topics will include the figure of the author, subjectivity and ideology, the concept of a separate women's canon or tradition, and the complex differences within "feminine" writing and "feminist" reading.

ENGL 0150S. The Roaring Twenties.

This course examines U.S. culture of the 1920s, with particular attention to phenomena that came to be mythologized as the "roaring twenties"—flappers, movie culture, literary and cultural innovation, primitivism and exoticism. We will read fiction and some poetry in the context of movies, publicity, and advertising. Class discussion will focus on analyzing texts with an attention to language and form, as well as connecting these texts to their cultural contexts. Enrollment limited to 19 first-year students.

ENGL 0150T. Arms and the Man.

"Mother Green and her killing machine!" So enthuses a grunt in Full Metal Jacket about the Marine Corps. This seminar explores the romance of man and machine: the individual man's body as a machine and group relations with each man as a cog in a larger body/machine. We'll also consider other sites—including the gym—infiltrated, at least figuratively, by militarism. Texts: Crane, The Red Badge; Herr, Dispatches; Swofford, Jarhead; Paul Fussell, The Great War and Modern Memory; Samuel Fussell, Muscle. Films: Full Metal Jacket; The Hurt Locker; GI Jane; Three Kings; Pumping Iron. Enrollment limited to 19. Instructor permission required.

ENGL 0150U. The Terrible Century.

Although the term "terrorism" was coined in the 18th century, and although its contemporary resonance has reached an unprecedented pitch, the truly terrible century was arguably the 20th. This course introduces 20th century literature in English through a historical and philosophical examination of terror and terrorism. We will focus on several historical contexts, including: British colonialism in Ireland and Africa, South African apartheid, and the post 9/11 world. Readings include Conrad, Bowen, Gordimer, Coetzee, Foulds, Walters, Hamid. Enrollment limited to 19 first-year students.

ENGL 0150V. James and Wharton.

Friends, rivals, fellow ex-pats, and close correspondents for 15 years, Henry James and Edith Wharton had much in common. Their names are often coupled together in much the manner as Hemingway and Fitzgerald, since their fiction has often thought to deal with the same set of concerns: the societal and emotional ups and downs of well-to-do people in London, Paris, and New York. This class will read James and Wharton side by side in order not only to see in what ways they shed light on each other, but in what ways they differ. Limited to 19 first-year students.

ENGL 0150W. Literature and the Visual Arts.

How do words and images represent? Are the processes by which literature and the visual arts render the world similar or different? Is reading a novel or a poem more like or unlike viewing a painting, a sculpture, or a film? This seminar will analyze important theoretical statements about these questions as well as selected literary and visual examples. Limited to 19 first-year students.

ENGL 0150X. The Claims of Fiction.

This course explores the interplay of tropes of strangeness, contamination, and crisis in a range of novels and shorter fiction, in English or in translation. We will ask why social misfits and outsiders somehow become such fascinating figures in fictional narratives. How do these fictions entice and equip readers to reflect on collective assumptions, values, and practices? Writers will include Baldwin, Brontë, Coetzee, Conrad, Faulkner, Ishiguro, Morrison, Naipaul, Rushdie, Salih, Shelley. Limited to 19 first-year students.

ENGL 0150Y. Brontës and Brontëism.

The novels of Anne, Charlotte, and Emily Brontë alongside works (fiction and film) influenced by or continuing their powerful (and competing) authorial visions: *Wide Sargasso Sea* (Rhys), *Rebecca* (Hitchcock), *The Piano* (Campion), and *Suspiria* (Argento). Among other questions, we will discuss the role of Romanticism, feminism, the bodily imaginary, colonialism, and genre. Enrollment limited to 19 first-year students.

ENGL 0150Z. Hamlet/Post-Hamlet.

Shakespeare's *Hamlet* is perhaps the most widely read, performed, adapted, parodied and imitated literary text of the western tradition. In this seminar we will begin by reading/re-reading the play before turning to a number of appropriations of Shakespeare, both in the west and non-west, in order to address social and aesthetic issues including questions of meaning and interpretation, intertextuality and cultural translation. Enrollment limited to 19 first-year students.

ENGL 0151A. Hitchcock!

An exploration of the work of one of the most famous directors of the twentieth century. We will watch many of Alfred Hitchcock's best-loved films, including *The Birds*, *North by Northwest*, *Vertigo*, *Psycho*, *Rear Window*, and *Rope*. In addition, we will read some of the most important criticism of these films. No knowledge of film theory required. Enrollment limited to 19 first-year students.

ENGL 0151B. How to Do Things with Books.

What can one do with a book? Read a novel, sure, but also cook a fabulous meal, join a movement, or reimagine ways of being. Each class will focus on old or rare materials in the John Hay Library and throughout Providence. We'll explore the nature of the book through discussion and hands-on activities such as letterpress printing and zine-making. Enrollment limited to 19 first-year students.

ENGL 0151C. Midsummers.

A traditional occasion for festivity and misrule, midsummer has been important to writers since medieval times. Spanning Shakespeare to Aster, Midsummer to Midsommar, the course includes Ovid's *Metamorphoses* and Korine's *Spring Breakers*. How are midsummers represented? What's the difference between country and city, nighttime and daytime? Do things ever go back to normal, or can a party last forever? Enrollment limited to 19 first-year students.

ENGL 0151D. Men's Films.

This first-year seminar focuses on recent road films, gross-out comedies, "bromances," war films, sports films, superhero movies, sex films, and coming-of-age stories that: (1) seem particularly addressed to male audiences (though this is, of course, complicated) and (2) are concerned with men and masculinity in unusual, often extreme circumstances. In addition to studying this range of films (and film genres), we will read around in film theory, film criticism (including reviews), and gender and sexuality studies. Likely films include: *The Hangover*, *The Hangover 2*; *Bridesmaids*; *Barbie*; *Magic Mike*; *Foxcatcher*; *Neighbors*; *Neighbors 2*; *Everybody Wants Some*; *Deadpool*; *Moonlight*; and *American Sniper*.

ENGL 0151E. Genres of American Comedy.

A survey of a number of American comic traditions, with a special emphasis on the ways in which these traditions elaborate, challenge, and/or promulgate middle-class social norms in the US. Enrollment limited to 19 first-year students.

ENGL 0151F. Waves and Edges: Poetry and the Sea.

In her poem "The Map" Elizabeth Bishop writes: "Land lies in water; it is shadowed green. / Shadows, or are they shallows, at its edges / showing the line of long sea-weeded ledges..." This class will examine how such edges between sea and land can be thought and represented in poetic texts, while also considering environmental effects of climate change.

ENGL 0151L. The Serial Imagination: Literature and Journalism in the 19th Century.

An introduction to the emergence of mass culture in nineteenth-century England and America with particular attention to fiction and nonfiction writing in the periodical press during this period. We will examine some of the key historical developments that led to the rise of mass-market journalism and how it shaped public opinion on issues such as urban poverty, modernity, and slavery. We will also consider aesthetic questions raised by serialization and the relationship between fiction and nonfiction in journalism. Authors include Dickens, Poe, Melville, Stowe, Stevenson, and West. Visits to the Hay Library to consult original materials.

ENGL 0200A. Risk/Rupture/Remains: Contemporary Queer Media and Poetics.

How can we imagine life in a world preoccupied with queer and trans loss? This course introduces contemporary experiments in queer and trans survival across poetry, film, theory, and video games. We will read, watch, and play with particular attention to Black and Indigenous art in the ongoing HIV/AIDS epidemic. Artists may include Dionne Brand, David Wojnarowicz, CAConrad, and Porpentine. Enrollment limited to 17.

ENGL 0200B. Studying at the End of the World.

This course will consider the enduring power of study, as it has been conceptualized in Renaissance European thought as *studia humanitatis*, and more recently in calls for the end of the university as we know it. Through a range of texts, essays, and visual media, we will consider what studying otherwise might mean *here* at the end of the world. Authors include: William Shakespeare, George Jackson, Octavia Butler, Ia Paperson, Kamau Brathwaite, etc. Enrollment limited to 17.

ENGL 0200C. Stories of Speculation: Fabulism and Narrative Realism.

What do moments of upended reality and temporality in literary fiction offer us about the human condition and built environment? From contemporary fairy tale retellings to canonical modernist literature, we will examine novels' engagement with temporality, speculative/magical realism, and fabulism. Texts include Djuna Barnes, Toni Morrison, Nella Larsen, and Han Yujoo. Enrollment limited to 17.

ENGL 0200D. Literature and the Social Contract.

This course considers imaginative works (short stories, novellas, films) through the prism of moral and political philosophy. We will focus on how representations of right and obligation inform notions of self, other, and the illegitimacy of authority. Readings include: Hobbes, Rousseau, Kafka, Adichie, Mann, Melville, Orwell, Octavia Butler, Rawls, Le Guin, Yuri Herrera, Murayama, and Agamben. Enrollment limited to 17.

ENGL 0200E. Giving way: Poetry, Performance, Film.

This course will engage with artistic forms that creatively respond to the present by both heeding its demands while also expressing alternatives to its norms. They map out, figure, and perform various (im)possibilities of existence. Our archive, informed by artists such as Adrian Piper and Lyn Hejinian, will consist of apparitional experience, ecstatic dance, magical sentences, etc. Enrollment limited to 17.

ENGL 0200F. Wild and Unruly: Black Women's Belonging, Place, and Self in Storytelling.

How are belonging, place (or geography), and self expressed by women of African descent across the Black Atlantic? How do literature and other cultural productions help black women creatively navigate senses of self and place? Through the lens of the wild and unruly, this class asks how black women find new ways of expressing the human existence. Enrollment limited to 17.

ENGL 0200J. Stuck in the Suburbs: A Poetics of Everyday Life.

Suburbia is where nothing happens: a landscape that cultivates boredom and indulges angst. But it is also a site of repressed horrors, where our deepest anxieties come home to roost. This course examines architecture, tone, temporality, race, and gender in the literature and films of the suburbs. Texts include Eugenides, Perrotta, Lahiri; *Blue Velvet*, *The Stepford Wives*, *American Beauty*. Enrollment limited to 17.

ENGL 0200K. Trans—: Transformation, Translation, Transgression in Literature.

From transgression to transformation to trans rights, why does the prefix "trans" appear inescapable whenever one is discussing radical change? Centering on this mercurial prefix, this course examines the possibilities and limits of change from ancient anxieties about transcendence to contemporary discussions of transnationalism and transgender identities. Authors include: Wordsworth, Woolf, Ginsberg, Plath, Morrison, Imogen Binnie, hooks, Dylan, Against Me!. Enrollment limited to 17.

ENGL 0200L. Between Home and Haven: Contemporary Narratives of Revolt and Refuge.

What forces dictate our perception of “home”? Is it where we come from? Somewhere we must find? Or is home what persecutes us - a place from which we must escape or rebel? This course will contemplate sanctuary, family, authoritarianism, and resistance across fiction, graphic memoir, and film. Writers may include Marjane Satrapi, Julia Alvarez, and Viet Thanh Nguyen. Enrollment limited to 17.

ENGL 0200M. One True Pairing (“OTP”): The Courtship Plot from Jane Austen to Jane the Virgin.

What’s love got to do with it? This course examines how the courtship plot, from meet-cute to marriage, shapes our understanding, not only of romance and seduction, but also of gender, race, social class, sexual orientation, empire, and literary genre. Texts include fiction by Jane Austen, Nella Larsen, Jenny Han, and Henry James, alongside *Clueless*, *Moonlight*, and *Jane the Virgin*. Enrollment limited to 17.

ENGL 0200N. Godforsaken Spaces: Literatures of the Demonic.

Has fear of the Devil outlived the fear of God? While the demonic rationalizes unfathomable violence and renders forms of otherness intolerable, it may also allow us to imagine social alternatives. This course will explore demonic figures in contemporary literature/film: the scapegoats, witches, and misfits that occupy the margins of society. Authors include: McCarthy, O’Connor, Morrison, Gyasi, Erdrich. Enrollment limited to 17.

ENGL 0200P. Literatures of Anxiety.

From Xanax to safe spaces to #MAGA, our age is notoriously characterized as an unduly anxious one. But anxious by what measures? Tracking expressions of anxiety through a range of literary works, we’ll explore how the so-called “anxious” subject may yet signal a crucial, generative political position. Works by: Atwood, Dostoevsky, Abdellah Taïa, Dionne Brand, Hieu Nguyen, Lacan and LaWhore Vagistan. Enrollment limited to 17.

ENGL 0200Q. “Strangeness” at The Margins: Black and Queer Narratives.

Anchored in black and queer studies, this course will think within “weird” and unusual narratives. How do sexual, gender, and racial identities work together in ways that produce “strange” literature? What might we gain through careful attention to the techniques used in reading/writing marginal selves through oddness? Figures will include Janelle Monae, Toni Morrison, Prince, Sigmund Freud, and Ralph Ellison. Enrollment limited to 17.

ENGL 0200R. Suspicious Minds: American Literature and the Paranoid Imagination.

Why is so much of the American canon founded on suspicion? This course investigates a tradition of American cultural production that finds in paranoia novel ways of imagining history as well as life today. Texts encompass a broad range of genres from the nineteenth century to the present moment, including gothic fiction, satire, speculative fiction, political thrillers, and science fiction. Authors and filmmakers include Edgar Allan Poe, Herman Melville, Henry James, Alfred Hitchcock, Philip K. Dick, Thomas Pynchon, Hannah Arendt, Ishmael Reed, Joan Didion, Colson Whitehead, Paul Thomas Anderson, Jordan Peele, Kathleen Belew, and Boots Riley, among others. We will use these thinkers to investigate the forms of solidarity conspiracy offers, the enduring problem of skepticism in American thought, the narrativization of history, the importance of secrecy in the construction of identity, and our fear of and desire for plots.

ENGL 0200S. Killing Shakespeare: Three Plays and their Afterlives.

Do adaptations of Shakespeare “kill” his texts? In this course, we will explore three plays—*Othello*, *The Tempest*, and *Hamlet*—with some of their most prominent adaptations. We will focus on how these adaptations consider important political questions of their times in relation to Shakespeare. Authors/directors include: Lawrence Olivier, Aime Cesaire, Jawad Al-Asadi, Vishal Bharadwaj, and Julie Taymor. Enrollment limited to 17.

ENGL 0200T. The Revolution Will Not be Televised: Poetry and the Politics of Representation.

What are the political effects of representing a person, thing, or event? Is representation itself a useful political goal? With an emphasis on racial politics, this class examines how poetry plays with representability and irrepresentability to call attention to and perhaps change how we see each other and the world. Readings include works by Gertrude Stein, Claudia Rankine, Mercedes Eng, and Layli Long Soldier. Materials may also include popular music by artists like Bob Dylan and Solange. Enrollment limited to 17.

ENGL 0200U. After the Human?: Literature at the End of the World.

What does it mean to be human? From zombies to aliens, cyborgs to talking bears, contemporary fiction is rewriting our most fundamental categories of identity. This course explores what’s at stake in how we define ourselves, and the challenge ‘nonhumans’ pose to our beliefs about right and wrong, good and evil. Authors include: Ishiguro, Jemisin, Tawada, Vandermeer, Whitehead, and Miéville. Enrollment limited to 17.

ENGL 0200V. Graphic Novels and the Politics of Memoir.

Are comics literature? Can images help us bear witness? How do text and illustration work with or against one another? Paying special attention to the memoir form, this course explores the contemporary graphic novel (together with film and other visual narratives) as a transformative medium for political and aesthetic expression. Works by Spiegelman, Bechdel, Satrapi, Sacco, Richard Linklater, and others. Enrollment limited to 17.

ENGL 0200W. Comedy and Cruelty.

Modernity is often conceived as tragedy—this course imagines otherwise. We will explore the usefulness of the comic frame in the wake of (economic, political, environmental) disaster through 20th-/21st century novels/films by Joseph Conrad, Frank Capra, Ralph Ellison, Samuel Selvon, Paul Beatty, Jordan Peele, Anna Burns, Bong Joon-Ho. This class investigates the possibility of joy in an age of disappointment. Enrollment limited to 17.

ENGL 0200X. Necromancy for Beginners.

Have you ever wanted to speak to the dead? Or bring something dead back to life? This course examines the fantasies, historical practices, and political forces shaping reanimation and otherworldly communication in literature from medieval grimoires to contemporary American film. Authors/directors include: Shakespeare, Marlowe, Milton, Cavendish, Shelley, Lovecraft, Rymer (*AHS*), Bayona (*Penny Dreadful*), Sackheim (*Lovecraft Country*), and Fell/Butler (*ParaNorman*). Enrollment limited to 17.

ENGL 0200Y. Show Me the Money: Advertising and Capitalism in American Literature.

This course examines the intersections of capitalism and advertising in 19th and 20th century American Literature. Central to this investigation will be questions of identity and representation. Each class begins with a discussion around a print, digital, or video advertisement, and engages a variety of works and authors including Harriet Jacobs, Henry James, Herman Melville, *Mad Men*, amongst others. Enrollment limited to 17.

ENGL 0200Z. Black (W)holes, Black Feminism(s), and Black Feeling.

The seminar takes-up black women’s “self-defined sexualities.” What is a black feminist arrangement of erotic feeling, pleasure, and sexuality? What are its coordinates? Conditions? How might they change? We ground our exploration in close study of black feminist poetics—the specific formal and creative choices that poets, fiction writers, visual artists, and others use to critically examine life in art. Enrollment limited to 17.

ENGL 0201C. The Politics of Monstrosity from Beowulf to Slender Man.

Through lenses like queerness, blackness, and femininity, this course will explore how monstrosity comes to be defined and informed by political motives, public anxieties, and notions of normativity. Texts/films include *Beowulf*, *The Faerie Queene* (Edmund Spenser), *Frankenstein* (Mary Shelley), *Dracula* (Bram Stoker), *Fledgling* (Octavia Butler), *The Rocky Horror Picture Show* (dir. Jim Sharman), and *Pan’s Labyrinth* (dir. Guillermo del Toro).

ENGL 0201D. Writing Life: The Self in Narration.

This course engages with modes of life-writing and explores their relations with ethics and politics. We will closely follow different ways through which figures of the self get written in genres of fiction, autobiographical memoirs, testimonial narratives, and other forms of writing. Works by Primo Levi, Saidiya Hartman, J.M. Coetzee, Jean Jacques Rousseau and others.

ENGL 0201E. Guilty Pleasures: Science Fiction & Horror Survey.

Our guilty pleasures—those texts that titillate, enthrall, and excite. By way of artists like Octavia Butler, Jordan Peele, and Shirley Jackson, we will think with classic works of science fiction and horror and explore how these texts theorize matters of race, gender, and class. Texts include *Kindred*, *Get Out*, *The Bone Mother*, and *Alien*.

ENGL 0201F. Sex, Sin, Sonnets: The Poetry of Love and Desire.

How do poems talk about love and sex? How might poetry offer a unique vehicle for transgressive, thwarted, or unattainable desires? By considering themes like the body, shame, excess, lust, pleasure/pain, and ecstasy, we examine how poetry from the Renaissance through the present has explored the most fundamental of human relationships. Authors include Shakespeare, Donne, Hopkins, Yeats, and Plath.

ENGL 0201G. Reimagining The Great Gatsby: The Roaring Twenties in Popular Culture.

This course bridges texts and media from the 1920s to historical fiction and films set in the 1920s as a means to gather historiography of how it is remembered and marketed through images of glitzy flapper gowns, new dance crazes, prohibition, and sexual promiscuity in the US. Similarly, we will also critically engage with how it is contextualized and conveyed in the present moment as a period for self-reinvention and unprecedented social change, where queer and raced subjects can thrive despite harrowing circumstances. Many of the readings, movies, and other media on the syllabus are historical fiction, intended to encourage students to think critically about the representation of this period alongside our present. This course is an exploration of historical fiction and period dramas that serve as a pastiche of 1920s style and aesthetics and a consideration of the many paradoxes these explorations of the past produce.

ENGL 0201S. American Comedy: Shame, Mockery, and the Politics of Laughter.

If national pride is a necessary condition for the self-improvement of a nation, as the American philosopher Richard Rorty has argued, then what happens when one's relationship with one's country is governed instead by overwhelming disgust? Can outrage and embarrassment form the basis of a national tradition? Who are the authors of the canon of American abjection? This course considers a countertradition of American letters comprised of authors uniquely attuned to America's political and moral failures as well as those who, on the basis of race, class, and gender have no access to the feelings of national pride that animates so much of the American literary tradition. Readings for this course span the late nineteenth century to the present, drawing on a range of genres including fiction, film, and stand-up as well as some instances of drama, poetry, and television.

ENGL 0202B. What Monks Want: Asceticism and Austerity Across the Global Anglophone.

Today, the word "austerity" is strongly associated with harsh economic policies that force people to live with less. But what if a person voluntarily embraces an austere lifestyle? In this course, we will consider the figure of the ascetic—an individual who leads a life of severe self-discipline and restraint—across an expansive range of literature from the Global Anglophone, such as Frankenstein, *In the Castle of My Skin*, *Nervous Conditions*, *The Inheritance of Loss*, and *Normal People*. Why would an individual place such demanding restrictions on their everyday life, and what new perspectives could the extremities of asceticism provide on our own lives?

ENGL 0202C. Experiments in Asian and Asian Diaspora Literature and Culture.

This course introduces students to textual, visual, and filmic experiments by Asian and Asian diaspora writers and artists. Instead of reading memoirs and realist novels, we will consider how these artists explore forms like short stories, performance, graphic novels, and films, as well as genres like science fiction, horror, mystery, and romance. This course's focus on speculative and unsettling forms of storytelling will expand our understanding of Asian and Asian diaspora artistry and recast themes of immigration, alienation, belonging, grief, memory, and identity. "What if?" is an important question these storytellers ask; "What if" is a type of creativity we will investigate by close reading these recent experiments at the limits of storytelling. Texts include short and feature-length films and fiction by Haruki Murakami, Karen Tei Yamashita, Kazuo Ishiguro, Ling Ma, and Charles Yu. No prerequisites.

ENGL 0202D. Poetic Justice: Literature on Colonialism.

How have dreams of freedom been written in the 20th and 21st centuries? This course explores writing on unequal relations, relations of exploitation and duress, under the contemporary global and racial order. We will consider how writers address problems of reconciliation, reparation, and equality in a colonial and capitalist society, and how they prepare new revolutionary idioms for our time. Primary texts include a balance of prose and poetry (Jamaica Kincaid, J. M. Coetzee, NoViolet Bulawayo, Derek Walcott, Layli Long Soldier, Dionne Brand, Theresa Hak Kyung Cha), plus a graphic novel (Thi Bui) and a film (Saint Omer, dir. Alice Diop).

ENGL 0202E. Memory and the Literary Imagination: Conceptions of Remembering from Shakespeare to the Present.

What cause do we have to remember? How humans engage with and conceive of the past has been the focus of philosophical and literary study for thousands of years. Whether conceptualized as a form of identity formation, a source of motivation, or an opportunity for reconciliation, memory is deeply integrated into how we think. Throughout this course, we will discuss the influences of memory on individual and collective levels by studying an assortment of poetry, novels, drama, and film. Readings will include texts by William Shakespeare, Virginia Woolf, Toni Morrison, Ilya Kaminsky, and Emily St. John Mandel. No previous experience with literary scholarship necessary.

ENGL 0202F. We the People: American Literatures of Community.

The Preamble begins thus: "We the People of the United States ..." How was this "we" conceptualized at the nation's birth, and how has it changed? How do we imagine and revise the collectivity of the national, racial, cultural, sexual, and social "we" in the 21st century? This course explores what it means to be an individual and inhabit the collective "we" in American literatures that stage the question of the self versus/and/or/with/against/through the communal identity. Some authors include Eugenides, Faulkner, Emerson, O'Brien, Morrison, Chang-rae Lee, Silko, Paul Beatty, Alexis Bechdel, and Craig Santos Perez. No prerequisites.

ENGL 0202G. Literatures of Racial Capitalism.

What is racial capitalism? This question will frame this course as a project of reading toward the entanglement of literatures with race and capital. With particular attention to problems of genre and history, we explore literary representations of what might be called racial capitalism in the spaces of the colony, the slave ship, the plantation, and the modern workplace. Works by Morrison, Melville, Faulkner, and Butler, as well as Marx, Robinson, Smallwood, and Du Bois. No prerequisites required.

ENGL 0202H. The Genesis of Doubt: Skepticism and Film Noir.

Film noir is an enigmatic genre. This course studies film noir (a 1940-50s American film phenomenon with a French name) within an international and interdisciplinary context. Taking inspiration from the stylistically innovative texts we will examine, our approach will privilege a few unconventional angles, including Shakespearean tragedy, modernist fiction, contemporary global cinema, and the philosophical tradition of skepticism.

ENGL 0202J. Race and Satire.

This course looks at satire as a genre that interrogates race and critiques racism using humor, parody, irony, caricature, and other literary techniques. We will look at theories of African American satire and humor, canonical Western works like *Othello*, and contemporary novels by Paul Beatty, Percival Everett, Charles Yu, and Mithu Sanyal. We will also study films such as *American Fiction* and *Get Out*; television including *Atlanta*, *Master of None*, and *Insecure*; and other multimedia by Black, South Asian, and East Asian creators. We will study how these artists wield satire as a potent means of critiquing structural racism and marginalization, close-read these works, and analyze satire's shortcomings.

ENGL 0202L. Religion, The Novel, and the Public Sphere.

How does religion organize identity and community? Who does it include and exclude from the sense of community that it creates? What happens when its power to organize identity intersects with racism, sectarian ideology, and colonialism? The modern world is often characterized as disjointed, and even secular philosophers and literary critics often agree in their tendency to contrast this chaos with a time in which religion made things feel more stable. We will interrogate this assumption about the stabilizing powers of religion in the cultural context of nineteenth through twenty-first century Britain and its empire. We will think through how this idea of religion appears in its interrelated domestic and colonial contexts, and how it continues to impact the public sphere across the world today. Authors studied will include Mary Shelley, Charlotte Brontë, George Eliot, Chinua Achebe, and Zadie Smith.

ENGL 0202M. (Un)Natural Histories: Observation, Exploration, and Knowledge.

What does it mean for writers, scientists, historians, and anthropologists to just observe? In this course we study natural history and travel writing in the 1800s, focusing especially on encounters from Europeans in the Caribbean and South America amid histories of slavery and colonialism. We'll look back to the origins of these modes of thinking in the age of exploration in the seventeenth century, move forward through the eighteenth-century dawn of natural history, and then consider its peak in dialogue with travel writing of the nineteenth century. At the same time, we'll also read contemporary fiction that continues to question the afterlives of these historical periods and interrogate ideas of objective observation. Authors include Charles Darwin, Francis Bacon, Percy Shelley, Jamaica Kincaid, Derek Walcott, Ursula LeGuin, and Octavia Butler.

ENGL 0202N. Ghosts of Colonialisms Past – The Uncanny and the Postcolonial.

In this course, we will explore the idea of colonialism as the political root of Freud's "Unheimlich," or the Uncanny – meaning defamiliarization, the experience of home becoming unhomely, fractured selves and psyches – that is captured in contemporary literature across post-independence Latin America and South Asia. We will trace how the Uncanny and the hauntings from a colonial past inform the present as the afterlives of colonialism, and how colonial thought continues to design modern realities and politics. We will also think about the distinction between the Uncanny and horror and learn how these affective genres can help us articulate new postcolonial realities. Authors include Arundhati Roy, Amitav Ghosh, Mariana Enriquez, Samantha Schwebelin, and others. Films and other media also include the Netflix miniseries "Ghoul", "Temporada de huracanes", "La Ilorana" and more.

ENGL 0202P. Poetics of the Cosmos: Verse, Universe, and Existence.

When encountering a night sky full of stars, we might feel struck by wonder, uncertainty, love, or maybe an unnamable mood. "Everyone arrives one day and asks, is this it? And the stars answer back with more stars," poet Victoria Chang writes. In this class, we'll survey possibilities for engaging creatively with the existence of an endlessly elusive universe. Artists to be engaged with include 20th and 21st century poets, visual artists, musicians, and filmmakers—from Tracy K. Smith, David Bowie, and Stanley Kubrick, to Italo Calvino, Agnes Martin, and Maya Angelou—who through their visions of stars, planets, and extraterrestrial lifeforms, come to question the nature of the cosmos.

ENGL 0300B. The Romance of Travel.

Considers the role of the strange, new, and fantastic in travel accounts of the Medieval period and Renaissance. If travel writers offered their stories as "windows to the world," we will treat them as representations that expose, reinforce, and subvert the author's cultural, political, and social attitudes. Works by Marco Polo, Chaucer, Columbus, Raleigh, Shakespeare, Defoe, and Swift. Enrollment limited to 30.

ENGL 0300C. English Drama 1350-1700.

This course presents great plays not written by Shakespeare, from the mystery plays of the late Middle Ages through Restoration drama. We will address these questions: What kinds of plays spoke to what kinds of audiences? How do changes in theatrical style relate to social change? How do genre, convention, staging, and acting style shape a dramatic text? Enrollment limited to 30.

ENGL 0300E. Three Great Poets: Shakespeare, Donne, Milton.

We will study these premier Renaissance poets from all angles possible, to understand the historical situations and political issues that shaped their writing, the authors and ideas that influenced them, the traditional forms they appropriated for new purposes. Most of all, we will study them to appreciate the power of poetry as a source of knowledge and inspiration. Enrollment limited to 30.

ENGL 0300F. Beowulf to Aphra Behn: The Earliest British Literatures.

Major texts and a few surprises from literatures composed in Old English, Old Irish, Anglo-Norman, Middle English, and Early Modern English. We will read texts in their historical and cultural contexts. Texts include anonymously authored narratives like *Beowulf* and *Sir Gawain and the Green Knight*, selected *Canterbury Tales* by Chaucer, and texts by Sir Thomas Malory, Spenser, Shakespeare, and Aphra Behn. Enrollment limited to 30.

ENGL 0300G. Angels and Demons, Heavens and Hells: The Otherworld from the Middle Ages to the Early Modern Era.

Wonder about what happens after death is among the most fascinating and gripping subjects of human inquiry. We will explore concepts of heaven, hell, purgatory, Satan, angels, ghosts, the soul, virtue and vice, the poetry of salvation, and the power of melancholy. Texts will include Old and Middle English Otherworld narratives, and writings by Dante, Milton, Browne, Marlowe, and others. Enrollment limited to 30.

ENGL 0300H. New Selves, New Worlds.

How did pre-modern and early modern writers imagine the self? How were these notions of the self transformed when individuals traveled to unfamiliar places? How do these new selves imagine certain fundamental questions, such as the power one has to control one's emotions, social environment, and ultimate fate. Authors may include Chaucer, Shakespeare, and Milton. Enrollment limited to 50.

ENGL 0300I. The Arrival of English: Medieval, Renaissance, Early Modern.

In these literary periods, something arrives in England, whether it is the Anglo Saxon invaders, Christianity, French medieval romance, or the continental example of renaissance. Readings include *Beowulf*, *Wanderer*, *Dream of the Rood*, Chaucer's *Canterbury Tales*, Spenser's *Shepherds Calendar* and *Faerie Queene*, and Milton's *Paradise Lost*. Enrollment limited to 30.

ENGL 0300L. The Global Middle Ages.

This course offers students an introduction to the medieval period as a time of active cultural exchange, racial imaginaries, and decentralized globality. We will explore what it means to think about history on a global scale, how to broaden our understanding of the Middle Ages without replicating Eurocentric perspectives, and how literary texts work to mediate history.

ENGL 0300M. Gender in Medieval Literature.

In this course, we will examine the multiplicity of ways that gender and sexuality are portrayed in the literature of medieval Britain and interlinked cultural regions. How do medieval texts depict gender categories, relations of desire and violence, intersectional subject positions, and anxieties about sex that remain alive today? What are some currents of fluidity, peculiarity, and rebellion in early ideas about gender and sexuality? Texts may include the *Roman de Silence*, the *Lais of Marie de France*, and the *Book of Margery Kempe*. No previous experience with medieval literature required.

ENGL 0300N. How To Be Alone: Solitude and Subjectivity.

In this class, we'll discuss why the state of being alone has been a central topic in cultural studies, what it means to address and represent different modes of solitude, and how these representations support or contradict the politics of their surrounding environments. This class will introduce its students to a broad range of texts read alongside classical and contemporary philosophy, and discusses the personal and political ramifications of autonomy, solitude, exclusion and seclusion. In addition to novels and films, materials will include on-demand television, Instagram posts, Reddit posts, TikToks and tweets.

ENGL 0300P. Dreams.

"Why do we dream?" may be an intriguing question, but ultimately one for science to answer. On the other hand, "What can we do with dreams?" is a question that people have approached from an almost limitless number of perspectives over thousands of years. Whether envisioned as a source of philosophical insight, a refuge for unspeakable desires, or an experience to be intentionally manipulated, the space of the dream is an unfailingly fascinating one-- and the works that have been created to explore it are equally as fascinating. In this course, we will engage with various cultural texts about dreams, which may include: *The Dream of Scipio* (Cicero), the *Parliament of Fowls* (Chaucer), *Godless but Loyal to Heaven* (Van Camp), *Paprika* (Kon), and *Inception* (Nolan). No previous experience with literary traditions or ability to remember one's own dreams necessary.

ENGL 0300R. New and Imagined Worlds in the English Renaissance.

In the centuries following the "discovery" of the *Novus Mundus* or "New World," European playwrights, poets and thinkers created a startling diversity of their own "new" or imagined worlds, which sometimes took license from fantastic contemporary reports of overseas discoveries. How do imagined lands comment upon our own? What freedoms and possibilities arise from the ability to imagine alternative worlds?

ENGL 0310A. Shakespeare.

We will read a representative selection of Shakespeare's comedies, tragedies, histories, and romances, considering their historical contexts and their cultural afterlife in terms of belief, doubt, language, feeling, politics, and form. Students should register for ENGL 0310A S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0310D. Violence, Sacrifice, and Medieval Narrative.

This course will introduce students to medieval prose and poetry that centralize the problematic nature of violent conflict and its attendant horrors. We will study literature from medieval England, Wales, Ireland, and Iceland, including *Beowulf*, two Old Icelandic sagas and Eddic poetry, Irish and Welsh texts, and part of Malory's *Morte Darthur*. Topics will include sacrifice, religion, chivalry, horror, and contemporary critical approaches. Open to undergraduates only.

ENGL 0310E. Shakespeare: The Screenplays.

It's been said that if Shakespeare were alive today he'd be working in Hollywood. We will read five or six plays (including at least one representative of each of Shakespeare's genres: comedy, history, tragedy, romance) and then study film adaptations of them. The course is especially concerned with various approaches to the Shakespeare film: not just the straightforward adaptation, but also the Shakespeare spin-off ("10 Things"; "My Own Private Idaho"), the Shakespeare film as a star-turn (Helen Mirren as "Prospera" in Taymor's "Tempest"), and the Shakespeare film as an auteur-turn (Orson Welles's "Chimes at Midnight"; Polanski's "Macbeth").

ENGL 0310F. Prose Sagas of the Medieval North.

In this course, we will read long prose fiction from medieval Iceland, Ireland, and Wales, considering how it is similar to and different from the modern novel. We will consider plot, characterization, and style in each linguistic tradition. Texts may include *The Cattle Raid of Cooley*, *The Mabinogi*, *Njal's Saga*, *Egil's Saga*, *Grettir's Saga*, and *Gisli's Saga*.

ENGL 0310G. Gender and Genre in Medieval Celtic Literatures.

This course traces images of masculinity and femininity in Welsh, Cornish, Breton, and Irish narratives within and around early medieval Britain. You will be introduced to the genres of saga, romance, and the short poetic lai as you consider how the nature and gender of the hero changes in specific cultural and linguistic moments.

ENGL 0310H. New and Imagined Worlds in the English Renaissance.

In the centuries following the "discovery" of the *Novus Mundus* or "New World," European playwrights, poets and thinkers created a startling diversity of their own "new" or imagined worlds, which sometimes took license from fantastic contemporary reports of overseas discoveries. How do imagined lands comment upon our own? What freedoms and possibilities arise from the ability to imagine alternative worlds?

ENGL 0500A. Literature and the Fantastic.

Considers the changing ways Renaissance, Romantic, Victorian, and late-nineteenth-century authors incorporate non-realistic and fantastic themes and elements in literature. Special attention to the relationship between realism and fantasy in different genres. Readings include stories (gothic, ghost, and adventure), fairy tales, short novels, plays, and poems. Shakespeare, Swift, Brothers Grimm, Blake, Wordsworth, Coleridge, Keats, Tennyson, Robert Browning, Christina Rossetti, Stoker, Lewis Carroll, Dickens, Henry James. Enrollment limited to 30.

ENGL 0500B. Introduction to British and American Romanticism.

An exploration of "Romanticism" in literature written and read on both sides of the Atlantic between 1775 and 1865. Poetry, fiction, and essays by writers such as Blake, Wollstonecraft, Wordsworth, Coleridge, Byron, Percy Shelley, Mary Shelley, Keats, Thoreau, Emerson, Fuller, Hawthorne. Enrollment limited to 30.

ENGL 0500C. Inventing America.

Even before there was a United States, American authors argued over just what distinguished "America" from other communities. For what, they wondered, did or should America stand? Examines the rhetorical battles waged in some key pre-Civil War American literary texts over the meaning and/or meanings of America. Authors studied may include Bradstreet, Franklin, Douglass, and Melville. Enrollment limited to 30.

ENGL 0500E. Foundations of the Novel.

Introduces students to the first stages of novel writing in England and to historical and theoretical issues relating to the novel's "rise" to the dominant genre of the modern era. Eighteenth-century works of fiction are long; however, texts selected for this course are less long. They include Defoe's *Moll Flanders*, Richardson's *Pamela* and Fielding's *Joseph Andrews*. Enrollment limited to 30.

ENGL 0500G. Literature and Revolutions, 1640-1840.

Key developments in British and American literature understood in relation to the historical and cultural forces that produced the English Revolution, the American Revolution, the French Revolution, and the Industrial Revolution. Readings in major writers such as Milton, Paine, Blake, Wollstonecraft, Emerson, Barrett Browning, and Dickens, and in some of their non-canonical contemporaries. Focus on the emergence of a transatlantic literary culture. Enrollment limited to 30.

ENGL 0500H. Mariners, Renegades, and Castaways: American Fiction and the Romance of the Sea.

Examines one of the most distinctive of literary genres: the sea novel. Ostensibly stories of mystery and adventure, these texts are also meticulous accounts of working life at sea. Reads a number of well-known and lesser known American tales of the sea, including Poe's *The Adventures of A. Gordon Pym*, Melville's *Moby-Dick*, London's *The Sea-Wolf*, and Crane's "The Open Boat." Enrollment limited to 30.

ENGL 0500I. The Literature and Politics of Friendship.

Considers changing concepts of friendship as a key to major developments in British and American literature from the Renaissance through the 19th century. Special attention given to the ways the literary history of friendship intersects with leading political questions of the day. Shakespeare, Donne, Milton, Defoe, Wordsworth, Keats, Percy and Mary Shelley, Dickens, Poe, Melville, and Henry James. Enrollment limited to 30.

ENGL 0500K. The Transatlantic Novel: Robinson Crusoe to Connecticut Yankee.

How does the "American" novel change if we read it across national borders? This course reads novels written in/about America with this question in mind, focusing on such topics as slavery, exploration, seduction, and cosmopolitan ideals. Readings range from Aphra Behn to Mark Twain. Enrollment limited to 30. Students should register for ENGL0500K S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0500L. Literature, Trauma, and War.

This course surveys many genres and periods in order to consider and think about two traditional kinds of literary responses to war--glorifying it, and representing its horrors. We'll examine texts by Homer, Shakespeare, Milton, Wordsworth, Byron, Whitman, Hardy, Crane, Freud, Levi, Pynchon, and Sebald, among others; we may also screen one or two films. Enrollment limited to 30. Open to undergraduates only.

ENGL 0500P. The Examined Self: Lives of the Soul.

This course examines a crucial tradition in American letters and culture: the literature of self-examination and the spiritual quest. Each work focuses in some way on questions of identity and identification: We will be reading a wide range of authors and genres-- spiritual autobiography, short fiction, the novel, conversion narratives, confessions, and lyric and epic poetry. Limited to 30 students.

ENGL 0500R. Slavery and American Literature.

An examination of the ways in which US writers have sought to represent, confront, and disrupt slavery and its afterlife. Authors to be considered include Douglass, Jacobs, Brown, Wilson, DuBois, Hopkins, Cane, Wright, Ellison, Morrison, and Butler.

ENGL 0500T. Blighted Faith: English Poetry 1830-1914.

Essentially a survey of the most important English poems and poets in between romanticism and modernism. We will be engaging closely with some of the most inventive, ambitious, and indelible verse in English. The major Victorian poets to be read alongside critical debates and cultural context. Authors will include: Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Thomas Hardy, Gerard Manley Hopkins, Christina Rossetti, and Alfred Tennyson.

ENGL 0510A. Literature and Print Culture.

The cultural impact of widely circulating printed material -- books of poetry, essays, and fiction but also newspapers, stock certificates, and advertisements -- makes the period 1660-1740 the first technologically enabled information age. The production and consumption of published texts changed the world for the restored monarch and his licentious court, for the rising bourgeoisie, and for the newly literate classes. We will follow several controversies, experiments, and innovations of the print revolution in works as apparently diverse as Milton's epic poetry, Manley's erotic secret histories, and the ads in *The Spectator*. Other canonical and non-canonical writers include Rochester, Behn, Dryden, Swift, Manley, Haywood, and Defoe.

ENGL 0510B. The Gothic.

The course will investigate the origins and development of Gothic literature from its invention during the eighteenth century to its postmodern forms. We will consider conventional figures (monsters, distressed heroines, moldering castles), common themes (fear, horror, the supernatural, the irrational, the transgressive), and the cultural work they do. Readings include Walpole, Lewis, Radcliffe, Shelley, James, and King.

ENGL 0510C. The Victorian Novel.

Considers the Victorian novel with an emphasis on its many forms, including the social-problem novel, *bildungsroman*, sensation novel, detective novel, and multiplot novel. Topics covered include the nature of realism, serial publication, empire, the "new woman," industrialization, the "condition of England," science and technology, and the role of the artist. Novels by Charlotte Brontë, Charles Dickens, Elizabeth Gaskell, George Eliot, Wilkie Collins, Thomas Hardy, Anthony Trollope. Students should register for ENGL 0510C S01 and may be assigned to conference sections by the instructor during the first week of class. Banner registrations after classes begin require instructor approval.

ENGL 0510D. Mark Twain's America.

A course for all kinds of readers of Twain and his contemporaries. Close readings of fiction and essays that focus on race, slavery, capitalism, and the development of "modern" literature. Works include *Puddinhead Wilson*, *Huck Finn*, and *Connecticut Yankee*.

ENGL 0510F. Literature of the American Renaissance.

A survey of the major figures of mid-19th-century American literature, with a particular emphasis on how the writers of the period engaged the political and legal issues informing the sectional conflict on the eve of the Civil War. Authors to be considered include Poe, Hawthorne, Melville, Dickinson, Stowe, Douglass, Brown, Jacobs, and Whitman.

ENGL 0510G. New Worlds, New Subjects: American Fiction at the Dawn of the Twentieth Century.

In 1900, the historian Henry Adams declared, Americans lived in a world so radically transformed that "the new American ... must be a sort of God compared with any former creation of nature." This new world had many progenitors: Darwin's theory of evolution; Nietzsche's theory of the will; Freud's theory of the unconscious; the rise of the mass media; the industrial production line; the triumph of consumerism; mass immigration; Jim Crow; the New Woman. This class reads works of fiction from the turn-of-the-century in the context of these transformations. Writers include Freud, Nietzsche, Stephen Crane, Henry James, and Edith Wharton.

ENGL 0510H. Victorian Self and Society.

This multi-genre course is an introduction to literature and culture of the Victorian period, looking at the changing ideas of society and the individual's place within that larger community in an age of empire, industrialization, urbanization, class conflict, and religious crisis. Topics include conceptions of the role of art and culture in society, the railway mania of the 1840s, the "great stink" of London, women's suffrage and the condition of women, and the Great Exhibition of 1851. Readings will include Carlyle, Charlotte Brontë, Ruskin, Robert Browning, Dickens, Tennyson, Christina Rossetti, George Eliot, and Lewis Carroll.

ENGL 0510K. Fictions and Frauds.

Truth and fiction? Fake news, fake history, fictionalized autobiography: where and why do we draw the boundaries of the "real"?

ENGL 0510M. Madness and Enlightenment: Literature 1660-1800.

The term "enlightenment" has been used to emphasize the power of reason in the development of intellectual freedom, democracy, capitalism, class mobility, and other aspects of 18th-century experience. However, the period's major writers were fascinated by unreason, by aberrant states of mind from love melancholy to outright madness. Readings include Swift's *Tale of a Tub*, Pope's *Dunciad*, Johnson's *Rasselas*, Sterne's *Tristram Shandy*, Boswell's *Hypochondriack*, and Godwin's *Caleb Williams*.

ENGL 0510N. Victorian Modernity: Literature 1880-1900.

"Modernity" in the *fin-de-siècle* period meant progress, the "march of the intellect," technological innovation, urban growth, female emancipation, but it also meant fears of degeneration, moral decline, the rise of the crowd, and the degradation of the individual. This course considers how these contradictions come to a climax in the literature, art, and culture of the 1880s and 1890s. Authors include G. B. Shaw, Oscar Wilde, Thomas Hardy, Charles Algernon Swinburne, H. G. Wells, Olive Schreiner, George Egerton.

ENGL 0510P. Fiction from Dickens to James.

An introduction to nineteenth-century fiction in English by eight major authors--four British and four American. Emphasis will be placed on the careful reading and interpretation of the novels and short stories in historical context. Issues to be addressed include the rise of the mass media, transatlantic literary relations, literature and ethics, and aestheticism. Works by Dickens, Poe, Eliot, Melville, Stevenson, Twain, Wilde, and James. Students should register for ENGL 0510P S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0510Q. Unstable Subjects: Race and Meaning in Contemporary (African) American Literature.

What are the stakes involved in defining (African) American literature through a racialized authorial framework? Should we adhere to this prescribed and contentious categorization when considering writers who only incidentally identify as "black," and whose works challenge any critical or aesthetic alignment based upon racial affiliation? More broadly, this course seeks to question the lingering persistence of race as an ontological marker within the literary arts. Writers include but are not limited to Fran Ross, Darryl Pinckney, Andrea Lee, David Henry Hwang, Maurice Manning, and Colson Whitehead.

ENGL 0510R. American Renaissance.

This course examines major and lesser known writers of nineteenth-century America, emphasizing the works of Emerson, Melville, and Catharine Sedgwick. The focus is on Romantic literature and culture, with particular emphasis on the following subjects: Nature and transcendence; capitalism and its discontents; utopianism and reform; slavery and antislavery; the problem of history and national culture; and transatlantic relations. Readings include Transcendentalist essays, slave narratives, romance novels, autobiography, fiction, and lyric and epic poetry. Improved student writing is a main goal of the course.

ENGL 0510S. Good, Evil, and Inbetween.

Are humans born naturally good, evil, neither, or all of the above? Does evil lurk deep within the heart of all that is good, or can the forces of good eradicate those of evil? Is evil an inextricable part of what it means to be human in the first place? We'll examine these and related questions by reading some especially provocative literature, including *Frankenstein*, *Jekyll and Hyde*, and works by Hawthorne, Poe, and Fitzgerald. We'll also view several relevant movies, including *Young Frankenstein*.

ENGL 0510W. Coupling: The Literature of Courtship.

This course examines the courtship plot in the Anglo-American literary tradition, concentrating on novels of the eighteenth and nineteenth centuries but extending forward to twentieth-century and contemporary novels, and explores how these fictions have constructed and challenged normative narratives of gender and sexuality.

ENGL 0510Y. Nineteenth-Century British Fiction.

This course focuses on the fiction of nineteenth-century Britain, with particular attention to its exploration of gender and sexuality, class, national and imperial cultures, the familiar and the strange. Readings will include novels and short stories by Jane Austen, Mary Shelley, Emily Brontë, Elizabeth Gaskell, Charles Dickens, Robert Louis Stevenson, Rudyard Kipling, and Thomas Hardy.

ENGL 0510Z. Worldly Victorians: Victorian Literature at Home and Abroad.

This course explores how Victorian literature engaged questions animated by Britain's experience of conflict and triumphalism at home, and imperial power and anxiety on the global stage. Authors we read will include Alfred, Lord Tennyson; Charlotte Brontë; Elizabeth Gaskell; Rider Haggard; Olive Schreiner; and Bram Stoker.

ENGL 0511A. Dickens: The Novel and Society.

This course rehabilitates Charles Dickens from his reputation as a mainstream writer paid by the word, most famous as the author of sentimental, implausible works for children, such as *A Christmas Carol*. We will be looking at Dickens's social novels as a formally innovative response to the urban and industrial capitalism of his time. Issues will include: realism, the relation of his fiction to his journalism, serial form, and representations of work, the city, and bureaucracy.

ENGL 0511B. The Nineteenth-Century British Novel.

A study of major novelists of the period, through the question: How did the novel develop as a form of social understanding? We will be looking at novels as bearers of social values, especially around questions of property, class, marriage, work, bureaucracy and the state, and selfhood. Authors studied may include: Austen, Brontë, Dickens, Trollope, Eliot, and Hardy.

ENGL 0511C. Fantastic Places, Unhuman Humans.

What can the grotesque, monstrous, and even alien creatures found lurking in an extraordinary range of literature across many centuries reveal about the different ways humans have imagined what it means to be human in the first place? Is the human a unified, single category of being at all? Authors may include Shakespeare, Mary Shelley, and Poe. This course is offered fully online. Students do not need to be on Brown's campus to participate in this course. Students should expect to spend 45 hours per week (or 6-8 hours per day) on coursework.

ENGL 0511D. Austen, Eliot, James.

A survey of the three English novelists who turned the novel into a vehicle for analysis, representation of consciousness, social judgment, and ethical questioning. Major works to be read: *Pride and Prejudice*, *Mansfield Park*, *Daniel Deronda*, and *The Portrait of a Lady*. Particular attention to be paid to questions of voice and the self-reflective capacities of the novel form.

ENGL 0511E. Melville, Conrad, and the Sea.

Stories begin with the sea: *Jason and the Argonauts*, *Sinbad and the Seven Seas*, Odysseus trying to sail home. The sea is the place of 'tall tales,' of adventure, and of terror, but also of industrial labor and modern commerce. This class reads the sea narratives of Herman Melville and Joseph Conrad within this larger narrative and historical context.

ENGL 0511G. Introduction to Native and Indigenous Literatures.

This course will familiarize students with the study of Native and Indigenous literatures in North America. Focusing on a range of genres, geographic locations, and historical moments, students can expect to acquire both a working knowledge of the history of Native literatures in English and a critical methodological approach to the study of American literature.

ENGL 0511H. Late Romantics.

An introduction to the varied work of canonical and non-canonical writers often described as British second-generation or late Romantics: Keats, the Shelleys, Byron, Clare, de Quincey, Hemans, Austen. We will explore what lateness constitutes for these authors as a political, aesthetic, and ethical category, and consider how it informs the kind of distinctly "Romantic" work that characterizes their writings. Particular emphasis on close readings of poetry and theoretical texts, as well as excursions into late nineteenth-century authors.

ENGL 0511J. Renegades, Reprobates, and Castaways.

In this ONLINE course, we'll look at a range of literary works—including short stories, novels, graphic novels, films, and electronic literature—populated by characters cast as pirates, degenerates, depraved, and miscreants. We'll examine how the seemingly disreputable characters, settings, and/or forms offer alternative visions of a just society by challenging powerful institutions, conventional moral principles, and/or dominant conceptions of the "normal" and "natural."

ENGL 0511K. Terrible Births: The Novel out of Romanticism.

A new world struggled to be born at the turn of the nineteenth century, as Europe was consumed in revolutionary wars, the Industrial Revolution spawned new powers and violence, and the age of Romanticism envisioned a Promethean spirit unbound in poetry. We will be reading the novels that defined this tumultuous age and those that came in its wake. We will read Shelley's *Frankenstein*, Brontë's *Wuthering Heights*, and books by Walter Scott, Charlotte Brontë, and Charles Dickens.

ENGL 0511L. Stories of the Future Past.

What does the future hold? What might tales of the past tell us about what's to come? Readings will transport us into the past, future, or both to explore, challenge, or re-enforce many cultural norms. Possible readings: Butler, *Kindred*, Erdrich, *Future Home of the Living God*, Dick, *Do Androids Dream of Electric Sheep?*, St. Mandel, *Station Eleven*, Shelley, *Frankenstein*. This course is offered fully online. Students do not need to be on Brown's campus to participate in this course. Learn what it is like to take an online course at Brown and view technical requirements at: <http://brown.edu/go/whatisonlinelike>.

ENGL 0511P. Severed Selves: Victorian Horror and Science Fiction.

Horror and science fiction from the Victorian period. Works studied may include: Mary Shelley, "Frankenstein"; Bram Stoker, "Dracula"; Robert Louis Stevenson, "Dr. Jekyll and Mr. Hyde"; H.G. Wells, "The Time Machine"; Oscar Wilde, "The Picture of Dorian Gray"; Henry James, "The Turn of the Screw."

ENGL 0511Q. Romanticism Soon.

What was Romanticism? What is it now? And what will it be? This class takes as its focus a cluster of texts by Romantic-era authors and thinkers and puts them in dialogue with a series of contemporary poets in order to measure the past, present, and future of Romanticism as both a period designation and a conceptual force that lives on beyond historical determinations. The course will be about the multiple lives and afterlives of Romanticism, studying a brief period of powerful revolutionary disruptions. Our task will be to explore this critical trans-historical and trans-temporal dialogue and ask: What are the social, political, ethical, and aesthetic questions occasioned by these juxtapositions? How do we assess what romanticism means? How and why does it persist—and perhaps disappear—in the art of our own time? Attention may be paid to films (Jarman, Burnett,

ENGL 0700A. Introduction to African American Literature, 1742-1920.

Surveys African American writing from the beginnings to the Harlem Renaissance, reading both poetry and prose (primarily slave narratives, speeches, essays, and fiction). Attention to how African American authors have shaped a literature out of available cultural and aesthetic resources. Enrollment limited to 30.

ENGL 0700B. Introduction to African American Literature, 1920-Present.

All genres of literature from the Harlem Renaissance to the present, tracing the development of an African American literary tradition. Enrollment limited to 30.

ENGL 0700C. Twentieth-Century American Fiction.

Through detailed readings of a variety of novels from almost every decade, this class explores the various ways fiction responded to what has been called the American century. Our main emphasis will be on the relationship between aesthetic and national representation. Writers to include Wharton, Fitzgerald, Faulkner, Ellison, Kingston, and DeLillo. Enrollment limited to 30. Students will be assigned to conference sections by the instructor during the first week of class.

ENGL 0700D. Inventing Asian American Literature.

Through a focus on works by Asian Americans, this course examines how the concept of literature has evolved across the twentieth century. We address how different genres and literary modes shape the way readers view experiences depicted in literary works, paying attention to how works "theorize" their own interpretation. We also take up the issue of how canons get formed. Enrollment limited to 30.

ENGL 0700E. Postcolonial Literature.

From about the end of World War II, the period now known as the "decolonization era" witnessed the gaining of political independence by many countries that used to be under British colonial rule. In this course we will read across a range of genres—fiction, drama, poetry, travel writing, and cultural criticism—by Anglophone writers from Africa and the Caribbean. Issues will include: cultural-nationalism, diaspora, globalization, and generational shifts. How do the writers explore such categories as class, gender, nation, and race? What interactions do the texts imagine between individual desires, on the one hand, and collective aspirations, on the other? Authors will include J. M. Coetzee, Saidiya Hartman, George Lamming, V. S. Naipaul, Jamaica Kincaid, Jean Rhys, Wole Soyinka, Derek Walcott, and Zoë Wicomb. Enrollment limited to 30.

ENGL 0700F. Introduction to Modernism: Past, Future, Exile, Home.

An introduction to European Modernism with an emphasis on British Literature. We will address ideas of personal and national history through literary and aesthetic innovations of the first half of the 20th century, as well as the relationship—literary, cultural, historical and psychological—between constructions of home and abroad. Texts include James, Conrad, Forster, Joyce, Proust, Woolf, Faulkner, Waugh, and Freud, as well as films by Sergei Eisenstein and Fritz Lang. Enrollment limited to 30.

ENGL 0700G. American Fiction and Mass Culture.

How have American fiction writers responded to the growing national influence of mass culture industries such as recorded music, film, and television? This course will consider this question by assessing both how writers have imagined the impact of mass culture on American life and how the style of literary writing has evolved in relation to popular media. Authors include F. Scott Fitzgerald, Nathanael West, Toni Morrison, Colson Whitehead, and Don DeLillo. Enrollment limited to 30.

ENGL 0700K. 20th-Century Literatures in English.

This course offers a broad introduction to a range of literatures written in English, tracing shifts in the formal conventions of fiction and poetry. We examine ongoing debates about what literature is and what social role it plays. We consider how these debates respond to historical changes such as industrialization, the collapse of global empires, and movements for social equality. Writers include Dreiser, Woolf, Eliot, Hughes, Toomer, Cather, Morrison, Hwang, Rushdie. Enrollment limited to 30. Students should register for ENGL 0700K S01 and will be assigned to conference sections by the instructors during the first week of class.

ENGL 0700L. Make It New: American Literature 1900-1945.

Introductory survey of a major—perhaps *the* major—period of American literature. Genres include poems, plays, short stories, and novels, as well as film. Writers include Willa Cather, Raymond Chandler, T. S. Eliot, William Faulkner, F. Scott Fitzgerald, Robert Frost, Ernest Hemingway, Eugene O'Neill, Gertrude Stein, and Wallace Stevens; filmmakers include Charlie Chaplin and Orson Welles. Enrollment limited to 30.

ENGL 0700O. The Great Debate: Wright, Hurston, and the Meaning of Twentieth-Century Black American Literature.

This course will consider the works of Zora Neale Hurston and Richard Wright, perhaps the two most consequential Black writers of the 20th century. We will explore their supposed disagreements and surprising alignments through four critical lenses: their fraught history with the white publishing industry, their representations of the American south, their understanding of art's relationship to politics, and their positioning within the American literary canon today.

ENGL 0700Q. Poetic Cosmologies.

This course will examine how various traditions within modern and contemporary poetry have addressed the question of materiality. Readings will range from poetic explorations of the archaeologies of place by William Carlos Williams and Charles Olson, to the investigations of non-human materialities of crystals, clouds and bacteria by writers such as Clark Coolidge, Christian Bök and Lisa Robertson. Enrollment limited to 30.

ENGL 0700R. Modernist Cities.

In the early twentieth century, modernist writers headed for New York, Paris, London and other cities, and based their literary experiments on forms of metropolitan life. We will discuss chance encounters, cosmopolitan and underground nightlife, solitary wandering, and bohemian communities. Writers may include Barnes, Dos Passos, Eliot, Hemingway, Hughes, Larsen, Joyce, McKay, Rhys, Woolf. Enrollment limited to 30.

ENGL 0700U. Modernism and Race.

An exploration of the ways in which assumptions about racial difference are perpetuated or challenged by modernist experiments in form. Readings include W. E. B. DuBois, Joseph Conrad, Langston Hughes, Gertrude Stein, Nella Larsen, William Faulkner, and Richard Wright.

ENGL 0700V. Introduction to Post-War British Fiction.

This course is an introduction to the study of 20th century literature in English. We consider central terms of and approaches to literary criticism by reading some of the most important British writers of the last fifty years. We will also take into account theories of culture, ideology and nationhood, and attempt to bring into focus a Britain defined as much by its ways of looking as by historical and geopolitical situation. Readings include Kingsley Amis, Greene, McEwan, Zadie Smith, Spark, Kelman, Banville, Naipaul and Sebald. Enrollment limited to 30.

ENGL 0700W. American Misfits: Short Story Collections of Displacement.

What does it mean to not "fit in" in the United States? How do various forces—such as settler colonialism, war, and imperialism—influence the geographic movements of people within the US and across oceans and borders? How do displacements shape subjects' perceptions of home and familial belonging? This course investigates how short story collections, in form and content, depict transnational and transoceanic experiences of living in the US. Through our readings, students will interrogate the social and affective valences of displacement, questioning ideas of nationhood, sovereignty, and belonging. Authors include: Jamaica Kincaid, Chimamanda Adichie, Viet Thanh Nguyen, Kristiana Kahakauwila, Kali Fajardo-Anstine, Manuel Muñoz, Bienvenido Santos, Yalitza Ferreras, and E.P. Tuazon.

ENGL 0710B. African American Literature and the Legacies of Slavery.

From the antebellum slave narratives to contemporary historical novels about bondage, the African American literary tradition has been shaped definitively by slavery. We will assess this literary history with reference to the social functions of racial violence, the politics of slave resistance, the gendered forms of racial subordination, and the flourishing of black vernacular culture. Authors may include Frederick Douglass, Harriet Jacobs, Charles Chesnut, Toni Morrison, Colson Whitehead, and Octavia Butler.

ENGL 0710E. Postcolonial Tales of Transition.

This course focuses on postcolonial British, Caribbean, and Southern-African works that exemplify, complicate, or refashion the category of the bildungsroman, the "novel of education." Issues to be considered include the ways the texts rework archetypal tropes of initiation, rebellion, development, and the interplay of contradictory passions. We will also think about ways in which issues of race, gender, and sexuality emerge in the texts, and the connections or disjunctions between literature and "the real world." Writers will likely include Dangarembga, CLR James, Ghosh, Ishiguro, Joyce, Kincaid, Lamming, Naipaul, Rhys, Wicomb.

ENGL 0710F. Being There: Bearing Witness in Modern Times.

What is the significance of one who says, "I was there"? This course explores the ethical, literary and historical dimensions of witnessing in an era when traumatic events are increasingly relayed secondhand or recorded in sound and image. Texts include Forster, Woolf, Camus, Freud, Celan, Coetzee; films by Hitchcock and Kurosawa; and readings in law and psychology.

ENGL 0710I. Global South Asia.

This course provides an introduction to contemporary fiction by South Asia and its diaspora. We will read novels written in North America, the Caribbean, Australia, Africa, the United Kingdom, and of course South Asia, paying particular attention to issues of identity, ethnicity, and transnational circulation. Authors include Adiga, Hanif, Lahiri, Meeran, Mistry, Naipaul, Roy, Rushdie, Selvadurai, and Sinha.

ENGL 0710J. Introduction to Asian American Literature.

This course is intended to familiarize students with key issues that have shaped the study of Asian American writings and to provide a sense of the historical conditions out of which those works have emerged. As a literature course, it will focus on textual analysis—on how particular texts give representational shape to the social, historical and psychological experiences they depict. Readings consist primarily of works that have a canonical status within Asian American literary studies but also include newer works that suggest new directions in the field. It also strives to provide some coverage of the major ethnic groups.

ENGL 0710L. Ishiguro, Amongst Others.

Kazuo Ishiguro is one of the most distinctive and enigmatic voices in contemporary fiction. He has few obvious precursors, and there is little consensus among literary critics about the meanings of his works. This course will try to establish principles for reading Ishiguro's works by seeking alliances for his writing in works of philosophy, literature and cinema. Such interlocutors will include Ozu, Kiarostami, Kierkegaard, Sartre, Hadžihalilović, Dostoevsky, Pasolini.

ENGL 0710M. Impressionism, Consciousness, and Modernism.

This course explores the role of the "literary impressionists" (Crane, James, Conrad, and Ford) in the transformation of the novel from realism to modernism (especially the "post-impressionists" Stein, Joyce, and Woolf). "Impressionism" is defined by its focus on consciousness, the inner life, and the ambiguities of perception. What happens to the novel when writers worry about whether the way they tell their stories is an accurate reflection of how we know the world? Attention will also be paid to how the literary experiments of impressionist and post-impressionist writers relate to simultaneously occurring innovations in the visual arts.

ENGL 0710N. Fitzgerald, Hemingway, and the Lost Generation.

An introduction to two of the most popular and influential American novelists of the twentieth century, Scott Fitzgerald and Ernest Hemingway. We will read many of their most important novels and stories, including *The Great Gatsby*, *Tender is the Night*, *In Our Time*, *The Sun Also Rises*, and *A Farewell to Arms*. In addition we will examine the work of the contemporary American writers who most influenced them: Gertrude Stein, Willa Cather, Sherwood Anderson, and T. S. Eliot.

ENGL 0710Q. American Literature in the Era of Segregation.

This course examines how American literature intersects with the legal, ethical, and racial discourses that defined the system of racial segregation. In doing so, the course will assess the ways that literary style and genre became inseparable from the culture of segregation. Authors include Mark Twain, Nella Larsen, William Faulkner, and Richard Wright.

ENGL 0710R. Poetry and Science.

This course will explore the relationship between the observational procedures and modes of composition employed by twentieth and twenty-first century poets who have worked in more conceptual or avant-garde traditions and the practices of description and experimentation that have emerged out of history of science. Readings will range from Gertrude Stein's poetic taxonomies to recent work in critical science studies.

ENGL 0710S. The Eighties: Earnestness to Irony.

From "White Noise" to "Working Girl," Duran Duran to Public Enemy, this course explores the culture, rhetoric, and politics of the 1980s through literature, film, music, and television. What kind of counterculture, if any, emerges from a decade of conservatism, greed and the AIDS epidemic? What, in short, made the 80s unique—and what is the decade's afterimage? Students should register for ENGL 0710S S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0710T. Reading New York.

How have people imagined New York City from the early 20th century to the present? We will discuss immigration, mobility, nightlife and the neighborhood, downtown, underground and gentrified spaces, 9/11. May include work by John Dos Passos, Nella Larsen, E.B. White, Frank O'Hara, Patti Smith, Nan Goldin, Ernesto Quinones, Jonathan Safran Foer.

ENGL 0710U. Funny/Not Funny: Taking Comedy Seriously.

This is a course about how comedy works, when it works, when it fails, and why it matters. Through novels, film, and television, we will consider what makes something funny, and what comedy does to and for us. We'll think about how comedy becomes a way of engaging hard questions about social life, the body, gender, race, culture, and politics. In the process, we will investigate the risks comedians and comic writers take, and how they invite us to ponder the limits of humor—in other words, we'll examine the risks that comedy runs and the reasons it runs them in the first place. At the center of our concerns is comedy as the mode of the underrepresented and disenfranchised — a genre of vulnerability and potency.

ENGL 0710V. Death and Dying in Black Literature.

How is death represented in black literature as a topic and as a figure of genre? Which theoretical ideas help us think about the intertwining of blackness and death? How do notions of gender and sexuality inform this thinking? This course will explore works from the twentieth and twenty-first centuries to consider the scope of black literary imaginings of death.

ENGL 0710W. Readings in Black and Queer.

This course will survey works that engage the intersection of black and queer, especially from 1970 onward. We will use the central idioms of queer of color critique to think about performativity, homophobia, the erotic, and gender normativity; and will use this thinking to read literary representations in various novels, poems, nonfiction essays, plays, and films.

ENGL 0710X. Black Poetics.

This course is interested in poetic thinking: how a poem inclines toward a certain kind of knowing; how a poem's imagining invites philosophical considerations (as in, what is being, and how to be); how a poem's language and its formal qualities sustain such thinking. We are interested, also, in how the questions aesthetics makes possible are relevant to conceptualizations of blackness.

ENGL 0710Y. Literature of US Inequality, 1945-2020.

Study of the way inequality has been represented in US literature from 1945 to the present. Authors to be considered include Morrison, Updike, Wright, Highsmith, Lee, Adichie, Leavitt.

ENGL 0710Z. American Literature and the Constitution.

A study of the interactive relations between US literary constitutional and literary history, with a special emphasis on how American constitutional discourses and American writers have framed and conceived of the interplay between civil rights, racial equality, and economic privilege.

ENGL 0711A. Americans in Paris.

For many American artists, particularly in the years following the first world war, Paris promised artistic freedom; for others, particularly in the years following the second world war, it promised something closer to actual freedom. This class explores the relationship between these two conceptions of liberty, ranging widely over fiction, poetry, autobiography, essays, dance, music, painting, and photography.

ENGL 0711B. Trans Cultural Production and Trans Studies.

What animates the fields of transgender studies and trans cultural criticism in a moment of assimilation, heightened visibility, and violence? By reflecting on contemporary examples of trans cultural production, including literature, film, and new media, this course explores a wide range of art-making and activism working against state violence. Readings and works by Kai Cheng Thom, Tourmaline, and Leslie Feinberg.

ENGL 0711C. Bad Blood: Conflict and the Family in Literature and Cinema.

The family home, often thought of as a refuge from the outside world, can also be a site of tension, competition, violence and horror. Why does dysfunction in the domestic sphere shock and fascinate us, and why is the gothic so intimately tied to the domestic? Readings and viewings from: Shakespeare, Shelley, Brontë, Wilde, Nabokov, Salinger, Hitchcock, Kubrick, Park Chan-wook.

ENGL 0711D. Literature and Social Mobility.

This class examines cultural narratives about people who rise, fall, or remain stuck within systems of social stratification. We'll consider how such stories are celebrated, critiqued, or otherwise used to make a point about the nature of wealth, debt, discrimination, assimilation, merit, or luck. Readings will consist of novels and memoirs, along with material from disciplines like sociology and economics.

ENGL 0800R. Reading Practices: An Introduction to Literary Theory.

What is it to read? This course is an introduction to theories of reading that have shaped literary interpretation and definitions of literature from the early twentieth century to the present, with particular attention to the relation between "literary theory" as a discipline and the broader reading practices it engenders and from which it emerges. We will read the New Criticism, structuralism, post-structuralism, and new historicism, critical race theory and feminist critiques, and recent work in aesthetics. Topics include literariness and textuality, the reader and subjectivity, narrative, rhetoric, and the problem of representation, and "new formalism." Enrollment limited to thirty.

ENGL 0800T. Introduction to Black Literary Theory.

This course will explore key theoretical moves in black literary studies since about 1970. The intent is to think historically and conceptually about the field of black literary studies by exploiting and refusing the distinctions between "theory" and "blackness." Our work might include studying the following areas: deconstruction, archive, feminism, psychoanalysis, aesthetics, phenomenology, affect/new materialism, queer, disability, performance. In sum, this course is a chance to consider blackness as a point of departure for literary study, and perhaps the reverse—literary study as an engagement with thinking conceptually about blackness.

ENGL 0900. Critical Reading and Writing I: The Academic Essay.

An introduction to university-level writing. Students produce and revise multiple drafts of essays, practice essential skills of paragraph organization, and develop techniques of critical analysis and research. Readings from a wide range of texts in literature, the media, and academic disciplines. Assignments move from personal response papers to formal academic essays. Enrollment limited to 17. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 0930. Introduction to Creative Nonfiction.

Designed to familiarize students with the techniques and narrative structures of creative nonfiction. Reading and writing focus on personal essays, memoir, science writing, travel writing, and other related subgenres with an emphasis on reading authors with a diversity of racial and ethnic identities. May serve as preparation for any 1000-level nonfiction writing course. Writing sample may be required. Enrollment limited. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030A. The Thoughtful Generalist.

This "ONLINE" section of "ENGL1030: Critical Reading and Writing II: Research" will prepare you for academic and real-world discourse. In Canvas, you will discuss essays demonstrating deep research distilled into engaging intellectual journey. You will research and revise four explanatory, analytical, persuasive essays, using varied sources to explore subjects or issues of your choice. Mandatory peer reviews and conferences ONLINE. Enrollment limited to 17. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030C. Writing Science.

This course explores how science, as an academic way of thinking and a method, affects our critical thinking and expression of culture. Readings examine the various dialects of scientific discourse. Students write three major research essays on self-selected scientific topics from both within and outside their fields of study. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030D. Myth + Modern Essay.

A writing and research focused course, in which students read a small selection of ancient texts (including *The Epic of Gilgamesh* and Ovid's *Metamorphoses*) and use the myths retold to illuminate the contemporary world and to inform the essays they write. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030E. Testaments of War.

Discovery is at the heart of research. In this course, we will discover how and why literary texts reflect and illuminate the intellectual and social worlds around them. We will use a variety of primary and theoretical sources and research tools, identify powerful research problems, and craft questions and sophisticated thesis statements. The course will also enable you to refine a critically sensitive, informed, and persuasive writing style that will be key to the success of your scholarly work. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030F. The Artist in the Archives.

While artists can benefit greatly from archival work, they are not typically given the tools to make use of these institutions. This writing intensive course takes a two pronged approach to the problem: embedding students in archives both at Brown and RISD to produce creative, lyrical, and multi-media essays; and exploring how artists have used these institutions for information and inspiration. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030G. Backstory.

Everything has a backstory—every object, event or idea. In this workshop-based course we will explore the archives at Brown, RISD and the Rhode Island Historical Society and write about what we find. Expect field trips, time travel, encounters with interesting objects, readings from David Foster Wallace, John McPhee and Katherine Schultz, and in-class prompts to get you going. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030H. Black Popular Culture and Social Movements.

As a site of critical inquiry, Black popular culture provides valuable insight into the ways oppressed people (and allies) identify and mobilize against unjust power structures in society. We will begin with immersion experiences with primary and secondary resources that reveal how "voices on the margins" assert agency, identity, and community. Enrollment limited to 17. No pre-requisites. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030L. Writing at Three Miles an Hour.

Designed as an intermediate nonfiction writing seminar, 'Writing at Three Miles an Hour' will center on slow writing. Peripatetic writers, the subject of Rebecca Solnit's *Wanderlust*, detach themselves from the speed and distractedness of the everyday and return to writing at a meditative pace. Students will write every day and their writing will be based on what they observe while walking—anywhere: to class, to coffee shops, through libraries and museums. Readings will be gathered from writers on walking, among other things. The objectives: to learn how to discover the extraordinary in the ordinary; to learn how to accumulate notes and reflections and to integrate them gradually into longer narratives.

ENGL 1030M. Morning Pages.

Working writers swear that in order to have a productive writing life one needs to establish a writing routine or practice. Those practices differ from person to person but most revolve around setting aside designated writing time every day. In this class students will commit to setting their alarm clocks 30 minutes earlier than usual in order to devote the start of each and every (week)day to writing. During the course of the semester students will develop robust early morning writing practices that center around observation, recollection, and remaining open to mystery. In short: this is a course focused on the practice and process of writing.

ENGL 1050A. Narrative.

This course offers a broad exploration of the many kinds of essays you can write in creative nonfiction. We will be looking at how authors structure their pieces and the range of narrative techniques they often use. You can expect workshops, in-class prompts and readings by Jamaica Kincaid, John McPhee, David Foster Wallace, Annie Dillard, David Sedaris and others. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050B. True Stories.

This class will allow confident writers to explore and develop their creative nonfiction writing. We'll focus on two structures—nonfiction narratives and essays—with occasional forays into other forms. Students will work simultaneously on several small assignments and two larger, self-directed pieces. Readings will include cultural reportage, lyric memoir, science and nature writing, standard and hybrid essays. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050C. Creative Nonfiction: Practice and Criticism.

What is Creative Nonfiction? It has a long history and recently writers have flocked to it; scholars have questioned it: Academic enough? Harm the truth? Narrative with too much "I" and too little "Eye"? Literary? Significant? By reading historical and contemporary examples along with critics, we will explore persistent questions about form, method, ethics, and significance. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050D. Lifewriting.

We explore writing's various forms—memoir, diary, essay, graphic narrative, film, and autobiography—while crafting personal narrative. Students read sample texts, view films, and keep an electronic diary. Projects include a memoir, personal critical essay, and final autobiography, as well as shorter assignments. This is a writing workshop, so students read & critique each others work. Individual conferences with the instructor also provide feedback. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050E. Sportswriting.

This course introduces students to the practice of sportswriting, including writing sports news, features, and columns. Readings will include works by Rick Reilly, Bill Simmons, Frank Deford, Karen Russell, Allison Glock, Tom Wolfe, Hunter S. Thompson, W.C. Heinz, and others. Students will develop skills in analyzing, researching, writing, revising, and workshoping in the genre. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050F. Line Work: Experiments in Short-Form Writing.

This class is based on the premise that to improve your writing, you need to write often. By responding to almost daily drills, you will develop a regular writing habit and explore a range of styles. We will take your most successful pieces through a series of workshops, helping you refine your work and ultimately build a writing portfolio. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050G. Journalism Practicum.

This course provides collegiality and skills development to students working in journalism, including editors at major campus publications—e.g., the *Brown Daily Herald*, the *Independent*, the *Black Star Journal*—and interns at external publications. Receiving credit for their work elsewhere, students will meet individually with the instructor and share ideas and experiences with peers, discussing journalism best practices and the changing journalism landscape, and building skills for future work. Instructor approval required. S/NC

ENGL 1050H. Writing for Journalism.

In this course, students learn to report and write for journalism. You will workshop story ideas; learn how to be a skillful interviewer; conduct research for stories; and learn to write accurately and clearly for general audiences. You will publish several stories, including original multimedia content, on the class's news website, and receive support for publishing more widely. Application and instructor approval required at the beginning of the term.

ENGL 1050J. Multimedia Storytelling.

Through a series of short assignments, we will explore how the stories we tell are affected by the use of audio, visual, and performative tools. The course cumulates in a final project where each student will pursue a long-form story of their choice of subject and medium. Enrollment is limited to 12. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050L. Writing in Place: Travel, Ecology, Locality.

To explore the relationships among people, places and language, this course will incorporate science and nature writing, environmental / ecological writing, travel writing, psychogeography and architectural writing. Assignments and practices will include diaries, observational writing, reporting, criticism and more lyrical forms. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050M. Music Writing.

Music writing asks that we take readers across a space not entirely tangible. To listen—with care—and then articulate, with words written, what was heard and what was experienced. Music writing is a big genre, encompassing journalism (especially criticism), memoir (by listeners and by direct participants), long-form essay, and lyric forms. This course will touch upon these categories. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050N. Writing for Today's Electronic Media.

This course introduces students to the practice of reporting for television news, radio, and their online equivalents—online news and podcasts. Exploring the world of communications for contemporary media, the course features hands-on work in writing news, features, and opinion pieces for television, radio, online news, and podcasts. Students will develop skills in analyzing, writing, revising, and workshoping in these media. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050O. Writing the Asian American Experience.

With a focus on narrative nonfiction by and about Asian Americans, this writing workshop is for anyone who wants to learn more about Asian American communities while practicing research skills and writing processes. Pre-requisites: ENGL 0930 or any 1000-level nonfiction writing course.

ENGL 1050P. Reframing Race in Art Writing.

This seminar will consider how contemporary writers and critics respond to art that directly addresses race and challenges institutional power. We will discuss past and recent controversies involving race and representation in exhibitions and examine the relationships between artists, museums and other art institutions, and public audiences. We will consider how writing about arts and culture can advance public discourse about race, equity, and justice. Enrollment limited to 17. No pre-requisites. Writing sample required. Instructor permission required.

ENGL 1050Q. Writing the Family.

"You must not tell anyone" writes Hong Kingston's auto-fictional narrator—and then a book of family secrets follows. This class examines how authors (authorized or not) use their families as subject matter, storying family and family life. Over the term, we'll work on developing a practical and theoretical ethics of family-writing while contextualizing and practicing writing nonfiction about the family. Enrollment limited to 17. No pre-requisites. Writing sample required. Instructor permission required.

ENGL 1050R. Writing about Health and Healthcare.

In this course, students create engaging, accurate works of journalism about health, care, and medicine in American life. They practice the elements of good reported narrative: depth of research and insight; evocative scene and description; compelling voice; and clear, engaging sentences. Pursuing independent projects, with opportunities to work in multiple media and encouragement to pitch their stories to outlets, students improve their reporting, writing, and production techniques—while learning about and adhering to journalism ethics. Writing sample required for admission in first week of class. Registration after classes begin requires instructor approval. S/NC

ENGL 1050S. Writing the City.

In this advanced course, students use their journalism skills to create compelling stories about the city of Providence. Choosing from multiple media, students work to shed light on urban issues such as housing, homelessness, education, development, and more. Each student chooses an area of interest and, for the rest of the semester, pursues reporting and writing on that issue. By the end of the semester, students can expect to have produced a portfolio of well-crafted works of journalism, with the goal of having one or more accepted for publication. Writing sample required for admission in first week of class. Registration after classes begin requires instructor approval. S/NC.

ENGL 1050V. Writing Wonder, Joy and Awe.

How can we cultivate a sense of wonder amidst personal and societal challenges? Through close attention to the natural world, their own lived experiences, and the voices of others, students will write towards meaning and truth in personal essays that rely on research and reporting. With inspiration from Aimee Nezhukumatathil's *World of Wonders*, Ross Gay's *Inciting Joy*, Brian Doyle's *One Long River of Song*: *Notes on Wonder*, and other essayists, students will work alone and in a community of writers through the writing process to produce and publish an outward facing component such as a zine. Pre-requisites: ENGL 0930 or any 1000-level nonfiction writing course.

ENGL 1050X. Making a Scene.

In this course, students write one building block of creative nonfiction, the scene—character, setting, action. Students will compose dialogue, deploy details of setting that build character and infuse the scene with meaning, and find something for those characters to do in that setting—dusting a lamp, discovering a fortune, or burning down the house. While practicing writing their own scenes, students will engage nonfiction writers such as Joan Didion, Jesmyn Ward, Yiyun Li, James Baldwin, Rachel Aviv, Grace Talusan, and Nicole Chung. Enrollment limited to 17. No prerequisites. Instructor permission required.

ENGL 1050Y. Traces of Empire: Writing Filipino and American Experiences Through Creative Nonfiction.

This course explores the traces of the US in the Philippines through the reading and writing of creative nonfiction. We will study and write about this ongoing relationship in the lives of contemporary Filipinos in the diaspora through topics such as Facebook and elections, Filipino nurses and labor, and the rise of Filipino flavors such as ube in American foods. Students keep a notebook and practice all the stages of writing towards a portfolio of creative nonfiction. This course includes mandatory travel to Manila, Philippines for experiential learning with visits to Ateneo de Manila University and Rappler, a news site.

ENGL 1050Z. Audio/Video Storytelling.

In what ways can you "write" nonfiction with sound? And images? This course is for students interested in writing for podcasting, radio, TV, web content, or any career that involves communicating with audio, video, and/or still images. Students learn how to write for the ear and capture engaging tape—to use sound and image to create vivid scenes that are well paced and clear, and have satisfying narrative arcs. Both experienced and beginning audio and video storytellers are welcome. Application and instructor approval required at the beginning of the term. S/NC

ENGL 1051A. The Art of the Interview.

What makes for a compelling published and/or broadcasted interview? How do nonfiction writers make ethical use of interviews to craft powerful stories? What are the most common interviewing challenges and how might we overcome them? In this course we explore and practice interviewing as a central component in telling engaging nonfiction stories. You'll read, listen to, watch, and analyze interviews as you build your own skills, through conducting interviews of your own and using them to craft essays, narratives, and/or audio/video pieces. You'll workshop these assignments with your peers and contribute to a final course publication. In the process, we will discuss how conducting effective interviews—and even being an effective interview subject—may be relevant to work that students do after Brown. Writing sample and instructor permission required. S/NC.

ENGL 1140A. Intellectual Pleasures: Reading/Writing the Literary Text.

Riffing on the generative tensions between intellectual rigor and aesthetic pleasure, this seminar will examine (through the theoretical framework of cognitive poetics) a richly diverse range of literary texts, from Susan Howe to *Beowulf*. Our objective: to develop an awareness of language that will reshape how we read and how we write literary texts in various genres. Writing centered. Enrollment limited to 12. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. S/NC.

ENGL 1140B. The Public Intellectual.

This course offers advanced writers an opportunity to practice sophisticated, engaged critical writing in academic, personal, and civic modes. Emphasis will be on writing "public" essays (general audience essays that do intellectual work or academic essays that address public topics), ideally in fluid, "hybrid," audience-appropriate forms. Areas of investigation will include (but are not limited to) the review essay, the cultural analysis essay, literary documentary, and the extended persuasive/analytic essay. It will include some brief "touchstone" investigations into rhetorical theory, with the aim of helping to broaden our concepts of audience, analyze the constitutive and imaginative effects of language, increase the real-world effectiveness of our own language practices, and situate our writing within current political, cultural, aesthetic and intellectual debates. Students must have sophomore standing or higher in order to be admitted to the class. A writing sample will be administered on the first day of class. Prerequisite: ENGL 0930, 1030, or 1050. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1140D. Writing Diversity: A Workshop.

This course explores various forms of writing that address the broad spectrum of human experience, including issues of race, gender, varying physical and mental ability, social class, and inequities resulting from colonization, among others. Students will attempt to understand the issues and each other through class readings and articulating personal responses in writing. Writing sample required. Pre-requisite: ENGL 0900, ENGL 0930, or any 1000-level nonfiction writing course. Class list reduced to 12 after writing samples are reviewed during the first week of classes. S/NC.

ENGL 1140E. Writing for Activists.

How can writing support and further change? In this course students will practice grant applications, budget narratives, mission and strategy statements, press releases, position papers, op-eds, and other writing strategies with practical application in activist work. We'll read examples and theoretical grounding, and guest speakers will introduce us to writings and needs specific to a range of fields. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Instructor permission required. S/NC.

ENGL 1160A. Advanced Feature Writing.

For the advanced writer. Nothing provides people with more pleasure than a "good read." This journalism seminar helps students develop the skills to spin feature stories that newspaper and magazine readers will stay with from beginning to end, both for print and on-line publications. Students will spend substantial time off-campus conducting in-depth interviews and sharpening their investigative reporting skills. The art of narrative storytelling will be emphasized. Prerequisite: ENGL1050G or 1050H, or published clips submitted before the first week of classes. Class list reduced to 17 after writing samples are reviewed. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160B. Editors/Producers.

On-site workshop for editors/producers of campus or local journalism that aspires to professional standards. Students must be chosen by peers to edit a campus publication such as the BDH, or to produce a radio show at WBSR or WBRU; or they must have an internship at a local newspaper, radio or TV station. Required: Minimum 20 hours a week editing/producing; participation in skill-building workshops for staff. All issues/shows evaluated. Enrollment limited to 17. Instructor permission required. S/NC.

ENGL 1160C. Radio Nonfiction.

For advanced writers only. Introduction to radio writing and producing. Students find and research stories, interview, draft, edit and fine-tune for radio presentation. Genres include news, profile, feature and personal narratives, editorial and review. Weekly labs focus on recording equipment, digital editing and mixing, and music use. Final project: half-hour radio feature ready for broadcast. Preference given to students who have taken ENGL0160, advanced nonfiction writing courses, English concentrators, or students who have worked at WBSR or WBRU. A writing sample will be administered on the first day of class. Class list will be reduced to 12 after writing samples are reviewed. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160D. The Common Critic.

For the advanced writer. Aimed at the cultivated consumer of books, magazines and newspapers-- what has traditionally been called the common reader. Students will attend films, plays, art shows, concerts or dance performances and write weekly reviews based on these experiences. Readings include Orwell, Woolf, Shaw, Kael, Tynan, Clive James, Zbigniew Herbert, and current reviews. Writing sample submitted at first class; also a previous sample, if possible, submitted at the same time. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160E. Advanced Journalism: Investigative and Online Reporting.

The goal of this class is to rigorously test and improve the reporting and nonfiction writing abilities of students seriously considering a career in journalism. By reading award-winning articles; reporting and writing five nonfiction pieces on campus or in Providence; and rigorously critiquing each other's writing, students will gain a sense of the promise and perils of journalism. Prerequisite: ENGL 0160. Enrollment limited to 17.

ENGL 1160F. Reporting Crime and Justice.

Crime and justice stories are people stories. The drama of everyday life is played out every day in courtrooms. This advanced journalism course will get students into the courtrooms, case files and archives of Rhode Island's judicial system and into committee hearings at the State House where they will report on stories that incorporate drama, tension, and narrative storytelling. Prerequisite: ENGL1050G, ENGL1050H or ENGL1160A (Advanced Feature Writing). Enrollment limited to 17. Instructor permission required. Preference will be given to English concentrators. S/NC.

ENGL 1160G. Literary Journalism: Writing about Politics and Culture.

Students are introduced to procedures and techniques of cultural journalism through reading and discussing work of notable practitioners and writing their own reviews, profiles, and reportage. Enrollment limited to 12. Prerequisites: ENGL0900, ENGL0930, or any intermediate or advanced nonfiction course. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160H. Social Justice Journalism.

Students will investigate perceived injustices and write carefully crafted nonfiction pieces that present complex stories in a fair, balanced, and accurate way. Students will complete several short pieces and a full-length article suitable for publication. Class list will be reduced to 17 after writing samples are reviewed during first week of classes. Preference will be given to English concentrators. Prerequisites: ENGL0930 or any 1000 level nonfiction writing course. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160J. Advanced Journalistic Nonfiction.

For experienced writers. We will study and emulate the works of journalists who write across genres. We will focus on observational skills, narrative arc, the capturing of critical detail, scene setting, character, anecdote, thematic development, precision with words, and voice. Because all such writing is dependent upon quality reporting, we will explore the relationship between fidelity to fact and creativity. Class list will be reduced to 12 after writing samples are reviewed during first week of classes. Preference will be given to English concentrators. Prerequisites: ENGL0930 or any 1000-level nonfiction writing course. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160K. Literary Reportage.

In this course students will develop the skills necessary to writing reported work in a literary style: interviewing, scene writing, research, lyricism, and the like. Through a series of activities students will prepare for and then embark on self-directed research project, resulting in the production of a long-form work of literary nonfiction.

ENGL 1160L. In Order to Write About the Twenty-First-Century City, We First Have to Imagine It.

The city is changing. In the Internet age, the physical city is written over with data, like everything else. The new city, moreover, is not Western, which transforms our notions of urbanity. Students will work towards their own piece of writing about the twenty-first-century city: its new landscapes and characters, its new feelings and intensities. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Not open to first-year or sophomore students. Instructor permission required. Pre-requisites ENGL0900, 0930 or any 1050. S/NC.

ENGL 1160M. Social Justice Journalism in the Digital Age.

This writing class will teach you how to report and craft socially-conscious journalism that is neither dull nor righteous. You will learn about news hooks and angles, compelling central characters, and clever story structures, and how to attract audiences in a distracted visual digital age. Along with long-form narrative we will work multimedia forms: audio, photography, Twitter journalism, and comics. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: ENGL 1050G or ENGL 1050H. Instructor permission required. S/NC.

ENGL 1160N. Investigative Reporting: The Opioid Crisis in Rhode Island.

This advanced reporting class will bring journalism students together with computer science concentrators who together will spend the semester investigating and writing about the opioid epidemic in Rhode Island, a public health crisis that has taken thousands of lives. We will produce a series of eye-opening stories -- to be published in a newspaper of general circulation -- based on data sifting, documents and in-depth interviews. Prerequisite ENGL 1160F. Not open to first-year students. Enrollment limited to 12. Instructor permission required.

ENGL 1160P. Writing Climate, Writing Community.

By 2100, sea level rise is projected to make the Market St neighborhood in Warren, RI uninhabitable, and the town is beginning an ambitious plan for managed retreat. How can writers support them in telling stories of what the neighborhood has been--and shaping the story of the future of the town? Guided by faculty and community partners who are working writers and audio storytellers, town managers and planners, public health workers, and the residents of Market St themselves, students in this course will elicit, co-create, and present the story of Warren as it has been and as it is becoming, with the goal of creating a readable, hearable, and visible community archive, a documentation of the transition, and tools for shaping that transition as it moves forward.

ENGL 1180A. Crime Writing.

This course offers students the opportunity to study crime reportage. We will read and analyze excerpts from classics in the genre, magazine articles, and newspaper accounts. Students will develop semester-long individual writing projects covering a particular crime, and can work either with Providence and Brown University police on a local incident, or research a case through secondary source material.

ENGL 1180B. Digital Nonfiction.

In this class, we will join the host of other artists, activists, and writers that have used Twitter bots, iPhone apps, virtual reality experiences, and more to tell compelling stories. No previous digital writing experience is necessary, however, as an advanced creative nonfiction class, Digital Nonfiction requires students to have completed ENGL 0930 or any 1000-level nonfiction writing course. Enrollment is limited to 17. Instructor permission required. S/NC.

ENGL 1180C. Advanced Creative Nonfiction: Writing with Food.

This course examines writing about food and how writing affects food and food culture. We shall explore the relationship of food to the pen through reading classic texts, writing in and out of class, guest lectures, and touring culinary archives. The goal is to polish personal voice in menus, recipes, memoir, history, reportage, and the lyric essay. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180D. Concealing and Revealing: Writing the Unsaid.

We'll read and write works that voice what often goes unvoiced, challenge taboos or build silence into their structures. Creative and critical writing assignments, class discussions reading responses and in-class writing will allow us to enter and question these texts, their motives, and their methods. Prerequisite: ENGL 0130, 0160, 0180, or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180E. Lifewriting.

Features theoretical and practical study of lifewriting's various forms-- memoir, diary, essay, and autobiography-- and the crafting of personal narrative. Students read books, view films, and keep an electronic diary and paper notebook. Requirements include a personal critical essay and autobiography.

Writing sample required. Prerequisite: ENGL 0130, 0160, 0180, 1140, 1160, 1180, or 1190. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180F. Literary Journalism.

Focusing on the craft of literary techniques in a range of journalistic modes, we will read John McPhee, Diane Ackerman, Ian Frazier, Susan Orlean and Tracy Kidder, among others. Workshops and conferences on student work, which can include personal essays, immersion journalism, researched argumentative essays and magazine-style feature articles. Complete and polish several shorter pieces and one longer feature-length article.

ENGL 1180G. Lyricism and Lucidity.

For the advanced writer. This course will explore two subsets of the personal essay that blur or cross boundary lines--the lyric essay and the photographic essay-- in both traditional and experimental formats. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Not open to first year students. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180H. Satire and Humor Writing.

For the advanced writer. This course will introduce students to the practice of writing satire and humorous essays. Readings will include works by Jonathan Swift, Mark Twain, Garrison Keillor, Bill Bryson, David Foster Wallace, David Sedaris, and others, and students will develop skills in analyzing, writing, and workshoping in the genre. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180I. Writing Medical Narrative.

This class will examine the recent turn toward the use of narrative in medicine and the recent trend of published medical narrative. We'll look at literary and cultural narratives of sickness and health and how they shape perceptions and treatments, while keeping the science and politics of health care--and its public discourse--in view. Writing sample required. Prerequisite: ENGL0900, ENGL0930, or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180J. Tales of the Real World.

For the advanced writer, this section offers a chance to practice the pleasures and challenges of nonfiction story-telling in the forms of literary journalism, personal essay, and audio narrative. Inspirations include Gay Talese, James Baldwin, Joan Didion, David Foster Wallace, and *This American Life*. Intensive practice in researching, interviewing, revising, and audio editing. Writing sample required. Prerequisite: ENGL 0130, 0160, 0180, 1050, 1140, 1160, 1180, or 1190. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180K. The Art of Literary Nonfiction.

For the advanced writer. Based on Roland Barthes' notion of the fragment, this workshop features an incremental, literary approach to writing nonfiction, in both traditional and experimental formats. In response to daily assignments, students will produce numerous short pieces and three extended "essays," to be gathered into a chapbook at the end of the course. Writing sample required. Prerequisite: ENGL0930 or any 1000-level nonfiction writing course. Not open to first year students. Class list reduced to 17 after writing samples are reviewed during first week of classes. Preference given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180L. Travel Writing: In the Domain of the Other.

For the advanced writer. Huck Finn's intention "to light out for the Territory" reflects a pervasive desire to be somewhere else. Restless curiosity about the Other affects travel, writing about travel, and reading about travel. Will concentrate on contemporary travel writers (Heat-Moon, Didion, Chatwin, numerous others) and experiment with various types of narrative structures.

Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180M. Special Delivery: Letters and Diaries.

For the advanced writer. While letters and diaries are constrained by "dailiness"--the writer's informal situation in time--they often form the basis of more formal communications, including the novel. We will keep diaries as self-conscious intellectual enterprises and write letters to address their roles in various literary modes. The final project will be an epistolary essay incorporating structures and motifs from both sub-genres. Writing sample required. Instructor permission required. Prerequisite: ENGL0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor permission. S/NC.

ENGL 1180N. The Longer Literary Essay.

We will focus on reflective essays and researched investigations for the non-scholarly reader, like those in *The New Yorker*, *Science Times*, and *Harper's*. Students learn to develop lengthier pieces, translate technical information, and sustain reader interest. Class consists of discussion of readings, workshops, and occasional visits by professional writers. Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180P. Further Adventures in Creative Nonfiction.

For the advanced writer. A workshop course for students who have taken ENGL 0930 or the equivalent and are looking for further explorations of voice and form. Work can include personal essays, literary journalism and travel writing. Readings from Ian Frazier, Joan Didion, David Sedaris, John McPhee and others. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180Q. Narrating History.

For the advanced writer: the protocols of historical narrative and essay for a general audience. Using the archives of Brown, the Rhode Island Historical Society, and the student's family (if feasible), each writer will research primary and secondary sources, use interviews and oral histories, to help shape three engaging, instructive true stories of the past. Intensive library work, revisions, and peer editing.

Writing sample required. Prerequisite: ENGL0930 or any 1000-level nonfiction writing course. Class list reduced to 17 after writing samples are reviewed during first week of classes. Preference given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180R. Travel Writing: Personal and Cultural Narratives.

For the advanced writer. Helps students build skills in the growing genre of travel writing, including techniques for reading, composing, and revising travel pieces. Students will read the best contemporary travel writing in order to develop their own writing in areas like narrative, setting, characters, and voice. The course will feature interactive discussions, instructor conferences, and workshops. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180S. Memoir, the Modern Novel.

Memoir is an ancient form (Augustine, Rousseau) and an American literary standby (Thoreau, Henry Adams) which has exploded in popularity in the past twenty years. We will study its political implications and experiment with this controversial form whose dimensions have barely been explored. We will write new kinds of memoir, stretching our stories towards biography, fiction and historical narrative. Prerequisite: ENGL 0130, 0160, or 0180. Writing sample required. Enrollment limited to 12. Instructor permission required. S/NC

ENGL 1180T. A Slice of Life: Writing the Full Length Memoir.

This course, intended for advanced nonfiction writers, will focus on reading and writing successful book-length memoirs. By studying masters of the form, students will develop a sense of what makes a compelling memoir work and how to approach their own. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180U. Testimony.

How does the creative nonfiction writer bear witness to profound political, social, and environmental change? In this course students engage with the world as writers. They will conduct extensive interviews within the Brown community and beyond and will turn those first hand testimonials into a suite of creative nonfiction pieces in various genres including the lyric, personal, "found," and multi-media essay. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180V. Contemporary Asian American Writers.

In this advanced writing workshop, we will explore the work of Asian American writers who are engaging with questions of race and ethnicity; self-invention and identity; visibility and representation. We'll consider how authors use writing to give voice to marginalized experiences, preserve cultural memory, and redress injustice. Guest writers will read from and discuss their own work. Prerequisite: ENGL0930 or any 1000-level nonfiction writing course. Writing sample required. Class list will be reduced to 17 after writings samples are reviewed during the first week of classes. Preference given to English concentrators. Instructor permission required. S/NC.

ENGL 1180W. Writing About History.

This course introduces students to the practice of writing about history, including crafting news, features, and memoir pieces. Readings include works by Jill Lepore, Ta-Nehisi Coates, David McCullough, Iris Chang, Henry Louis Gates Jr., John Hersey, W.E.B. Du Bois, and others. Students will strengthen skills in primary and secondary research, interviewing, writing, and revision, utilizing Brown's libraries and other archives. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180X. Anne Carson, Maggie Nelson, Claudia Rankine.

This advanced writing workshop will consider hybridity and formal experimentation through the work of three prominent contemporary practitioners. We'll examine how the range of formal strategies these authors employ resist the limitations of genre and category, invent new ways of reading and writing nonfiction, and create space for a broader, more inclusive, more expansive possibilities for representing lived experience. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Writing sample will be administered on the first day of class. Not open to first-year students. Instructor permission required. S/NC.

ENGL 1180Z. Healthcare Journalism.

How may nonfiction storytelling advance public understanding of health and healthcare? In this course students practice accurate, insightful, and human-centered narrative-writing about medicine, science, and health. You'll develop skills in reporting and writing for general audiences, crafting stories with depth of research and insight; evocative scenes and description; compelling voice; and clear, engaging sentences. You'll read and analyze articles by Atul Gawande, Linda Villarosa, Louise Aronson and other Pulitzer prize-winning writers. You'll contribute features to a course publication while receiving encouragement to publish more broadly. Writing sample and instructor approval required. S/NC

ENGL 1181C. War Reporting: The Coverage of Armed Conflict.

This course explores the origins and roles of modern war reporting, examines challenges journalists face on dangerous and dehumanizing beats, and encourages reflection on journalism's place in the public discourse of armed conflict and political violence. Taught by C.J. Chivers, a Marine Corps veteran and Pulitzer Prize winning reporter and author, the course includes guest lectures by leading journalists with experience in recent wars, and discussions with security and legal professionals who assist news organizations covering organized violence. The examination of risks on conflict beats includes case studies of kidnappings and battlefield deaths of journalists in recent years, and offers examples of risk mitigation and best field practices. Offered for future practitioners and consumers alike, the course promotes skepticism of official narratives, teaches skills for students to curate their own news diets, and encourages critical thinking about journalism itself.

ENGL 1181D. Brown University Writers.

This course develops students' writing skills within a variety of nonfiction and journalistic genres—from personal essays and (auto)biography to feature journalism, travel writing, humor writing, and science writing—by studying the nonfiction writing of successful Brown alumni from across the university's recent history. By analyzing the work of students who sat in our own classrooms at Brown, we will seek to demystify the craft of nonfiction writing and the steps toward building a successful writing career after graduation. Authors include Mara Liasson, Rachel Aviv, Edwidge Danticat, A.J. Jacobs, Ben Lerner, Sarah Ruhl, Tricia Rose, Kevin Roose, Doreen St. Felix, and others. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list reduced to 17 after writing samples are reviewed during the first week. Preference given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190A. "The Arrangement of Words": Liberating Fiction(s).

We read fiction because we enjoy stories. As critical or astute readers, we are often drawn into something more than the story itself: into the way it is told, into the inflections and constructions of language. Concentrating on American fiction writers 1918-1945 (Hemingway, Faulkner, Welty, O'Connor, others), we will examine their fiction and non-fictional prose to see what they do and how and why. Writing will range from critical exposition to annotated fictional experiments. Prerequisite: ENGL 0130, 0160, 0180, 1140, 1160, 1180, or 1190. S/NC.

ENGL 1190B. Real Language: Poetics, Romantics, Writing.

For the advanced writer. Concentrates on the first generation Romantics (Wordsworth and Coleridge) and their poetic/aesthetic experiments to correlate "the real language of men" with poetic perception. Along with primary sources (prose and poetry), we read scholarly, critical, and theoretical texts to construct ways of reading English Romantic poetry and then work on different kinds of writing that derive from those readings. Writing sample required. Prerequisite: ENGL 0130, 0160, or 0180, or instructor permission. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor permission. S/NC.

ENGL 1190C. Advanced Creative Nonfiction: Biography.

Biography, one of the oldest forms of creative nonfiction, tells the life story of a person, idea, place, or thing. We consider old and new forms of biography, experiment with those forms, and practice them as a method of inquiry as well as presentation of self. We also explore biography's connection to journalism, autobiography, memoir, and history. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190D. Writing About Sports in America.

For the advanced writer. Writing about any sport involves one in complex cultural issues that transcend the sport itself. We'll examine work by such authors as Bissinger, Halberstam and Maraniss for voice, craft, and research methods. Students will be required to produce their own pieces of sports writing that explore, through critical research and analysis, the place of sports within the larger culture. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). S/NC.

ENGL 1190F. My So-Called Life: The Art of the Literary Memoir.

The literary memoir offers students inspiration and warning as to the possibilities and limits of using their own experience as text. We study personal essays, narratives, and prose poems by a variety of writers. Advanced writers only. Writing sample required on first day of class. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Instructor permission required. S/NC.

ENGL 1190G. Science as Writing, Scientists as Writers.

For the advanced writer. Investigates the ways science, scientists, and science-related issues have been represented in fiction and nonfiction written for general audiences. Writing assignments include an informal online journal, literary/cultural analyses, fiction or personal essay, and scientific journalism. Readings from literary, journalistic, and scientific writers. A background in science is useful but not required. Science and humanities students welcome. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: ENGL 0130, 0160, or 0180. Banner registrations after classes begin require instructor permission. S/NC.

ENGL 1190H. Writing Science, Writing the Sacred.

Explores the relationships between two dominant intellectual paradigms—science and religion—and asks students to respond by writing their own "sacred" and science-related texts. Genres to read and write will be poetry and critical/literary nonfiction.

Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190I. Writing the Southeast Asian War.

It was the Vietnam War, the American War, the Southeast Asian diaspora. By reading varied genres responding to the experience of the war in Southeast Asia and its aftermath, we will study how any experience is multitudinous and how genres manipulate experience in different ways. Analysis and practice of memoir, fiction, poetry, and oral history.

Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190J. African American Language, Literacy, and Culture.

In this course, we will explore the social, educational, and political implications of AAL in the 21st century. Our task is threefold: we will 1) examine AAL semantics, syntax, phonology, and morphology, 2) identify underlying historical and socio-economic forces responsible for shaping AAL, and 3) explore the impact of AAL within Black speech communities and U.S. and global popular culture. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190K. Literary Biography.

For the advanced writer. How does one narrate the twists and turns of a life while simultaneously doing justice to whatever literature the subject managed to produce as he or she plodded through each day? We will examine examples of literary biographies for, among other things, voice, form, and research methods. Students will be required to produce their own pieces of literary biography. Prerequisite: ENGL 0130, 0160, or 0180. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor permission. Enrollment limited. S/NC.

ENGL 1190L. Creative Nonfiction: Practice and Criticism.

For advanced writers. What is Creative Nonfiction? Writers have flocked to it; scholars have questioned it. Does it harm the truth? Is it narrative with too much "I" and too little "Eye"? What makes it significant? To help us explore persistent questions about form, point of view, method, and ethics, readings will include historical examples, recent practitioners, editors, and critics. Intensive reading responses, research, drafting, and revision. Two critical essays; one piece of creative nonfiction. Prerequisite: ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190M. The Teaching and Practice of Writing: Writing Fellows Program.

Do you enjoy talking about language and writing, value giving feedback on others' writing, and want to learn more about inclusive writing pedagogy? This course introduces students to writing theory and pedagogy, best practices to support revision habits for experienced and inexperienced writers, and effective methods for responding to writing in synchronous and asynchronous formats. Toward the end of the semester, students who successfully complete the course will have the opportunity to apply for paid employment with the Writing Fellows program.

ENGL 1190N. Brown: Writing the Archive.

The archives at and around Brown are primary sources for discovering stories—institutional, historical, personal—of our life across time through local history, personal memory, biography, and cultural critique, combining scholarship, media, and the arts. What opportunities for new writing lie behind doors to be opened across the street? Writing sample required.

Prerequisite: ENGL0130, 0160, 0180, or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190P. The Art of Memoir in Theory and Practice.

The course introduces students to the historical and theoretical nuances of memoir. You will critically engage with a variety of readings and develop an appreciation of your creative role as a memoirist. In the process of crafting a portfolio of work you will explore the complexities of remembering and experiment with the style of narrative voice and structure. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190Q. The Essay.

This course offers a feel for the essay and its versatile range, from the informative to the personal to the philosophical. We will study tone and style, meaning, beginnings and endings, and use of historical and personal information. Our focus will be on the craft of writing rather than on literary criticism. Readings include essays by two dozen accomplished writers. Writing sample required. Prerequisite: ENGL 0110, 0130, 0160, 0180, or any 1000-level nonfiction writing course. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190S. Poetics of Narrative.

Narratives are everywhere, simply there, like life itself, Roland Barthes says; we structure our experiences with narratives that we either infer or create. We will read different literary genres to see how narratives work and what makes them poetic and read theoretical texts to understand narrative function and performance. We will write experimentally to experience how stories are constructed. Pre-requisites: ENGL 0900, 0930, or any 1000-level nonfiction writing course. S/NC.

ENGL 1190T. Writing the Mythic Life: The Use of Traditional Narrative.

This course explores the theory and practice of traditional narrative structures such as fairy-tale, myth, and legend in creating stories about ourselves. We will read fiction and nonfiction by Tolkien, C.S. Lewis, A.S. Byatt, and others, engaging critically with the texts as well as creating new ones modeled on them. Writing assignments will include several short papers and a longer end-of-term project. Writing sample required. Prerequisite: ENGL 0900, 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190U. Nature Writing.

This course seeks to develop your skills as a sensitive reader and writer of the natural world. You will build a portfolio of revised work through a process of workshops, tutorials, and conferences, and engage in discussion of a range of written and visual narratives with reference to their personal, political, and ecological contexts. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190W. The Fiction of Nonfiction.

Nonfiction texts are fictions in that they deploy the devices of fiction (pacing, voice, etc.), but even more so in that they are constructs (they're in-formed and made up). In this seminar we will revel in the architectonic of good nonfiction writing. Upending the myth of "objectivity," we will read as if writing mattered, and write as if reading did.

Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list reduced to 17 after writing samples are reviewed during first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190X. Nonfiction Now.

Nonfiction Now introduces students to contemporary nonfiction writing through in-person exposure to professional writers, who will visit the course to deliver a craft lecture, read from their latest work and discuss the labor that goes into maintaining a professional writing life. Students will be expected to read the work of the visitor and produce creative work in response. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 30 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190Y. Editing as Revision.

This fully gamified course, organized by historically-based writing guilds and their competitors in bookselling, introduces students to content, copy, and proofs editing as revision praxis. Students will edit publishable texts inside an imaginative game-world, learning editing strategies that help expert authors revise scholarly nonfiction—strategies students will find useful in working with their own writing as well. Class will be capped at 17. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. Open to juniors and seniors only. Instructor permission required. S/NC.

ENGL 1190Z. The Art of Craft.

What can traditional crafts teach us about our writing? How does building a house or stitching a quilt help us appreciate the ways we can build creative texts? We will consider such questions to help us reflect on our writing as a craft, to invest the key tenets of craft in our writing process, style, and form, and to forge an innovative portfolio of work of which we can feel justly proud. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Instructor permission required. S/NC.

ENGL 1191A. The Poet & The Press Release: Rhetoric of Social Change.

We will consider the role of rhetoric, writing, and public narrative in social and political movements through a lens that draws from critical race theory and intersectionality, literary theory, and anti-racist pedagogy. We will read contemporary thought on topics including the politics of literary craft, rhetorics of public writing, epistemic positioning, representation of race and gender, and rhetorical construction of social issues. We will analyze a range of public writing: organizational mission statements, reports, and fundraising appeals; media representations of social and political movements; political statements and policy positions, to ask: What impact does rhetorical framing have on how we address social issues? What are the limitations and possibilities for organizations that construct social justice discourse? How can we intentionally and ethically use rhetoric and writing skills to advance social change?

ENGL 1191B. Special Topics in Nonfiction Writing: Fugitive Letters: The Prison Notebooks.

U.S. carceral spaces are often sites of prolific writing and intellectual production. Yet letters composed by incarcerated individuals have been largely excluded from critical public conversations about institutional racism and prison reform. In this course, we will consider the prison letter as an important genre for racial, social, and economic justice. We will examine rhetorical choices made by prison writers to agitate, posit grievances, assert arguments, and advocate for institutional change. With this insight, we will exchange letters with prison reform activists currently or formerly residing in carceral facilities in the United States.

ENGL 1191C. Everyone's a Critic: Writing about Art & Culture.

With the rise of social media and online self-publishing platforms, everyone can be a critic, but not everyone's perspectives shape the larger cultural conversation. In the mainstream, we've seen a groundswell of creative production by artists, writers, and makers of color, but the profile of professional cultural critics remains predominantly white and male. And it's not the identity of the critic in itself that is at issue, but that established critics tend to be unfamiliar with the artistic, intellectual, and conceptual ideas that animate the work of many contemporary non-white artists. In this course, we will read and analyze cultural criticism that centers marginalized perspectives, and illuminates aesthetics and creative practices that engage with race, indigeneity, gender and queerness. We will identify and practice interpretive strategies that resist and re-contextualize dominant ideas of cultural value.

ENGL 1191E. Genre Bending.

In this advanced seminar we will examine and produce works of literary art that challenge our definition of genre. We will begin our exploration of genre bending by honing our powers of observation, conversation, and research through a series of guided activities designed to deepen our understanding of various people and places (real and imagined) from which our literary projects spring forth. While we work on building out our own personal, soon-to-be-bent, archives, we will simultaneously read contemporary works of literature from those known for their reckless regard of traditional genre boundaries: Layli Long Soldier, C.D. Wright, Valeria Luiselli, Jessie Ball, Claudia Rankin, Kathryn Scanlon, Alex Marzano-Lesnavitch among others.

ENGL 1200. Independent Study in Nonfiction Writing.

Tutorial instruction oriented toward some work in progress by the student. Requires submission of a written proposal to a faculty supervisor. Section numbers vary by instructor. Instructor permission required. S/NC.

ENGL 1310A. Firing the Canon: Early Modern Women's Writing.

Rediscovery and reconsideration of works by early modern women have changed the literary canon; these once-neglected works are becoming mainstream, and they are changing the way we read 'traditional' texts. The reading in this course includes poetry, letters, drama, essays, fiction, and life-writing by authors including Lanyer, Wroth, Cavendish, Behn, Manley, Haywood, Scott, and Montagu.

ENGL 1310B. American Degenerates.

Colonial British-Americans were called, among other names, monstrous, wild, impotent, and grotesque. They could not, it was said, produce writing worth reading. We will explore the ways in which American writers embraced and/or challenged these charges of cultural and bodily degeneracy. In the process, we will examine the development of modern notions of literature and identity. Students should register for ENGL 1310B S01 and may be assigned to conference sections by the instructor during the first week of classes.

ENGL 1310C. Arguments of Form in Renaissance Poetry.

In the literatures of the European Renaissance, stylistic innovation is a marker of cultural change. The production of sonnets, of neoclassical epigrams, and of poems aspiring to be Ovidian or Vergilian opens up a theoretical space for arguments about faith, thought, words, the self, and society. Readings from Wyatt, Surrey, Gascoigne, Spenser, Sidney, Shakespeare, Donne, Jonson, Milton, and others.

ENGL 1310D. Between Gods and Beasts: The Renaissance Ovid.

Ovid's *Metamorphoses*, an epic compendium of classical myths, narrates with wit and pathos the transformations of body and mind wrought by sexual passion. Central to Renaissance conceptions of the human, it inspired drama, poetry, and narrative. Readings: Shakespeare, Marlowe, Donne, Spenser, Milton.

ENGL 1310E. Border Crossings in Renaissance Drama.

Investigates how distant peoples and places, from Ireland to the West Indies, from East to West, are constructed for the English stage. We will read Marlowe's *Tamburlaine*, Fletcher's *Island Princess*, Heywood's *Fair Maid of the West*, the anonymous *Stukeley* play, Shakespeare's *Othello*, and Daborne's *A Christian Turned Turk* to observe what dangers and freedoms these plays ascribe to specific geographies.

ENGL 1310F. Early Modern Utopias.

Why does the early modern period witness a flourishing of utopias from More to Milton? We will explore this question, in reading a range of utopias by writers such as Montaigne, More, Raleigh, Bacon, Hall, and Cavendish, engaging them not just as visions of ideal societies, but as efforts at reform of England and Englishness.

ENGL 1310H. The Origins of American Literature.

Where does American literature begin? Can it be said to have a single point of origin? Can writings by people who did not consider themselves American be the source of our national literary tradition? Does such a tradition even exist and, if so, what are its main characteristics? How does one understand the various diverse traditions that constitute American literature, including African-American, Native American, and many others, into a single object of study—or does one even need to? Authors may include de Vaca, Anne Bradstreet, Benjamin Franklin, and Phillis Wheatley.

ENGL 1310J. Imagining the Individual in Renaissance England.

How did the men and women of 16th- and 17th-century England apprehend themselves as individual human subjects? In relation to the law and the state? As creatures of God? As humanists interrogating the texts of the past? Readings include works by More, Machiavelli, Hobbes, Wyatt, Erasmus, Luther, Tyndale, Askew, Hooker, Hebert, Donne, Browne, de Montaigne, Ascham, Jonson, and Herrick.

ENGL 1310N. Renaissance Drama.

An introduction to the great classics and some less-known gems of a stellar period in English drama. Plays by Marlowe, Jonson, Webster, Middleton, and Ford, in the context of urban culture, English nationhood, gender and sexuality, playhouses and playing companies, and forms of theatricality.

ENGL 1310O. Restoration and Early Eighteenth-Century Literature.

A survey of writing and cultural history in England between 1660 and 1750, emphasizing innovation and experimentation in drama, satire, poetry, and fiction. Readings include work by Behn, Rochester, Swift, and Defoe.

ENGL 1310S. Women and the Book in the Middle Ages.

We will read texts authored by medieval women such as Marie de France, Marjorie Kempe, Julian of Norwich, and Christine de Pizan, and we will explore other textual roles of women, including book ownership and patronage, translation and scribal transmission. The result? A complex picture of mediated and mediating female participants in manuscript culture. Some readings in Middle English.

ENGL 1310T. Chaucer.

Texts in Middle English by Geoffrey Chaucer including the romance *Troilus and Criseyde*; dream vision poems *Book of the Duchess*, *House of Fame*, and *Parliament of Fowls*; Chaucer's translation of Boethius's *Consolation of Philosophy*; his shorter poems; and two Canterbury Tales. Prior knowledge of Middle English not required. Not open to first-year students.

ENGL 1310U. Monsters, Giants, and Fantastic Landscapes in Early American Literature.

Monsters, giants, "exotic natives," and unknown continents fill the pages of early American writing. Examines how the well-known and obscure writers of early America used the strange and the fabulous to suggest new ways of being normal.

ENGL 1310V. Chaucer: The Canterbury Tales.

Middle English narratives by Geoffrey Chaucer's band of fictional pilgrims, read in their 14th-century historical and literary contexts. Prior knowledge of Middle English not required. Not open to first-year students.

ENGL 1310W. English Poetry and the Renaissance.

The names of Spenser, Sidney, Shakespeare, Donne, Jonson, Milton, and other poets inscribe a golden age of poetry in the cultural mythography of English-language literature. Who are these poets and what stories are told about them? In their time? During the long eighteenth century? By Wordsworth and Browning? By Eliot, the high modernists, and postmodernists?

ENGL 1310Y. Besides Paradise Lost: Milton's Other Poems.

A study of Milton's lyric and dramatic poetry, including the sonnets, Latin poems, *L'Allegro*, *Il Penseroso*, the Nativity Ode, *Lycidas*, *Comus*, the verse epistles and *Samson Agonistes*.

ENGL 1310Z. Three Great Poets: Shakespeare, Donne, Milton.

We will study these premier Renaissance poets from all angles possible, to understand the historical situations and political issues that shaped their writing, the authors and ideas that influenced them, the traditional forms they appropriated for new purposes. Most of all, we will study them to appreciate the power of poetry as a source of knowledge and inspiration. It is recommended that students should have already taken a course in reading poetry, such as ENGL0910A How to Read a Poem or ENGL0400A Introduction to Shakespeare. Students who have taken ENGL0210E may not register for this course.

ENGL 1311A. Milton's Paradise Lost: Poetry and Belief.

Milton, Blake wrote, was of the devil's party without knowing it, and this course offers close reading of the language of *Paradise Lost* as poetry of belief: how does the poetry of Milton's major poem embody belief and doubt for him, in history, and for his readers?

ENGL 1311B. Medieval Zoographies and the Origins of the Human.

This course engages with medieval texts and contemporary theory to attempt to understand the shifting boundaries between humans and animals, as we examine the premodern roots of the discussion over what it has historically meant to be human, and what might come next. Topics will include beast fables and epics, nature and artifice, emotions, the soul, simulacra, sacrifice, and hunting.

ENGL 1311C. Milton.

A close examination of the poetry and prose of John Milton, from the early lyrics to the polemical prose writings of the 1640s and 50s, to the masterpieces *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Not open to first-year students.

ENGL 1311E. History of the English Language.

Provides an introduction to the study of the English language from a historical, linguistic, and philological perspective, and an overview of the study of the "Englishes" that populate our globe. While providing students with the ability to identify and explain language change through historical periods, also examines language as a social and political phenomenon.

ENGL 1311G. Shakespeare, Love and Friendship.

Shakespeare portrays friends who are compared to a "double cherry"; a lover who wants to cut her beloved out in little stars; and subjects who sweat with desire to see their kings. How does Shakespeare imagine the possibilities and pitfalls of affection, whether personal or political? What happens to that affection when Shakespeare is adapted into film?

ENGL 1311H. Sagas Without Borders: Multilingual Literatures of Early England.

This course traces evolutions of the hero in Old English, Norse, Welsh, and Irish narratives within and around early medieval England. Introduction to genres of saga, romance, and the short poetic lai, as students consider how the nature of the hero changes in specific cultural and linguistic moments. Texts in modern English translation. Essays will focus on close textual readings. Not open to first-year students.

ENGL 1311L. From Mead-Hall to Mordor: The Celtic and Germanic Roots of Tolkien's Fiction.

This course traces the sources used by J.R.R. Tolkien in writing *The Hobbit* and *The Lord of the Rings*, including tales drawn from Old English, Norse, Welsh, and Irish literatures. You will be introduced to different medieval genres as you consider how the nature and gender of the hero change in specific cultural and linguistic moments.

ENGL 1311M. Renaissance Poetry and Its Kinds.

English poetry from 1500-1650 traces a revolutionary arc of poetic invention remarkable for diverse individual voices and literary kinds. Forms such as lyric, heroic, pastoral, satiric, epistle, and epigram embraced concerns that were at once affective, political, and religious. How does this variety constitute literature? Wyatt, Surrey, Raleigh, Spenser, Sidney, Marlowe, Donne, Jonson, Herrick, Herbert, Crashaw, Milton.

ENGL 1311N. England and the Renaissance.

New approaches to Latin and Greek letters—the studia humanitatis—that flourished in 14th century Italy rapidly emerged in England in the early 16th century. What does it mean to claim that England had a renaissance? Texts include More's *Utopia* and *Richard III*, Erasmus's *Praise of Folly*, Ascham's *Scholemaster*, poetry from Wyatt and Surrey through Jonson, Donne, Herrick, and Milton.

ENGL 1311P. Medieval Drama.

What were plays in England like before the professionalization of theater? Who starred in them, where were they staged, what were they about-- and what's that sheep swaddled in baby clothes doing in that woman's cradle, anyway? In this course, we will explore works of early English drama, thinking through issues such as the relationship between miracle and stage magic, the place of performance in civic life, and the complicated and ever-flexible role of Christianity in the Middle Ages as expressed through literature. The semester will end with a hands-on staging of a medieval play, as produced entirely by the class; students will be able to contribute to this in whatever way they choose. No previous experience of medieval literature or theatrical performance necessary.

ENGL 1311Q. Medicine and Disability in Shakespeare and Early Modern Drama (COLT 1411F).

Interested students must register for COLT 1411F.

ENGL 1360A. The Stage as Globe in Renaissance Drama.

Investigates how distant peoples and places, from Ireland to the West Indies, from East to West, are constructed for the English stage. We will read Marlowe's *Tamburlaine*, Fletcher's *Island Princess*, Heywood's *Fair Maid of the West*, the anonymous *Stukeley* play, Shakespeare's *Othello*, and Daborne's *A Christian Turned Turk* to observe what dangers and freedoms these plays ascribe to specific geographies. Enrollment limited.

ENGL 1360B. Inventing Britain.

Focuses on the internal colonization of the British Isles as represented by chronicle histories, drama, masques, and epic and lyric poetry: How do the English define themselves as a center striving to incorporate the British periphery? Authors may include Spenser, Shakespeare, King James I, Bacon, Jonson, Milton, and Marvel.

ENGL 1360C. Language and Form in Shakespearean Studies.

Shakespeare's poems and plays are a working dictionary of early modern English and an inventory of the possibilities of formal invention in early modern culture. How can we reach a historically informed awareness of form and formality in Shakespeare? What is the history of formalism in Shakespearean studies? What new modes of inquiry issue from questions of form?

ENGL 1360D. Medieval Manuscript Studies: Paleography, Codicology, and Interpretation.

How to read a medieval manuscript. Students will learn to transcribe and date 5th- through 16th-century scripts in Old and Middle English and some Latin texts, and will learn about interpretive methods. Prior course work in Middle English recommended, and acquaintance with Latin and/or Old English and/or Old French and/or medieval Spanish helpful.

ENGL 1360F. Quest, Vision, Diaspora: Medieval Journey Narratives.

Medieval texts explored ideas of self, love, rite-of-passage, spirituality, and group identity through narratives of travel, both imagined and real. We will read romance quests that foray to fairylands and wastelands, visionary journeys to hell, pilgrimages of self discovery, an epic exodus that founds King Arthur's nation, and a 14th-century round-the-world travelogue. Chaucer, Malory, Kempe, Mandeville, Layamon, Anonymous. Middle English readings. Not open to first-year students. Enrollment limited.

ENGL 1360H. Introduction to the Old English Language.

This course offers a thorough introduction to the earliest period of English language and literature. We begin with an extensive coverage of grammar and syntax before reading short texts and a few Old English poems, including *The Battle of Brunanburh* and *Judith*. Enrollment limited to 20.

ENGL 1360J. Middle English Literature.

In the age of Chaucer, literature in Middle English ranged from lyrics to romance narratives to mystery plays and medieval genres like dream visions and debate poems. This course will introduce students to reading texts like *Sir Gawain and the Green Knight* and *The Owl and the Nightingale* in their original Middle English. No prerequisites. Not open to first-year students. Enrollment limited to 20.

ENGL 1360K. Shakespeare and Company.

Shakespeare belonged to a community of actors and playwrights who competed for audiences in a fledgling entertainment industry. How do his plays compare to those of Marlowe or Jonson, Middleton or Webster? Reading Shakespeare in tandem with his contemporaries, we will consider the genres, sources, styles and conventions they shared, the issues that concerned them, and their differing artistic perspectives. Prerequisite: ENGL 0310A or equivalent. Enrollment limited to 20 juniors and seniors.

ENGL 1360M. Spenser, Milton, and the Politics of the English Epic.

We will read the literary and political writings of England's two major authors of epic -- Spenser and Milton -- assessing their investment in contemporary debates about nation and conquest, rule and liberty, and sexuality and selfhood. Along with the major poems, we will read these authors' shorter literary and political writings.

ENGL 1360N. Shakespeare and European Culture.

How do Shakespeare's works embody and transform the cultures of Europe? What is his relationship to ancient Greece and Rome? To the moral and political philosophies of the sixteenth century? To contemporary literary fashion?

ENGL 1360O. The Ties that Bind: Renaissance Revenge Plays.

From revenge plays to domestic tragedies, family is a value to kill and die for in Renaissance drama. This course considers the cultural pressures such violence responds to, the contaminations it guards against, and explores the political life of these violent domestic affairs. Works by Kyd, Shakespeare, Heywood, Webster, and Middleton. Not open to first-year students. Enrollment limited to 20.

ENGL 1360P. Shakespearean Tragedy.

We will read in depth early, middle and late tragedies by Shakespeare, attending to the genre as understood in the Renaissance and as Shakespeare developed it, along with critical readings that explore tragic form. Oral presentations, short papers, and a final research paper. Prerequisite: ENGL 0310A or equivalent. Enrollment limited to 20 juniors and seniors.

ENGL 1360R. Modernism and the Early Modern: 17th-Century.

Did human nature become modern in the seventeenth century or did modern people just think so? This course will study style, science, politics and cultural transactions in this period of revolution and restoration, examining such texts as Donne's satires and epistles and Eliot's high modernist essays on the division of human nature in this period. Enrollment limited to 20.

ENGL 1360S. Between Gods and Beasts: The Renaissance Ovid.

Ovid's *Metamorphoses*, an epic compendium of classical myths, narrates with wit and pathos the transformations of body and mind wrought by sexual passion. Central to Renaissance conceptions of the human, it inspired drama, poetry, and narrative. Readings: Shakespeare, Marlowe, Donne, Spenser, Milton. Students who have taken ENGL 1310D may not register for this course. Enrollment limited to 20.

ENGL 1360T. Eco-Shakespeare.

Do Shakespeare's plays register and respond to the ecological crises of his day, including deforestation, land enclosure, climate change, and animal exploitation? Or, are they complicit in the ideologies that instated these practices? What kind of relation do Shakespeare's plays envision as underpinning the natural and the cultural realms and how does this differ from modern conceptions? We will seek answers to such questions by considering the plays' use of pastoral tropes and green worlds, but also by analyzing the inter-animating dynamics they stage between subject and environment. Enrollment limited to 23. Not open to first-year students.

ENGL 1360U. Europe in the Vernacular.

Why did a few early medieval European authors write not in Latin or Arabic but in vernacular languages like Castilian, Early Middle English, Old Icelandic, or Old French? We will read primary texts by Layamon, Alfonso X, Dante, troubadours and anonymous others, and assess previous claims about the "rise of the individual" and various proto-nationalisms as we rewrite the story of how, why, and for whom multilingual vernacular writings came to be. Readings in modern English supplemented by medieval languages. Enrollment limited to 20 students. Not open to first-year students. Sophomores require instructor permission to register.

ENGL 1360X. Seventeenth-Century English Lyric Poetry.

This seminar examines in depth four poets—Donne, Jonson, Herbert, and Crashaw—from one of the richest and most daringly experimental periods of English poetry. We will also consider poems by other important seventeenth-century authors, including Herrick, Suckling, the Earl of Rochester, Katherine Philips, and Aphra Behn. Our discussions will treat these poets in various early modern literary and cultural contexts. Since much of the period's most famous lyric poetry is love poetry, the course will be particularly concerned with literary expressions of erotic desire. We'll also consider the affective cross-affiliations between amorous and religious devotion in the period. Other topics include: the history of the lyric; libertinism; ecstatic experience and expression; the relations between body and soul; Renaissance notions of authorship and the literary career; and the "metaphysical conceit," in both the age of Donne and our own.

ENGL 1360Z. Shakespeare and Embodiment.

Consideration of a number of Shakespearean texts including the erotic narrative poem "Venus and Adonis," the early revenge drama *Titus Andronicus*, the history *Henry IV, pt. 1*, the tragedy of *Othello*, among others, and their various representations of the body: as subject to violence, gender and desire, sovereignty and history. Attention to Shakespeare's rewriting of Ovid, novelle, and chronicle history. Enrollment limited to 20. Not open to first year students.

ENGL 1361A. Fantasies of Milton.

Paradise Lost has served as the basis for numerous fantasy novels. Even *Comus* has become a (supposedly inappropriate) children's story. How can a seventeenth-century poet's treatment of temptation, disobedience, reason and self-regard come to seem relevant in the present? What do contemporary writers feel compelled to preserve and to change? How might we reimagine Milton? Enrollment limited to 20.

ENGL 1361D. Women's Voices in Medieval Literature.

This course explores literary works from the early medieval period, both literature by women and literature that represents women's voices and desires. Traditions examined will include the Old and Middle English, Norse, Welsh, and Irish. The course provides insight into the construction of premodern sexualities as well as into the cultural and social histories of multiple national traditions.

ENGL 1361F. Spenser and Shakespeare.

A comparative study of theme, form, and genre based upon paired works: Shakespeare's *Sonnets/Amoretti*; *Faerie Queene I/King Lear*; *Faerie Queene III/Twelfth Night*, *Midsummer Night's Dream*, *Winter's Tale*, *Tempest*, *Venus and Adonis*; *Shepherd's Calendar/As You Like It*. Weekly short interpretative exercises (250-500 words) submitted as CANVAS discussions; draft (1250 words) and final essay (3000 words). Enrollment limited to 20.

ENGL 1361G. Tolkien and the Renaissance.

This course explores the work of J.R.R. Tolkien alongside Renaissance forbears such as Shakespeare, Spenser, Milton and others. Topics to include love and friendship, good and evil, violence and nonviolence, and how literature offers distinctive forms of life. Enrollment limited to 20.

ENGL 1361J. Seminar in Old Norse-Icelandic Language and Literature.

This course offers a thorough introduction to a language both closely related to Old English and in which survives one of the richest medieval literatures. We will start with an extensive coverage of grammar and syntax before reading short excerpts from sagas including *Egil's Saga* and *Grettir's Saga*. Enrollment limited to 20; knowledge of Old English, Latin, or German advised.

ENGL 1361K. Seminar in the Old English Language II.

This course continues the work of Introduction to the Old English Language, which is a prerequisite. We will translate short poems including *The Wanderer* and *The Wife's Lament* and possibly make inroads on *Beowulf*, while exploring history, cultural context, and changes in Old English studies. Projects include a midterm examination, research presentation, and final paper, as well as daily translations. Enrollment limited to 20.

ENGL 1361L. Milton.

A recent book provocatively asked: "Is Milton better than Shakespeare?" Whatever one makes of that question, Milton wrote extraordinary poems in the principal modes of Renaissance verse. This course studies in detail many of those works, including the culturally monumental *Paradise Lost*. We'll also take into account the shape of Milton's authorial career and his always interesting ways with genre. Enrollment limited to 20 juniors and seniors.

ENGL 1361P. Shakespeare's Girls.

From his witty comic heroines to his misogynist stereotypes, Shakespeare's relationship to the "woman question" has long been debated. Taking Shakespeare's plays and poems alongside key texts from feminist reception history, this course asks: what can Shakespeare teach us about feminism? And what can feminism teach us about Shakespeare? We will address issues including race, power, sexuality, and the body.

ENGL 1361Q. Medieval Race.

In this course, we will explore the historically specific contours of race in England and interrelated cultural regions during the High and Late Middle Ages, as well as learn and practice how to read Middle English. No previous knowledge of medieval literature or Middle English necessary. Not open to first-year students. Enrollment limited to 20.

ENGL 1380. Undergraduate Independent Study in Medieval and Early Modern Literatures.

Tutorial instruction oriented toward a literary research topic. Section numbers vary by instructor. Instructor permission required.

ENGL 1510A. Jane Austen and Her Predecessors: The Other History of the Novel.

This course focuses on the novels of Jane Austen — from *Sense and Sensibility* to *Persuasion*. The course first establishes some familiarity with the earlier women writers of narrative fiction, in order to gain a deeper understanding of the development of the novel and of Austen's place in that rich tradition. Additional readings include work by Aphra Behn, Eliza Haywood, Charlotte Lennox, Elizabeth Inchbald, and Mary Wollstonecraft.

ENGL 1510B. Liberalism and American Culture.

A course in the relationship between the rise of liberalism and American literary history. Writings from Franklin, Jefferson, Emerson, Fuller, Rowson, Twain, and Charlotte Perkins Gilman.

ENGL 1510D. The Literature of the American South.

The South is as much a state of mind as a place on the map, and some of the major figures in American literature have contributed to the making of what we think of when we think of "the South." Explores sometimes contradictory but always important meanings of the American South. Authors include Poe, Douglass, and Twain.

ENGL 1510E. American Renaissance.

An intensive reading in American literature between 1820 and 1860, with special attention to Romanticism, race and slavery, and the historical novel.

ENGL 1510H. Why the Novel Happened.

Readings in "early" novels of 18th-century England and in more recent explanations of the novel's rise to dominance as a popular modern genre. How have changing ideas of truth, virtue, gender, money, politics, history, or the human subject interacted with the practices of narrative fiction? Writers to be considered include Behn, Haywood, Defoe, Richardson, Fielding, Sterne, Lewis, Watt, Lukacs, McKeon, and Bakhtin.

ENGL 1510I. The Novel from Defoe to Austen.

How and why did the novel become the dominant literary mode? This course considers the "rise" of the novel during the "long" eighteenth century. Beginning with Behn and Defoe, readings include works by Richardson, Fielding, Sterne, Smollett, Lewis, and Godwin.

ENGL 1510J. Eighteenth-Century Women Writers.

Rediscovery and reconsideration of works by women during the eighteenth century are changing the literary canon: works by women are becoming mainstream, and they are changing the way we read 'traditional' texts. This course includes poetry, drama, fiction, letters, diaries, and essays by writers including Manley, Haywood, Centlivre, Scott, Fielding, Montagu, Sheridan, Burney, Radcliffe, and Wollstonecraft.

ENGL 1510L. Fiction and Mass Media in Nineteenth-Century England and America.

Explores critiques of the mass media from Carlyle and Arnold to Benjamin and McLuhan by way of a reading of important works of popular Anglo-American fiction of the 19th century. Criticism includes essays by Carlyle, Arnold, Benjamin, and McLuhan; literature includes fiction by Poe, Dickens, Melville, Stevenson, and James.

ENGL 1510M. From Melville to Modernism: The American Novel 1851-1909.

A survey of American fiction in the latter half of the nineteenth century. We will examine the ways narrative form helped shape modern America's increasingly fractured sense of identity, focusing specifically on questions of imitation and authenticity, race and nationalism. Writers will include Twain, Stein, Wharton, Crane, Chopin, and Chesnutt.

ENGL 1510O. Inventing Race in America.

What is "race"? Where does it come from? This course argues that categories of racial difference—far from being fixed or natural—have emerged from within writing. We trace the emergence of "race" in America from the late 16th century to the present day by reading 17th-century British colonial writing, 18th-century racial scientists, Jefferson, Crèvecoeur, Melville, Faulkner, Mukherjee, and Silko.

ENGL 1510R. Location and Dislocation in the Late Nineteenth-Century American Novel.

Focuses on the two dominant literary modes of the late 19th century: realism and naturalism. We try to generate working definitions of these two methods in order to understand the ways narrative form shaped Americans' increasingly fractured sense of identity. Writers include Twain, James, Crane, Cahan, Jewett, Chopin, and Chesnutt.

ENGL 1510S. Pre-Raphaelites, Aesthetes, and Decadents.

Looks at both Pre-Raphaelite literature and painting, and the reading includes Browning, the Rossettis, Morris, and Swinburne. The painters include both early hard-edge photographic Pre-Raphaelites and the erotic medievalism of Rossetti, Burne-Jones, and the followers. The course will focus on the tensions in Pre-Raphaelitism between realism and fantasy, fact and symbol, body and spirit.

ENGL 1510T. Swift and His Contemporaries.

Swift's works are central to this course's investigation of literature, politics, and society, Anglo-Irish relations, and the great outpouring of satire in English in the early 18th century. Irony, parody, and mock-heroics inventively transform genres while challenging "abuses" of learning, government, religion, colonialism, and even love. Other writers include Congreve, Manley, Addison, Steele, Montagu, Pope, and Gay.

ENGL 1510V. Civil Rights and American Literature.

An examination of the relations between legal theory and practice and literature, with a particular emphasis on the nature and significance of those relations in the historical development of American discourses of civil rights. Readings include Thoreau, Douglass, Wright, and Perry, and legal theorists such as Dworkin, Unger, Cardozo, and Fish.

ENGL 1510W. George Eliot.

The course will study George Eliot's major works, including *Adam Bede*, *Middlemarch*, and *Daniel Deronda*, as well as examples of her essays and criticism. We will consider her experiments with literary realism, which helped secure for the novel form a position as high art. Giving attention to George Eliot's emphasis on conflicting ethical systems, from sympathy, utilitarian economics, and theology, to theories of physiological necessity, we will also examine the question of choice—including personal, women's social, professional, and marriage choices—that lies at the heart of many of her novels.

ENGL 1510X. The Early American Novel.

A reading of diverse genres of the early American novel, between 1790 and 1860, including the seduction novel, frontier romance, historical fiction, and the antislavery novel. What was the novel's cultural role? Writers include Susanna Rowson, Brockden Brown, Hawthorne, Stowe, and William Wells Brown.

ENGL 1510Z. The Realist Age: American Literature at the Turn of the Century.

What do we mean when we call a novel realistic? When did the term first start being used, and why? This class attempts to answer these questions by studying the emergence of realism as the dominant American literary form at the turn of the century. Writers will include Mark Twain, Henry James, Stephen Crane, Edith Wharton, and Charles Chesnutt.

ENGL 1511A. American Literature and the Civil War.

An examination of the way the Civil War is represented in American literature from Reconstruction to the present. Authors to be considered include Grant, Twain, Dixon, Chesnutt, DuBois, Faulkner, Morrison, Ellison.

ENGL 1511B. The Victorian Novel.

Challenges the notion of a Great Tradition or mainstream Victorian novel by looking at the proliferation of subgenres—e.g., sensation fiction, crime fiction, thug fiction, colonial adventures stories—for which the period is known. Includes novels by Mary Shelley, the Brontës, Dickens, Mrs. Henry Wood, Eliot, Hardy, Stevenson, Haggard, Stoker, and Wilde.

ENGL 1511C. Lincoln, Whitman, and The Civil War.

A literary and cultural history of the Civil War with special emphasis on Whitman's poetry and Lincoln's addresses and letters. It focuses on issues of race, democracy, and modernity.

ENGL 1511E. Monsters, Giants, and Fantastic Landscapes.

Monsters, giants, and exotic landscapes fill the pages of much writing in English before 1900. We will examine the ways in which a number of writers before 1900 use the strange and the fabulous to suggest new ways of understanding what it means to be normal. Authors may include Columbus, Shakespeare, Mary Shelley, and Poe.

ENGL 1511F. Wordsworth and Coleridge: Lyrical Ballads.

An introduction to and close reading of the *Lyrical Ballads*, one of the most radical and innovative volumes in British Romantic literature. We will pay special attention to the aesthetic, historical, ethical, and political dimensions of the text, patiently working through the poems and prefaces, as well as reading antecedent texts, in order to understand why the book was an experiment for its authors, and what are its enduring effects on our contemporary moment.

ENGL 1511G. Dickens and Others.

An introduction to the novels of Charles Dickens (1812-1870) that considers these works in relation to other important intellectual, historical, and literary developments of mid-19th-century England. Special attention given to the political, social, and philosophical significance of "others" in Dickens's writing and in related works from the period. In addition to a set of Dickens's novels, readings include selections from Mill, Arnold, Marx, Tennyson, Eliot, and others.

ENGL 1511H. Literature of the American Renaissance.

A survey of the major figures of mid-19th-century American literature, with a particular emphasis on how the writers of the period engaged the political and legal issues informing the sectional conflict on the eve of the Civil War. Authors to be considered include Poe, Hawthorne, Melville, Dickinson, Stowe, Douglass, Brown, Jacobs, and Whitman. Students who have taken ENGL 0600F may not register for this course.

ENGL 1511I. Culture and Anarchy.

This course will trace the development of the concept of culture from its origin in conflict generated by the universalizing mission of the Enlightenment into a variety of literary and philosophical writings in 19th-century British literature. Readings from Rousseau, Kant, Herder, Burke, Wordsworth, Percy Shelley, Carlyle, Thoreau, Emerson, Tennyson, Arnold, and George Eliot.

ENGL 1511J. The Rise of American Realism.

Realist fiction is traditionally associated with France (Honoré Balzac, Émile Zola) and England (Jane Austen, Charles Dickens, George Eliot). We will read a number of important American realist writers (including Stephen Crane, Edith Wharton, Henry James, and Theodore Dreiser) in order to understand what might be distinctive about American realism and what it might owe to its European forerunner.

ENGL 1511K. Gothic Novels and Romantic Poems.

The difference between "high Romantic" poetry and Gothic popular fiction blurs when we look closely at these haunted and haunting texts. This seminar will examine some major Romantic poems by Wordsworth, Coleridge, Keats, Shelley, and Byron in tandem with Gothic novels by Ann Radcliffe, Matthew Lewis, Jane Austen, and Mary Shelley.

ENGL 1511L. On Being Bored.

This course explores texts/films that represent and formally express states of non-productivity or non-desire. Beginning with the Enlightenment and romantic periods, we will reflect on narratives with neither progress nor plot, characters that resist characterization, and poems that deny assertion and revelation. Authors include: Kleist, Kant, Rousseau, Coleridge, de Quincey, Keats, Blanchot, Levinas, Beckett, Ashbery, Schuyler.

ENGL 1511M. Victorian Self and Society.

This multi-genre course studies literature and culture of the Victorian period, looking at the changing ideas of society and the individual's place within that larger community in an age of empire, industrialization, urbanization, class conflict, and religious crisis. Topics include conceptions of the role of art and culture in society, the railway mania of the 1840s, women's suffrage and the condition of women, and the Great Exhibition of 1851. Readings (essays, poems, stories, plays, and novels) by Carlyle, Charlotte Brontë, Ruskin, Robert Browning, Dickens, Tennyson, Christina Rossetti, George Eliot, and Lewis Carroll.

ENGL 1511N. Liberalism, Empire, and the American Novel.

An historical consideration of how the novel in the United States addresses the relations between American liberalism and the projection of US sovereign authority into international contexts. Topics to be considered include: Manifest Destiny and the frontier; Reconstruction and the rise of imperial America; World War II and the Cold War; and the United States at the end of History.

ENGL 1511O. American Poetry I: Puritans through the Nineteenth Century.

Survey of the invention and development of American poetic traditions. Readings include Bradstreet, Taylor, Wheatley, Freneau, Bryant, Emerson, Poe, Whitman, Melville, Dickinson, and Frost.

ENGL 1511P. Realism, Modernism, Postmodernism: The American Novel and its Traditions.

This course charts the course of American novel from the Civil War to the present. We will attend to the development of a distinctly novelistic literary tradition in American writing over the period and to the interactions between this tradition of literary novel writing and the emergence commercial novelistic generic forms (ie. the detective novel, science fiction). We will also consider the novel's relations to alternative literary modes (narrative history, the sketch, the short story, the occasional essay) and to alternative media (film, television, music). Melville, Twain, DuBois, James, Fitzgerald, Hammett, Hurston, Wright, Nabokov, Butler, Morrison, Dick, Didion.

ENGL 1511Q. Melville, Conrad, and the Sea.

This class reads a number of the major works of Melville and Conrad in order to ask a number of questions crucial to understanding modern narrative: the relationship between realism and the romance (the sea being both the setting for adventure and a place of work); how, why, and by whom stories are told and passed on (the sea being both the place where 'tall tales' are told and where they are set); the role of the eye-witness (how do you prove you saw what no else has seen). Texts include "Moby Dick," "Billy Budd," "Lord Jim," and "Heart of Darkness."

ENGL 1511R. Scandalous Victorians.

This course examines the literature and culture of Victorian Britain through the lens of scandal. Particular attention will be paid to questions of gender, sexuality, class and social mobility, and national and imperial identity, as well as to the dynamics of scandal and the processes of social change.

ENGL 1511S. The Victorian Novel and/as the History of Sexuality.

Might the modern hetero- and homosexual be Victorian constructions that have really "stuck"? We will explore how the Victorian novel contributed to the cultural labor of joining sexuality to a sense of the self, and then pitched in on the effort to meld romance, love, and sexuality into marital relationships. Domesticity, obsession, heterophobia, the Malthusian unconsciousness, and erotic versus romantic friendship will be some of the issues discussed. We will also branch out into issues of pleasure and desire more broadly in Victorian culture. Authors will include Brontë, Dickens, Eliot, Hardy, Charlotte Yonge, and Wilde.

ENGL 1511T. Victorian Inequality.

From "Dickensian" workhouses to shady financiers, Victorian literature has provided touchstones for discussions of inequality today. This course will investigate how writers responded to the experience of inequality in Victorian Britain. Considering multiple axes of inequality, we will explore topics such as poverty and class conflict, social mobility, urbanization, gender, education, Empire, and labor.

ENGL 1511U. Melville, Poe, and American Modernity.

The class will be guided by the premise that the writings of Poe and Melville reflect mid-19th century modernity. To support this claim we will look into their experimentation with narrative structure and ask whether the absence of clearly delineated characters in their stories is related to the emergence of urban crowds, practices of dehumanization employed in New York and Philadelphia prisons and hospitals.

ENGL 1511V. Nature and the Self in Victorian Poetry.

The major works of Victorian poetry, spanning from the end of the Romantic period to the beginnings of Modernist poetry: roughly 1840 to 1890. We will be reading Matthew Arnold, Robert Browning, Thomas Hardy, Gerard Manley Hopkins, and Alfred Tennyson in detail, as well as critical writing and political poetry from the period.

ENGL 1511Y. Emily Dickinson and the Theory of Lyric Form.

This class examines the extraordinary work of Emily Dickinson in an attempt to understand what lyric poetry is and how it works. We will read a generous sampling of Dickinson's poetry as well as a number of the major theoretical accounts of the lyric. Enrollment limited to juniors and seniors.

ENGL 1512B. Fantastic Tales.

How do we explain the popularity of fantastic narratives in an age dominated by the rise of realism and modern science? Why did shorter supernatural tales flourish alongside the lengthy realistic novels of the nineteenth century? Close readings of short fantastic fiction in American and British literature of this period that confront readers with stories that defy realistic and scientific representation. Themes include horror, the uncanny, the gothic, and ghosts. Also considered will be some film adaptations. Works by Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, George Eliot, Charles Dickens, Elizabeth Gaskell, Robert Louis Stevenson, Henry James, Oscar Wilde, and H. P. Lovecraft.

ENGL 1560A. Jane Austen and George Eliot.

A survey of the major novels of Austen and Eliot. Readings will also include contemporary reviews and responses, letters, and Eliot's critical prose, as well as literary theory and criticism addressing questions such as novelistic form, realism and narrativity, the problem of the subject, the politics of aesthetics, and the changing status of the woman writer in the 19th century. Enrollment limited to 20 seniors and juniors. Instructor permission required.

ENGL 1560B. Melville.

A seminar looking closely at the relation between the life and literary work of Herman Melville, with an extended reading of his masterpiece, *Moby-Dick*. The course will look at the history of writing and publishing during Melville's era and consider some of his contemporaries like Hawthorne and Harriet Beecher Stowe. Enrollment limited to 20.

ENGL 1560E. The Modern Self and Its Others.

How do eighteenth-century representations of personal and public identity mark the emergence of the modern 'subject' as defined by gender, race, nation, language, and the body? Readings will include selections by Swift, Pope, Montague, Stern, Johnson, and Berney.

ENGL 1560F. Nineteenth-Century American Imperialism.

Examines a number of different types of texts—novels, essays, journalism, oral narratives—in order to trace the connections between the internal colonialism of America in the nineteenth century and U.S. colonial ventures in the Caribbean, Asia, and Latin America. Writers to include Melville, Twain, Marti, Black Elk, Crane, Du Bois, and Roosevelt.

ENGL 1560G. Romantic Orientalism.

Representations of "the East" in British writing and visual art from 1775 to 1825. Historical and theoretical accounts of "orientalism" and analysis of the political and ideological sources and consequences of "orientalist" representation. Readings in Wordsworth, Coleridge, Owenson, DeQuincey, Byron, Percy Shelley, and Mary Shelley.

ENGL 1560H. The Victorian Novel.

What specific historical conditions can be seen to have led to the emergence of the novel as a leading literary form in the Victorian era? What cultural work was it called upon to perform? How does it address broader philosophical, economic, political and social questions of the Victorian era? Authors include Dickens, Eliot, Hardy, Stevenson, and Conrad.

ENGL 1560M. Orientalism and the Place of Literature.

Literary representations of "the East" from the Enlightenment through Modernism and their relation to changing conceptions of the meaning and value of "literature" itself. Thinking about "place" in representational, geopolitical, and institutional terms. Readings from the "Arabian Nights," Mary Wortley Montagu, Oliver Goldsmith, Coleridge, Byron, De Quincey, Kipling, Michael Ondaatje, and others; theoretical and historical perspectives from Said, Williams, Eagleton, and others.

ENGL 1560N. Eighteenth-Century Novel.

The 18th century marks the beginning of the novel as we know it. This course considers the "rise" of fiction during the "long" eighteenth century. Beginning with Behn, Haywood and Defoe, readings include works by Richardson, Fielding, Sterne, Smollett, Lewis, and Godwin.

ENGL 1560O. Slavery and American Literature.

This course examines the ways in which slavery is represented in 19th-century American literature. We will consider efforts to delineate the social practices and effects of chattel slavery and deployments of slavery as a form of political rhetoric. Readings include works by Douglass, Jacobs, Stowe, Melville, Howells, Twain, and DuBois.

ENGL 1560Q. The Poetry of Politics: Baudelaire, Arnold, Whitman.

Explores the special challenge to the traditional form of lyric poetry posed by the post-industrial modern city of the mid-19th century. We will study the poetry and prose of Charles Baudelaire, Matthew Arnold, and Walt Whitman as responses to the urban conditions represented by mid-19th-century Paris, London, and New York. Motifs to be considered include modernity, commodification, and crowds. Priority will be given to junior and senior concentrators in English, Comparative Literature, Modern Culture and Media, and French Studies. First-year students and sophomores may request permission by email to take the course.

ENGL 1560R. From Frankenstein to Einstein: Literature and Science from 1800 to 1950.

Science and literature as interrelated ways of knowing and learning, focusing on questions of language, observation, interpretation, and value. Themes include utopias and dystopias, evolution and degeneration, man and machine, entropy and chaos, and the relationship between literary imagination and scientific creativity. Readings include poems, plays, novels, and essays (Shelley, Arnold, Doyle, Poe, Wells, Kafka, Stoppard) alongside a range of scientific writing (Darwin, Huxley, Freud, Gould, James Watson) and philosophy of science (Popper, Feyerabend, Kuhn). Enrollment limited to 20 juniors and seniors. Banner registrations after classes begin require instructor approval.

ENGL 1560S. Forms of American Realism, 1865-1945.

An inquiry into the nature of realism and an examination of its various historical manifestations—literary, legal, political, and aesthetic—between the Civil War and World War II. Authors to be considered include DeForest, Chesnutt, Twain, Howells, Norris, Gilman, Wharton, Hemingway, Steinbeck, Hurston, and Wright. Enrollment limited.

ENGL 1560T. Literature, Religion, and "Culture Wars" in America.

This course examines important moments where religious and literary histories converge. It reads "classic" American literary works in context of ongoing conflicts between evangelical and secular forces in American life, and it thinks about literature as an arena where these very categories are contested and revised. Major readings will include works by John Winthrop, Benjamin Franklin, Harriet Beecher Stowe, African American women preachers, Emerson, Mark Twain, and Flannery O'Connor. Enrollment restricted.

ENGL 1560U. Radicals and Conservatives: the later 18th Century.

The relationship between literature and society is demonstrated by conservatives like "Dictionary" Johnson as well as by radicals like visionary Blake. Readings include works by Johnson, Boswell, Burke, Gibbon, Sterne, Burney, Wollstonecraft, Godwin, and Blake. Enrollment limited to 20.

ENGL 1560V. The Lives of a Text.

Books are composed not merely of concepts. They are material objects whose forms, functions, and value can vary widely. We will make use of rare editions at the John Hay Library to help us explore both the literary content of works and their production and dissemination in various formats and for various audiences. Authors may include Shakespeare, Poe, and Fitzgerald. Enrollment limited to 15. Not open to first year students.

ENGL 1560W. Getting Emotional: Passionate Theories.

This course examines connections between emotion, feeling, and affect in several key texts from 18th-, 19th-, and 20th-century literatures. We will ask how and why affect becomes a central concept for writers and thinkers in the Enlightenment, and chart the ways in which affect productively opens up onto contemporary theorizations of identity, gender, sexuality, and race. Possible authors include: Wordsworth, Austen, Blake, Equiano, Coleridge, Keats, Shelley, Wilde, Pater, Kant, Melville, Hofmansthal, Hume. Films by Todd Haynes, McQueen, Campion, Frampton. Theoretical readings by Berlant, Ellison, Terada, Deleuze, Stewart. Enrollment limited to 20 juniors and seniors.

ENGL 1560X. Transatlantic America.

What was "transatlantic" culture in colonial and 19th-century America? How did American writers continue to engage and respond to English culture? Franklin, Emerson, Sedgwick, Paine, Addison and Steele, Carlyle, and others. Enrollment limited.

ENGL 1560Y. The Ethics of Romanticism.

An exploration of the intersections of moral philosophy and Romantic literature and culture. Writers studied may include Smith, Hume, Bentham, Hazlitt, Hegel, Wordsworth, Coleridge, Keats, Shelley, Byron, Godwin, Equiano, Austen. We will consider how writings of the Enlightenment and Romantic period differently reflect upon problems of knowledge, otherness, identity, community, and aesthetics, and how these reflections are related to the ethical imagination. We will also juxtapose our selections with several recent theoretical debates. Enrollment limited to 20.

ENGL 1560Z. Time and Narrative.

This course studies fiction that experiments with the representation of time alongside philosophical and critical texts on the theory of time. We will consider how engagements with the question of time shape the structures, language, characters, plots, themes, and goals of narrative, looking at topics such as time and language, story and narration, memory and history. We will also consider the impact of technological and social developments on the sense of time (the wristwatch, the telegraph, railway timetables). Authors include St. Augustine, Laurence Sterne, John Locke, David Hume, Ambrose Bierce, Charles Dickens, H.G. Wells, Thomas Hardy, Henry James, Virginia Woolf. Enrollment limited.

ENGL 1561C. Swift and His Contemporaries.

Jonathan Swift's works are central to this course's investigation of early 18th-century literature and culture. The reading focuses on the period as an "information age" energized by issues not unlike those of our own time: partisan politics, money, proliferation of new forms of textuality, globalization, changing views on gender and sexuality, love, religion, and war. The emphasis will be on irony, parody, and satire. Other writers include Congreve, Defoe, Manley, Pope, Gay, Montagu, Addison, and Steele. Students who have taken ENGL 1510T may not register for this course. Not open to first-year students or students who have taken ENGL 1510T. Enrollment limited.

ENGL 1561D. Writing and the Ruins of Empire.

An exploration of literary representations of "empire" and "imperialism" from the 18th century to the present. Readings in Gibbon's *Decline and Fall of the Roman Empire*, Volney's *Ruins of Empire*, and a wide range of 19th- and 20th-century texts. Some consideration of theories of imperialism and of visual representations of cultures of empire. Enrollment limited to 20. Prior coursework in 18th- and 19th-century literature advised.

ENGL 1561E. The Western.

An examination of the formula Western in American fiction, art, and cinema, with a view toward situating the genre within urban middle-class culture in the late 19th- and 20th-century United States. Authors to be considered include Twain, Harte, Crane, Austin, Cather, Doctorow, Reed, Leonard, and L'Amour. Films: *Destry Rides Again*, *Stagecoach*, *Rio Bravo*, *The Seven Samurai*, *Fistful of Dollars*, *Dirty Harry*, *The Man from Laramie*, *Paint your Wagon*, *Act of Violence*, among others. Enrollment limited to 20.

ENGL 1561F. Sacred Readings: The Bible, Biblical Interpretation, and Victorian Literature.

Bible reading in terms of apocalyptic and other prophecies permeates Victorian literature, coloring ideas of politics, gender, character, and the arts in ways that seem a secret code. The course therefore reads works by Charlotte Brontë, the Brownings, Carlyle, Hopkins, Newman, the Rossetti, Ruskin, and Swinburne in light of once common ideas of typology, prophecy, and apocalypse. Enrollment limited to 20.

ENGL 1561G. Swift, Pope, Johnson.

The course provides in-depth study of three major writers of the eighteenth century and will include cultural contexts. Readings include *Gulliver's Travels*, *The Rape of the Lock*, and *Rasselas*. Enrollment limited to 20.

ENGL 1561H. The Brain and the Book: Thinking and Reading in the Victorian Novel.

Considers two nineteenth-century novels in light of theories of cognition, both nineteenth-century and contemporary. This course proposes to study how some of the foundational questions of literary study—the nature of language, the location of meaning, the experience of reading, the power of metaphor, and the sources of creative thought—can also be studied from the perspective of mental science. We will read two Victorian novels in serial installments simultaneously, alongside shorter readings. Limited to juniors and seniors only. Banner registrations after classes begin require instructor approval. Enrollment limited to 20.

ENGL 1561I. The Nineteenth-Century Novel.

This seminar examines how British and French nineteenth-century novels thematize history, memory, representation and desire. Authors to be studied include Austen, Stendhal, Balzac, Dickens, Flaubert, Eliot, and, if time allows, James and/or Proust. Enrollment limited to 20.

ENGL 1561J. The Poetics of Confession.

This course explores the theoretical structures and models of confession in various literary and cinematic sources, with a special emphasis on work from the nineteenth and twentieth centuries. Authors might include: St. Augustine, Rousseau, De Quincey, Foucault, Wordsworth, Bronte, Wilde.

ENGL 1561K. Restoration and Eighteenth-Century Drama.

After almost two decades of closure, public theaters re-opened in 1660. This new beginning occasioned new plays, new kinds of performance and production, and new intersections between the stage and society. We will study works by Etherege, Wycherly, Congreve, Dryden, Behn, Gay, Lillo, Sheridan, and others. Not open to first-year students.

ENGL 1561L. Revolution, War, Poetry: Wordsworth in the 1790s.

William Wordsworth's poetic experiments during the 1790s are often said to have invented modern poetry as the poetry of consciousness; they are also efforts to find language adequate to a time of revolution, war, and modernity. This seminar examines texts by various writers of the revolutionary era, but focuses on Wordsworth's poetry from the early 1790s to the 1805 *Prelude*. Enrollment limited to 20. Not open to first-year students.

ENGL 1561M. American Literature and the Corporation.

A study of the development of the American novel from the Civil War to the present in light of the emergence of the corporation as the principal unit of economic enterprise in the United States. We will survey corporate theory from Lippmann to Collins, and use it to frame the novel's development from realism through modernism into postmodernism. Corporate theorists to be considered: Lippmann, Dewey, Berle, Drucker, Mayo, Demming, Friedman, Coase. Novelists to be considered: Twain, Dreiser, Wharton, Stein, Faulkner, Steinbeck, Wright, Ellison, McCullers, Reed, Gaddis, Morrison. Enrollment limited to 20.

ENGL 1561N. What is an Author?: Poe, Hawthorne, Dickinson.

What does it mean to be identified as an "author"? How did the practices of writing and reading change in 19th-century America? This course addresses such questions by reconsidering the literary careers of Hawthorne, Poe, and Emily Dickinson. Our work will investigate literary culture and book history, focusing on 19th-century authors, readers, magazines, publishing, criticism, and popular media. Enrollment limited to 20.

ENGL 1561P. Henry James and the Art of the Novel.

Henry James wrote about fiction as a form of experience: "The power to guess the unseen from the seen, to trace the implications of things." He advises the writer, "Try to be one of the people on whom nothing is lost!" In this course we will read James's critical writings and his major works in the novel and short story.

ENGL 1561Q. Emily Dickinson.

An intensive reading of the work of Emily Dickinson in the context of her most important poetic predecessors and heirs. Other poets we will be reading will include John Donne, John Keats, Robert and Elizabeth Barrett Browning, Ralph Waldo Emerson, Wallace Stevens, Elizabeth Bishop, and Susan Howe. Students will be expected to have some familiarity with reading lyric poetry. Limited to 20 junior and senior concentrators in English, Comparative Literature, Literary Arts, French Studies, Hispanic Studies, Italian Studies.

ENGL 1561S. Gender and Sexuality in Victorian Literature.

This seminar explores the constructions and the highly charged cultural significance of gender and sexuality in the literature of Victorian Britain. Readings include a selection of fiction, poetry, and prose writing by authors such as Alfred, Lord Tennyson; Emily Brontë; Elizabeth Barrett Browning; Mary Elizabeth Braddon; Dante Gabriel Rossetti; Christina Rossetti; Robert Louis Stevenson; and Thomas Hardy. Enrollment limited to 20.

ENGL 1561T. The Sensational and the Real in Victorian Fiction.

This course will focus on the Victorian novel, which has been called the period's greatest artistic achievement. In particular we will explore two modes through which novels engaged the turbulent experience of their time: realism and sensation. We will examine how these different novelistic modes tackled the issues of gender, sexuality, class, and personal and community identity. Enrollment limited to 20.

ENGL 1561U. Oedipus in Myth, Tragedy, and Theory.

This course is an intensive study of *Oedipus Rex*, as well as an introduction to the debates and responses it has occasioned. It spans several disciplines, from the classics to philosophy to psychoanalysis to literary theory, following the trajectory of this single figure. Readings: Sophocles, Aristotle, Hegel, Rancière, Girard, Foucault, Freud, and Bernard Williams. Enrollment limited to 20.

ENGL 1561W. On Being Bored.

This course will explore how and why certain texts and films represent states of non-productivity or non-desire. Beginning with writings from the Enlightenment and Romantic periods, we will move into contemporary theoretical and aesthetic reflections on the links between art and worklessness: narratives with neither progress nor plot, characters that resist characterization, as well as poems and films that resist emphatic assertion and revelation. Enrollment limited to 20.

ENGL 1561Y. In Excess: Rossetti, Hopkins, Wilde.

This seminar will be a focused close reading of three late Victorian writers whose works might be described as radically excessive insofar as they transgress and push beyond the limits of social, ethical, aesthetic, sexual, and political conventions. What does it mean to describe a text as excessive, and how can excess be considered as a constitutive part of its form? We will concentrate on poetry, plays, and theoretical texts, putting our authors into conversation with contemporary thinkers of excess. Enrollment limited to 20.

ENGL 1562B. Somebodies, Nobodies, and Other Others: 18th-Century Women's Writing.

Women wrote and published in unprecedented numbers for the first time during the eighteenth century. Recovery of their important work is ongoing. Revolution, globalization, and other changes in private and public life prompted writers like Elizabeth Haywood, Mary Montagu, Ann Finch, Charlotte Lennox, Frances Sheridan, Mary Wollstonecraft, Frances Burney to redefine gender roles and challenge cultural prohibitions against female authorship. Enrollment limited to 20.

ENGL 1562D. The Good Book: Reading the Bible as Literature.

The Bible is the most widely read book in history and its influence on English literature cannot be overstated. It is—for better or worse—in the background of almost everything. This course is an entirely secular, non-theological introduction to the literary study of the Bible as collection of narratives, poems, letters, fables, myths, proverbs. We will look at issues of its translation into English and some of the fascinating interpretive problems specific to the Biblical texts. (We will not be reading the entire Bible.) No background required.

ENGL 1562E. The Good Book: Reading the Bible as Literature.

The Bible is the most widely read book in history and its influence on English literature cannot be overstated. It is—for better or worse—in the background of almost everything. This course is an entirely secular, non-theological introduction to the literary study of the Bible as collection of narratives, poems, letters, fables, myths, proverbs. We will look at issues of its translation into English and some of the fascinating interpretive problems specific to the Biblical texts. (We will not be reading the entire Bible.) No background required.

ENGL 1562Z. Queens: Hopkins and Phillips.

A close-reading seminar devoted to select prose and poetic texts by two major queer poets, focusing on their shared transhistorical interests in sexuality, love, devotion, aesthetics, and recklessness.

ENGL 1580. Undergraduate Independent Study in the Enlightenment and the Rise of National Literatures.

Tutorial instruction oriented toward a literary research topic. Section numbers vary by instructor. Instructor's permission required.

ENGL 1710A. "Extravagant" Texts: Advanced Studies in Asian American Literatures.

Examines Asian American writings that are difficult, complex, and/or experimental—that are, in Kingston's phrase, "extravagant." Explores the issue of what is at stake—politically and aesthetically—in writing that explicitly challenges the generic conventions with which much Asian American literature is linked: autobiography, the Bildungsroman, ethnography, realism, and sentimentalism.

ENGL 1710B. American Vertigo: How the World Sees the U.S..

Why does America exercise such an extraordinary attraction for foreign writers? And why, moreover, is the America that appears in those writings so often unrecognizable? This class examines the representation of American life from DeTocqueville to Henry-Levy, looking at work by Amis, Antonioni, Adorno, Nabokov, Kincaid, and others. Two lectures and one discussion meeting weekly. Students will be assigned to conference sections by the instructor during the first week of class.

ENGL 1710C. Race and Nation in American Literature.

From the heyday of literary realism through the rise of modernism, race definitively shaped the national literature of the U.S. This course will consider representations of racial identities in relation to key historical and aesthetic developments within these two periods. Authors include Mark Twain, Frances Harper, Charles Chesnutt, Stephen Crane, William Faulkner, and John Fante.

ENGL 1710D. Anglo-American Nonfiction: Sages, Satirists, and New Journalists.

After examining the relations between fiction and nonfiction, the class will consider the work of Tom Wolfe, Joan Didion, Annie Dillard, and others within contexts created by essayists (Montaigne), satirists (Swift), and Nineteenth-century sages (Carlyle, Thoreau, Nightingale, and Ruskin). The class will become acquainted with various nonfictional forms including prose satire, the meditative essay, sage-writing, autobiography, and travel literature.

ENGL 1710E. Reading Race in Black + Yellow: Comparative Studies in 20th-C African American + Asian American Fiction.

Focusing on pairs of African American and Asian American works that address parallel concerns, we explore the continuities and discontinuities between these literary traditions. Authors we examine may include: James Weldon Johnson and Winnifred Eaton, Richard Wright and Carlos Bulosan, Chang-rae Lee and Toni Morrison, Karen Tei Yamashita and Caryl Phillips.

ENGL 1710F. Tribe, Nation, and Race in African Fiction.

How do major African novelists represent the interplay of tribe, nation, and race in African societies? This course will introduce students to key themes and contexts of African literature in English. We will read the work of the writers for the historical sources and conceptual implications of these categories in modern Africa. Writers include Achebe, Emecheta, Farah, Ngugi, and Vera.

ENGL 1710G. Faulkner.

In examining Faulkner's major works from the early stream-of-consciousness novels through the history-driven and race-inflected texts of the 30s and 40s, this course will evaluate Faulkner's practice as a writer working both in and against Southern culture, and as Modernist writing within an international context. Issues include narrative experimentation, race, class, gender, and the evolution of Faulkner's work. Students should register for ENGL 1710G S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 1710H. Black Internationalism and African American Literature.

The notion that African Americans are an extension of a global racial community has been a fixture of black politics and culture for more than a century. In this course, we will consider how the concept of global racial alliance has shaped black political resistance, literary practice, and critical theory. Likely writers include DuBois, Hughes, McKay, and Wideman.

ENGL 1710I. Harlem Renaissance: The Politics of Culture.

The Harlem Renaissance was a remarkable flowering of culture in post-war New York as well as a social movement that advanced political agendas for the nation. This course takes up the relationship between literature and politics by exploring such matters as the urbanization of black America, the representation of the black poor, the influence of white patronage, and the rise of primitivism. Writers may include Hughes, Hurston, Larsen, Fisher, Locke, and McKay.

ENGL 1710J. Modern African Literature.

This course considers themes, antecedents, and contexts of modern African literature and related forms. Our readings will include fiction in English or in translation, traditional oral forms like panegyric and festival poetry, and some films. We will examine how these diverse materials explore the interplay of ethnicity, nationality, and race. We will also address the issue of "tradition" in contexts where nationalisms of various stripes are becoming stronger, even as the world becomes more interconnected through trade, immigration, and digital technology. Authors will include Achebe, Adichie, Dangarembga, Kourouma, Ngugi, Salih, Soyinka, Wicomb. Films by Kouyaté, Loreau, Sembène.

ENGL 1710K. Literature and the Problem of Poverty.

This course explores poverty as a political and aesthetic problem for American writers. Examines the ways that writers have imagined the poor as dangerous others, agents of urban decay, bearers of folk culture, and engines of class revolt. Authors include Stephen Crane, William Faulkner, Zora Neale Hurston, and Richard Wright.

ENGL 1710L. Modernism and Everyday Life.

We will examine modernist literature in the context of contemporary art, psychology, and theories of everyday life to ask how this period understood ordinary objects and events. Could they be the proper subject matter of art? In the right circumstances, might they actually be art? Writers may include Woolf, Joyce, Williams, Eliot, Stein, James, Freud, deCerteau. One previous literature class required.

ENGL 1710M. Nationalizing Narratives: Race, Nationalism, and the American Novel.

While American novels can imagine the nation as a multiracial unity, they also provide potent critiques of white supremacy, giving literary form to the cultural expressions of communities of color. We examine novelistic visions of the nation by writers like Ralph Ellison, Toni Morrison, and Viet Nguyen along with critical anatomies of nationalism by theorists like Benedict Anderson and Etienne Balibar. Not open to first year students.

ENGL 1710N. Photography and the American Novel.

Traces the impact made by the emerging medium of photography on American fiction from its very beginnings until the present. Our focus will be on the varying strategies adopted by novelists in response to the representational challenges posed by photography. Writers include Hawthorne, Nabokov, Faulkner, Hurston, Citron, Eugenides, and Barthes. Students should register for ENGL 1710N S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 1710O. The Dead and the Living.

Readings in literature, theory, psychoanalysis, philosophy and law examine how the relation between the dead and the living shapes the concerns of modernist narrative and thought. Topics include "Living with the Dead," "Haunting and Knowing," "Writing Lives," "Dreaming and Waking," and "Picturing the Dead." Readings include Joyce, Conrad, Woolf, Forster, and Greene as well as Freud, Lacan, Benjamin, and Barthes.

ENGL 1710P. The Literature and Culture of Black Power Reconsidered.

This course reexamines the Black Power movement as a signal development in American literature and culture. We will read classics from the period with a view toward reassessing the nuances and complexities of their form and politics. At the same time, we will recover less familiar texts that complicate conventional understandings of what defines this movement. Authors include Malcolm X, Huey P. Newton, Angela Davis, Eldridge Cleaver, John Edgar Wideman, Ernest Gaines, and Amiri Baraka.

ENGL 1710Q. Bloomsbury and Modernism.

The contribution of the avant-garde "Bloomsbury Group" to the development of literary modernism. The focus will be on the central literary figures (Virginia Woolf, E. M. Forster, and T. S. Eliot), but attention will also be paid to the visual arts (Roger Fry, Vanessa Bell, and Post-Impressionism) and to social criticism (Lytton Strachey, Leonard Woolf, and John Maynard Keynes).

ENGL 1710S. Writing War.

Examines the challenges that war poses to representation, and particularly to language and literary expression in the modern era. We will focus primarily on the First and Second World Wars, exploring the specific pressures war puts on novels and poetry, as well as on history, psychology, and ethics. Works by Sassoon, Owen, Barbusse, Brittain, Woolf, Rebecca West, Graham Greene, Pat Barker, Marc Bloch.

ENGL 1710W. Literary Impressionism.

An examination of the role of "literary impressionism" in the transformation of the novel from realism to modernism. Writers studied include Henry James, Joseph Conrad, Stephen Crane, Ford Madox Ford, and Virginia Woolf. Close analysis of their narrative methods for dramatizing consciousness, with attention to the political and ethical implications of impressionism's focus on the inner life.

ENGL 1710Y. American Literature and the Cold War.

A study of American literature in the context of the broad intellectual culture--strategic, ideological, philosophical, aesthetic, and economic--engendered by the conflict between the United States and the Soviet Union from 1945 to 1991. We will assess the role of the bomb, McCarthyism, game theory, the military industrial complex, and strategic doctrines of containment and deterrence in the rise of postmodernism in American literature. Authors to be considered include Bellow, Highsmith, Millar, Ellison, McCarthy, Mailer, Pynchon, Wideman, Coover, Delillo. Students should register for ENGL 1710Y S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 1711A. American Poetry II: Modernism.

Study of modernist American poetry. Readings include Pound, Eliot, Stevens, Williams, H.D., Moore, Hughes, and others.

ENGL 1711B. Modernist Fiction.

Readings in British and American fiction and culture in the early 20th century, with particular attention to the relationships between modernist literary experiment and contemporary questions about empire, race, the changing status of women, and the grounds of literary authority. Writers may include Conrad, H.D., Joyce, Larsen, Lawrence, Rhys, Toomer, Woolf. Two lectures and one discussion meeting weekly. Students will be assigned to conference sections by the instructor during the first week of class.

ENGL 1711C. Modernist Henry James.

How consciousness knows the world was a topic of endless fascination to Henry James. By dramatizing the workings of consciousness, James transformed the novel and led the way to modernism. In addition to the aesthetic significance of his experiments with point of view, the course will also analyze the ethical consequences of his insistence on life's ambiguities.

ENGL 1711D. Reading New York.

How have people imagined New York City from the early 20th century to the present? What possibilities does the city provide? What restrictions? To consider these questions we will discuss immigration, mobility, nightlife and the neighborhood, downtown, underground and gentrified spaces, migration and the aftereffects of 9/11. The course ranges across fiction and poetry, memoir and literary journalism, photography and video performance. Texts may include work by Nella Larsen, John Dos Passos, E.B. White, Frank O'Hara, Jane Jacobs, Patti Smith, Nan Goldin, and Teju Cole. A previous literature class is strongly recommended, but not a prerequisite.

ENGL 1711E. African American Literature After 1975.

Over the past fifty years, African American writers have generated some of the most acclaimed and innovative writing in American letters. This course seeks to better understand the historical, political, and aesthetic currents that have shaped this expansive body of writing. In so doing, we will consider this literature in relation to the legacies of black radicalism, the evolution of black feminist thought, the economics of the literary marketplace, and the history of the transatlantic slave trade. Authors include Toni Morrison, Colson Whitehead, Claudia Rankine, Percival Everett, and Gayl Jones.

ENGL 1711H. Lyric Concepts: The Question of Identity in Modern and Contemporary Poetry.

The lyric within contemporary poetry has often been associated with a desire to express a subjective relation to interior experience while experimental traditions have often imagined the poem as a site of formal or conceptual play devoid of specific concerns of identity. This course draws on poets such as Rankine, Moten, Robertson, Hejinian and the critical tools of affect theory to trouble these distinctions.

ENGL 1711J. Art for an Undivided Earth / Transnational Approaches to Indigenous Art and Activism.

The tension between indigenous literary nationalism and methodologies of cosmopolitanism and transnationalism have animated contemporary Native literary studies. At stake is the very meaning of indigeneity itself—how does indigeneity function on a global scale? How do hemispheric approaches to indigeneity transform our understanding of histories of colonialism? How have artists made connections across space without flattening the specificity of their locations?

ENGL 1711K. The Politics of Perspective: Post-war British Fiction.

Offers an overview of British fiction from the last 50 years in order to consider how Englishness, as (i) a set of images and (ii) a mode of looking, has changed. The course covers 3 distinct periods (post-War period, Thatcherism, the New Labour epoch and beyond) and, is intended as an introduction to theories of culture, ideology and literary analysis and to some of the most important British writers of the last fifty years.

ENGL 1711L. Contemporary Black Women's Literature.

Examination of black women's literature in the post- Civil Rights period. Foregrounding complexities of black womanhood, course investigates how black women have used writing to revise history, assert agency, manufacture beauty, and redress personal and group injury. Emphasis on the intersections of precarity and power, race and rebellion, pastness and black feminist futurity within the context of Africana women's literary legacies. Specific attention paid to the aesthetics of form and the interrelations of race, class, sexuality, generation and nation. Not open to first-year students.

ENGL 1711N. Monsters in our Midst: The Plantation and the Woods in Trans-American Literature.

In this course, we engage literary and film representations about how land is imagined in relation to colonial and nationalist enterprises. "Land" here encompasses conversations around the environment, nature, productive versus "wasteful" uses of rural space, sites of black and indigenous marronage, and beyond. Geographically, we focus on the Caribbean, parts of the U.S., and Latin America. Fictional readings may include works by Michelle Cliff, Maryse Condé, William Faulkner, and. We may watch films such as *Pet Semetary*, *Daughters of the Dust*, and *Bacurau*. We also engage recent works of scholarship about race, the environment, and colonialism.

ENGL 1711O. Radical Pasts, Radical Futures: Literature and the Left.

This course examines American literary representations of leftist social movements in the late twentieth century, including the antiwar movement, anticolonialism, and Black Power nationalism. The class explores autobiographical and journalistic accounts published during the U.S. counterculture as well as novels that present this radicalism after its decline. Authors include Norman Mailer, Angela Davis, Joan Didion, E.L. Doctorow, and John Wideman.

ENGL 1711P. 'We have not yet heard enough, if anything, about the female gaze': Contemporary Writing Not by Men.

The concept of the "male gaze" has been central to feminist critiques of cinema. In developing the concept, Laura Mulvey refused to posit a corrective "female gaze" — which makes Maggie Nelson's remark about the female gaze in literature all the more surprising. This course discusses experimental writing primarily by women through the proposition that, without the male gaze, writing has the potential to be an "astonishing equalizer." Writers include Cusk, Fitzgerald, Gladman, Quin, Z. Smith, Spark, S. Hartman.

ENGL 1711Q. Poetic Modernisms: Now!

This course is a survey of modernist poetry that explores how key works by figures such as Langston Hughes, Gertrude Stein, Ezra Pound, William Carlos Williams, and Marianne Moore have continued to shape poetic forms and possibilities throughout the twentieth century and into the contemporary moment.

ENGL 1711S. James Baldwin.

This course is an introduction to the oeuvre of James Baldwin. Celebrity, Civil Rights spokesperson, social critic, and black queer writer of international renown, James Baldwin wrote prolifically over decades and across literary genres, including novels, essays, plays. He once characterized his trenchant critiques of the failures of US democracy as a practice of love. Foregrounding love as a mode of study, an ethic of care, and the practice of critique, our class will grapple lovingly with the life, literary and legacy of James Baldwin.

ENGL 1711T. 1984: The Myth and the Moment.

Since George Orwell's 1949 publication of *Nineteen Eight-Four*, the year 1984 has loomed large in our imagination. We delve into this year as both an idea and a watershed moment. Historically, it was the year of the Space Shuttle *Discovery*'s maiden voyage; ongoing famine in Ethiopia; the continuing Cold War; the Macintosh computer; and the shooting of four African-American teenagers on the New York subway. Culturally, 1984 brought us *Ghostbusters* and *The Terminator*; Louise Erdrich's *Love Medicine* and Milan Kundera's *The Unbearable Lightness of Being*; Prince's *Purple Rain*; the creation of Tetris; and the rise of the infomercial. By focusing on a single year, we consider how culture and politics intertwine in an unfolding history, and how myths animate lived experience. Works by Erdrich, Kundera, John Edgar Wideman, Jayne Anne Phillips, Martin Amis, in addition to film, television, and music.

ENGL 1711V. Everyday Ornaments: Feminist Poetics and Time.

"What shall our new ornaments be? How should we adorn mortality now?," asks the poet Lisa Robertson in her introduction to *The Weather*, a book that is itself dedicated to the everyday practices of atmospheric description. This class will examine how feminist poetic practices can transform the nonmonumental realm of day-to day life through documenting, description, performance, and ornamentation. We will look especially closely at the writings of Bernadette Mayer, who, in her book *Midwinter Day*, attempts to exhaustively document a single day, December 22, 1978.

ENGL 1760A. Joyce and Woolf.

Intensive study of two of the most innovative and influential modern British novelists, with an emphasis on the relation between their formal experiments and their political engagements. Enrollment limited to 20.

ENGL 1760B. Contemporary African American Literature and the End(s) of Identity.

African American writers and intellectuals have begun to question the wisdom of defining black identity in terms that overemphasize the shared racial and cultural heritage of black people. Course assesses a range of literary and scholarly writing that engages these concerns. Explores such topics as the growing class division among African Americans, the effects of integration, the decline of nationalism, and the visibility of sexual minorities. Likely authors include Johnson, Morrison, Wideman, Beatty, and Senna. Enrollment limited.

ENGL 1760C. Body and Event in Contemporary Fiction.

Discusses the recent turn to the body and mortality in contemporary fiction, and considers the proposition that episodes of dismemberment in contemporary fiction stand in for the dismantlement of the literary text itself. Readings include Selby, Ellis, Cooper, Acker, Frame, Deleuze, Butler, Blanchot. Enrollment limited to seniors, juniors, and sophomores. Banner registrations after classes begin require instructor approval.

ENGL 1760D. Race and Detection: American Crime Narratives.

We examine American crime narratives, focusing on their representations of race, class, gender, and sexuality. Writers studied may include James M. Cain, Raymond Chandler, William Faulkner, Sue Grafton, Chester Himes, Walter Mosley, and Mark Twain.

ENGL 1760E. Who's Afraid of Virginia Woolf?

We will read novels, essays, diaries, and letters by Woolf in order to ask how and why Virginia Woolf haunts our culture and to consider her status as a cultural icon. The seminar will explore her work in the contexts of history, modernism, and literary influences, and it will examine the dimensions of Woolf's afterlife—a posthumous dynamic that shapes issues in art, politics, and gender. Enrollment limited to 20 seniors and juniors.

ENGL 1760F. City, Culture, and Literature in the Early Twentieth Century.

How did changes in the city shape early 20th-century literature? How does the literature of this period—whether avant-garde or documentary, progressive or conservative—shape the way we imagine the city? Topics may include urban spectacle, mobility and segregation, the neighborhood and the crowd. Authors include Dos Passos, Eliot, Larsen, Orwell, Woolf, Wright. Prerequisite: two previous literature courses. Priority to English and Urban Studies concentrators.

ENGL 1760G. American and British Poetry Since 1945.

Study of poetry after 1945. Readings include Bishop, Plath, Ashbery, Merrill, O'Hara, Heaney, Larkin, Walcott, Rich, Dove. Enrollment limited to 20.

ENGL 1760I. "Terrible Beauty": Literature and the Terrorist Imaginary.

Why does terrorism fascinate literary writers in the modern period? Is terrorism the figure of something that is unrepresentable in fiction, or is it a type of direct political action that fiction writers aspire to? Can literature's humanistic role of allaying terror survive an age of spectacular politics? How susceptible is terrorism to "aestheticization"? Texts will include works by Conrad, Flannery O'Connor, Naipaul, Dennis Cooper, Frantz Fanon, and Ngugiwa Thiong'o. Enrollment limited to 20 seniors, juniors, and sophomores. Banner registrations after classes begin require instructor approval.

ENGL 1760J. Reading *Gravity's Rainbow*.

An in-depth study of perhaps the most important American novel of the twentieth century. Reading will include Pynchon's early novel *The Crying of Lot 49*, stories by Borges, Kafka, and Nabokov, and a range of historical, texts and films alluded to in *Gravity's Rainbow*, from the sermons of Jonathan Edwards to the poetry of Rilke to *The Wizard of Oz*. Enrollment limited to 20 seniors.

ENGL 1760K. Reading New York.

We will explore narratives of New York City, both fictional and nonfictional, from the early 20th century to the present. Topics to be addressed include immigration, segregation and mobility, cosmopolitanism and the neighborhood, celebrity and postmodernism. Authors may include John Dos Passos, Ann Petry, E.B. White, Jane Jacobs, Rem Koolhaas. Registration limited to English and Urban Studies concentrators. Students from other concentrations should attend class on the first day and will be admitted if space is available. Enrollment limited to 20. Not open to first-year students. Prerequisite: two previous literature classes.

ENGL 1760L. Bloomsbury and Modernism.

This course will explore the contribution of the so-called "Bloomsbury Group" to the development of modernism in Britain. The focus will be on the central literary figures (Virginia Woolf, E. M. Forster, T. S. Eliot), but attention will also be paid to the visual arts (especially Roger Fry and Post-Impressionism) and social criticism (Lytton Strachey, Leonard Woolf, and John Maynard Keynes). A major question will be how the controversies swirling around Bloomsbury exemplify important debates about modernism. Enrollment limited. Not open to first-year students. Banner registrations after classes begin require instructor approval.

ENGL 1760N. Henry James.

James is a pivotal figure in the history of the novel. His explorations of the workings of consciousness and conventions in representation transformed realism and announced the preoccupation of modernism with interpretation, signs, and narrative experimentation. An intensive study of his most important novels from *Daisy Miller* to *The Golden Bowl*.

ENGL 1760O. American Orientalism.

Examines Orientalism as central motif and thematic concern for American writers from Emerson to DuBois to Kingston. Issues to be addressed include the distinctions between U.S., European, and Afro-Orientalisms; how intra-Asian differences (i.e., China-Japan, East/South Asia) shape conceptions of the Orient; how whiteness and blackness are constructed via a vis yellowness; the relationship between Orientalism and racism; how "nativist" Asian American literary texts, on the one hand, and diasporic texts, on the other, negotiate the legacy of Orientalism. Enrollment limited.

ENGL 1760P. "Extravagant" Texts: Experiments in Asian American Writing.

We examine Asian American writings that are difficult, complex, and/or experimental: texts that are, in Maxine Hong Kingston's phrase, "extravagant." By looking at works that explicitly challenge the generic conventions with which much Asian American literature is usually linked—autobiography, the Bildungsroman, ethnography, realism, and sentimentalism—we try to arrive at a more expansive sense of what the ends of Asian American cultural politics might be. Enrollment limited to 20. Not open to first year students.

ENGL 1760Q. James Joyce and the Modern Novel.

One measure of James Joyce's achievement as a writer is his influence (as an inspiration, an antagonist, or a competitor) on novelists who came after him. Our primary concern will be with Joyce's formal innovations: How did his audacious narrative experiments transform the novel as a genre? Do his stylistic games break with the realistic tradition or expose its linguistic and epistemological workings? In addition to *Dubliners*, *Portrait of the Artist*, and *Ulysses*, we will read novels by Woolf, Faulkner, Beckett, and Nabokov. Enrollment limited to 20. Not open to first-year students. Instructor permission required.

ENGL 1760R. The Roaring Twenties.

The 1920s crystallized much of what we consider modern in 20th-century U. S. culture. This course reads literature of the decade in the context of a broader culture, including film and advertising, to analyze the period's central features: the rise of mass culture and of public relations, changes in women's position, consumerism, car culture, nativism and race relations. Writers include Fitzgerald, Hemingway, Larsen, Toomer, Parker. First-year students and students who have taken ENGL 0650K may not register for this course. Enrollment limited.

ENGL 1760S. Law and Literature: From Response to Responsibility.

Explores modernism as it is shaped by the normative and ethical concerns of a rapidly changing world through literary works, legal writing, and legal opinions. Examines the conceptual, psychological and rhetorical connections between literature and law, and considers how both disciplines shape the imagination but also aim to elicit response and responsibility. Authors include Walter Benjamin, Joseph Conrad, Virginia Woolf, Rebecca West, Chinua Achebe; legal texts include Blackstone, Holmes, Bentham, Cover and a number of legal opinions. Enrollment limited to 20 juniors and seniors.

ENGL 1760T. The Texts of Africa.

This seminar considers the various ways in which "Africa" has been depicted in fictional and non-fictional writing from the nineteenth-century on. We begin with classic travel writing by European missionaries (Park, Livingstone, Moffat), and their African and black diasporic counterparts (Crowther, Freeman, Sims, Soga). We then turn to twentieth-century literature and non-fiction (Abrahams, Conrad, Dinesen, Greene, Ndebele, Wright), closely following the rhetorical devices used to evoke the continent as geographical or subjective reality. We will pay particular attention to questions of history, linguistic representation, and the vagaries of intercultural encounter.

ENGL 1760U. American Modernism and its Aftermaths.

An interdisciplinary study of the rise of modernist aesthetic theory in the United States, its dissemination across various aesthetic (poetry, fiction, various plastic arts) and intellectual (economics, sociology, political theory) fields, and its persistence in United States intellectual life in the various permutations of postmodernism that have succeeded it. Authors to be considered include: poets such as Eliot, Williams, Bishop, Brooks, and Ashbery; novelists such as Faulkner, Hurston, O'Connor, and Didion; aesthetic theorists such as Greenberg, Rosenberg, Fried, Baraka and Kraus; and social theorists such as von Neuman, Rawls, Cavell, Kuhn, Samuelson, Drucker, and Friedman. Enrollment limited to 20.

ENGL 1760V. Lying, Cheating, and Stealing.

Explores literature's treatment of transgressions large and small, with particular attention to the way in which modernist narratives expose, obstruct, condone, or condemn acts of wrongdoing. What is the relationship between a misdeed and its retelling? Does writing right the story of a wrong? Readings from Rousseau, Graham Greene, Oscar Wilde, Lauren Slater, Nietzsche, Freud, as well as film, television, and select readings from law. Enrollment limited to 20 seniors and juniors.

ENGL 1760Y. Toni Morrison.

This course will consider Toni Morrison's novels and essays through four prisms: her interest in the anxieties of Americanness; her attention to language, which includes a consideration of form and of literary theory; her study of love; and her figuring humanity through the experiences of people who are racially black and (often) gendered female. Not open to first-year students. Enrollment limited to 20.

ENGL 1760Z. Law and Literature.

What is the relationship between law and literature? How do these supposedly separate disciplines contribute to our sense of justice and our understanding of injustice? We examine these questions through novels, legal writings, legal opinions, and film, in order to discover how law and literature create interrelated narratives that shed light on issues like identity, sexuality, injury, policing, speech, and silence. We read literary and legal narratives to see to how they inform each other, but also illuminate each other's blind spots. Writers include Robert Louis Stevenson, Virginia Woolf, James Weldon Johnson, and Claudia Rankine. Enrollment limited to 18.

ENGL 1761A. Nationalizing Narratives: Advanced Studies in the Twentieth-Century U.S. Novel.

Focuses on the complex relationship between the genre of the novel and nationalist rhetorics in the modern U.S. Gives particular attention to how literary discourses of nationalism articulate with those of race, gender, and sexuality.

ENGL 1761B. Narratives of Blackness in Latinx and Latin America.

We analyze literary, visual, and performative narratives of blackness in the Spanish- and Portuguese-speaking Americas in relation to whiteness, indigeneity, class, and gender. Primary texts include Carlos Fuentes' *The Death of Artemio Cruz*, Loida Maritza Pérez's *Geographies of Home*, and Herman Melville's *Benito Cereno*. Films include *Xica* (dir. Carlos Diegues) and *Bad Hair* (dir. Mariana Rondón). Enrollment limited to 20. Instructor permission required.

ENGL 1761C. Race, Writing, Manhood: Rhetorics of the "Authentic" in 20th-Cent African + Asian American Literature.

Explores the interrelatedness of racial, sexual, and literary identity in works by U.S. black and Asian male writers. Particular interest given to how the issue of homosocial desire frames literary accounts of racial authenticity. Writers and theorists studied may include James Baldwin, Frank Chin, Ralph Ellison, Frantz Fanon, David Henry Hwang.

ENGL 1761D. Hollywood and American Modernism from FDR to JFK.

Study of the interactions among Hollywood and modernism from the beginning of the sound era through the early 1960s. Authors and directors to be considered include, Loos, Fitzgerald, Faulkner, West, Ferber, Hawks, Wilder, Hitchcock, Mann, and Ford. Enrollment limited to 20.

ENGL 1761E. Blackness and Being.

Through reading criticism, theory, literature, we will think about the representational, aesthetic, and, philosophical (ontological, epistemological, ethical) questions that shape blackness as a conceptual notion. Our study will think through feminist and queer studies, as well as through diaspora and American and ethnic studies, and will consider the historical trajectory of various critical turns in theorizing (literary) blackness. Enrollment limited to 20 juniors and seniors. Instructor permission required. Class list will be finalized after the first day of classes. Please email the professor to add your name to the potential roster.

ENGL 1761F. Toni Morrison.

This course is an advanced introduction to the oeuvre of Nobel Laureate Toni Morrison. Reading her novels and nonfiction, we investigate concerns that shaped our world in the last century and haunt the current one, foregrounding Morrison's writing as a key site of trouble and of transformation.

ENGL 1761G. Translational Echoes of the Korean War.

This course explores how the emergence of cinematic, televisual and literary dimensions of hallyu, or the Korean wave, provides an opportunity to reckon with the complex formations of war, empire and capitalism that have linked the histories of Korea and the United States. Judging by the remarkable popularity of the film *Parasite*, the Netflix series *Squid Game* and Han Kang's novel *The Vegetarian*, Americans seem to have developed an interest in the darker aspects of South Korean contemporary life and the violent events that have shaped them: a devastating civil war and decades under the repressive rule of military dictatorships, which were both shaped by the exigencies of US empire. We explore ways of analyzing such works that combine an understanding of the interlocking histories they illuminate with a critical awareness of the aesthetic and formal strategies that structure them.

ENGL 1761J. Bad, Mad, and Sad: Literatures of Misbehaving Femmes.

In this seminar, we closely analyze fiction and nonfiction writings, as well as films, that explore affective and psychological modes such as mischief, melancholia, and insanity as inflected by gender, race, and class. Readings may include works by authors such as Maryse Condé, Jamaica Kincaid, Nella Larsen, Andrea Long Chu, Ottessa Moshfegh, Jean Rhys, Shola von Reinhold, and Laurie Weeks.

ENGL 1761L. Reading the Black Masses in Literature and Critical Practice.

African American literary and critical practice in the twentieth century was definitively shaped by claims about the linkages between literature and mass politics. We will unpack the continuities and divides that constituted such assertions. Historical nodal points in our investigations will include racial uplift, the Harlem Renaissance, the Black Power Movement, and the post-identity debates.

ENGL 1761M. Asian American Travel Narratives.

Examines mobility and movement as key motifs in Asian American fiction. The course will focus on Asian American literary texts that are structured around travel, both in relation to the United States and to Asia. Our approach will draw from Americanist and Asian Americanist cultural theories about narratives of mobility and from postcolonial theories about travel writing. Enrollment limited.

ENGL 1761N. Natural and Supernatural: Issues in the Study of Science and Religion.

Religion has been studied in a number of fields (anthropology, classics, history, philosophy, psychology, sociology) as a complex of human/cultural phenomena to be examined and explained naturalistically or, as it is said, "scientifically." The course focuses on a set of key classic and contemporary texts in this tradition and on the issues they raise for current understandings of science, religion and the relations—historical, intellectual, cultural and political—between them. Enrollment limited to 20 juniors, seniors, and graduate students.

ENGL 1761O. "Everything that is must be destroyed": American Modernism.

This class will attempt to discover whether there is such a thing as American modernism, examining the connections between works and movements as different as Gertrude Stein's highly experimental *Three Lives*, the Harlem Renaissance (Larsen, Hurston), American Gothic (Anderson, Faulkner), social realism (Wharton, Wright), the cosmopolitan fiction of Fitzgerald and Hemingway, and the proto-postmodern work of Barnes and West. Enrollment limited.

ENGL 1761P. Yeats, Pound, Eliot.

Readings in the poetry and selected prose of Yeats, Pound, and Eliot. Enrollment limited to 20.

ENGL 1761Q. W. G. Sebald and Some Interlocutors.

The works of W. G. Sebald have received a huge amount of critical attention since his death in 2001, particularly from critics interested in the question of the ethics of literature after Auschwitz. But what is Sebald's literary heritage, and who are his interlocutors? What internal and external connections do his works establish? Besides Sebald's works, readings will include Stendhal, Kafka, Walser, Borges, Bergson, Resnais, Lanzmann. Banner registrations after classes begin require instructor approval. Enrollment limited to 20. Not open to first-year students.

ENGL 1761R. The Non-Fiction of "Race" in 20th-Century US Culture.

This course examines influential autobiographies and other non-fictional literary works about the meaning of race in America across the 20th century. Writers we examine may include W.E.B. DuBois, Sui Sin Far, Maxine Hong Kingston, N. Scott Momaday, Richard Rodriguez, Maxine Hong Kingston, Richard Rodriguez, and Malcolm X. Enrollment limited to 20 juniors and seniors.

ENGL 1761S. The Fifties in Color: Race, Empire, and the U.S. Cold War Culture.

In this seminar, we examine a range of cultural texts of the 1950s that provide some productive points of entry into the study of U.S. culture in the early part of the Cold War. We give particular attention to issues of race and ethnicity as they were shaped both by domestic and foreign policy concerns. Enrollment limited to 20.

ENGL 1761T. Conrad and Naipaul: The Supremacy of the Visible?.

The reception of Conrad's works turns on a critical quandary: are his commitments primarily sensory, celebratory and imperialist, or conceptual, subdued and self-critical? This course will examine Conrad's works in detail, and the critical and literary responses to them: most notably, the work of his most direct successor, the British-Caribbean novelist V. S. Naipaul. Other readings include Said, Achebe, Jameson, Badiou, Rancière, Deleuze. Enrollment limited. Not open to first-year students. Banner registrations after classes begin require instructor approval.

ENGL 1761V. The Korean War in Color.

We examine US and South Korean representations of the Korean War. We look at how this event was depicted in US films of the 1950s with a focus on how it occasioned a transformation of American understandings of race, both domestically and transnationally. We then look at how this event has been memorialized by contemporary American authors as well as in South Korean literature and film. Authors we read include: Susan Choi, Ha Jin, Chang-rae Lee, Toni Morrison, Jayne Anne Phillips and Hwang Sok-Yong. Enrollment limited to 20. Not open to first-year students.

ENGL 1761W. Modern South Asia: Literature and Theory.

This seminar provides an overview of 20th and 21st century writing from and about South Asia. It will serve, in addition, as an introduction to postcolonial studies. Theoretical readings will focus on issues of diaspora; transnational cultural circulation; and subaltern historiography. Fiction will be primarily Anglophone (Anand, Du Bois, Forster, Naipaul, Rushdie, etc.), with some vernacular texts in translation (Chughtai, Limbale, Premchand, Tagore). Enrollment limited to 20.

ENGL 1761Y. Issues in World Literature.

What is world literature? How does it relate to fields like comparative literature and postcolonial studies? We will read fiction and drama usually featured in this canon, including works by Achebe, Coetzee, Homer, Kafka, Rushdie, Shikibu, and Walcott. We will also attend to the critical paradigms that constitute the field, from Goethe's *Weltliteratur* to more recent theorizations by Casanova, Damrosch, Deleuze, Moretti, Spivak, etc. Enrollment limited to 20. Not open to first-year students.

ENGL 1761Z. Modernism and Everyday Life.

We examine modernist literature in the context of contemporary art, psychology, and theories of everyday life to ask how this period understood ordinary objects and events. Could they be the proper subject matter of art? In the right circumstances, might they actually be art? Writers include Woolf, Joyce, Hughes, McKay, Stein, Beckett, Freud, deCerteau. One previous literature class strongly recommended. Not open to first-year students.

ENGL 1762A. Perverse Cinema.

A seminar on movies that pursue and spectacularize the perverse, as well as on how viewing movies is itself a perverse pleasure. We will study film genres that traffic in what's sensational, excessive, uncanny, and transgressive, such as the detective film, thriller, melodrama, sex film, horror, and sci-fi. Special emphasis on the movies of Hitchcock, Kubrick, Lynch, and Cronenberg. Enrollment limited to 20 concentrators in English, Comparative Literature, MCM, Gender and Sexuality Studies, and Theatre and Performance Studies. Not open to first year students.

ENGL 1762B. The Ekphrastic Mode in Contemporary Literature.

Ekphrasis – the extended description of a visual work of art in a work of literature – is as old as Homer and as modern as McEwan; however, in contemporary literary criticism the concept has been eclipsed by terms such as "self-reflexivity" and "metafiction." This course proposes a rediscovery of ekphrasis as a key feature of contemporary works of literature and film. Includes texts by Sebald, Alan Bennett, Godard, Starnone, Panahi, McEwan. Enrollment limited to 20. Not open to first year students.

ENGL 1762C. Image, Music, Text.

This course examines a number of novels and short stories alongside their various cinematic, theatrical, or musical adaptations in order to ask what a medium is and what distinctive formal features might define literature, cinema, theater, and music. Writers will include Melville, Conrad, Maupassant, Mann, and Cortazar; filmmakers will include Hitchcock, Antonioni, Godard, Visconti, and Coppola; critics will include Barthes, Deleuze, and Rancière. Limited to 20 junior and senior concentrators in English, Comparative Literature, MCM, Hispanic Studies, Italian Studies, French Studies, German Studies, Literary Arts.

ENGL 1762D. Kubrick.

On Kubrick's feature films, documentaries, and photography, starting with his sci-fi masterpiece 2001, followed by his early noirs (*Killer's Kiss*; *The Killing*); sex films (*Lolita*; *A Clockwork Orange*; *Eyes Wide Shut*); and war films (*Paths of Glory*; *Dr. Strangelove*; *Full Metal Jacket*). Topics include: adaptation; genre; masculinity in extremis; technophilia and technophobia; the aesthetics of violence; and sex on film. Limited to 20 junior and senior concentrators in English and MCM. Instructor permission required.

ENGL 1762G. Asian American Literature and the Intimacies of Fiction.

John Okada once wrote that "only in fiction can the hopes and fears and joys and sorrows of people be adequately recorded." This survey course on Asian American literature and culture evaluates the place of fiction, along with the delicate but also contentious line between fiction and nonfiction, in Asian American studies. Does Asian American fiction exist only to "authentically" capture and represent marginalized experiences? What then makes a certain representation "authentic" or "inauthentic"? We will consider these questions in their historically gendered dimensions as well as associated questions of relation, desire, and collective identity (or lack thereof). Course materials will include literary works such as *The Coffin Tree*, *The Namesake*, and *Dictée*; films such as *Mississippi Masala* and *Better Luck Tomorrow*; and television series such as *The Assassination of Gianni Versace*.

ENGL 1762H. "The Wire"

Over sixty episodes, David Simon's acclaimed television series explores a range of social and political issues, but it does so with unusual literary ambition and success. In this course we'll ask how "The Wire" generates interest, engagement, and debate in part by appropriating and adapting generic strategies and aesthetic devices deployed by such "classic" authors as Shakespeare and Dickens. Enrollment limited to 20.

ENGL 1762J. Books Behind Bars: African American Literature's Response to Mass Incarceration.

Many scholars have noted—perhaps most famously Angela Davis—the rise of the prison industrial complex over the latter half of the 20th century, which disproportionately undermined the freedom dreams of Black Americans after the victories of the civil rights movement. This class will address the various methods and forms contemporary Black writers have used to discuss this ever-looming injustice that hangs over Black American life: how it impacts family structures and marriages and has altered various roles—including gender roles—within the Black community.

ENGL 1762M. Caribbean Literature.

Focusing mostly on prose narrative from the nineteenth-century to the present day, this seminar is an overview of various important texts from the Anglophone, Hispanophone, and Francophone or Kreyol Caribbean texts. As crucial themes in the literary culture of the Caribbean, class discussion will be framed around questions of colonialism, slavery, blackness, whiteness, indigeneity, class as well as literary and aesthetic innovations such as surrealism, realism, and other important formalist trends and interventions. Texts originally written in Spanish and French will be read in translation, but students have the option of reading them in the original if they prefer as long as they are able to engage the class through the translation as well. Enrollment limited to 20.

ENGL 1762R. Transpacific Bodies and Materialities.

How are Asian American and Pacific Islander bodies figured across different texts—in contemporary novels, poetry, and visual arts? How do the transits and residues of US empire across the Pacific inform these representations? This course investigates texts that center AAPI bodies and their varying materialities, including paper, digital, textual, watery, and earthy forms. We will think through the ways these other-than-human bodies push the bounds of race and gender and question national belonging. Course topics include the Indochina refugee crisis following the War in Vietnam, the US militarization of the Philippines and Guåhan, and the rise of tourism in Hawai'i. Texts may include fiction by Viet Thanh Nguyen, Lê thị diễm thúy, R. Zamora Linmark, and Kristiana Kahakauwila; poems by Rick Barot, Aimee Suzara, Craig Santos Perez, and No'u Revilla; and photography, art installations, and film.

ENGL 1762S. London: Reading and Writing Its Past, Present, and Future.

This London-based summer study-abroad program will explore the literature, culture, history, and politics of London with Brown students. After two weeks of reading, students will spend three weeks on-site in London, living in Regent's University, ideally located inside one of London's most central parks. Classroom discussions and daily trips to museums, theaters, and art galleries will take students to London landmarks like St. Paul's, the Globe Theatre, the Tate art museums, the Cabinet War Rooms, and the Houses of Parliament. Weekend excursions include Cambridge, Oxford, Bath, and the Wimbledon tennis tournament. Texts include literature by Shakespeare, Dickens, Woolf, Smith, Selvon, and Hall, plus numerous plays, musicals, and films. Co-taught by two Brown English faculty members, Ravit Reichman and Jonathan Readey, and a number of London-based lecturers, the faculty will be thrilled to share our love of London with Brown students.

ENGL 1762T. Race and the Gothic.

In this undergraduate seminar, we muse on the aesthetic, formal, and thematic relationship between race and gothic literature and film, as well as theories of the gothic. Motifs that crowd the novels and films we explore include: death, the racialized Other, the repressed reaches of the inner self, the void, terror, encounters with alterity, shadows, blackness, nightmares, candlelit cavernous hallways, crumbling stone ruins, cliffs and crashing water, weeping willows along a dirt road, and more. We approach these motifs in prose narratives by writers such as Octavia Butler, Alejo Carpentier, and Edgar Allan Poe, as well as through various visual treatments in film, television, and dance.

ENGL 1762U. Modern(ist) Times.

How does modernist fiction of the early twentieth century face the speeding up, slowing down, and time lapses people experience in modernity? How do literature and film imagine the causes of these changes, and how do they alter their own forms in response? Course may include work by Larsen, Woolf, Joyce, Barnes, Faulkner, Freud, Bergson, Chaplin, and Dreyer. Previous literature course strongly recommended. Enrollment limited to 20.

ENGL 1762V. Odysseys of Indenture: Literature and Archives of Global Asian Labor.

This course explores the literature and archives of indentured labor out of Asia to far-flung European colonies from Cuba to Mauritius, Trinidad to Natal, Brazil to French Indochina. Through the lens of archive theory, we will ask: How might we approach the vast but piecemeal archive of indenture, with its gaps and silences? How do we contend with state power in the managing and maintaining of those archives? What does it mean to read historical archives and manuscripts literarily—with close attention to their language and form? And what makes indenture narratives into modern narratives of "odyssey?" In the latter half of the course, we will study contemporary forms of Asian migrant labor, including guest work, sex work, and domestic work, interrogating what changes and what remains the same across the nineteenth, twentieth, and twenty-first centuries.

ENGL 1762W. Extravagant Texts: Reading the World Through Asian American Literature (ETHN 1750S).

Interested students must register for ETHN 1750S.

ENGL 1762X. Asian American Avant-Garde.

This course explores Asian American avant-garde writing, performance, and visual art from the long twentieth century. We will begin with the historical avant-garde during the early twentieth-century Asian Exclusion era, before moving on to the Fluxus and Language writings of the 1960s-80s, and finally to the proliferation of experimental writing since the 1990s. Reading canonical and lesser-known works alongside criticism theorizing the avant-garde, we will pay particular attention to questions of literary and aesthetic form and their relationship to racial form. Authors include H.T. Tsiang, Jose Garcia Villa, Yoko Ono, Theresa Cha, Hualing Nieh, John Yau, Karen Tei Yamashita, Pamela Lu, Mei-mei Berssenbrugge, Bhanu Kapil, Tan Lin, Myung Mi Kim, Divya Victor, and Don Mee Choi. There will be opportunities for both critical and creative engagement with course material.

ENGL 1762Y. South Asian Modernisms.

The view of modernism as a narrowly European and North American movement stands challenged by transnational and interdisciplinary perspectives. This course builds on such approaches through the lens of South Asian modernisms through the long twentieth-century. We will read leading writers (Mulk Raj Anand, Qurratulain Hyder); examine the rise of little magazines (Marg) and societies such as the Indian People's Theatre Association, the Progressive Writers' Association, and New Cinema Movement. Discussion will incorporate materials on caste modernism, Muslim cosmopolitanism, South Asian psychoanalysis, sociology, indigenous studies, anarchist economics & environmental thought.

ENGL 1780. Undergraduate Independent Study in Modern and Contemporary Literatures.

Tutorial instruction oriented toward a literary research topic. Section numbers vary by instructor. Instructor's permission required.

ENGL 1900A. "Literature" and the Ideology of the Aesthetic.

Theoretical and historical analysis of the idea of "literature" as writing that has the status of art, in relation to the emergence and elaboration of discourses of the "aesthetic." Readings in 18th- and 19th-century German and British sources (Kant, Schiller, Hegel, Nietzsche; Coleridge, Shelley, Arnold, Wilde) and in 20th-century literary and aesthetic theory (Benjamin, Adorno, Barthes, Foucault, Derrida, Williams, Eagleton). Enrollment limited to 20. Priority given to English concentrators. All other students must obtain instructor's permission.

ENGL 1900D. Literature and Politics.

Literature as a changing historical formation that often represents and is always shaped by the practices of organizing, asserting, and controlling power in society. Sustained focus on writings by Raymond Williams, Leon Trotsky, Michel Foucault, Edward Said, Gayatri Spivak, and Terry Eagleton, and on literary texts read from the perspectives of these six theorists (possibly Shakespeare, Milton, Marvell, Swift, Dickens, Gaskell, the Brontës, Victor Serge, Anna Akhmatova). Enrollment limited to 20.

ENGL 1900E. Aesthetics and Politics.

Considers the shifting relationship between art and politics beginning with the formation of aesthetics in the Enlightenment and continuing through such 20th-century historical moments as Naziism, modernism, impressionism, socialist realism, postmodernism, and such thinkers as Kant, Hegel, Marx, Adorno, Lyotard, Cixous, Deleuze.

ENGL 1900F. Interpretation.

This course will introduce students to the central issues in the theory of interpretation and their implications for critical practice. Topics will include the causes and consequences of interpretive conflict, the availability of tests for validity, the roles of the author and the reader, and the historical, social, and political dimensions of understanding. Readings will include major theoretical statements as well as critical essays and background materials related to three controversial novels.

ENGL 1900I. Critical Methodologies: Contemporary Literary Theory.

A survey of theories of literature from the early 20th century to the present, with particular attention to relations between "literary theory" and the broader phenomena of cultural studies and Critical Theory writ large. We will examine the New Critics; structuralism, post-structuralism and new historicism; cultural theory, including psychoanalysis, marxism, and aesthetic theory. Topics will include literariness and textuality, the reader and subjectivity, narrative and mimesis, and the reemergence of form in contemporary literary studies. Enrollment limited to 20. Not open to first-year or graduate students.

ENGL 1900J. Zoopoetics.

This course will explore the intersections between the depictions of plants and animals in twentieth and twenty-first century poetry and the theoretical conversations about non-human worlds unfolding in emerging fields, such as animal studies and the environmental humanities. Readings will range from poetic texts by Francis Ponge and Marianne Moore to theoretical texts by figures such as Donna Haraway.

ENGL 1900K. Reading Sex.

How do we interpret "sex," as a concept, as a thing, as a phenomenon? What kinds of ethical, political, historical, and aesthetic contexts are informed by--and, in turn, form--our sense of "sex" itself? This course will focus on intensive close readings of various queer theoretical texts, novels, and films that variously try to think through the multiple ways we try to represent and render sex legible, while at the same time calling into question our sense of what, ultimately, sex can be as something that both binds and unbinds the human. Enrollment limited to 20.

ENGL 1900L. The Problem of American Literature.

Considers questions such as: what are the distinctive qualities (if any) of American literature, and how do the various writers from diverse cultural settings fit into a single literary tradition called "American" (or do they fit in)? In order to examine the assumptions and implications of studying literature as a national phenomenon, focuses reading on various critical and theoretical texts.

ENGL 1900M. Twentieth-Century Reconceptions of Knowledge and Science.

Significant critiques of classic and prevailing (rationalist, realist, positivist) ideas of scientific truth, method, objectivity, and progress and the development of alternative (constructivist, pragmatist, historicist, sociological) accounts; the dynamics of knowledge; the relation between scientific and other cultural practices. Readings include works by Fleck, Popper, Kuhn, Foucault, Rorty, and Latour. Prerequisite: UC 49 (An Introduction to Science Studies) or college-level work in critical theory, science, or philosophy.

ENGL 1900O. Contemporary Feminist Literary Theory.

An advanced survey of 20th-century feminist literary theory with an emphasis on U.S., British, and French traditions. Topics include canon formation, "resisting readers," and the category of "women's writing," as well as the relation of feminist criticism to problematics such as critical race theory, poststructuralism, psychoanalysis, and postcolonialism.

ENGL 1900P. History of Criticism from Plato to Postmodernism.

A survey of the major theorists of literature in the western tradition, from the Greeks to the contemporary period. Recurrent issues will include the definition of literary value, the distinctiveness of the aesthetic experience, and the moral and social uses of literature. Enrollment limited. Banner registrations after classes begin require instructor approval.

ENGL 1900Q. Women In/And the Novel.

An introduction to the novel through feminist theory, considering social and historical reasons why women read, wrote, and figured in novels, from the 18th century to the 20th. Novels by Defoe, Austen, George Eliot, Rhys, Woolf; readings in feminist theory and criticism. Priority will be given to concentrators in English and Gender Studies. Others will be admitted only with permission of the instructor.

ENGL 1900R. Queer Relations: Aesthetics and Sexuality.

A study of the relationship between aesthetic thought and sexuality in a variety of literary and cinematic works. We will supplement our readings with ventures into queer theory, emphasizing how art is related to identity, community, race, gender, and ethics. Authors include Wilde, Pater, James, Winterson, Cole, Guibert, Foucault, Bersani, Edelman. Films by Julien and Jarman.

ENGL 1900T. The Postcolonial and the Postmodern.

Explores the contexts and conceptual implications of theories of postmodernism and postcolonialism. Particular attention to intersections and disjunctions between both concepts as attempts to grapple with the challenges of modernity from the vantage point of the late-20th century. Course will end with two novels that address related issues with the tools of fictional narrative: Coetzee's *Foe* and Rushdie's *Midnight's Children*. Readings include: Butler, Hall, Jameson, Laclau, Lyotard, Spivak. Not open to first-year students. Enrollment limited to 20.

ENGL 1900U. Word and Image.

How do words and images represent? This course will examine major statements about the relation between verbal and visual representation from Lessing's classic study *Laocoön* to contemporary theories of the semiotic and social construction of images. Theoretical readings will be accompanied by analyses of examples from literature and the visual arts, ranging from painting to film and graphic novels. Not open to first-year students. Banner registration after classes begin requires instructor approval.

ENGL 1900V. Camera Works: The Theory and Fiction of Photography.

This class focuses both on literature influenced by and theoretical considerations of photography. Texts and films to include Barthes' *Camera Lucida*, essays by Benjamin, Kracauer, and Krauss, Cortazar's "Blow-Up," Antonioni's *Blow-Up*, Fitzgerald's *Tender is the Night*, Sebald's *The Emigrants*, West's *The Day of the Locust*, Frampton's *Nostalgia*, Egoyan's *Calendar*, Rancière's *The Future of the Image*, and poetry by Rich, Ashbery, and Larkin. Not open to first-year students and sophomores. Open to English concentrators only.

ENGL 1900Y. Medieval Manuscript Studies: Paleography, Codicology, and Interpretation.

How do you read a medieval manuscript? This course teaches hands-on methodologies for deciphering the material text, including palaeography (history of scripts) and codicology (archeology of the book); contemporary models of interpreting scribal texts, including editorial theory and analysis of readers' reception; and medieval concepts of textuality and interpretation, including medieval theories of authorship and the arts of memory. Prior course work in Middle English or Latin or other medieval language recommended. Not open to first-year students. Enrollment limited to 20. Instructor permission required.

ENGL 1900Z. Neuroaesthetics and Reading.

Analysis of the theories of art, reading, and aesthetic experience proposed by neuroscience and cognitive science in light of traditional aesthetics and contemporary literary theory. Enrollment limited to 20. Prerequisite: At least one course on neuroscience or cognitive science and one 1000-level literature course. Instructor permission required.

ENGL 1901B. Politics and the Novel.

This course will explore how various realist and modernist novels represent political life, both in its practical dimensions and as forms of consciousness (ideologies, world views, attitudes). We will also explore theoretical and critical writings on the topic of literature and politics. Authors will include Elizabeth Gaskell, E.M. Forster, Lionel Trilling, Ralph Ellison, Doris Lessing, and Viet Thanh Nguyen. Enrollment limited to 20.

ENGL 1901E. Reading Literature in a Digital World.

We will explore the implications of using digital technologies to study literature. How does our understanding of literature and literary study change—if it does—in light of recently developed digital methods for studying such works? How do such methods compare with traditional ways of studying literature? How might literary studies be reconceived in relation to new media studies? Enrollment limited to 20.

ENGL 1901F. Art of Criticism.

This course explores the art of literary criticism through analysis of individual critics as well as larger schools of criticism. Focusing on the twentieth century, we will read works by those affiliated with high theory as well as those who stood outside that influential development. The goal will be to understand literary criticism as a form of thinking, and an art, in its own right, one with philosophical, social, and literary dimensions. Authors include: Oscar Wilde, Kenneth Burke, Mary McCarthy, Lionel Trilling, Raymond Williams, Paul de Man, Eve Sedgwick, D. A. Miller, John Guillory. Enrollment limited to 20.

ENGL 1901H. The Late 60s: Film Countercultures.

On representative late-60s counterculture movies concerned with antiauthoritarianism; hippy Bohemianism; social and sexual experimentation; dropping out; and psychedelia. Bookended by rock music festival documentaries (*Monterey Pop*; *Gimme Shelter*; *Woodstock*), the seminar is mostly concerned with feature films (*The Graduate*; *Bonnie and Clyde*; *2001*; *Midnight Cowboy*; *Easy Rider*; *Medium Cool*). It will also consider some underground art cinema of Kenneth Anger and Andy Warhol. Enrollment limited to 20 juniors and seniors in English and MCM. Instructor permission required.

ENGL 1901J. Fanon and Spillers.

This course will consider the conceptual/theoretical contributions of Frantz Fanon and Hortense Spillers, as frames for reading some iconic texts in the black literary canon. Central to our study will be an exploration of blackness, subjection, and gendering—as well as thinking about how these idioms relate to the genre conventions of our course's literary works. Enrollment limited to 20 juniors and seniors. Instructor permission required.

ENGL 1901L. Cronenberg/Lynch.

A genre-oriented study of two major contemporary expressionist filmmakers, David Cronenberg and David Lynch, by means of juxtaposing some of their key works. Films by Cronenberg: "The Fly," "Videodrome," "Crash," "A Dangerous Method," and "Maps to the Stars." Films by Lynch: "Eraserhead," "Blue Velvet," "Wild at Heart," "Mulholland Drive," and "Inland Empire." Enrollment limited to 20 juniors and seniors. Instructor permission required.

ENGL 1901Q. You Better Work: Sexuality, Labor, Blackness.

This seminar takes a historical, theoretical, and interdisciplinary approach to sexuality, labor, and blackness in the United States. We will engage in black feminist, trans, and queer methodologies of selected literature, film, and artwork while we also consider the limits of labor as a conceptual apparatus. Thinkers include Samuel R. Delany, Saidiya Hartman, Gayl Jones, Audre Lorde, Toni Morrison, Tourmaline. Open to juniors and seniors only. Enrollment limited to 20.

ENGL 1901T. Practices of Autofiction.

One of the more sensational developments in contemporary literature in the United States is the emergence of so-called "autofiction," an abbreviation of the term "autobiographical fiction." But what is distinctive about this literary form, if anything, and what is behind its current popularity? Does it, as one prominent theorist has proposed, denote "a new craving for reality in contemporary literature," or is its significance on the contrary, in the words of another critic, that it "neatly and economically poses the question of the self as fiction"? This course will survey a range of "autofictional" practices in literature, art, and film, and consider several explanations for this wave of interest. Authors include Knausgaard, E. Hardwick, G. Murnane, Teju Cole, Sophie Calle, J. Panahi, Paul B. Preciado, A. Ernaux, F. Jameson, T. Moi, A. Kim.

ENGL 1901U. Aesthetic Theory/Cultural Studies (MCM 1503E).

Interested students must register for MCM 1503E.

ENGL 1910A. Dreamworlds: Utopia from Plato to the Present.

Can acts of writing change the world? This course looks at a number of famous utopias and dystopias from classical time to the modern period and analyzes how the genre's literary experiments transform reading into a political act. Works by Plato, More, Montaigne, Shakespeare, Swift, H.G. Wells, and Le Guin. Films will include *Blade Runner* and *Pleasantville*.

ENGL 1910E. Lyric Language: Renaissance Forms and Modern Poetry.

Tracing poetic forms from renaissance to modern-- stubborn models like the sonnet (Shakespeare/Berryman), the ode (Jonson/ Creely), and the sestina (Sidney/Bishop); soft forms like blank/free verse (Milton/ Wordsworth/Eliot); generic containers like elegy, epigram, and satire (Herrick/Donne/Keats/Auden); low and nonsense verse (Skelton/Carroll/ hip-hop); and the functions of repeatable forms like line and stanza (Spenser/Tennyson/Dr. Suess/Heijinian).

ENGL 1910F. Working Fictions: Race, Gender, and Sexuality at Work.

Eight hours a day. Five days a week. Such is the standard work week the world over, but what exactly is the "work" we do during these hours? What work happens beyond these hours? What does and does not count as work and why? How is work differently configured along lines of race, gender, sexuality, class, and dis/ability? In order to address these questions, we will trouble imaginaries of "free" labor through attention to enslaved and indentured labor, reproductive and sex work, and migrant and gig work in a global economy. From Herman Melville's satire, "Bartleby, the Scrivener," to Karl Marx's and Adam Smith's theories of labor, to workplace films like Jeanne Dielman and Office Space, this course explores representations of work in its diverse and ubiquitous forms, spanning the age of colonialism to our contemporary global division of labor.

ENGL 1911. Narrating the Anthropocene (ENVS 1911).

Interested students must register for ENVS 1911.

ENGL 1950A. Form and Feeling in Renaissance Poetry.

Pending Approval. Renaissance poets laid claim to the ethical power of poetry to move people through imagination. How does formal imitation and innovation create fields of feeling in the poetry of Spenser, Sidney, Shakespeare, Donne, Jonson, and Milton? Enrollment limited to 20 seniors.

ENGL 1950B. Literature and the Ideology of the Aesthetic.

Pending Approval. Theoretical and historical exploration of the idea of literature understood as writing that has the status of art--and of the relation of this idea to the emergence and elaboration of discourses of the aesthetic. First six weeks: decisive eighteenth- and nineteenth-century developments in the meaning of literature as it relates to the aesthetic. Second six weeks: recent positions (especially poststructuralist and Marxist) that figure prominently in current debates. Enrollment limited to 20 seniors.

ENGL 1950F. Law and Literature.

This seminar explores the conceptual, psychological and rhetorical connections between literature and law, examining how both disciplines shape the imagination but also aim to elicit response and responsibility. We will consider how literary works, legal writings, and legal opinions inform each other, but also illuminate each other's blind spots. Looking beyond trial scenes, the course invites students to think about how principles and notions in law structure, and are structured by, literature and language. Authors include Walter Benjamin, Joseph Conrad, Albert Camus, Rebecca West, and Chinua Achebe; legal texts by Holmes, Bentham, Cover and a number of judicial opinions. Limited to 20 senior English concentrators.

ENGL 1950G. Reading Narrative Theory.

Narrative is a powerful category of analysis spanning genres, historical periods, media forms, and the distinction between the "fictional" and the "real." This course examines major narrative theorists of the twentieth and twenty-first centuries. We will focus on literary examples, such as theories of the folktale and novel, and scholarship that interrogates the work of narrative in historiography, in cinema and television, and in extra-literary contexts (in the struggle of political campaigners to "control the narrative" or debates on narrative in gaming, medical research, law, and theory itself). Limited to 20 senior English concentrators. Others admitted by instructor permission only.

ENGL 1950H. The Recent Novel and its Cultural Rivals.

A careful consideration of several major late twentieth- and early twenty-first century Anglophone novels in terms of their relationship to rival aesthetic forms and media--film, television, radio, video games, and the like. Writers to be considered included: Morrison, Lee, Rushdie, Smith, Didion, Díaz, Pynchon, and Egan. Enrollment limited to 20 senior English concentrators. Others admitted by instructor permission only.

ENGL 1990. Senior Honors Thesis in Nonfiction Writing.

Independent writing project under the direction of a faculty member. Permission should be obtained from the Honors Director for Nonfiction Writing. Enrollment limited to English concentrators whose application to the Honors in Nonfiction Writing program have been accepted.

ENGL 1991. Senior Honors Seminar in English.

Weekly seminar led by the Advisor of Honors in English. Introduces students to sustained literary-critical research and writing skills necessary to successful completion of the senior thesis. Particular attention to efficient ways of developing literary-critical projects, as well as evaluating, incorporating, and documenting secondary sources. Enrollment limited to English concentrators whose applications to the Honors in English program have been accepted. Permission should be obtained from the Honors Advisor in English. S/NC

ENGL 1992. Senior Honors Thesis in English.

Independent research and writing under the direction of a faculty member. Permission should be obtained from the Honors Advisor in English. Open to senior English concentrators pursuing Honors in English. Instructor permission required.

ENGL 1993. Senior Honors Seminar in Nonfiction Writing.

This course is designed for students accepted into the Nonfiction Honors Program. It will be run in workshop format, and will focus on research skills and generative and developmental writing strategies for students embarking on their thesis projects. Weekly assignments will be directed toward helping students work through various stages in their writing processes. Students will be expected to respond thoughtfully and constructively in peer reviewing one another's work. Open to seniors who have been admitted to the Honors Program in Nonfiction Writing. Instructor permission required. S/NC

ENGL 1994. Senior Honors Thesis in Nonfiction Writing.

Independent research and writing under the direction of the student's Nonfiction Writing honors supervisor. Permission should be obtained from the Honors Advisor for Nonfiction Writing. Open to senior English concentrators pursuing Honors in Nonfiction Writing. Instructor permission required.

ENGL 2210. Proseminar.

This seminar, required for *first-year graduate students in English*, considers the state and stakes of literary studies today. The course aims to familiarize students with contemporary critical debates and stances in the wider discipline, and to engage with current methodologies, theories, and analytical tensions. We also address issues of professionalization as they relate to the first years of graduate work. Enrollment limited to 10. S/NC.

ENGL 2360A. Renaissance Drama.

This course explores Early Modern drama: its styles of representation, material conditions, and political engagements, in Marlowe, Jonson, Middleton, Webster, Ford, Beaumont and Fletcher, and others. Drawing on current scholarship, it posits the stage as the site of contests over national identity, royal power, gender ideology, social mobility, nascent capitalism, religious and ethnic differences. Enrollment limited to 15 graduate students. Undergraduate English concentrators may request permission of the instructor.

ENGL 2360B. Before Holinshed: The English Brut Chronicle Tradition.

Holinshed's 16th-century history drew from 400 years of manuscript chronicles, most in verse, which founded the "modern" history of England on a Trojan/Celtic ancient Britain. We will read the medieval versions of these historical narratives from Geoffrey of Monmouth, Wace, and Layamon to the popular 15th-century Middle English prose Brut. Critical engagements with manuscript/print cultures and the "Brut" narrative as a vocabulary for nationalism. Enrollment limited to 15.

ENGL 2360C. Beowulf.

This course will consist of a careful reading and analysis of *Beowulf* in its original language. In addition to developing language competence, we will also discuss the poem through comparison to other Old English poems and Scandinavian analogues. Themes will include the manuscript context, heroism, gender, sacrifice, lamentation and elegy, the monstrous, material culture, and contemporary theoretical approaches to the poem. Prerequisite: 2000-level Introduction to Old English or its equivalent. Enrollment limited to 15.

ENGL 2360D. Early Modern Drama.

An intensive introduction, for specialists and others, to the great classics and some less-known gems of a stellar period in English drama. Plays by Marlowe, Middleton, Webster, Jonson, and Ford, among others. Topics: the popular theatre and its audience; urban culture; English nationhood; boy actors and the representation of gender and sexuality; play texts in print culture. Enrollment limited to 15.

ENGL 2360F. Introduction to Medieval Studies.

Equips students with critical, linguistic, and historical knowledge to interpret Middle English texts (1066-1500). Primary texts by Chaucer and others, to be read in contexts of current critical debates (on topics including textuality, sexuality, and political formations) and medieval conceptual systems (including dream theory, alchemy, arts of memory). Priority to graduate students; no prior Middle English required. Enrollment limited to 15.

ENGL 2360G. Medieval Manuscript Studies: Paleography and Interpretation.

How to read and understand a medieval manuscript text. Methodologies include paleography, codicology, editorial theory. Hands-on analysis and interpretation of specific Middle English texts in their manuscript medium (in microfilm, facsimile, digital representation, and when accessible, actual manuscripts). For students already acquainted with Old English and/or Middle English; Latin helpful. Textual projects in other medieval languages possible with instructor's consent. Enrollment limited to 15.

ENGL 2360H. Race and Place in Renaissance Literature.

Reads early modern English drama, poetry, and prose depicting the migration of groups to foreign places (England, the Indies, the Americas) to consider how such writing defines the connection between space and identity. We will consider how this literature values environment as against blood, soil against seed, as determinants of identity capable of marking people as "strange," "alien," or "natural." Authors will include Marlowe, Shakespeare, Fletcher, Massinger, Drayton, Jonson, and Bacon. Enrollment limited to 15 graduate students. All others will be admitted only with permission of the instructor.

ENGL 2360I. Renaissance Embodiments.

Considers Renaissance representations of self in pre-modern terms—that is, inseparable from the physical conditions of climate and region. How did early modern culture draw the line between culture and nature? Where do these theories connect with or depart from modern paradigms of self in such authors as Elyot, Shakespeare, Calvin, Luther, Burton, Donne, Montaigne, Jonson, and Browne? Enrollment limited to 15.

ENGL 2360K. The Renaissance and Modernity.

Modernism restages 17th-century cultural and political revolution and restoration. An examination of the problem of style and modernity, looking at practices in poetic and prose style and at the emergence of the term "modernity" at the moment of high modernism and after. Enrollment limited to 15.

ENGL 2360N. The Pearl Manuscript in Context.

Close translation of the Middle English alliterative poems in British Library Manuscript Cotton Nero A.x., *Pearl*, *Cleanness*, *Patience*, and *Sir Gawain and the Green Knight*, with attention to their medieval theological, generic, and codicological contexts. Enrollment limited to 15.

ENGL 2360O. Irony and Satire.

Works of irony and satire (from the Civil Wars to the death of Swift) allow an investigation of current issues in the study of Civil War, Restoration, and Early 18th-C. texts, including revisionist history, the public sphere, Anglo-Irish relations, print culture, mercantilism, and gender construction. Enrollment limited to 15.

ENGL 2360P. Thinking with Romance in the Renaissance.

Modernity defines romance as escapist, a mode that flies from the "real." Yet Renaissance writers placed it at the center of debates about politics, ethics, and knowledge. Tracking its generic fingerprint in Spenser's romance-epic, we will consider its adaptation for the stage as tragicomedy and its relation to epistemological shifts dividing science from fiction, knowledge from pleasure. Authors include Raleigh, Spenser, Shakespeare, Fletcher, Massinger, Bacon, Cavendish. Open to graduate students only.

ENGL 2360Q. Manuscript, Image, and the Middle English Text.

This seminar will engage with the interpretive issues raised by considering manuscript images in relation to manuscript text. Selected Middle English texts will include *Pearl*, works by Chaucer, and the popular Middle English prose *Brut*, in the context of twelve historiated manuscripts of the fourteenth and fifteenth centuries. Enrollment limited to 15 graduate students.

ENGL 2360R. Civil Wars, Restoration, and Early Georgian Literature.

The seminar will consider major works from the English Civil Wars to the first years of the eighteenth-century, with attention to cultural and theoretical contexts for understanding important developments such as print culture, war, nation-formation, the marketplace, and public/private spheres. Writers will include Milton, Rochester, Behn, Restoration playwrights, Dryden, Swift, and others. Additional readings will include selections from Adorno, Pocock, Anderson, Zizek, Brown, Johns, and others. Enrollment limited to 15 graduate students.

ENGL 2360S. Alternative Miltons.

This seminar undertakes a close reading of Milton's monumentally significant epic "Paradise Lost." We will also consider the current state of Milton criticism. What's new in Milton criticism? What approaches have been holding fort? Has Milton criticism been slower to take to critical and theoretical innovation than Shakespeare criticism? If so, why, and what might we do about it? On that account, the seminar will engage a range of newer approaches—disability studies, queer theory, trauma theory, eco-criticism, animal studies, technoculture studies, and popular culture studies—to consider what they have to offer by way of new perspectives on Milton. Enrollment limited to 15 graduate students.

ENGL 2360Y. Lyric and Ecstasy.

This seminar principally focuses on ecstatic states in the lyric verse of three extraordinary seventeenth-century English poets—John Donne, Richard Crashaw, and John Milton—who are rarely read together. We will consider lyric poetry—both erotic and religious—not only as an apposite medium for rendering ecstatic experience, but also how lyric poetry itself might function as a stimulus for ecstasy. We might also venture into some consideration of music along similar lines. Limited to 15 graduate students.

ENGL 2360Z. Shakespeare: a Politics of Love.

This seminar will explore certain of Shakespeare's plays—mainstays such as *Romeo and Juliet* and *Othello* but also more marginal texts, such as *All's Well* and *As You Like It*—in order to discern a politics of love. Enrollment limited to 15.

ENGL 2361E. Sadomasochism and Early Modern Literature.

This class considers the political, psychic, sexual, and aesthetic implications of pain and pleasure in early modern literature. Primary texts include Shakespeare's sonnets and comedies, Sidney's *Astrophel and Stella*, and poetry by the Earl of Rochester, Robert Herrick, and Aphra Behn. Secondary texts include Deleuze, Freud, MacKinnon, Bersani, Jane Gallop, and Laura Kipnis.

ENGL 2361H. Evil Plays: Shakespeare and Contemporaries.

Coleridge posited of the villainous Iago a "motiveless malignancy." That is, the evil he performs exceeds any reason provided. We'll consider the question of evil in Shakespeare's tragedies *Titus Andronicus* (which pushes the logic of revenge past its breaking point); *Macbeth*; *Othello*; *King Lear*. Because Renaissance drama is more than Shakespeare, we'll also consider spectacularizations of evil in his contemporaries Ford, Webster, and Middleton. Instructor permission required.

ENGL 2380. Graduate Independent Study in Medieval and Early Modern Literatures.

Section numbers vary by instructor. May be repeated for credit. Instructor's permission required.

ENGL 2450. Exchange Scholar Program.**ENGL 2560A. American Exotics.**

From the beginning of colonization all the way up to the American Revolution, America is consistently figured as a remote and alien place. We will explore the figurative transformation of "America" by examining the use of images of the "remote" and "exotic" in British American colonial writing, including poems, plays, maps, travel narratives and natural histories. Enrollment limited to 15.

ENGL 2560C. Early American Studies.

A critical introduction for graduate students to the scholarly field of early American studies, from the colonial era to the late 19th century. Enrollment limited to 15.

ENGL 2560E. Liberalism.

An interdisciplinary approach to American culture and literary history through the lens of liberal ideologies. Readings include Franklin, Thoreau, sentimental novel, and Ellison's *Invisible Man*. Enrollment limited to 15 graduate students. Exceptions with permission by instructor.

ENGL 2560F. Realism.

Begins with European theories of realism, including Lukacs, Watt, Jameson, and others, who define realism by linking it to some aspect of modernization. Moves to theories that expose the limits of classical realism in the name of someone as some aspect of history it systematically subordinates or excludes, e.g., women, colonial subjects, minority cultures. Enrollment limited to 15.

ENGL 2560G. Romantic Orientalism.

Representations of the "Orient" in British and transatlantic literary culture during the "Romantic" period (c. 1770-c. 1830). Connections between cultural representation and both assertions of and challenges to British colonial and imperial power. Theoretical, historical and political analysis by Said, Barrell, and others; poetry by Coleridge, Southey, Byron, P.B. Shelley; prose by Sydney Owenson, Charlotte Dacre, Thomas DeQuincey. Enrollment limited to 15.

ENGL 2560H. Romanticism and the Ideology of the Aesthetic.

Historical development of discourses of the "aesthetic" as they relate to the problem of "romanticism" as the name of a distinctive era in British and European literature and culture. Ideas about the autonomy of art in the period of the French and the Industrial Revolutions. Readings in Baumgarten, Kant, and Hegel; in Coleridge, W. Wordsworth, P. B. Shelley, and Keats. Enrollment limited to 15.

ENGL 2560K. The Transatlantic Enlightenment.

A graduate seminar in literatures and cultures of the long 18th century in transatlantic context. Emphasis on print culture, the Black Atlantic, colonialism and slavery, as well as the American Revolution. Enrollment limited to 15.

ENGL 2560L. The Victorian Novel.

An intensive seminar on the Victorian novel. The aim will be historically contextualized, theoretically informed interpretations of some leading examples of this complex literary form. Will focus on the role of the (British) novel, as distinct from the (American) short story, in rise of mass culture, and on recent formalist, stylistic, and historical approaches to the Victorian novel as a literary form. Enrollment limited to 15.

ENGL 2560N. American Literature and the Corporation.

An examination of 19th-century American literature in the context of the rapid growth of corporate forms in American economic, political, and social life from the mid-1830s through the turn of the century. How does literature participate in the debate this process of incorporation occasioned, and in what ways was it shaped by the process of incorporation occasioned, and in what ways was it shaped by the process? Readings include Hawthorne, Melville, Harper, Grant, Alcott, Crane, and Chestnutt. Enrollment limited to 15.

ENGL 2560Q. Victorian Fictions of Consciousness.

Victorian novels, Brontë through James, with an emphasis on the ways in which novels engage 19th-century theories of mind and psychology, looking at such central concepts as memory, will, sensation, and perception. Examines the importance of form and the subgenres of Victorian fiction (*Bildungsroman*, sensation novel, multiplot novel) in the construction of concepts of selfhood and consciousness. Attention also to the place of consciousness in Victorian and 20th-century theories of the novel. This course will also serve as an introduction to working on topics in science and literature. Enrollment limited to 15.

ENGL 2560R. Romantic Dispossession: Subjectivity and Agency.

This course examines the diverse arguments made by writers of the Romantic era concerning nonidentity, and focuses on the kinds of ethical, political, and aesthetic considerations that arise once identity is forfeited and dispossession is perceived as either a matter of self-discipline, the negative result of sympathy, a characteristic of literary culture, or a sign of melancholic loss. Enrollment limited to 15 graduate students. Undergraduate seniors will be admitted only with the permission of the instructor.

ENGL 2560T. The Realist Imagination.

A study of American literary realism. We will situate realism in the context of the realist turn in American artistic, political, legal, and economic enterprise from the Civil War to World War II, and measure the realist novel's relations to alternative aesthetic ideologies such as transcendentalism, regionalism, naturalism, and modernism. Authors to be considered include Emerson, DeForest, Grant, Twain, Cable, Chesnutt, Dreiser, Wharton, Cather, Anderson, Dos Passos, Faulkner, and Hurston. Enrollment limited to 15.

ENGL 2560U. Romanticism and the Ruins of Empire.

Representations of the ruins of ancient empires (Babylonian, Assyrian, Roman) in relation to British and French imperialism during the period we call "Romanticism." Enrollment limited to 15.

ENGL 2560V. Transatlantic Studies.

This course offers a theoretical and historical examination of "transatlantic" models of literary analysis as an alternative to traditionally national ones. It will look at a recent criticism theorizing the field, including both literary and historical scholarship. Primary readings will be from Rowson, Equiano, Franklin, Emerson, and Twain, among others. Enrollment limited to 15.

ENGL 2560W. The Figure of the Artist in the Nineteenth Century.

This course considers the changing representations of the artist in the 19th century, as prophet, intellectual, professional, critic, genius, madman, aesthete, and social celebrity. Readings will focus on 19th-century novels, with select essays, reviews, and other nonfiction prose. Authors include George Eliot, Charles Dickens, Anthony Trollope, Arnold Bennett, George Gissing, H. G. Wells, George Bernard Shaw, Oscar Wilde. Enrollment limited to 15.

ENGL 2560X. The Rise of the Novel.

The seminar would combine the study of eighteenth-century novels [some canonical, like *Robinson Crusoe*, *Clarissa*, *Tom Jones*, and *Tristram Shandy*; some less so, like amatory fiction and revolutionary fiction of the 1790's] with important theories of and debates about the novel — its origins, rise, and discourses. Enrollment limited to 15.

ENGL 2560Y. Writing the Ruins of Empire: Romantic Cultural Property.

British literary responses to the shifting significance and value status of ancient artifacts and works of art in the period of the French Revolution and Napoleonic Wars. Ruins as "cultural property," "cultural capital," and "aesthetic object"—then and now. Effects of colonial expansion and imperialist rivalry on collecting, connoisseurship, the advent of public museums, the marketing of antiquities, the marketing of literature. Primary readings in Gibbon, Volney, Byron, P.B. Shelley, Mary Shelley, Anna Barbauld, Felicia Hemans, Hazlitt, Keats.

ENGL 2560Z. Global Early American Literature.

What does American literature before 1860 look like viewed from a global perspective? Our goal will be to see what specifically literary problems and questions came into focus when we read American literature in terms of economic, social, philosophic, and ideological issues that extend across the globe. Authors may include John Smith, Anne Bradstreet, Charles Brockden Brown, and Herman Melville. Enrollment limited to 15 graduate students.

ENGL 2561A. Manifest Destinies: Liberalism and Expansion in American Literature, 1820-1920.

An investigation of the relations between American literature and the territorial expansion of the United States from the early 19th century through World War I. Topics include the role of liberalism in the rise and operation of American expansion, the relationship between colonialist and imperialist visions of America's manifest destiny, the ideological implications of literary genres of open space (the western, the sea narrative), race and the patterns of internal migration in the United States, and the connection between the Turner thesis and literary form (Howellsian realism, Whitman's poetics and Dickinson's anti-poetics, Jewett's regionalism). Authors include Cooper, Poe, Melville, Douglass, Craft, Whitman, Dickinson, James, Jewett, and Twain. Enrollment limited to 15 graduate students.

ENGL 2561B. Things Not Entirely Possessed: Romanticism and History.

This course explores how Romanticism *thinks through* the historical, and in particular, it engages Romantic mediations of historical knowledge through aesthetic form. What is the relationship of the aesthetic to the historical? How is subjectivity an effect of a poem's negotiation of the past? And what role does the "future" play in Romanticism? Authors will include Liu, Pfau, Levinson, McGann, Goodman, Chandler, Ferris, Pyle.

ENGL 2561C. Intellectuals and the Public Sphere.

Considers the relationship of the artist to the public sphere, focusing on the late nineteenth century. We will look back from debates today over the "public intellectual" to Victorian debates over the "intellectual." Attention to how narratives of intellectual decline in the late nineteenth and twentieth centuries portray the figure of the artist: as prophet, intellectual, professional, critic, genius, woman, madman, aesthete, scientist, and social celebrity. Readings will include literary writers and essayists (such as Dickens, Trollope, James, Pater, Shaw, Wilde, Wells), alongside theorists (Humboldt, Weber, Brecht, Benjamin, Habermas, Bourdieu, Latour, Kittler). Enrollment limited to 15 graduate students.

ENGL 2561H. American Literature Without Borders.

Recent theoretical and critical approaches to colonial and 19th-c. American literature: transatlantic, Caribbean, hemispheric; borderlands; imperial, colonial and postcolonial cultural formations; the Black Atlantic; diasporic and migration studies. Enrollment limited to 15 graduate students.

ENGL 2561J. Satire and Irony.

Satire is not so much a genre as it is a mode of discourse, like irony, that resists formal constraints and can function in almost any kind of text. Satire's dynamic contradictions (reform and frustration; laughter and anger; topicality and generality; purposefulness and pointlessness; public and private) enliven early modern texts, and complicate the relationship between language and meaning. Theories of satire provide a framework for the study of its history and practice. Emphasis falls on the great age of satire (especially the works of Jonathan Swift and his contemporaries) but some attention will be given to earlier and later examples.

ENGL 2561L. Nature and Law in American Literature.

This course will explore how American authors registered the transformation of natural history into the sciences of life. It will pay special attention to how new sciences of life influenced the legal and political practices that constitute our understanding of personhood. It will explore how sciences and emerging experimental medicine competed with discourses of the supernatural in deciding who has the right to live and die.

ENGL 2561V. The Pursuit of Happiness: Transatlantic Literary Culture in the Long Eighteenth Century.

English and American literature of the long eighteenth century with a focus on emerging concepts of happiness. Reading includes poetry, novels, satire, travel, moral philosophy, and other genres. The right to pursue happiness placed in the context of new forms of social mobility such as education, class, and affectionate marriage, but also in the context of war, empire, slavery, and other metropolitan and colonial cultural formations and exchanges. Enrollment limited to 15.

ENGL 2561Z. Adorations: Keats and Shelley.

An introduction to several poetic and prose texts by two late Romantic writers, centering on their interests in address, adoration, disappearance, temporality, and love.

ENGL 2562. First Person: Narcissism and Literary Form.

This course will examine first person point-of-view in literature from several perspectives: narrative theory, psychoanalysis (Freud, Lacan, Kohut), and examples from world literature (may include: David Copperfield, The Turn of the Screw, Notes from Underground, The Good Soldier, Swann's Way).

ENGL 2580. Graduate Independent Study in the Enlightenment and the Rise of National Literatures.

Section numbers vary by instructor. May be repeated for credit. Instructor's permission required.

ENGL 2760A. American Modernist Poetry and Poetics.

Study of the poetry and prose of Eliot, Pound, Stevens, Williams, H.D., Moore, and Hughes, with additional readings in criticism and theories of modernism. Enrollment limited to 15 graduate students.

ENGL 2760B. City, Culture, and Literature in the Early Twentieth Century.

Examines the way the city structures early 20th-century culture and history. Through novels, poetry, and cultural criticism, considers a range of topics that include the relation between the city, consciousness, and ideology; the effects of changing urban immigration; and the effects of mobility. Authors include Simmel, Benjamin, Harvey, Williams, Rotella, James, Woolf, Wright, and Eliot. Enrollment limited to 15 graduate students.

ENGL 2760D. Contemporary African American Literature and the End(s) of Identity.

Investigates the controversies surrounding the claim that the late 20th century marks the end of nationalist and essentialist paradigms in the scripting of black identity. Readings from a range of literary and theoretical works dealing with this intricate problem, including Stuart Hall, Hortense Spillers, Reginald McKnight, Trey Ellis, Octavia Butler, and Paul Beatty. Enrollment limited to 15.

ENGL 2760E. Law and Literature: From Response to Responsibility.

Explores modernism as it is shaped by the normative and ethical concerns of a rapidly changing world through literary works, legal writings, and legal opinions. Examines the conceptual, psychological and rhetorical connections between literature and law, and considers how both disciplines shape the imagination but also aim to elicit response and responsibility. Authors include Walter Benjamin, Joseph Conrad, Virginia Woolf, Rebecca West, Chinua Achebe, and others; legal texts include Holmes, Bentham, Cover and a number of legal opinions. Enrollment limited to 15.

ENGL 2760F. Metaphoric Expression: Emerson, James, Stein.

According to William Carlos Williams, metaphoric vision continually blinds Americans to the actual conditions of their world. In an attempt to answer this charge, we will read these three densely metaphorical writers against their varied historical backgrounds, hoping in the process to better understand the role played by figurative language in the shaping of American society, culture, and identity. Enrollment limited to 15.

ENGL 2760G. Modernist Fiction and Theories of Modernism.

Examines a range of modernist fiction—including work by Conrad, Dos Passos, H.D., Joyce, Larsen, Rhys, Toomer, Woolf—alongside selected theories of modernism. Considers approaches ranging from theories of reification and the aesthetic to more recent considerations of modernism's relation to gender, nation, race, empire, and professionalism. Enrollment limited to 15 graduate students.

ENGL 2760H. Nationalizing Narratives: Studies in the Twentieth-Century U.S. Novel.

In this seminar, we will examine a number of important 20th-century U.S. novels for the ways in which they conjure the nation both as "imagined community" and "fictive ethnicity." Particular focus will be given to how the category of national identity becomes intertwined issues of race, gender, sexuality, and region as well as with ideologies of the aesthetic. Enrollment limited to 15.

ENGL 2760I. Possession and Dispossession in the Modern Novel.

Examines modernist sentimentality as it is figured in notions of property. By exploring the legal and literary relationship between owning and being, we will consider how writers such as Forster, Woolf, Joyce, and Lawrence use property to conceive of human relationships— and by extension, social justice— in dramatically new ways. Enrollment limited to 15.

ENGL 2760K. Postcolonial Theory and Africanist Discourse.

Explores central questions in current Anglo-American postcolonial theory, and examines how related questions emerge with specific inflections in writings by Africanist philosophers, historians, and creative writers. Issues include: varied connotations of the very idea of "Africa"; ideology and subjectivity; constructivism and essentialism; nationalism and globalization; aesthetics and politics. Texts by Amílcar Cabral, Frantz Fanon, Stuart Hall, Paulin Hountondji, Fredric Jameson, Ernesto Laclau, Ngũgĩ wa Thiong'o, Wole Soyinka, Gayatri Spivak, Yvonne Vera. Enrollment limited to 15 graduate students. Undergraduate seniors may be admitted with instructor's permission.

ENGL 2760L. Literature and Photography.

Since the invention of photography in 1839, novelists have often claimed the camera as an important model for their work. We will endeavor to investigate this claim, asking in the process what the links between modernism and the visual arts have to tell us about the nature of fictional representation. Readings to include a number of theoretical discussions of photography. Enrollment limited to 15.

ENGL 2760M. Postcoloniality and Globalism.

This seminar is an introduction to postcolonial theory: its precursors, key figures, and ongoing configurations in anglophone literary studies. Starting with Stuart Hall's provocative question posed in a 1996 essay – "When was the post-colonial?" – we will ask why it became possible to name an intellectual current "postcolonial" in the 1990s. We will consider how literary and cultural criticism got to the moment of Hall's intervention, and where we currently are in terms of archives and the aims of postcolonial humanistic inquiry. Readings will move between theoretical and literary texts, allowing us to explore how theory and literature can enrich or complicate one another. Issues to be addressed include: modernity, cultural nationalism, racialization, and the idea of "literature" itself, understood as motion of critique. Authors will include: Bhabha, Césaire, Chow, Fanon, Hartman, Morrison, Said, Salih, Spillers, Spivak, Walcott, Wicomb, Wynter.

ENGL 2760N. The Politics of Modernism.

An exploration of the controversies that have surrounded the political implications of modernist form. Topics will include the Brecht-Lukacs debate, surrealism and the politics of the avant-garde, the so-called "great divide" between innovative and popular art, and the relation of modernism to postmodernism. In addition to examining important theoretical statements, we will test their arguments against selected literary examples. Enrollment limited to 15.

ENGL 2760O. Shame, Colonialism, Ethics.

This course constructs a dialogue between debates on post-Holocaust aesthetics ("Is poetry possible after Auschwitz?") and the central questions of postcolonial theory ("Can the Subaltern Speak?"), and considers the ethical and aesthetic salience of shame. It is organized around three writers whose work suggests that the novel form itself might require decolonization: Naipaul, Coetzee and Caryl Phillips. Enrollment limited to 15.

ENGL 2760P. The Fifties in Color: Race, Empire, and U.S. Cold War Culture.

Examines U.S. cultural texts of the '50s in relation to both domestic race politics and foreign policy concerns. Explores issues of assimilation, conflict, containment, development, and integration in a transnational as well as a national framework. Writers we study may include Ralph Ellison, Jack Kerouac, Phillip Roth, John Okada and Jade Snow Wong. This course is limited to 15 graduate students.

ENGL 2760Q. Ways of Seeing: Modern American Fiction and Photography.

Reads a number of important modernist novels alongside the work of early 20th-century American photographers, focusing on what this fiction's engagement with photography has to teach us about the reproduction and circulation of American identity and history. Writers include James, Dos Passos, Hurston, Agee, Welty, and Ellison; photographers include Stieglitz, Strand, and Weston. Enrollment limited to 15.

ENGL 2760R. Realism and the American Novel.

An inquiry into the form, purpose, longevity, and afterlife of American realism. In what way did it differ from its British counterpart? In what ways was it different from naturalism, modernism, and romanticism? What was its aesthetic and political legacy? How has it been read by critics? Writers to include Melville, Dreiser, Norris, James, Chestnutt, Wharton, Jewett, and Wright. Enrollment limited to 15.

ENGL 2760T. Postmodernism and Literary Form.

Intended for graduate students interested in the relationship between socio-historical conditions and literary form, and for those interested in thinking beyond a narrowly periodized notion of the postmodern. Beginning with Lukács's *The Theory of the Novel*, considers the problematic of literary representation as it emerges in the modern age. Readings include Beckett, Nabokov, Burroughs, Amis, Rushdie, McEwan, Lyotard, and Moretti. Enrollment limited to 15.

ENGL 2760U. Reading the Black Masses in Literature and Critical Practice.

For more than a century, African American literature and criticism have been definitively shaped by claims about the linked fate of the black masses and the world of letters. These contested assertions provide occasions for rethinking the traditional ends of black literary production. Class conflict, the waning of black nationalism, and diasporic identity politics, are among the topics examined under this rubric. Likely literary writers include Washington, Larsen, Ellison, Brooks, and Wideman. Enrollment limited to 15 graduate students.

ENGL 2760V. Neo-Victorianism: Rewriting the Long Nineteenth Century.

This seminar examines recent novelists rewriting canonical 19th-century texts by Dickens and others, playing with matters of postcoloniality and gender. *Jack Maggs*, for example, answers the questions, "Can the subaltern speak?" and "Does the empire write back?" while *Fingersmith* offers a lesbian version of the Victorian sensation novel. *Patchwork Girl* rewrites *Frankenstein*, stitching together fiction, gender, and identity. Enrollment limited to 15.

ENGL 2760W. American Literature and the Visual Arts.

With the publication of several recent studies of cinema and modernism, interest in the relation between literature and the visual arts has never been higher. We will chart the forms this relation takes in the modern era by reading both theoretical attempts to diagnose it (Benjamin, Barthes, Derrida, Rancière) and literary attempts to enact it (James, Stein, Ellison, Williams, Agee). Enrollment limited to 15 graduate students.

ENGL 2760X. After Postmodernism: New Fictional Modes.

What happens when the "postmodern," the period that did away with periodization, is over? This class will discuss issues such as contemporaneity, materiality, subtraction, subjectivity, the event, and the frame in approaching British and American literature at the turn of the 21st century. Readings include Ishiguro, Cooper, Toussaint, Seth, Coetzee, Chatwin, Danielewski, Deleuze, Bergson, Badiou, Lukács, Voloshinov, Adorno, Pasolini, Nancy. Enrollment limited to 15 graduate students. Banner registrations after classes begin require instructor approval.

ENGL 2760Y. American Orientalism and Asian American Literary Criticism.

We examine critical studies of American Orientalism, influential works of Asian Americanist cultural criticism, American Orientalist texts by white and black authors, and literary texts by Asian American authors. Critics, cultural historians and writers we read may include: Christina Klein, Vijay Prashad, Elaine Kim, Frank Chin, Lisa Lowe, W.E.B. DuBois, Susan Choi, Nam Le, Karen Tei Yamashita. Enrollment limited to 15 graduate students.

ENGL 2760Z. African American Literature After 1965: Nationalism and Dissent.

Since the late 1960s, major theoretical and literary currents in African American letters have been profoundly influenced by black nationalism. This seminar examines the persistence of nationalist thought in ongoing debates about racial authenticity, gender inequality, black aesthetics, and diasporic politics. In so doing we will attend to both the complexity of nationalist ideology and the dissent generated by it. Authors include Baraka, Cruse, Giovanni, Morrison, Senna, Whitehead, and Gilroy. Open to graduate students only.

ENGL 2761B. Temporalities.

Centered on modernism and the early 20th century, this course will investigate the varied models of time pulsing through literary and theoretical texts, and consider a range of issues, including memory and forgetting, historical progress and decay, utopian futurity, and queer temporalities. Readings include work by Freud, Bergson, Nietzsche, Benjamin, Joyce, Woolf, Barnes, Stein, Faulkner. Enrollment limited to 15.

ENGL 2761C. Black Internationalism and Its Discontents.

This seminar reassesses the broad influence of internationalism in African American letters from the age of abolition to the present. We will be concerned with literary writings that foreground the global struggle of black subjects to assert political agency in relation to Western imperialism and transatlantic slavery. Equally crucial will be a reconsideration of an established body of theoretical writings that conceive of diasporic modes of solidarity and cultural expression as alternatives to the black nationalist intellectual tradition. Authors include Martin Delany, W.E.B Du Bois, Richard Wright, Angela Davis, Brent Edwards, and Paul Gilroy.

ENGL 2761F. The Racial Lives of Affect.

This course explores both dominant and emergent theoretical paradigms that anatomize the affective dimensions of racialized subjectivity in the US with a particular emphasis on recent scholarship that is linked with the field of affect theory. Rather than attempting an exhaustive or definitive mapping of that field, this seminar focuses on those thinkers whose works enhance our understandings of race. Enrollment limited to 15.

ENGL 2761J. Identity and Agency.

Any consideration of identity is bound to run up against the concept of agency. Considering identity and agency as mutually constitutive, this course looks at identity's formation and reformation as a narrative experience and effect, examining its emergence on historical and affective terrains. Approaching identity from a range of vantages (psychoanalysis, gender, history, law), we trace the ways that identities might be consolidated into (or, alternatively, unravel) cultural, political, national, or social arrangements. Works by Woolf, Selvon, James Weldon Johnson, Christopher Isherwood, Proust, Fanon, Arendt, Freud, Winnicott, Butler. Enrollment limited to 15.

ENGL 2761P. Modernism and Theories of Space.

This course analyzes literary modernism as it intersects with theories of space both historical and formal. Topics include: colonialism and global spaces, Fordist production, gendered public/private divides, as well as networks, underworlds, spatial form, and models of wandering. Readings include work by Lefebvre, Harvey, Latour, Frank, Larsen, Joyce, McKay, Woolf. Enrollment limited to 15 graduate students.

ENGL 2761Q. Blackness and Being: Studies in Black Literary and Cultural Criticism.

Through some recent critical readings, we will think about the enduring "problem" of blackness—its representational, aesthetic, and/or philosophical (ontological, epistemological, ethical) challenges. Our study will think through feminist and queer studies, as well as through diaspora and American and ethnic studies. We will also think historically about what motivates various turns to thinking about blackness and being. Enrollment limited to 15 graduate students.

ENGL 2761S. Naturalism and the Anthropocene.

The world of naturalist fiction is strange and terrifying: monstrous new forms of life; speaking animals; suicide; madness; financial ruin; ecological disaster. We will study this world in light of our catastrophic present, reading recent work in new materialism, neuroscience, animal studies, science studies, and environmentalism. Authors include Zola, Stein, Wharton, Chesnutt, Conrad, Hardy, Nietzsche, Bergson, Freud, Du Bois, James. Enrollment limited to 15 graduate students.

ENGL 2761T. Race and the Gothic.

In this graduate seminar, we muse on the aesthetic, formal, and thematic relationship between race and gothic literature and film, as well as theories of the gothic. Motifs that crowd the novels and films we explore include: death, the racialized Other, the repressed reaches of the inner self, the void, terror, encounters with alterity, shadows, blackness, nightmares, candlelit cavernous hallways, crumbling stone ruins, cliffs and crashing water, weeping willows along a dirt road, and more. We approach these motifs in prose narratives by writers such as Octavia Butler, Alejo Carpentier, and Edgar Allan Poe, as well as through various visual treatments in film, television, and dance.

ENGL 2761Y. The Blue of the Plums is the Memory of the Sea: Poetic Ecologies of Displacement.

This seminar takes up the concept of displacement from two different vantage points. One is a consideration of how anthropogenically generated processes of environmental change can lead to a transformation of ecological edges at which different organisms meet one another in the composition of an ecosystem. The other takes up a consideration of human displacement, particularly in the context of violence such as war, through what the theorist Sarah Ahmed has termed a "migrant orientation" as a way of contemplating what it means to inhabit an ecology following such displacements.

ENGL 2761Z. The Black Aesthetic.

This graduate seminar pursues an interdisciplinary investigation of various philosophies, theories, and expressive praxes that constellate under the rubric of The Black Aesthetic. Our study is organized along two axes: The first reckons with colonial modernity's role in constructing the aesthetic as a racializing technology to measure and impose taste, sensibility, reason and/as civilizational capacity. The second grapples with the political orientations that, nonetheless, undergird contemporary black cultural production across literary genres and visual/media forms. Engaging such thinkers as Édouard Glissant, Saidiya Hartman, Denise Ferreira da Silva, Phillip Brian Harper, Sylvia Wynter, and Kevin Quashie, among others, we will study such black aesthetic theories as opacity, fabulation, excess, dissimulation, (anti-)representation, and black world(ing).

ENGL 2762A. Race and its Avatars: Literary Identity Politics From the Medieval to the Present.

This seminar is devoted to developing an understanding of "racism" as "a singular history" (Etienne Balibar), consisting of a number of racisms with "no fixed frontiers" that can cross-contaminate each other across wide expanses of time and space. We attend to the long history of this multivalent and multicombinant racism in two ways, by 1) studying pre-modern forms of collective hatred and fear that emerged prior to the putative stabilization of race as an identitarian category, and 2) exploring how to conceptualize relationally the various racial formations that emerged in modernity out of the slave trade, colonialism, and Nazism. Theorists we study include: daSilva, Foucault, Heng, Mbembé, Said, Spillers, Wolfe, and Wynters. The literary works we read include: The King of Tars, The Canterbury Tales, The Tempest, Jane Eyre, Ceremony, Jasmine, and Beloved.

ENGL 2762B. : The Blue of the Plums is the Memory of the Sea: Poetic Ecologies of Displacement.

This seminar takes up the concept of displacement from two different vantage points. One is a consideration of how anthropogenically generated processes of environmental change can lead to a transformation of ecological edges at which different organisms meet one another in the composition of an ecosystem. The other takes up a consideration of human displacement, particularly in the context of violence such as war, through what the theorist Sarah Ahmed has termed a "migrant orientation" as a way of contemplating what it means to inhabit an ecology following such displacements.

ENGL 2780. Graduate Independent Study in Modern and Contemporary Literatures.

Section numbers vary by instructor. May be repeated for credit. Instructor's permission required.

ENGL 2900A. Contemporary Feminist Theory: Feminist Address.

Recent feminist theory addresses identity politics and the critique of the subject; problematics of race, class and gender; the challenge of queer theory; the demand for materialist analysis. We consider these topics in light of the problematics of address. What are the forms of feminist address? How are they received or refused? Who are the subjects of contemporary feminisms? Enrollment limited to 15.

ENGL 2900C. Theories of Literature: From Classical Antiquity to Postmodernity.

Investigates theories of literature in two self-conscious historical epochs: classical antiquity, represented by figures such as Plato, Aristotle, and Horace, and by practices such as marginal notation of texts, literary commentaries, and performance techniques; and the 20th century, represented by figures such as Adorno, Barthes, and Bakhtin, with special attention to the intersections between philosophy and literature and poststructuralist conceptions of textuality. Enrollment limited to 15.

ENGL 2900D. Walter Benjamin and Modern Theory.

Intensive study of Walter Benjamin's essays on modern culture and literature (in particular Goethe, Baudelaire, Proust, and Kafka). Explores the consequences of his thinking for problems in contemporary literary and cultural theory. German and/or French helpful but not required. Enrollment limited to 15.

ENGL 2900E. Deleuze: Literature and Aesthetics.

How does Deleuze help us read modern culture? This course will focus on Deleuze's writings on literature, painting and cinema as a point of entry to the work of one of the most original and intriguing thinkers of the late 20th century. We will look at the reasons for Deleuze's fascination with Anglo-American literature, and discuss the extent to which Deleuze's model of literary analysis breaks with -- while remaining fundamentally indebted to -- Marxism and psychoanalysis. Other readers include Melville, Kafka, T. E. Lawrence, as well as films by Antonioni, Godard and Sembene. Enrollment limited to 15.

ENGL 2900F. Form and Content.

Readings in aesthetics, literary theory, structuralism-poststructuralism, and cultural studies that address the form/content distinction in one of its many avatars. Topics will include the sign, thematics, formlessness, formalism and historicism, tenors and vehicles, structure, and defamiliarization, among others. Previous work in literary or cultural theory strongly recommended. Enrollment limited to 15.

ENGL 2900G. History and Form.

An exploration of the relation between historical and formalist approaches to literary interpretation, from the New Critics to the so-called "New Formalism." What is the role of form in historically and politically oriented criticism (examples will be taken from Marxism, the New Historicism, feminism, cultural studies, and post-colonial theory)? What happens to history when form takes center stage (for example, in structuralism and deconstruction)? Is it possible (and desirable) to avoid a pendulum swing between the poles of historicism and formalism and to mediate the conflicting claims of history and form? Or is a focus on one at the expense of the other the necessary cost of an incisive interpretive strategy? In addition to theoretical readings that exemplify the conflict between history and form, attention will be paid to the history of reception of one or more literary works in order to articulate the practical implications of their opposition and interdependence. Enrollment limited to 15.

ENGL 2900H. Queer Passivity.

A study of the concept of passivity in queer theory, literature, and film. Subjects will include AIDS and temporality; the senses and dissolution; asceticism and chastity; pornography and sovereignty. We will explore post-structuralist theories and continental philosophies (Agamben, Cavarero, Deleuze, Derrida, Marion, Nancy) that resonate with the kind of queer receptivity that will be the object of study. Enrollment limited to 15.

ENGL 2900K. Nietzsche, Foucault, Latour.

The seminar will trace a line of radical thought about truth, language, knowledge and power—and their interrelations—in the writings of Friedrich Nietzsche, Michel Foucault and Bruno Latour. Particular attention will be given to the significance of their work for poststructuralist language theory, constructivist epistemology and science studies, and current issues involving the relations between science and religion. Enrollment limited to 15 graduate students.

ENGL 2900M. The Reading Effect and the Persistence of Form.

This course examines the "reading effect" as it emerges in work on the question of form and contemporaneous scholarship on the problematics of reading. We will trace the ways in which these related but distinct critical idioms negotiate concepts of mutual concern (interpretation, representation, the reading subject/reading brain). Topics include "new formalism," cognitive studies, symptomatic reading. Theorists from Althusser and deMan to Marcus, Wolfson and Zunshine. Enrollment limited to 15 graduate students; undergraduate seniors may enroll with instructor permission.

ENGL 2900N. Ethical Turns in Psychoanalysis and Literature.

This course examines ethics, broadly conceived, as the place where literature and psychoanalysis intersect or coexist in tense or collaborative relation. We will consider ethics at sites or moments of transition—as turns, upheavals, or ordinary acts that bring into view notions of responsibility, conviction, obligation, knowledge, ignorance, and complicity. Readings by Barthes, Benjamin, Fanon, Arendt, Freud, Lacan, Winnicott, Klein, Butler. Enrollment limited to 15 graduate students.

ENGL 2900X. Postcolonial Theory.

In this introduction to postcolonial theory we will consider key Western sources (Hegel, Marx, Lacan, Levi Strauss, Emmanuel Levinas); anticolonial manifestos (Gandhi, Fanon, Césaire, Memmi); political and ethical practices (civil disobedience, armed struggle, friendship). In addition to canonical critics (Said, Bhabha, Spivak), the course will review new interests in the field (transnationalism, non-western imperialisms, the environmental turn). Offered as a collaborative humanities seminar in Spring 2025, Postcolonial Theory will host and think with a series of guest scholars.

ENGL 2901D. War and the Politics of Cultural Memory.

The past several decades have seen the rise of a veritable memory industry devoted to the memorializing of wars. This seminar focuses on a selection of British, European, and American novels, memoirs, and films that self-consciously engage in remembering a range of conflicts, from the First World War to the "War on Terror," alongside a relevant body of theoretical writings. Our aim is to think in detail, and collectively, about the political stakes of such literary remembrances and to develop together a "contrapuntal" approach that engages with the collaborative tensions between Anglo-European, postcolonial, and US minority modes of memory.

ENGL 2901K. Theory, Technics, Religion.

Critical theory has a rich history of engagement with fundamental and overlapping questions of technics, media and religion. This seminar focuses mainly on important texts from the last century (Benjamin, Heidegger, Levinas, Derrida, Agamben), but also reads more broadly in the post-Enlightenment critical and speculative tradition (Kant, Hegel, Marx, Freud, Weber). Selections from the Bible and readings from a few literary texts from various eras will also be assigned. Enrollment limited to 15 graduate students.

ENGL 2901P. Black Feminism: Roots, Routes, Futures.

This graduate seminar pursues an interdisciplinary investigation of black feminist theories, methods, praxes, and politics. Using a black feminist lens, it investigates legacies of racial slavery and colonialism; the pathways and promises of African diaspora; citizenship, labor, and the law; theories of the flesh and changing definitions of kin; human ontology and the mutability of gender; black expressive practices and emancipatory politics. Enrollment limited to 15.

ENGL 2901R. Technologies of Memory.

From archives to monuments, photographs to films, sound recordings to selfies to Twitter feeds, modern life has reached a saturation point of object-driven memory. This course examines modes of capturing memory in the 20th and 21st centuries, and asks what replaces the medieval memory palace as an imaginary habitat for recollection. Enrollment limited to 15.

ENGL 2901T. Twenty-first Century Critical Theory.

Intended as an introduction to some influential emergent strains of literary-theoretical scholarship over the past two decades, this course will examine work in contemporary aesthetics, ecological and environmental thought, affective criticism, transgender studies, black studies, and debates around the prospects of a future for literary studies. In each case, a substantial 21st-century text will be considered alongside several canonical works (by figures such as Kant, Marx, Lukács, Du Bois, Haraway) with which it is in conversation. Contemporary authors include Lauren Berlant, Saidiya Hartman, Achille Mbembe, Fred Moten, Jeffrey Nealon, Rob Nixon, Sianne Ngai, Paul B. Preciado, and Sylvia Wynter.

ENGL 2940. Scholarly Writing for Journal Publication.

Writing and professionalization workshop intended for graduate students in literary studies. Topics covered include selection of journal; framing, structuring and composition of the article; the logistics of peer review; sharing and workshoping drafts; working with academic mentors and advisors. Every passing student will have a publishable article under consideration by the end of the semester. Enrollment limited to 12 English Ph.D. students. Instructor permission required. S/NC.

ENGL 2950. Seminar in Pedagogy and Composition Theory.

An experimental and exploratory investigation into writing as a preparation for teaching college-level writing. Reviews the history of writing about writing, from Plato to current discussions on composition theory. Against this background, examines various processes of reading and writing. Emphasizes the practice of writing, including syllabus design. Enrollment restricted to students in the English Ph.D. program.

ENGL 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ENGL 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Institute at Brown for Environment and Society

The Institute at Brown for Environment & Society supports research to understand the interactions between natural, human and social systems. Our teaching programs prepare future leaders to envision and build a just and sustainable world. Our engagement programs take research from the lab to the statehouse, the hospital and the public sphere.

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Environmental Sciences and Studies Concentration Requirements

Students in IBES' Environmental Sciences and Studies (ENVS) concentration learn how to tackle today's urgent climate and sustainability challenges through a truly multidisciplinary education. Core faculty with joint appointments across the University—from sociology to geology to anthropology and more—provide diverse perspectives, equipping students with the skills to address complex issues through innovative problem-solving and interdisciplinary exploration.

Through a rigorous set of core courses, track requirements, and a capstone (<https://ibes.brown.edu/education/undergraduate-education/curriculum/capstone/>) experience — as well as immediate access to real-world research opportunities and expert faculty (<https://ibes.brown.edu/people/faculty/>) — students gain the knowledge and skills needed to address the complex relationships between human systems and the natural world. These programs prepare our future leaders to make

meaningful contributions toward building a more sustainable and equitable planet.

- The A.B. in Environmental Sciences and Studies ensures undergraduates obtain a holistic and interdisciplinary understanding of the environment.
- The Sc.B. in Environmental Sciences and Studies is a more in-depth treatment of a single field: Climate and Energy; Conservation and Natural Systems; Environmental Justice and Health; or Sustainable Development and Governance.

Both degrees provide interdisciplinary exposure to the natural and social sciences, as well as public policy.

Standard program in Environmental Sciences and Studies:

Requirements for the A.B. Degree

Core Requirements

ENVS 0110	Humans, Nature, and the Environment: Addressing Environmental Change in the 21st Century	1
ENVS 0490	Environmental Science in a Changing World	1

Tools - pick one

Courses focused on building qualitative or quantitative research tools

ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis	
ANTH 1940	Ethnographic Research Methods	
APMA 0160	Introduction to Scientific Computing	
APMA 0350	Applied Ordinary Differential Equations	
APMA 0360	Applied Partial Differential Equations I	
APMA 0650	Introduction to Probability and Statistics	
APMA 1650	Introduction to Probability and Statistics with Calculus	
APMA 1930P	Mathematics and Climate	
BIOL 0495	Statistical Analysis of Biological Data	
CPSY 0900	Statistical Methods	
CPSY 0950	Introduction to programming	
CSCI 0111	Computing Foundations: Data	
CSCI 0190	Accelerated Introduction to Computer Science	
DATA 0200	Data Science Fluency	
ECON 1620	Introduction to Econometrics	
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction	
EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications	
EEPS 1330	Global Environmental Remote Sensing	
EEPS 1340	Machine Learning for the Earth and Environment	
EEPS 1400	Climate Modeling I	
ENVS 1107	Cartography and Geovisualization	
ENVS 1911	Narrating the Anthropocene	
IAPA 1500A	Ethnographic Research Methods	
PHP 1855	Infectious Disease Modeling	
SOC 1020	Methods of Social Research	
SOC 1100	Introductory Statistics for Social Research	
SOC 1117	Focus Groups for Market and Social Research	
SOC 1340	Principles and Methods of Geographic Information Systems	

URBN 1100	Investigating the City: Hands-on Research Methods for Urban Analysis	
Foundations in Earth Sciences and Technology - pick one		1
Courses focusing on earth, atmospheric, engineering or water sciences.		
EEPS 0070	Introduction to Oceanography	
EEPS 0160M	Natural Disasters	
EEPS 0220	Understanding Earth and Environmental Processes	
EEPS 0240	Earth: Evolution of a Habitable Planet	
EEPS 0360	Solving the Climate and Carbon Challenge	
EEPS 0830	Water in Our World	
EEPS 0850	Weather and Climate	
EEPS 1310	Global Water Cycle	
EEPS 1370	Environmental Geochemistry	
EEPS 1400	Climate Modeling I	
EEPS 1510	Dynamic Meteorology	
EEPS 1720	Tackling Climate Change with Machine Learning	
ENGN 0490	Fundamentals of Environmental Engineering	
ENGN 1342	Groundwater Flow and Transport	
ENVS 0070G	Historical Climatology and Global Climate Change	
Ecology/Biological Sciences - pick one		1
Courses focused on ecological or conservation biology		
BIOL 0210	Diversity of Life	
BIOL 0380	The Ecology and Evolution of Infectious Disease	
BIOL 0420	Principles of Ecology	
BIOL 0430	The Evolution of Plant Diversity	
BIOL 0940D	Rhode Island Flora: Understanding and Documenting Local Plant Diversity	
BIOL 1440	Marine Biology	
BIOL 1470	Conservation Biology	
BIOL 1515	Conservation in the Genomics Age	
ENVS 1775	Biogeography	
Environmental Justice and Equity - pick one		1
Courses focused on environmental issues through a justice and/or equity lens		
ENVS 0150	Climate Futures and a Sociology of Just Transitions	
ENVS 0705	Equity and the Environment: Movements, Scholarship, Solutions	
ENVS 1232	Land Stewardship, Sovereignty, and Justice	
ENVS 1247	Clearing the Air: Environmental Studies of Pollution	
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture	
ENVS 1601	Reimagining Climate Change	
HIST 1081	The Environmental History of Subsistence and Extraction in Africa before 1900	
SOC 0250	An Environmental Sociology for a Rapidly Warming World	
Environmental Policy and Politics - pick one		1
Courses focused on the policy, politics and/or governance of environmental issues		
ECON 1050	Environmental Economics and Policy	
ENVS 0715	Political Ecology	
ENVS 0717	Ocean Resilience: Ecology, Management, and Politics	

ENVS 0718	People and Oceans: How we Inhabit and Inhibit our Blue Planet	
ENVS 1555	Local Food Systems and Urban Agriculture	
ENVS 1574	Climate Policy Research: Organizations and Obstruction	
ENVS 1580	Environmental Stewardship and Resilience in Urban Systems	
ENVS 1601	Reimagining Climate Change	
ENVS 1615	Climate Change, Human Rights, and the Policy Process	
ENVS 1805	Ocean Governance and Policy	
ENVS 1823	Climate Media, Discourse, and Power	
ENVS 1925	Energy Policy and Politics	
LACA 1504R	Environmental politics in Latin America: Indigenous Peoples and Afro-descendants' perspectives	
POLS 1015	Politics and Nature	
POLS 1435	Politics of Climate Change	
POLS 1820G	Politics and Nature	
POLS 1822I	Geopolitics of Oil and Energy	
Environmental History and Humanities - pick one		1
Courses focused on the role of history, culture, and the arts in the environment		
AMST 1904K	Power + Water: Material Culture and its Environmental Impact	
ARCH 0680	Water, Culture and Power	
CHIN 0914	Environment, Food, and Health in China	
ENGL 1160P	Writing Climate, Writing Community	
ENGL 1190U	Nature Writing	
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture	
ENVS 1557	Birding Communities	
ENVS 1825	Commodity Natures: Supply Chains From Extraction to Waste and Alternatives to Endless Growth	
HIST 0270A	From Fire Wielders to Empire Builders: Human Impact on the Global Environment before 1492	
HIST 0270B	From the Columbian Exchange to Climate Change: Modern Global Environmental History	
HIST 1081	The Environmental History of Subsistence and Extraction in Africa before 1900	
HIST 1360	Amazonia from the Prehuman to the Present	
HIST 1382	The Environmental History of Latin America	
HIST 1820B	Environmental History of East Asia	
HIST 1973Q	Environmental Pressures of South Asia	
HIST 1974D	The Practice of History	
HIST 1976I	Imperialism and Environmental Change	
HIST 1976J	Earth Histories: From Creation to Countdown	
LACA 1504P	The Amazon, Climate Change, and Conservation	
RELS 0260	Religion Gone Wild: Spirituality and the Environment	
Electives - three courses		3

Electives provide increased environmental expertise and further enhance a student's ability to customize a course of study. Acceptable electives include any ENVS courses, a class that's MAIN FOCUS is on the environment, and prerequisites for classes students take to fulfill requirements within their declared track.

Capstone - one or two courses 1-2

The College expects that a capstone will be completed in semesters 7 or 8 - with the intention of providing an opportunity for students to integrate many aspects of their course of study, or area of focus. This requirement can be met with a two-semester thesis (ENVS 1970 & ENVS 1971), one-semester research project (ENVS 1970 or ENVS 1971), or an approved capstone course.

Total Credits 12-13

¹ The core requirement of ENVS 0490 can be waived for students with an AP exam score of 5 in Environmental Science.

Honors

Students interested in graduating with honors in their concentration must complete a thesis determined to be of the highest quality and must have excelled in their coursework required for the concentration, which is defined here as receiving a grade of "A" in the majority of courses taken to fulfill the concentration. You can learn more by visiting the honors page (<https://www.brown.edu/academics/institute-environment-society/education/undergraduate/honors/>) on the IBES website.

Students pursuing a ScB ENVS degree must choose 5 courses from one of the track options below:

1. Climate and Energy
2. Conservation Science and Natural Systems
3. Environmental Justice and Health
4. Sustainable Development & Governance

Requirements for the Sc.B. Degree

Core Requirements

ENVS 0490	Environmental Science in a Changing World	1
ENVS 0110	Humans, Nature, and the Environment: Addressing Environmental Change in the 21st Century	1

Tools - pick one 1

Courses focused on building qualitative or quantitative research tools

ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis
ANTH 1940	Ethnographic Research Methods
APMA 0160	Introduction to Scientific Computing
APMA 0350	Applied Ordinary Differential Equations
APMA 0360	Applied Partial Differential Equations I
APMA 0650	Introduction to Probability and Statistics
APMA 1650	Introduction to Probability and Statistics with Calculus
APMA 1930P	Mathematics and Climate
BIOL 0495	Statistical Analysis of Biological Data
CPSY 0900	Statistical Methods
CPSY 0950	Introduction to programming
CSCI 0111	Computing Foundations: Data
CSCI 0190	Accelerated Introduction to Computer Science
DATA 0200	Data Science Fluency
ECON 1620	Introduction to Econometrics

EEPS 0250 Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction

EEPS 1320 Introduction to Geographic Information Systems for Environmental Applications

EEPS 1330 Global Environmental Remote Sensing

EEPS 1340 Machine Learning for the Earth and Environment

EEPS 1400 Climate Modeling I

ENVS 1107 Cartography and Geovisualization

ENVS 1911 Narrating the Anthropocene

IAPA 1500A Ethnographic Research Methods

PHP 1855 Infectious Disease Modeling

SOC 1020 Methods of Social Research

SOC 1100 Introductory Statistics for Social Research

SOC 1117 Focus Groups for Market and Social Research

SOC 1340 Principles and Methods of Geographic Information Systems

URBN 1100 Investigating the City: Hands-on Research Methods for Urban Analysis

Foundations in Earth Sciences and Technology - pick one 1

Courses focusing on earth, atmospheric, engineering or water sciences.

EEPS 0070 Introduction to Oceanography

EEPS 0160M Natural Disasters

EEPS 0220 Understanding Earth and Environmental Processes

EEPS 0240 Earth: Evolution of a Habitable Planet

EEPS 0360 Solving the Climate and Carbon Challenge

EEPS 0830 Water in Our World

EEPS 0850 Weather and Climate

EEPS 1310 Global Water Cycle

EEPS 1370 Environmental Geochemistry

EEPS 1400 Climate Modeling I

EEPS 1510 Dynamic Meteorology

EEPS 1720 Tackling Climate Change with Machine Learning

ENGN 0490 Fundamentals of Environmental Engineering

ENGN 1342 Groundwater Flow and Transport

ENVS 0070G Historical Climatology and Global Climate Change

Ecology/Biological Sciences - pick one 1

Courses focused on ecological or conservation biology

BIOL 0210 Diversity of Life

BIOL 0380 The Ecology and Evolution of Infectious Disease

BIOL 0420 Principles of Ecology

BIOL 0430 The Evolution of Plant Diversity

BIOL 0940D Rhode Island Flora: Understanding and Documenting Local Plant Diversity

BIOL 1440 Marine Biology

BIOL 1470 Conservation Biology

BIOL 1515 Conservation in the Genomics Age

ENVS 1775 Biogeography

Environmental Justice and Equity - pick one 1

Courses focused on environmental issues through a justice and/or equity lens

ENVS 0150 Climate Futures and a Sociology of Just Transitions

ENVS 0705	Equity and the Environment: Movements, Scholarship, Solutions
ENVS 1232	Land Stewardship, Sovereignty, and Justice
ENVS 1247	Clearing the Air: Environmental Studies of Pollution
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture
ENVS 1601	Reimagining Climate Change
HIST 1081	The Environmental History of Subsistence and Extraction in Africa before 1900
SOC 0250	An Environmental Sociology for a Rapidly Warming World

Environmental Policy and Politics - pick one 1

Courses focused on the policy, politics and/or governance of environmental issues

ECON 1050	Environmental Economics and Policy
ENVS 0715	Political Ecology
ENVS 0717	Ocean Resilience: Ecology, Management, and Politics
ENVS 0718	People and Oceans: How we Inhabit and Inhibit our Blue Planet
ENVS 1555	Local Food Systems and Urban Agriculture
ENVS 1574	Climate Policy Research: Organizations and Obstruction
ENVS 1580	Environmental Stewardship and Resilience in Urban Systems
ENVS 1601	Reimagining Climate Change
ENVS 1615	Climate Change, Human Rights, and the Policy Process
ENVS 1805	Ocean Governance and Policy
ENVS 1823	Climate Media, Discourse, and Power
ENVS 1925	Energy Policy and Politics
LACA 1504R	Environmental politics in Latin America: Indigenous Peoples and Afro-descendants' perspectives
POLS 1015	Politics and Nature
POLS 1435	Politics of Climate Change
POLS 1820G	Politics and Nature
POLS 1822I	Geopolitics of Oil and Energy

Environmental History and Humanities - pick one 1

Courses focused on the role of history, culture, and the arts in the environment

AMST 1904K	Power + Water: Material Culture and its Environmental Impact
ARCH 0680	Water, Culture and Power
CHIN 0914	Environment, Food, and Health in China
ENGL 1160P	Writing Climate, Writing Community
ENGL 1190U	Nature Writing
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture
ENVS 1557	Birding Communities
ENVS 1825	Commodity Natures: Supply Chains From Extraction to Waste and Alternatives to Endless Growth
ENVS 1916	Animals and Plants in Chinese History
HIST 0270A	From Fire Wielders to Empire Builders: Human Impact on the Global Environment before 1492
HIST 0270B	From the Columbian Exchange to Climate Change: Modern Global Environmental History

HIST 1081	The Environmental History of Subsistence and Extraction in Africa before 1900
HIST 1360	Amazonia from the Prehuman to the Present
HIST 1382	The Environmental History of Latin America
HIST 1820B	Environmental History of East Asia
HIST 1973Q	Environmental Pressures of South Asia
HIST 1974D	The Practice of History
HIST 1976I	Imperialism and Environmental Change
HIST 1976J	Earth Histories: From Creation to Countdown
LACA 1504P	The Amazon, Climate Change, and Conservation
RELS 0260	Religion Gone Wild: Spirituality and the Environment

Electives - three courses 3

Electives provide increased environmental expertise and further enhance a student's ability to customize a course of study. Acceptable electives include any ENVS courses, a class that's MAIN FOCUS is on the environment, and prerequisites for classes students take to fulfill requirements within their declared track.

Capstone - one or two courses 1-2

The College expects that a capstone will be completed in semesters 7 or 8 - with the intention of providing an opportunity for students to integrate many aspects of their course of study, or area of focus. This requirement can be met with a two-semester thesis (ENVS 1970 & ENVS 1971), one-semester research project (ENVS 1970 or ENVS 1971), or an approved capstone course.

Additional Track specific requirements: 5

Total Credits 17-18

Tracks

TRACK 1 - Climate and Energy

This track is intended for students interested in climate change science, energy systems, and energy/climate change policy

FOUNDATIONS - pick two 2

These courses serve as a foundation to understanding energy, climate systems, and data analysis¹

APMA 0160	Introduction to Scientific Computing
CSCI 0111	Computing Foundations: Data
CSCI 0190	Accelerated Introduction to Computer Science
CHEM 0330	Equilibrium, Rate, and Structure
EEPS 0240	Earth: Evolution of a Habitable Planet
EEPS 0250	Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction
EEPS 1340	Machine Learning for the Earth and Environment
EEPS 1370	Environmental Geochemistry
EEPS 1400	Climate Modeling I
EEPS 1720	Tackling Climate Change with Machine Learning
ENGN 0030	Introduction to Engineering
ENGN 0032	Introduction to Engineering: Design
ENGN 0490	Fundamentals of Environmental Engineering
ENGN 0510	Electricity and Magnetism
ENGN 0810	Fluid Mechanics

PHYS 0030	Basic Physics A	
PHYS 0050	Foundations of Mechanics	
ENERGY, ENVIRONMENTAL TECH, & INFRASTRUCTURE - pick one		1
ENGN 0490	Fundamentals of Environmental Engineering	
ENGN 1340	Water Supply and Treatment Systems - Technology and Sustainability	
ENGN 1930U	Renewable Energy Technologies	
ENGN 1931P	Energy and the Environment	
ENVS 1400	Sustainable Design in the Built Environment	
ENVS 1580	Environmental Stewardship and Resilience in Urban Systems	
CLIMATE - pick one		1
EEPS 0360	Solving the Climate and Carbon Challenge	
EEPS 0830	Water in Our World	
EEPS 0850	Weather and Climate	
EEPS 1400	Climate Modeling I	
EEPS 1430	Principles of Planetary Climate	
ENGN 1931R	The Chemistry of Environmental Pollution	
ENVS 0465	Climate Solutions - A multidisciplinary perspective	
ENVS 1247	Clearing the Air: Environmental Studies of Pollution	
ENERGY & CLIMATE POLICY - pick one		1
ANTH 1601	Reimagining Climate Change	
ECON 1340	Economics of Global Warming	
ENVS 1574	Climate Policy Research: Organizations and Obstruction	
ENVS 1925	Energy Policy and Politics	
POLS 1435	Politics of Climate Change	
POLS 1822I	Geopolitics of Oil and Energy	
Total Credits		5

¹ Students can use a prerequisites for any of the courses selected to fulfill an "Elective" requirement.

TRACK 2 - Conservation Science and Natural Systems

This track is intended for students interested in ecological and conservation sciences

ECOLOGY		1
BIOL 0420	Principles of Ecology	
CONSERVATION		1
BIOL 1470	Conservation Biology	
ORGANISMAL DIVERSITY, ECOLOGY & CONSERVATION TOPICS - pick two		2
BIOL 0410	Invertebrate Zoology	
BIOL 0430	The Evolution of Plant Diversity	
BIOL 0450	Evolutionary Behavioral Ecology	
BIOL 0480	Evolutionary Biology	
BIOL 0940D	Rhode Island Flora: Understanding and Documenting Local Plant Diversity	
BIOL 1515	Conservation in the Genomics Age	
ENVS 1775	Biogeography	
POLITICS & HISTORY OF NATURAL SYSTEMS - pick one		1
ENVS 0715	Political Ecology	
ENVS 0717	Ocean Resilience: Ecology, Management, and Politics	
ENVS 0718	People and Oceans: How we Inhabit and Inhibit our Blue Planet	

ENVS 1232	Land Stewardship, Sovereignty, and Justice	
ENVS 1555	Local Food Systems and Urban Agriculture	
ENVS 1805	Ocean Governance and Policy	
HIST 1974D	The Practice of History	
LACA 1504R	Environmental politics in Latin America: Indigenous Peoples and Afro-descendants' perspectives	
POLS 1015	Politics and Nature	
POLS 1435	Politics of Climate Change	
POLS 1820G	Politics and Nature	

Total Credits **5**

¹ Most students with an intention of going to grad school in this field will also need: At least one semester of calculus and a statistics course

TRACK 3 – Environmental Justice and Health

This track is intended for students interested in exploring environmental issues through a justice/equity lens

RACE, CLASS, & GENDER INEQUALITY - pick one **1**
Any class focused on race, class, or gender - these courses do not have an environmental theme

AFRI 0090	An Introduction to Africana Studies	
AFRI 1920	Health Inequality in Historical Perspective	
ANTH 1624	Indians, Colonists, and Africans in New England	
ECON 1370	Race and Inequality in the United States	
ETHN 1000	Introduction to Ethnic Studies	
GNSS 0120	Introduction to Gender and Sexuality Studies	
HIST 0150D	Refugees: A Twentieth-Century History	
SOC 0230	Sex, Gender, and Society	
SOC 1270	Race, Class, and Ethnicity in the Modern World	

ENVIRONMENTAL JUSTICE & EQUITY - Pick 2 **2**
These courses focus on environmental issues through a justice and/or equity lens

ENVS 0150	Climate Futures and a Sociology of Just Transitions	
ENVS 0705	Equity and the Environment: Movements, Scholarship, Solutions	
ENVS 1232	Land Stewardship, Sovereignty, and Justice	
ENVS 1247	Clearing the Air: Environmental Studies of Pollution	
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture	
ENVS 1601	Reimagining Climate Change	
HIST 1081	The Environmental History of Subsistence and Extraction in Africa before 1900	
SOC 0250	An Environmental Sociology for a Rapidly Warming World	

FOUNDATIONS IN HEALTH & INEQUALITY - pick one **1**
These courses offer a foundation or an additional tool to study environmental health and inequality

ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis	
ANTH 1940	Ethnographic Research Methods	
EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications	
ENVS 1107	Cartography and Geovisualization	

PHP 0310	Health Care in the United States
PHP 0320	Introduction to Public Health
PHP 0330	Health Law and Policy
PHP 0400	Intro. to Health Disparities & Making Connection btw Structure, Social Determinants&Health Equity
PHP 1650	Race, Racism and Health
PHP 1681	Reproductive Health, Rights and Justice
PHP 1855	Infectious Disease Modeling
PHP 1920	Social Determinants of Health
SOC 1020	Methods of Social Research
SOC 1100	Introductory Statistics for Social Research
SOC 1117	Focus Groups for Market and Social Research
SOC 1340	Principles and Methods of Geographic Information Systems
ENVIRONMENTAL HEALTH - pick one	
These courses focus specifically on public health and the environment	
BIOL 1820	Environmental Health and Disease
ENVS 0120	Climate Change and Public Health in a Warming World
PHP 0720	Public Health and the Environment
PHP 1070	Global Burden of Disease
PHP 1101	World of Food: Personal to Global Perspectives on Nutrition, Agriculture and Policy
PHP 1700	Current Topics in Environmental Health
PHP 1720	Environmental Exposure Assessments in Practice
PHP 1725	Rural Public Health
PHP 1730	Climate Risks and Health Solutions
Total Credits	

1

5

¹ Many AFRI, ETHN, and GNSS classes count with IBES Curriculum Committee approval.

TRACK 4 - Sustainable Development & Governance

This track is intended for students interested in the interplay between environmental governance and economics on the global stage, with an emphasis on the non-Western world

GLOBAL GOVERNANCE & DEVELOPMENT - pick one

1

Courses focused on global governance or development (some are non environmental)

ENVS 0717	Ocean Resilience: Ecology, Management, and Politics
ENVS 1615	Climate Change, Human Rights, and the Policy Process
ENVS 1805	Ocean Governance and Policy
IAPA 1001	Foundations of Development
IAPA 1401	Economic Development in Latin America
IAPA 1404	Economic Development of China and India
POLS 0200	Introduction to Comparative Politics
POLS 0400	Introduction to International Politics
POLS 1435	Politics of Climate Change
POLS 1440	Security, Governance and Development in Africa
POLS 1500	The International Law and Politics of Human Rights
POLS 1822I	Geopolitics of Oil and Energy

POLS 1826B	Political Economy of Development
SOC 1490	Power, Knowledge and Justice in Global Social Change
ENVIRONMENT, JUSTICE, & NON-WESTERN PERSPECTIVES - pick two	
Any class focused on the Environment and the Global South and/or other non-Western perspectives	
AMST 1904K	Power + Water: Material Culture and its Environmental Impact
ENVS 0150	Climate Futures and a Sociology of Just Transitions
ENVS 0705	Equity and the Environment: Movements, Scholarship, Solutions
ENVS 1232	Land Stewardship, Sovereignty, and Justice
ENVS 1554	Farm Planet: Hunger, Development, and the Future of Food and Agriculture
ENVS 1580	Environmental Stewardship and Resilience in Urban Systems
ENVS 1601	Reimagining Climate Change
ENVS 1825	Commodity Natures: Supply Chains From Extraction to Waste and Alternatives to Endless Growth
ETHN 1751A	Indigenous Laws, Environmental Racism, and LandBack
HIST 1360	Amazonia from the Prehuman to the Present
HIST 1382	The Environmental History of Latin America
HIST 1960J	More-Than-Human Histories of Africa
LACA 1504P	The Amazon, Climate Change, and Conservation
LACA 1504R	Environmental politics in Latin America: Indigenous Peoples and Afro-descendants' perspectives

2

ECONOMIC PERSPECTIVES - pick one

1

These courses are intermediate-level economic tools courses

ECON 1050	Environmental Economics and Policy
ECON 1110	Intermediate Microeconomics
ECON 1340	Economics of Global Warming
ECON 1355	Environmental Issues in Development Economics
ECON 1410	Urban Economics
ECON 1500	Current Global Macroeconomic Challenges
ECON 1530	Health, Hunger and the Household in Developing Countries
ECON 1560	Economic Growth

FINANCE & ECONOMIC PERSPECTIVES - pick one

1

These courses are either intermediate-level economic tools courses, courses focused on sustainable investing and finance, or the social science of economics systems

ECON 1050	Environmental Economics and Policy
ECON 1110	Intermediate Microeconomics
ECON 1340	Economics of Global Warming
ECON 1355	Environmental Issues in Development Economics
ECON 1410	Urban Economics
ECON 1500	Current Global Macroeconomic Challenges
ECON 1530	Health, Hunger and the Household in Developing Countries
ECON 1560	Economic Growth

ENVS 1207	Eco-Entrepreneurship
ENVS 1545	The Theory and Practice of Sustainable Investing
ENVS 1547	Finance and the Environment
HIST 0150A	History of Capitalism
IAPA 1701Y	Climate Change, Power, & Money
PHIL 1561	Are We Doomed? Ethics, Economics, and the Future

Total Credits**5**

Honors

Students interested in graduating with honors in their concentration must complete a thesis determined to be of the highest quality and must have excelled in their coursework required for the concentration, which is defined here as receiving a grade of "A" in the majority of courses taken to fulfill the concentration. You can learn more by visiting the honors page (<https://www.brown.edu/academics/institute-environment-society/education/undergraduate/honors/>) on the IBES website.

Courses

ENVS 0070C. Transcending Transportation Impacts.

Students will be engaged in interdisciplinary analyses of the life-cycle costs, environmental impacts, technical developments, and policy innovations at the local and regional level. We will discuss technical modifications in vehicles, such as plug-in hybrids, as well as policy and planning on intermodal systems, recycle-a-bike programs, intelligent transportation systems, and other innovations. Enrollment limited to 19 first year students. Instructor permission required.

ENVS 0070D. The Misuse of Scientific Information in American Life.

Many important political issues hinge on matters of science or technology. But most Americans are ill-equipped to assess these matters. As a result, we are vulnerable to spin when scientific information is distorted, cherry-picked or otherwise misused to advance financial, political or even religious goals. This course examines ways these phenomena skew public discussion of climate change, vaccine safety, the teaching of evolution, cancer screening, GM food and a host of other issues. Enrollment limited to 19 first year students.

ENVS 0070E. What Does It Mean To Be Green?

What does it mean to be green? From saving energy to recycling to eating organic food, in recent years the idea of going green has gained increasing attention. But green is not solely a proxy for environmentalism: it encompasses competing, and at times contradictory meanings. This seminar places contemporary green debates in historical and cross-cultural contexts. We'll examine multiple paradigms of greenness in the Global South as well as the Global North. Topics range from imperial visions of tropical landscapes to the green revolution emphasis on agrochemicals, from conservation to climate change. Enrollment limited to 19 first year students.

ENVS 0070G. Historical Climatology and Global Climate Change.

This course will look at climate trends through the lens of civilizations across the globe. The Maya, Indus and Nile have been cradles to great civilizations, each impacted to a different degree by climate variability. Climate change is now causing history to repeat itself through the displacement of people as climate refugees in places like Honduras, Pakistan and Ethiopia. In this course, we will focus on and analyze instrumental, observational and geologic datasets to assess the role of climate in shaping past civilization and modern society.

ENVS 0110. Humans, Nature, and the Environment: Addressing Environmental Change in the 21st Century.

This is an engaged scholars course that offers an introduction to contemporary environmental issues. We explore the relationships between human societies and the non-human environment through a survey of topical cases, including: human population growth and consumption, global climate change, toxins, waste streams, water resources, environmental justice and ethics, and agro-food systems. This course also analyzes various solutions—social, political, technical, and economic—put forth by institutions and individuals to address questions of environmental sustainability. Each student must register for a 50-minute weekly engaged scholar lab in addition to lectures. Each lab will partner with a community organization to complete an engaged, environmental project. See class notes for reserved seating registration set up by semester level.

ENVS 0120. Climate Change and Public Health in a Warming World.

Climate change is a rapidly evolving societal challenge. While our atmosphere is shared globally, the impacts of climate change on human health are multifaceted and profoundly unequal. This course will provide a broad overview of the diverse impacts of current and future climate change on human health, with a focus on impacts and interventions in the US. The course will introduce epidemiologic tools to quantify the health impacts and disparities of climate-related exposures, with a focus on extreme weather and air pollution. By examining policies promoting climate adaptation and mitigation in the public health context, the class cohort will balance an engagement with the vast scope of the climate challenge with the opportunity and optimism of pathways to equitable societal thriving.

ENVS 0121. Plants, Food, and People (BIOL 0190H).

Interested students must register for BIOL 0190H.

ENVS 0150. Climate Futures and Just Transitions.

The just transition is a foundational concept for labor-environmentalism and it has generated a range of productive debates between labor, feminist, environmental justice, indigenous forces and other actors about the possibilities, genuine dilemmas and trade-offs that confront all attempts to think through the challenge of decarbonization. Following the incorporation of the term "just transition" into the preamble to the Paris Agreement in 2015 at COP 21, it has also taken on a further life of its own in the international climate space as many leading climate NGOs, business elites and international unions articulate their commitment to decarbonization through the language of just transitions. This course seeks to build a reconstructive environmental sociology of the just transition, incorporating debates from political ecology, energy/technology studies, critical art and design studies and the climate social sciences.

ENVS 0160. Migration and Borders in a Time of Climate Crisis.

This course foregrounds the political implications of migration and border regimes in the context of environmental change, historically, today, and in the future. It examines in what sense environmental and climate factors might be causally related to human movement. We will seek to understand the fears of a future "climate refugee crisis," and how states and security regimes are already preparing for climate displacement. Furthermore, we will ask how migrant justice groups are challenging the closed-border policies of many states in 'the Global North' as well as the global structural inequalities that create the vulnerabilities that drive movement and migration.

ENVS 0220. Physical Processes in Geology (GEOL 0220).

Interested students must register for GEOL 0220.

ENVS 0240. Earth: Evolution of a Habitable Planet (GEOL 0240).

Interested students must register for GEOL 0240.

ENVS 0241. Climate and Climate Change (GEOL 0030).

Interested students must register for GEOL 0030.

ENVS 0260. Religion Gone Wild: Spirituality and the Environment (RELS 0260).

Interested students must register for RELS 0260.

ENVS 0300. Environment and Society in Africa (SOC 0300L).

Interested students must register for SOC 0300L.

ENVS 0360. Solving the Climate and the Carbon Challenge (EEPS 0360)..**ENVS 0410. Environmental Stewardship.**

Challenges students to address the economics and logistics of implementing strategies to conserve resources and reduce the negative impacts of the built environment. The goal is to learn the rationale, process and technical aspects of the practice of environmental stewardship. Topics include sustainable design, institutional change, and corporate environmental responsibility. Students collaborate in interdisciplinary teams on applied projects. Permission by instructor by application process prior to enrollment in the class.

ENVS 0420. Principles of Ecology (BIOL 0420).

Interested students must register for BIOL 0420.

ENVS 0465. Climate Solutions - A multidisciplinary perspective.

This course will explore solutions to the climate crises through the lens of multiple disciplines. Lectures will cover topics in physical science, economics, political science, persuasive communication, social science, and equity. Online lectures by disciplinary experts from around the country, but developed specifically for this class, will be the basis for the in class discussions and activities led by Brown Faculty.

ENVS 0490. Environmental Science in a Changing World.

Introduces students to environmental science and the challenges we face in studying human impacts on an ever-changing earth system. We will explore what is known, and not known, about how ecosystems respond to perturbations. This understanding is crucial, because natural systems provide vital services (water and air filtration, climate stabilization, food supply, erosion and flood control) that can not be easily or inexpensively replicated. Special emphasis will be placed on climate, food and water supply, population growth, and energy.

ENVS 0495. Introduction to Environmental Social Science.

This course introduces students to core areas of theory and research in the environmental social sciences. It also challenges students to think carefully about what we learn and don't learn when we apply different disciplinary lenses to interdisciplinary environmental challenges.

ENVS 0510. International Environmental Law and Policy.

Introduces students to principles of international environmental law and examines how international organizations, national governments and non-state actors interact to address human impacts on the global environment. Considers effects of treaties, trade agreements and foreign aid on resolution of trans-boundary environmental problems including climate change, marine governance, biodiversity loss and trade in endangered species and hazardous waste. Students negotiate a mock treaty (NEWORLD) to mitigate some aspect of human impact on global change from the perspective of different state and non-state actors. Introductory coursework that addresses some aspects of environmental studies or environmental science is recommended.

ENVS 0520. Wild Literature in the Urban Landscape.

Combines deep study of ecological poetry, fiction, essays and other writing with service to schools in the community through exploration of local ecological challenges through both creative and more discursive expressions. The field-work or community component to this course will involve students in conducting workshops that combine literature and ecology in order to better elucidate and understand local issues related to, for one example, eco-industrial histories associated with Gorham Silver in Providence and the current state of Masphaug Pond on the Reservoir Triangle, where a public high school, Alvarez, now sits on contaminated soil. Enrollment limited to 22 undergraduates. S/NC.

ENVS 0580. Foundations of Physical Hydrology (GEOL 0580).

Interested students must register for GEOL 0580.

ENVS 0700A. New England Environmental History.

Explores the environmental history of New England from the arrival of people circa 10,000 years ago to the present day. Topics include Native American and colonial environmental interactions and 20th century environmental transformations. From abandoned textile mills to Northern forests, understanding the history of a place can help us plan for its future.

ENVS 0700C. Extinction: A Global History.

In the past five centuries, about 800 species of animals and plants have gone extinct, the majority of them in the last one hundred years. Recent estimates suggest that 41 percent of described amphibians, 26 percent of mammals, and 13 percent of birds currently face the threat of extinction. We will examine the current global extinction crisis as a biological, historical, cultural, economic, and political phenomenon. This course adopts an interdisciplinary approach by examining the issue of extinctions from the perspectives of the humanities and environmental sciences.

ENVS 0700D. Food for Thought: Food and Agriculture in the History of the Americas.

This course is an introduction to the history of food and agriculture in the Americas. We will examine key topics such as the domestication of plants and animals several thousand years ago, food production + consumption in pre-Columbian societies, the impact of European colonialism + colonial systems of food production across the Americas farming in the 19th century, the industrialization of agriculture in the 19th and early 20th centuries in the US and Latin America, the Green Revolution, organic agriculture and alternatives to industrial agriculture in the Americas in the past few decades, and the future of food + agriculture.

ENVS 0705. Equity and the Environment: Movements, Scholarship, Solutions.

This course will explore how the environment is inseparable from raced, classed, and gendered structures of power. Focusing primarily on the environmental justice (EJ) movement, we will examine how structural inequality gives form to our experiences with the environment, our conceptions of the environment, and our efforts to improve our environments. Drawing from a range of disciplinary scholarship, journalism, public commentary, and videos, this course aims to elucidate how marginalized groups have mobilized to address differential exposure to pollution and waste, climate change, "the wilderness," pipelines, slums, environmental population control measures, and fossil fuel extraction, among many other topics. This course seeks to serve first-years and sophomores, and build a foundation for students in the Environment and Inequality track of IBES.

ENVS 0710. Powering the Past: Environmental Histories of Energy Use and Social Change.

From wood, water, and muscles, to coal, oil, and nuclear power, humans have a long history of reshaping their environments to access energy. The nature of these energy sources also influences the form and distribution of political and economic power. Using environmental history methods, this course examines the ties between energy, power, environmental change, and inequality, from before the agricultural revolution to the present. Readings and lectures link the United States and Europe to the rest of the globe, with particular emphasis on the nineteenth and twentieth centuries. Each class combines lecture and discussion. No prerequisites.

ENVS 0714. Colonial Ecologies.

The rapidly warming planet makes it increasingly clear that the natural and human worlds are deeply intertwined, and that local ecologies are inherently tied to global political and economic processes. While resulting devastation has more recently emerged as a political crisis, the assimilation of local landscapes and ecologies into global social processes has a much deeper history. This class considers the development and intensification of such global connections from the early modern era to the contemporary moment. It contextualizes local ecological changes wrought by expansive colonial powers—poisoned mountains, mono-cropped landscapes, and disappeared forests—within the emergence of a global economy predicated on extraction. The course studies these themes through an interdisciplinary political ecology framework that examines how power operates through the environment, and how nature is in turn produced as a political force.

ENVS 0715. Political Ecology.

Political ecology asks how power mediates human-environment relationships. How do we, as society, understand "the environment," environmental problems, our role in them, and potential solutions? How have human-environment interactions reproduced inequity related to class, race, gender, and worldview; how does inequity, in turn, relate to environmental realities? Whose environmental "truth" counts, whose doesn't, and why? Are better futures possible (and who defines "better futures")? In this course, we will consider these questions and more. We will examine how knowledge production and socio-economic structures and processes relate to environmental change across economic, political, social, and ecological contexts. The first part of the course will introduce political ecology's roots and major arguments. We will use this foundation to analyze real-world cases and consider the opportunities, or "openings," for different environmental futures.

ENVS 0716. Conservation and Resilience: Management Tools for Oceans and Beyond.

This course introduces and critically examines policy and engagement tools employed in conservation management. The use of policy tools such as protected areas and marine spatial planning has exploded in recent decades, and global interest in alternative energy, food security, and biodiversity conservation has heightened their use and critique in conservation and resilience. With a focus on coastal and marine contexts, the course will explore practical questions such as: What policy tools are available for conservation management? How are they designed, implemented, and adaptively managed in particular contexts? Real world case studies in sites such as Rhode Island, Hawaii, Bermuda, and the high seas will inform discussions and help us consider what factors might contribute to management success or failure. Along the way, students will gain experience using public engagement tools such as participatory mapping and focus groups.

ENVS 0717. Ocean Resilience: Ecology, Management, and Politics.

In this course, we will examine ocean management for resilience and conservation: policy design, implementation, and effects on ecosystems and people. The use of tools such as marine protected areas and marine spatial planning has exploded in recent decades, and global interest in alternative energy, food security, and marine biodiversity conservation has heightened the use, and critique of these key tools in ocean conservation and resilience. Co-taught by an interdisciplinary team (a coastal ecologist and an oceans governance scholar), this course will explore questions such as: What management tools are available? What do they do (and not do) and how? How are they created and managed in particular contexts? Who gets to decide and why?

ENVS 0718. People and Oceans: How we Inhabit and Inhibit our Blue Planet.

What comes to mind when you think of the ocean? Oceans might conjure images of contemplative beach walks, fascinating animals like whales and giant squid, or big splotches of blue on a globe. Often, however, we imagine them devoid of people. In this course, we will dive into the depths of oceans as peopled spaces, lively with cultural connections, technological innovation, power struggles, and more. Topics will include fishing, deep sea mining, marine conservation, seafaring, maritime dumping, high seas governance and more. The course will include lectures coupled with opportunities for discussion, and students will have the opportunity to follow their aquatic curiosities, conducting research on a topic of their choice. By the end of course, students will gain a more holistic understanding of how oceans are peopled and our role as inhabitants of our Blue Planet.

ENVS 0720. Ecological Imperialism.

Empires have played important roles in transforming the earth's environments for over two millennia, conquering land and transforming its ecosystems and societies to make them more profitable. This course will examine how empires have reorganized the landscapes of conquered regions from the ancient empires of Rome and China to the informal American empire, focusing in particular on Asia, Africa and Latin America.

ENVS 0721. La Frontera: Environmental Histories of the U.S.-Mexico Borderlands.

Counterintuitive as it may seem, borderlands are effective tools for disrupting binaries and nature/culture dichotomies. In their inherent tension, borders as in-between zones create space to re-examine colonial, capitalist, and modernist paradigms. What does a borderlands perspective add to our understanding of the environment? Or, conversely, what does the centrality of the environment add to the ways we view the borderlands region? This course will introduce you to the relationship between the human and more-than-human worlds of the U.S.-Mexico borderlands where we will come to appreciate, for instance, how a river can disrupt geopolitical boundaries, how desert nature can cross the corporeal boundary through sensorial pathways, or how the border wall itself is both real and violent as well as imagined and porous depending on the time, place, and which multispecies form we consider.

ENVS 0830. Water in Our World (EEPS 0830).

Interested students must register for EEPS 0830.

ENVS 0900. Quantitative Methods in Psychology (CLPS 0900).

Interested students must register for CLPS 0900.

ENVS 0930A. Appropriate Technology (ENGN 0930A).

Interested students must register for ENGN 0930A.

ENVS 1000. Fieldwork in the Urban Community (URBN 1000).

Interested students must register for URBN 1000.

ENVS 1070. The Burden of Disease in Developing Countries (PHP 1070).

Interested students must register for PHP 1070.

ENVS 1081. The Environmental History of Subsistence and Extraction in Africa before 1900 (HIST 1081)..

Interested students must register for HIST 1081.

ENVS 1105. Introduction to Environmental GIS.

This course introduces the tools, techniques, and fundamentals of Geographic Information Systems (GIS) using the ArcGIS software package. GIS has broad applications in environmental, natural, and social sciences. Examples include disaster management, transportation planning, and environmental quality assessment. By the end of this course, students will understand the processes of spatial data analysis, geographic databases, visualization and cartography, and uncertainty quantification. Students will produce an independent final research project in Story Maps and present their results in a highly-visual flash talk. Tuesday 4:00-6:30 PM seminar will be held online. However, students will have the option to attend lab group meetings either virtually or in person. Course override required. Contact the instructor (samiah_moustafa@brown.edu) with year, concentration, and statement of interest.

ENVS 1107. Cartography and Geovisualization.

Join Professor Seda Salap-Ayca and your fellow students on this journey of learning as the group delves into the topic of Cartography and Geovisualization. Why does it matter to engage with this topic? Maps are our powerful tools to tell stories, but what is the story behind them? What makes a map design effective? In this course, you will learn the fundamentals of cartography and map design. Students will critique and create appealing maps throughout the semester. There isn't a prerequisite for the course, however, an introductory level of GIS will be helpful to understand the terminology and the concepts. If you haven't taken any GIS course before, some basics will be covered during the training assignments. The majority of the hands-on exercises will be based on variety of software, therefore a basic level of computer skills is essential.

ENVS 1110. Estuarine Oceanography (GEOL 1110).

Interested students must register for GEOL 1110.

ENVS 1180. Feminist Thoughts for a Heated Climate (POLS 1180).

Interested students must register for POLS 1180.

ENVS 1201. Introduction to Geographic Information Systems and Spatial Analysis (ANTH 1201).

Interested students must register for ANTH 1201.

ENVS 1207. Eco-Entrepreneurship.

Environmental, business, and social opportunities are often seen as being at odds. This course is a hands-on, interactive journey to explore bringing an impactful idea for an environmental product/service/solution into the world and designing a business plan to do so. You will identify an environmental area of opportunity, learn how to focus on the problem before the solution, identify the key stakeholders including your users/customers, and build a business model. You will look at the triple bottom line, and learn new tools, best practices, and frameworks to breathe life into your solution and make it viable. Instructions for submitting a personal statement before enrolling will be available in the syllabus.

ENVS 1225. Arctic Climate and Policy: Winter Session in Bodø.

The Arctic is a region where rapid climate and social changes will have important and far-reaching consequences. Current issues include access to mineral and hydrocarbon resources, possibilities for new maritime routes, cross-border cooperation, governance and self-determination, sustainability of fisheries, opportunities for Arctic tourism, and support of indigenous communities. Students will travel to Bodø, Norway, to participate in this class together with undergraduates from Babson College and Nord University Business School. Students will work together across disciplines and cultures to learn how to apply knowledge to map relevant policy issues more creatively, effectively, and responsibly.

ENVS 1230. Forest History of Colonial New England: Combining Evidence from Documents and Pollen.

Bringing metal tools and animals with them from Europe, settlers set out to transform the Northeastern American landscape shortly after founding Plymouth Colony in 1620. Historical accounts describe an abundance of tree cover, which, environmental historians argue, provided the frame and fuel for American nationhood. But what do we really know about the pre-colonial canopy of the Northeast and its transformation under colonialism? To find out, we have to go back into the woods and understand how forests age. Using ecology and pollen records, we can learn about Abenaki and early settlers' interactions with the treed landscape.

ENVS 1232. Land Matters: Stewardship, Sovereignty, and Justice on the Ground.

We are connected to Land. Whether our connection is intimate and acknowledged or distant and unexplored, human (and other) lives are rooted in Land. In this course, we draw out matters of land, asking how and for whom land matters. Building on scholarship, journalism, public commentary, movements, podcasts, and videos, we explore land as a multifaceted and fundamental source of life, knowledge, community, wealth, power, theft, exclusion, sovereignty, justice, and healing. The course is grounded in US-based land histories and how colonial violence, patriarchy, white supremacy, and capitalism intersect to shape land access, control, and ownership. From this foundation, we explore on-the-ground efforts toward land justice, including decolonization, reparations, agrarian commons, and land trusts. Students will leave the course with frameworks for envisioning and helping to build equitable, just, and healthy Land futures based in stewardship, intention, and care.

ENVS 1233. Underground Studies: Extractivism and Decolonization in the Americas/Abiyala.

In times of the environmental crisis, one of the most important things humans should do is to reflect on how and why we got here. How did we allow our waters to be contaminated? Why did we destroy forests? Why do we understand ourselves as superior to other living beings? To answer these questions, we will think of the environmental degradation of Abiyala (the Guna word the Americas) from the point of view of artists, documentarians, and writers that think about different underground spaces and engage with questions of ecofeminism and extractivism. We will consider the environmental effects of mines, industry, ecological manipulation, and even science. And we will engage with the work of Indigenous peoples, Latinx, women, and others with anti-colonial perspectives, such as Emil Keme, Macarena Gómez Barris, Maricela Guerrero, Yásnaya Aguilar Gil, Natalie Diaz, among others.

ENVS 1245. Air Pollution & Chemistry.

Air pollution is a major concern across the globe, impacting human health, ecosystems, and climate. This course will provide students with an understanding of the chemical and physical processes that determine the composition of the atmosphere, with an emphasis on the dispersion of pollutants responsible for urban smog, acid rain, climate change, and the ozone hole. Topics to be covered also include health and environmental impacts of air pollutants, potential technological solutions, air pollution monitoring, and international policy regulations. Prerequisites: CHEM 0330, CHEM 0050, ENGN 0720 or similar.

ENVS 1247. Clearing the Air: Environmental Studies of Pollution.

Whether air, water or land borne, pollution is a multivalent "wicked problem" that has profound implications for the climate, ecological and economic systems, and human health and well-being. Emphasizing engaged scholarship based in Providence, we will explore pollution's historical origins, review current pollution measurements and reduction/mitigation efforts, and discuss alternative approaches that better address pollution's historical legacies and resulting social and environmental inequalities. Coursework will revolve around a Providence-based air monitoring project, augmented by readings, guest lectures, and discussion. Assessment will involve participation in discussion, 2-3 response papers and a final project linked to an engaged, field-study.

ENVS 1260. Indigenous People and Nature: Birds (ANTH 1260).

Interested students must register for ANTH 1260.

ENVS 1270. From Magic Mushrooms to Big Pharma: Anthropology of Drugs (ANTH 1880).

Interested students must register for ANTH 1880.

ENVS 1330. Global Environmental Remote Sensing (GEOL 1330).

Interested students must register for GEOL 1330.

ENVS 1331. Weather and Climate (GEOL 1350).

Interested students must register for GEOL 1350.

ENVS 1350. Environmental Economics and Policy.

This course considers environmental issues through an economic lens. It is loosely arranged around four questions: why are markets so powerful? Why do markets frequently fail to deliver environmental goods? Can markets be harnessed to deliver environmental goods? If so, why don't we do that?

ENVS 1355. Environmental Issues in Development Economics (ECON 1355).

Interested students must register for ECON 1355.

ENVS 1356. Health, Hunger and the Household in Developing Countries (ECON 1530).

Interested students must register for ECON 1530.

ENVS 1370. Environmental Geochemistry (GEOL 1370).

Interested students must register for GEOL 1370.

ENVS 1400. Sustainable Design in the Built Environment.

Course develops students' analytical abilities to apply fundamental concepts of environmental issues, building systems analysis, and architectural and engineering design. Students learn how to reduce the negative environmental impacts, and maximize positive social and economic impacts, of the built environment. Students cultivate applied skills in sustainable design; including fundamental energy calculations, heat flow analysis, schematic design analysis, and building operating impacts assessment. Course emphasis is on building energy flows. Students conduct group and independent research projects, providing the opportunity to study broader impacts of the built environment and propose solutions. Class meetings combine lectures, student presentations, and group workshops. To join the waitlist if there are no available seats, please enter an override request reason and briefly summarize your learning objectives in Courses@Brown. Your concentration and semester information is automatically entered.

ENVS 1410. Environmental Law and Policy.

Introduces students to environmental law in the United States. Uses legal decisions and policy frameworks to consider the roles of non-/governmental actors in formation and implementation of environmental policy. Students will become familiar with major federal environmental laws and regulatory databases and see how legal precedent, differing understandings of risk and alternative regulatory and market-enlisting strategies have shaped solutions to environmental problems. Provides opportunity to apply legal skills to local environmental legislation or legal problem. Intermediate coursework in Environmental Studies, Political Science, Community Health, Urban Studies or other environmentally-related coursework is recommended. First year students need instructor permission.

ENVS 1415. Power, Justice, and Climate Change.

Climate change creates injustices in who caused the problem, who is suffering worst and first, and who is taking action. Power differences between nations and social groups drives unequal disaster risks and "compounded vulnerabilities" for poor peoples and nations, and has led to gridlock in United Nations negotiations. The course reviews social and political dimensions of climate change, including local and national adaptation and mitigation efforts, media dynamics, collective and individual denial, negotiations, the rise of climate social movements, and countermovements. Enrollment limited to 40.

ENVS 1421. Podcasting For the Common Good: Storytelling with Science.

How can we use podcasts to spread compelling information about the future of our planet? In this hands-on, interactive course, we bring new perspective to environmental topics by integrating scientific research with audio story telling techniques. Students will learn how to find answers to environmental questions, use recording equipment, conduct interviews, write scripts, and make a finished product. Students will produce several audio projects for the course including an episode for Possibly- a podcast produced through a partnership between IBES and The Public's Radio. Students who want to enroll should write a one page (max) statement about how skills related to explaining environmental and health issues will help them in their educational trajectory. Statements can be emailed to Megan_Hall@Brown.edu.

ENVS 1440. Conservation Biology (BIOL 1470).

Interested students must register for BIOL 1470.

ENVS 1450. Ecosystem Analysis.

Develops ability to measure and characterize important biological and physical parameters of terrestrial ecosystems. Weekly field trips to explore measurement techniques and develop testable questions and/or hypotheses about different forested ecosystems. Qualitative and quantitative writing exercises explore how to describe the patterns and processes associated with the ecosystems visited. One Saturday field trip to central Massachusetts and one weekend field trip to New Hampshire are required. A background in environmental issues, as evidenced by taking BIOL 0420, is strongly recommended.

ENVS 1455. Marine Conservation Science and Policy.

Students will develop an interdisciplinary understanding of ocean ecosystems and how humans are connected to them socially, economically, and ecologically. Integration of the scientific and human dimensions of marine conservation will be achieved through analysis of the current status, trends, and threats to ocean ecosystems, and the range of solutions to mediate these threats. This course is designed for advanced juniors, seniors and graduate students; participating students are expected to have background in at least one related field (e.g., biology, geosciences, sociology, economics, or political science) beyond the intermediate level. Suggested prerequisites include ENVS 0490, BIOL 0420 or 1470.

ENVS 1460. Microbial Diversity and the Environment.

This is a lecture and discussion based course that focuses on the role of microbes in biological, geological, and environmental processes. This includes: introductory concepts, origins of life, bacterial evolution, role in climate change, metabolic diversity of biogeochemical cycles, microbial communities and interactions, habitat specific examples, and applications in the environment and human health. Recommended background courses: BIOL 0200, CHEM 0330 and an intermediate science course (e.g., BIOL 0280, GEOL 0240, or ENVS 0490).

ENVS 1490. SES-Independent Study/Science Writing.

The culmination of the Semester in Environmental Sciences at the Marine Biological Laboratory is an independent research project that builds on the topics covered in the aquatic and terrestrial ecosystem analysis core courses. In addition students participate in a seminar designed to help improve their ability to tell a lay reader about science. Enrollment is limited to students in this program. Instructor permission required.

ENVS 1491. SES-Terrestrial Ecosystem Analysis.

Team-taught course examining: the structure of terrestrial ecosystems fundamental biogeochemical processes, physiological ecology, impacts of environmental change on the landscape; the application of basic principles of ecosystem ecology to investigating contemporary environmental problems. Part of the Semester in Environmental Science at the Marine Biological Laboratory; enrollment is limited to students in this program. Instructor permission required.

ENVS 1492. SES-Aquatic Ecosystem Analysis.

Team-taught course examining the structure of freshwater, estuarine and marine ecosystems; impacts of environmental change on the landscape at local regional and global scales; the application of basic principles of ecosystem ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation. Part of the Semester in Environmental Science at the Marine Biological Laboratory; enrollment is limited to students in this program. Instructor permission required.

ENVS 1493. SES-Environmental Science Elective.

Two environmental science electives are offered each fall semester as part of the Semester in Environmental Science at the Marine Biological Laboratory, including: aquatic chemistry, mathematical modeling of ecological systems and microbial ecology. Enrollment is limited to students in this program. Instructor permission required.

ENVS 1500. Environmental Justice and Climate Change in Rhode Island TRI-Lab Engaged Research.

The TRI- Lab (Teaching, Research, Impact) on Climate Change and Environmental Justice in Rhode Island will be taught by a team including two experts from the RI state Department of Health. It will investigate ways to reduce the climate change-related public health risks to vulnerable individuals in three targeted neighborhoods in Providence, and increase the capacities of these neighborhoods to respond to climate change threats. Content topics to be covered include: projected climate change impacts in RI; public health risk assessment; risk outreach and communications strategies; state and federal policies, design and evaluation of adaptive responses; community-based research methods.

ENVS 1510. Environmental Theory and Philosophy.

Each student develops his or her own concept of "socially better." The task is to understand conceptions of "socially better" belonging to various authors and others in the class, to put one's own concept in context with the readings and class discussion, and explain why that concept is sensible and should be taken seriously by others. Prerequisite: ENVS 1350 or permission of the instructor.

ENVS 1530. From Locke to Deep Ecology: Property Rights and Environmental Policy.

Examines the evolution of property law and tenure in land, water, the atmosphere and natural resources, and the consequences of these property rights regimes for environmental protection. Readings drawn from the scientific, legal, public policy and popular literature are used to consider the development of American attitudes about the relationship between people and nature; the relationship between public and private rights in the land, sea, freshwater, atmosphere and wildlife; and the use of innovative property rights regimes in environmental policy. Intermediate coursework in Environmental Studies, Urban Studies, American Civilizations or other environmentally-related coursework is recommended.

ENVS 1535. Environmental (In)justice and Island Societies: Towards Equitable, Sustainable Solutions.

The island nations of the world are among the most vulnerable to the economic and social strains of globalization, and the impacts of climate change. This course will take a case-based approach to deconstructing and proposing equitable and sustainable solutions for various environmental justice challenges faced by islands across the Caribbean, Atlantic and Indian Oceans, and Pacific. Cases will include: (a) Puerto Rico and self-determination in the post-Hurricane Maria period; (b) military occupation in the South China Sea; (c) ocean grabbing, territoriality and small-scale fishers in Kiribati; (d) nuclear testing in the Marshall Islands; and (e) climate-induced relocation in Fiji.

ENVS 1540. Technology and Material Culture in America: The Urban Built Environment (AMST 1520).

Interested students must register for AMST 1520.

ENVS 1545. The Theory and Practice of Sustainable Investing.

21st century businesses and investors face a broadening and deepening array of Environmental, Social, and Governance (ESG) risks and opportunities. Climate change, water scarcity, community conflicts, resource depletion, supply chain breakdowns, worker well-being and economic inequality pose present material challenges that make sustainability an imperative for successful corporations and investors. We will examine current ESG strategy, trends, future scenarios, players, and frameworks and integrate that theory with practical investment performance analysis, metrics, and study of screens, asset classes, and diversification.

ENVS 1547. Finance and the Environment.

This course inspects the power and pitfalls of finance/capitalism, empowering students to interrogate if and how the global financial system can be leveraged to solve social and environmental problems. Whether you're interested in nonprofit advocacy, policy/politics, consulting, investment banking, or really anything else, understanding how money works and how it flows (and the impacts this has on the environment, social issues, and by extension all aspects of human life) is critical. We begin with an overview of the global financial system, including financial instruments like money, stocks, bonds, and mutual funds. We'll then look at organizations that operate our financial system like banks, asset managers, pension funds, insurers, and financial regulators. The majority of time will be spent looking at real-world examples of how people and organizations try to use finance as a tool to solve social and environmental issues.

ENVS 1548. Values At Risk: Environmental Risk and Resilience in the Financial System.

This class will first look at risk in the financial system, seeking first to understand what it is, how it has been understood in the past, and how it impacts business and decision-making today. We will then dig deeper into environmental risk, what it is, how it is measured, and how it is incorporated into financial choices. Throughout the course we will pay particular attention to insurance (and Alternative Risk Transfer) and credit rating scores as financial approaches that attempt to manage and price risk. We will then look at how we can best prepare ourselves to withstand risk and how such efforts can be incentivized. Finally, the class will collectively try to come up with new and interesting ways to incorporate environmental risk into today's financial world and present these ideas to risk managers from across the financial spectrum.

ENVS 1552. Science and Power: The Corruption of Environmental Health.

The topics we focus on include: the use of human research subjects, the corporate use and corruption of science, health and development, and climate change's impact on environmental health. What are the most effective ways to improve environmental health on the local, national, and/or global level? Developing a plan(s) to achieve improvements in environmental health is the main purpose of the course. Various reading, videos, and guest faculty will address this question, but the answer is not known. If the answer was known these problems (and this course) would not exist. Students will be expected to develop creative approaches to various solution(s) eg. Tiktok, TV show, plan for community organizing, legislation etc.

ENVS 1554. Farm Planet: Hunger, Development, and the Future of Food and Agriculture.

Hunger amidst plenty is an enduringly wicked problem. Modern agriculture has become incredibly productive, fueling the global grain trade, the meatification of human diets, and the exponential expansion of food and non-food products. Still, the number of people who are hungry, food insecure, and/or malnourished is stable or increasing in various parts of the world. As global population rises, calls to further increase and intensify agricultural production ring out across the globe. Through (agro-)ecological, feminist, and justice lenses, we will explore the political economy of food insecurity and agriculture, the political ecology of agricultural development, and critical humanist approaches to the past, present, and future of farming. We will connect with human geographers, sociologists, anthropologists, historians, Indigenous scholars, Black Studies scholars, feminists, and people working outside of academia.

ENVS 1555. Local Food Systems and Urban Agriculture.

This is an engaged scholar course. Urban agriculture has a critical function in a small but increasing movement toward more localized and sustainable food systems. This course focuses on research and readings from multiple disciplines addressing urban agriculture and local food systems' role in shaping food policies, labor practices, sustainable agricultural practices, and human health (to name a few). More importantly, students will work with community partners to actively engage in a local food system project. Enrollment limited to 40.

ENVS 1556. Environmentalism and the Politics of Nature (ANTH 1556).

Interested students must register for ANTH 1556.

ENVS 1557. Birding Communities.

This seminar explores and builds communities around a charismatic and conspicuous class of animals: birds. The irony is that birds are marvelously diverse and abundant, but birding is associated with a narrow and privileged sector of society. Birding provides an excellent case to explore the politics of inclusion and exclusion around race, economic status, gender, dis/ability, citizenship, sexuality in relations with nature. While studying these politics of access and authority worldwide and historically, we create our own community of knowledge and practice by going birding with adults or schoolchildren. Participants in this seminar will learn from interdisciplinary scholarship, school children, and not least, the birds. History matters. Think globally. Bird locally.

ENVS 1560A. Env. Archaeology (ANTH 1560).

Interested students should register for ANTH 1560.

ENVS 1570. Guts of the City: Perspectives on Urban Infrastructure and Environmental Planning (URBN 1570).

Interested students must register for URBN 1570.

ENVS 1574. Climate Policy Research: Organizations and Obstruction.

Over three decades, sufficient and equitable policies addressing the crisis of climate change have been elusive, and US leadership is crucial for an adequate global response. After several weeks of readings and lectures on climate policy, the course shifts to team-based research to produce strategic, policy-relevant briefings and scholarly outputs, some with partner organizations. Students will travel to D.C. for five days in October to attend meetings with experts and staff from government agencies, industry organizations, think tanks, journalists and environmental NGOs, and to hold briefings on our joint research.

ENVS 1575. Engaged Climate Policy at the UN Climate Change Talks.

Twelve undergraduate students will study a group of core readings, conduct independent and group projects, and attend the United Nations Framework Convention on Climate Change's (UNFCCC) 23rd Conference of the Parties (COP23) and related climate change events in Bonn, Germany in November 2017. Students will critically analyze contemporary political events; develop and addresses pertinent research questions; engage with and interview experts in the field; craft policy-relevant and empirically grounded publications; and develop experience in using social media. Team-based research may be shared at the climate negotiations in Bonn. Contact J. Timmons Roberts for an application - j_timmons_roberts@brown.edu.

ENVS 1580. Environmental Stewardship and Resilience in Urban Systems.

This course investigates current environmental impacts and risks related to urban infrastructure systems. Students analyze efforts to minimize negative environmental, health and economic impacts of the built environment. The course explores urban initiatives to increase sustainability and resiliency of infrastructure systems in anticipation of increased risks related to climate change. The goal is to learn the rationale, process and technical aspects of the practice of environmental stewardship and resilience planning in an urban context. Students will develop competence in technical analysis, policy analysis, and program implementation through case studies and systems analyses.

ENVS 1601. Reimagining Climate Change.

We know what causes climate change and we know what to do about it—yet it seems we only keep making it worse. Our climate stalemate suggests we need to look critically at the dominant responses to climate change so as to identify: why they have become commonsensical yet ineffectual or unrealizable; and why other responses remain silenced or unexplored. Such a lens impels us to reconsider silver-bullet “solutions” while creating space for views marginalized by exploitative, racist, patriarchal, and anthropocentric systems. Toward these ends, this course will prepare students to reconceptualize climate change and reimagine our responses to it.

ENVS 1605. Glaciers and Climate Change.

What is the fate of glaciers in a warming world? Where, how much, and how rapidly will glaciers melt? This course investigates how Earth's glaciers are responding to climate change. This class will provide a comprehensive overview of changes to Earth's glaciers, ice caps, and ice sheets, synthesize the latest scientific information, find gaps in our current knowledge, and identify what questions should be explored in future research. And, students will work with glacier-based observations and interpret trends using remote sensing, GIS, and/or other visualization techniques. Topics will also include impacts to sea level rise, ocean circulation, and water resources.

ENVS 1615. Climate Change, Human Rights, and the Policy Process.

The diminishing quality of Earth's systems and resources carries profound implications for the fulfillment of human rights and aspirations. But even as Western knowledge systems understand better the intrinsic interdependencies between humans and the non-human, policy gridlock persists. Indeed, scientific findings are regularly contested on political grounds. The purpose of this course is to learn how to apply diverse knowledges from Indigenous to Modern to map the relevant policy in problems at the intersection of human rights and environmental integrity, and to develop approaches to address them in ways that are creative, effective, responsible and just.

ENVS 1650. Statistical Inference I (APMA 1650).

Interested students must register for APMA 1650.

ENVS 1660. Instrumental Analysis with Environmental Applications (GEOL 1660).

Interested students must register for GEOL 1660.

ENVS 1700B. Watershed Policy + Management: Governance Beyond Borders.

Changes in land use at parcel and landscape scales have altered water cycles, water quality and water-dependent ecosystems. Governance Beyond Borders examines the management of water, land use and aquatic life in coastal watersheds. We will consider the accomplishments of the top-down, expert-driven federal laws of the 1960s and 1970s. However we will focus on integrated, trans-boundary approaches to governance of land, water, pollutants and aquatic life and become immersed in thinking like a watershed. ENVS1410 is desirable but not required. Other relevant courses could include BIOL1470, ENVS1350, ENVS1530, ENVS1615. Enrollment is limited to 18 students. Instructor's approval is required.

ENVS 1710. Environmental Health and Policy.

Provides an overview of environmental health methods and their application to policy and regulation. Students will learn the basic tools of environmental health sciences, including toxicology, epidemiology, and risk assessment, as well as the scientific basis for regulation. Traditional environmental health concerns will be discussed, as well as emerging discourses on environmental health issues, including urban pollution and its concomitant health concerns, climate change, issues of health disparities and environmental injustice, and the interrelationship between humanitarian crises and environmental degradation. Open to both undergraduate and graduate students of all fields, space permitting. Prerequisite: ENVS 0110 or instructor permission.

ENVS 1711. Predicting the Future.

From ancient oracles to modern algorithms, humans have always sought to know the future. Today, prediction and projection are central to how we prepare for shifting environments and the implications for health, migration, food insecurity, and conflict. This course examines the tools and limits of predicting the future across temporal scales – from next week to the end of the century and beyond -- with a focus on climate impacts. Students will explore methods ranging from statistical time series, ensemble models, scenario development to speculative writing, study the implications of global change, and critically reflect on uncertainty and bias in predictive practice. By the end, students will understand both how forecasts are made and how they are represented, contested, and used in decisions about the environment, health, and society.

ENVS 1720. Environmental Justice: The Science and Political Economy of Environmental Health and Social Justice.

Provides an overview of environmental justice history, theory and definitions. Students will review quantitative, qualitative, and theoretical approaches for understanding the origins and persistence of environmental discrimination. Examines the regulatory, institutional, structural, political, and economic forces that underlie patterns of race and class-based discrimination and their implications for environmental health among diverse communities. Case examples of environmental justice organizing will inform students of positive efforts by people of color in protecting their communities. Not open to first year students. Prerequisite: ENVS 0110.

ENVS 1725. Political Economy of the Environment in Latin America (INTL 1450).

Interested students must register for INTL 1450.

ENVS 1755. Globalization and the Environment.

What are the effects of globalization on the environment? Can globalization be greened? Corporations, civil society, international organizations and states are in a race to globalize their rules, sometimes working together, and others times in bitter conflict. This course seeks to understand this set of issues through a mix of examining concrete social/environmental problems and studying theories of globalization and social change. While addressing global issues and the impacts of wealthy nations, this course focuses most on the developing countries, where the impacts of these global issues appear to be worst, and where resources are fewest to address them. Enrollment limited to 20 juniors and seniors.

ENVS 1775. Biogeography.

This course will provide an overview of the field of biogeography - the study of the geography of living organisms. Traditionally viewed as the study of geographic distributions, modern biogeography explores a great diversity of patterns in the geographic variation of nature — from morphological and genetic variation among individuals and populations to differences in the diversity and composition of biotas along geographic gradients. Ultimately, our ability to predict how species, communities and ecosystems will respond to climate change and to develop strategies for conservation are dependent upon insights from the field of biogeography. Class meetings will be split between lectures and discussions. Discussions will be informed by a set of weekly readings from the primary literature. Each student will conduct an original research project (term paper) on some topic in biogeography. Prerequisites: BIOL 0420 and 0480.

ENVS 1790. North American Environmental History (HIST 1790).

Interested students must register for HIST 1790.

ENVS 1791. From Nature's Dangers to Nature Endangered: A History of American Environmental Thought (HIST 1977T).

Interested students must register for HIST 1977T.

ENVS 1805. Ocean Governance and Policy.

This course offers a deep dive into ocean and coastal governance and policy. As residents of the Ocean State, how well do we understand how society interacts with ocean spaces and resources, from local to national and global scales? We will investigate how marine policy planning and implementation processes interact with particular political, social, and economic contexts through case study examples, local practitioner guest speakers, and in-class debates. Using a variety of marine policy sectors (e.g., fisheries, energy, and biodiversity management), we will critically evaluate management tools (e.g., market mechanisms, regulations, area-based management, and community-based management). We will unsettle "established" policy assumptions, asking: Who governs oceans? How does power relate to ocean policy creation and outcomes? What are the roles of science, knowledge, institutions, history, and context in how ocean governance plays out on the ground (or in the waves!)?

ENVS 1823. Climate Media, Discourse, and Power.

How does the American public think about and talk about climate change, and how are these discussions shaped by the interventions of powerful interest groups and political elites? In this course, we will consider how individuals' understandings of climate change are deeply shaped by relations of power, from corporate strategies to delay meaningful action on climate change, to the norms and operations of media institutions, to dominant environmentalist discourses that fail to engage larger socioeconomic structures. While we will primarily discuss how public understanding has historically been constrained by the operation of power, we consider throughout possibilities for crafting climate narratives that resist these limitations to pursue transformative change. This course will focus primarily on climate politics in the United States, but we will also consider other national contexts and impacts on communities across the globe.

ENVS 1824. Environmental Political Thought (POLS 1824L).

Interested students must register for POLS 1824L.

ENVS 1825. Commodity Natures: Supply Chains From Extraction to Waste and Alternatives to Endless Growth.

What goes into the things we use everyday? Who makes commodities and under what conditions? What happens to stuff after we throw it away? Are we stuck with mass consumption? Are there workable alternatives? These are the kinds of questions we will unpack. Reading from commodity and discard studies, and political economy and ecology, we will situate economic growth in social and environmental context. We will look at production, extraction, circulation, disposal, and afterlives of commodities, with particular attention to invisibilized labor and environmental externalities. And we will explore sustainability proposals, including circularity, degrowth, and repair. In addition to an individual paper, you will apply analytical tools in a semester-long research project to examine a commodity of your choosing. With peers, you will produce a report, narrative website, video, or web-series to narrate the life and afterlife of your thing.

ENVS 1875. The Nature of Cities.

This course investigates the environmental conditions and consequences of cities and urbanization in the context of climate change, aging urban infrastructure, and deepening social and environmental inequality. We will examine different efforts to conceptualize the socio-ecological and historical processes that create and change cities, and explore ways in which these processes are consequential, including cities' appetites for natural resources, energy, and land; pollution and hazardous waste; newer and older forms of environmental injustice and privilege; and urban sustainability movements. We will take an interdisciplinary approach, drawing mainly on scholarship from anthropology, geography, history, sociology, and urban studies. Throughout, we will treat cities as laboratories for engaged humanities and social science inquiry.

ENVS 1878. EJ and The City: Perspectives on Environmental Justice and Inequality.

This seminar will discuss topics in the study of environmental justice and inequality, integrating research from sociology, geography, political ecology, and interdisciplinary environmental studies. The course moves through three thematic blocks. The first presents a broad survey of environmental justice movements and environmental inequality scholarship in US cities, focusing on hazards, risks, and exposure. The second introduces literature on critical environmental justice and the link between environmental inequality and the racialization of urban space. The third block circulates outward from urban spaces to consider the social-environmental embeddedness of the city at multiple scales, and the position of the city within broader patterns of human-geographic and landscape transformation. The course concludes with a discussion of green redevelopment, social movement organizing, and issues related to knowledge production and methodology.

ENVS 1879. Environmental Amnesia: How to Navigate Losses in Nature by Looking at the Past.

As our environment deteriorates and the biodiversity we coexist with declines, each generation is born and normalized into new sets of ecological conditions. We continue to perceive environmental problems and solutions, and develop new ways and technologies to adapt based on these shifting and degrading baselines. Meanwhile, narratives about past environmental conditions and past interactions between humans and their environments provide channels for us to reimagine parts of nature that have been erased from our collective memory, and the forgotten traditional practices in which we interact with nature. We will interrogate the effects of archaeological and historical narratives, based on scientific research, materiality, oral histories, legends, and art recounting past environments on our collective memory and imagination of nature in the midst of species loss and environmental degradation.

ENVS 1890. Native American Environmental Health Movements (ETHN 1890J).

Interested students must register for ETHN 1890J.

ENVS 1900. Introduction to Geographic Information Systems for Environmental Applications (GEOL 1320).

Interested students must register for GEOL 1320.

ENVS 1909. Introduction to Critical Botanical Histories.

Botany—a scientific field dedicated to the study of plants—shares a close relationship with histories of colonialism, industrial capitalism, bioprospecting and climate change. Yet working and thinking with plants is often considered an apolitical activity. This course studies how the institutional homes of plants, like botanical gardens, greenhouses, and plantations emerged in close association with colonialism, capitalism and war economies. At the same time, the course locates plants as 'potent' actors that variously make/unmake capitalist designs. It tracks 'weedy' and 'recalcitrant' histories where Indigenous peoples, enslaved and indentured laborers, and refugee communities colluded with plants to re-world, resist, adapt and endure in the wake of colonial/capitalist violence. The course explores possibilities of socio-environmental justice through a reimagining of plant-human history. It includes works by historians, botanists, anthropologists, novelists, filmmakers and immersive learning sessions at Brown University's greenhouse and herbarium.

ENVS 1910. The Anthropocene: The Past and Present of Environmental Change.

Scholars in many disciplines have begun using the term the Anthropocene to signal a geological epoch defined by human activity. This seminar examines the Anthropocene idea from the perspective of environmental history. What activities might have changed the planet – the use of fire thousands of years ago, or agriculture, or fossil fuels? Is the Anthropocene another term for climate change, or does it include pollution and extinction? Is it a useful concept? Drawing on anthropology and the sciences as well as history, we will use the Anthropocene to think through environmental change and the human relationship with the non-human world.

ENVS 1911. Narrating the Anthropocene.

Narratives are key to how we understand our world—making nonfiction storytelling a critical part of comprehending and acting in a time of environmental crises. Through regular writing practice and discussions of readings and other media—including podcasts and film—this class will examine models for how nonfiction narratives can foster a better understanding of past and present environmental change, imagine an environmentally just future, explain technical information for a broad audience, and support an informed, politically active citizenry. Visits from authors and creators will supplement class discussion, as assignments build toward each student completing an environmentally-focused creative narrative project.

ENVS 1913. China's Environment: Power, Pollution and Hope.

This course focuses on key environmental issues transforming Chinese landscapes and society. It introduces students to China's geography and identifies contemporary environmental problems (including air, water and soil pollution, biodiversity loss, etc.) as well as their proposed solutions. Considering China's recent history of rapid economic growth and stark socio-economic inequalities, a central objective of the course is to develop tools to effectively locate environmental issues within a broader political, social and economic context — a skill transposable to other geographical and environmental contexts. We will draw on scholarship from geography, anthropology, political science, and environmental science.

ENVS 1914. Colonization and Environmental Change in Chinese History.

This course explores how the wide diversity of cultures and ecosystems that existed across the East Asian mainland 3,000 years ago came to be replaced with the language, culture and agricultural practices of North and Central China. It aims to teach students to think comparatively about processes of colonialism, especially the environmental aspects of the gradual colonization of non-Chinese ethnic groups in what is now South China.

ENVS 1915. Histories of Global Wetlands.

Wetlands are increasingly recognized as dynamic ecosystems, but for much of human history were valued only after being drained to make farmland. This course explores how humans have used, transformed and destroyed wetlands around the world over the past two millennia. In some cases people have entirely rebuilt hydrological systems with dikes, sluices and dams, creating landscapes that require constant management and investment to remain livable. Studying the environmental history of wetlands can help with conservation, managing cities built upon them, and recognizing how coastal peoples can adapt to rising sea levels.

ENVS 1916. Animals and Plants in Chinese History.

Plants and animals are the basis of human civilization, providing us with shelter, clothing, medicine and, especially, food. While historians have traditionally put humans at the center of history, this course shifts the focus to species that have shaped Chinese society from prehistoric farming to global agribusiness. We will study wild animals, farmed fish, silk worms, crops like rice and soybeans, livestock like pigs and cattle, fruit like oranges and peaches, drugs like tea and opium, and building materials like wood and bamboo. We will examine the roles these species have played from Chinese villages to Brown's campus, which is home to dozens of Chinese ornamental plants and was built in part from the profits of the tea and silk trades. Studying the histories of specific species will help students appreciate the central roles that plants and animals have played in Chinese civilization, and still play in our daily lives.

ENVS 1920. Methods for Interdisciplinary Environmental Research.

This course provides an introduction to a wide range of research approaches in the social and environmental sciences. We will cover the epistemological and theoretical foundations of various research approaches and discuss implications of these foundations for what research questions are answerable and what evidence one can bring to bear to answer such questions. By the end of the semester, students will be able to write a clear and answerable research question, and know what methods are appropriate to use to answer such a question. Enrollment limited to ENVS Juniors.

ENVS 1925. Energy Policy and Politics.

From coal power to solar power, energy drives economies and increases quality of life world-wide. However, this same energy use can, and often does, lead to severe environmental destruction/pollution and global warming. This course serves as an introduction to energy policy in the United States and also explores global attempts to solve energy problems. This course examines different types of energy sources and uses, different ideological paths driving energy policy, the environmental impacts of energy use, current global and domestic attempts to solve energy problems, and the role of renewable and alternative forms of energy in future energy policy.

ENVS 1926. Wasted: Rethinking Chemical Environments.

This senior seminar investigates chemical and other forms of industrially produced waste and its impacts on environment and society. We will take an interdisciplinary approach, drawing on scholarship from anthropology, geography, history, sociology, science studies, and discard studies. We will follow chemicals around the world, from their inception in Western laboratories to their disposal in landfills and waste pits of the global South. Along the way, we will consider how corporations engineer chemicals' manufacture, governments regulate their use, sciences measure their human and ecological effects, and communities contend with the lived realities of chemical exposure and toxic suffering.

ENVS 1927. Nature, Society and Culture.

This senior seminar provides a selective overview of major approaches, debates, and interdisciplinary cross-currents shaping environmental sociology. It's designed to provide a substantive background to undergraduates interested in pursuing a specialization in environmental sociology or related fields. The general goal is to deepen collective understanding of the dynamic interrelationships shaping human societies and the natural environment. We will pursue this goal by considering how sociologists and others have conceptualized society-environment relations and by critically assessing the various approaches developed to examine those relations, their causes, and outcomes.

ENVS 1928. Race and the Politics of Nature: Intersecting Histories and Political Ecologies.

This senior seminar examines the ongoing perpetuation of race and racism as fundamentally related to concepts of "nature" and "the natural." We examine scientific and pseudoscientific concepts about population, biology, and resource scarcity, western environmentalism's origins and history, and relations with projects of incarceration, border violence, triage, environmental determinism, dehumanization, and the maintenance of essentialist understandings of 'race.' This course centralizes a critical race studies lens towards the history of environmental injustices, while also querying in what way nature, ecology, or environmentalism might be liberatory projects for racial justice.

ENVS 1929. The Fate of the Coast: Land Use and Public Policy in an Era of Rising Seas.

For the last few decades, there has been a land-rush on the ocean coasts of the United States. Unfortunately, this swamps the coast at a time when sea levels are on the rise. In some places the rise is natural, in some places the rise is exacerbated by human activities and everywhere it is fueled by climate change. This course will examine the causes of sea level rise, the effects it produces on land, the steps people have taken to deal with these effects and their consequences, and possible remedies. Enrollment limited to 20. Preference given to juniors and seniors.

ENVS 1930. Science Journalism.

Students will attend lectures and immerse themselves in reporting a local science or environmental story. Lectures and workshops will focus on the nuts and bolts of reporting, from researching and pitching to interviewing, writing, fact checking, and editing. Assigned readings will include books and digital examples of compelling science journalism, both historic and current. By the end of the course, students will produce their own local stories about climate change in Rhode Island, together creating an in-depth project published in collaboration with a local news outlet.

ENVS 1931. Renewable Energy Technologies (ENGN 1930U).

Interested students must register for ENGN 1930U.

ENVS 1931E. Writing the Environment.

Few issues are more important than restoring and preserving our environment, but also few are more complex and politicized. Researchers must know how to convey the substance and importance of their work, not just in the language of scholarly journals, but also in ways that engage a lay audience while maintaining scientific accuracy. This seminar focuses on writing about subjects including new findings, the people who make them, scientific disputes, calls to action and policy debates. Participants will produce news and feature articles, profiles, op-ed pieces, essays, policy papers, web pages and the like. Enrollment limit 15.

ENVS 1965. Engaged Environmental Scholarship and Communication.

This upper level seminar will enable to students to place their research in the context of environmentally relevant policy and practice. Development of an environmentally-focused thesis or independent research project is a prerequisite. Students will hone practical professional skills, e.g. how to communicate scientific findings to the media and policy audiences; oral presentation skills, and tips on professional interactions. Required of all Brown Environmental Fellows (<http://blogs.brown.edu/bef/>), and open to others engaged in environmentally relevant projects from the natural and social sciences and humanities. Enrollment is limited to 15 seniors and graduate students, by application only (available Fall 2011). Instructor permission required. Contact Heather_Leslie@brown.edu for more information.

ENVS 1967. Animal, Vegetable, Mineral: Environmental Histories of Non-Human Actors (HIST 1976C).

Interested students must register for HIST 1976C.

ENVS 1968O. The Black Outdoors (HMAN 1977O).

Interested students must register for HMAN 1977O.

ENVS 1968P. Wet Ethnographies (HMAN 1977P).

Interested students must register for HMAN 1977P.

ENVS 1970. Independent Study.

First semester of individual analysis of environmental issues, required for all environmental studies concentrators. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

ENVS 1971. Independent Study.

Second semester of individual analysis of environmental issues, required for all environmental studies concentrators. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

ENVS 2010. Special Topics in Environmental Studies.

A mandatory seminar for graduate students in environmental studies. This course develops group problem-solving skills by addressing a current local, national or global environmental issue. We will work on problem definition, identifying options for addressing the problems, and crafting potential solutions. In all stages we work closely with non-profit groups, government agencies, or firms, who have the capacity to implement solutions. Students learn basic research design and begin the process of developing a research question and possible methods for conducting their Master's thesis research.

ENVS 2110B. Radical American Romanticism: Democratic, Environmental, + Religious Traditions in America (RELS 2110B).

Interested students must register for RELS 2110B.

ENVS 2420. The Structure of Cities (ECON 2420).

Interested students must register for ECON 2420.

ENVS 2450. Exchange Scholar Program.**ENVS 2705. Community and Professional Development for Brown Graduate Students.**

Graduate students in the Institute at Brown for Environment and Society (IBES) and across the Brown University campus more generally span a wide range of disciplines and departments. This presents both challenges and opportunities for interdisciplinary interaction among graduate students from different fields. The foremost goal of this seminar is to create a space for intellectual community-building and collaboration among Brown graduate students representing a broad array of intellectual pursuits, both within IBES and across campus. Its second goal is to help graduate students develop some useful professional skills in speaking, writing, networking, and career planning post-Brown. A student-favored community-building event will take place at the end of the seminar. Possible ideas for this event include (but are not limited to) a panel with invitees, field trip, poster session, invited speaker, group proposal, volunteer event, or social event.

ENVS 2980. Reading and Research.

First semester of thesis research during which a thesis proposal is prepared. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

ENVS 2981. Reading and Research.

Second semester of thesis research. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

ENVS 2990. Thesis Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Center for Fluid Mechanics

The Center for Fluid Mechanics, also known as 'Fluids@Brown', serves to coordinate and promote research and teaching at Brown University in the broad field of Fluid Mechanics and Soft Matter, through the development of research collaborations, seminars, the sharing of intellectual knowledge and the coordination of graduate courses. Participating members of the Center include faculty from the School of Engineering, the Department of Earth, Environmental & Planetary Sciences, the Division of Applied Mathematics, the Department of Physics and the Department of Ecology, Evolution, and Organismal Biology.

Fluid mechanics is an enabling science that describes dynamics over a huge range of scales - from the global scales of climate and ocean dynamics to the swimming of micron-scale bacteria. Fundamental research challenges involving fluid dynamics continue to emerge in engineering, the physical or biological sciences, mathematics and scientific computation.

Current information on activities and research may be found at the Center's website at <https://fluids.brown.edu> (<https://fluids.brown.edu/>)

French and Francophone Studies

The Department of French and Francophone Studies at Brown promotes an intensive engagement with the language, literature, and cultural and critical traditions of the French-speaking world. The Department offers both the B.A. and the PhD in French and Francophone Studies. Courses cover a wide diversity of topics, while placing a shared emphasis on language-specific study, critical writing skills, and the vital place of literature and art for intellectual inquiry. Undergraduate course offerings are designed for students at all levels: those beginning French at Brown, those continuing their study of language and those undertaking advanced research in French and Francophone literature, culture and thought. Undergraduate concentrators and non-concentrators alike are encouraged to avail of study abroad opportunities in their junior year, through Brown-sponsored and Brown-approved programs in France or in another Francophone country. Graduates in French and Francophone studies go

on to pursue careers in a number of fields, including translation, public service, college and secondary education, publishing and the media.

For additional information, please visit the department's website: <http://www.brown.edu/Departments/French/>

French and Francophone Studies Concentration Requirements

The concentration in French and Francophone Studies is committed to the pursuit of an interdisciplinary, linguistically rigorous, and textually informed understanding of French and Francophone literatures and cultures. Concentrators engage actively through their coursework with a wide range of texts and critical perspectives, pertaining to multiple literary genres, media, and contexts. They have opportunities to study different periods of French history as well as Francophone cultures beyond France.

Concentration Requirements

A minimum of ten courses is required for the concentration in French and Francophone Studies. Concentrators must observe the following guidelines when planning their concentration. It is recommended that course choices for each semester be discussed with the department's concentration advisor.

Of the minimum ten courses:

At least four courses in French and Francophone Studies numbered 950 and above, such as:

FREN 0950A	Advanced Written and Oral French: Traduction	1
FREN 0960A	Ateliers d'écriture	1
FREN 1070M	La question animale	1
FREN 1110F	Le Roman contemporain	1
FREN 1120F	L'enfer, c'est les autres	1
FREN 1130G	Modernismes poétiques	1
FREN 1210F	L'œuvre romanesque de Marguerite Duras	1
FREN 1310N	La Pornographie	1
FREN 1310P	La théorie féministe en France	1
FREN 1410X	Dés/Accords franco-américains	1

At least one course covering a pre-Revolutionary period (i.e. a course focusing on medieval, Renaissance, 17th or 18th century France), such as:

FREN 1000B	Littérature et culture: Chevaliers, sorcières, philosophes, et poètes	1
FREN 1040B	Pouvoirs de la scène: le théâtre du XVIIe siècle	1
FREN 1040C	Le Grand Siècle à l'écran	1
FREN 1040D	Molière et son monde	1
FREN 1410I	Sorcellerie et Renaissance: le sort de la sorcière	1

At least one course focusing primarily on a Francophone literature or a cultural context other than that of France, such as:

FREN 1410R	Images d'une guerre sans nom: The Algerian War in Literature and Film	1
FREN 1410T	L'expérience des réfugiés: déplacements, migrations	1

- FREN 0600, FREN 0610, and FREN 0620(Advanced French) and FREN720 (First Year Seminar) may count for concentration credit

Additional guidelines:

- A senior capstone project (<https://www.brown.edu/academics/french-studies/undergraduate/senior-capstone/>) will be completed during the senior year.
- Up to four courses (taken in French) from a semester's study abroad (and up to five courses from a full year abroad) may count towards the concentration. A year or semester of study abroad in France or a Francophone country is considered an integral part of the

concentration and is therefore highly recommended. Students should consult the concentration advisor prior to going abroad to find out which types of courses will count for the concentration.

- Up to two 1000-level courses taught in English with a meaningful engagement with French/Francophone texts and/or contexts may be accepted for concentration credit. These may be courses offered within the Department of French and Francophone Studies or other departments at Brown. (Appropriate courses on French or Francophone topics from other departments must be approved by the concentration advisor.)

• FREN 1140A	French Theory	1
FREN 1150G	New Wave Cinema from Paris to Hollywood	1
FREN 1330A	Fairy Tales and Culture	1
HIST 1272D	The French Revolution	1
MUSC 1677	Music and Culture in Third Republic France	1

The Concentration Advisor for the Department of French and Francophone Studies will be happy to discuss the concentration program in French and Francophone Studies with interested students.

The Senior Capstone

The senior capstone is a research project, a translation or a piece of creative work undertaken by all concentrators of French and Francophone Studies in their final year. As a culminating piece of work for their concentration, it is a conceptually rigorous, in-depth treatment of a subject (or a body of work) within French and Francophone Studies, and an opportunity for concentrators to demonstrate the specific strengths and forms of competence—linguistic, analytic, interpretive, critical, theoretical, cultural—developed in the course of the concentration. The learning goals of the capstone project include: building on writing proficiency in French, demonstrating critical reasoning skills, and showing, in writing, the ability to engage thoughtfully with salient questions of French and/or Francophone culture.

The senior capstone experience is usually fulfilled by a research essay completed for a 1000-level (or a 2000-level) course taken in the department during the senior year. In some cases, where appropriate to the course materials and focus, the capstone project may take the form of a work of translation or a piece of creative writing. The project will be 8-12 pages in length and will be written in French. By mid-semester, students will submit to the professor of the course a 300-word statement of the objectives and methods of the project. Students will then meet with the professor to discuss plans for the project. At the end of the academic year, students will give a presentation of 5-7 minutes on their projects at the annual Senior Forum. The professor evaluating the project will inform the DUS of successful completion of the capstone project.

In the case of students pursuing Honors, the senior thesis fulfills the role of the senior capstone.

The senior capstone is intended as a meaningful scholarly experience where concentrators may follow their intellectual passions and best express their growth as students of French and Francophone Studies. Concentrators should discuss their plans for the senior capstone with the Concentration Advisor at the end of their junior year or the beginning of their senior year.

Honors

The Honors Program welcomes applications from students who wish to deepen their study of French and Francophone literature and culture by pursuing during their senior year an independent research-based inquiry into a particular set of texts or questions (literary, historical, cultural, theoretical or linguistic), a translation project or a creative work under the supervision of a thesis advisor. Students may earn honors in the concentration by successfully presenting a thesis, for the preparation of which they will normally enroll in FREN 1990 in either or both semesters of their senior year.

Eligibility and Application Procedure

Candidates for honors in French Studies are expected to have a strong track record in courses taken for their concentration, and will have completed at least two-thirds of the courses required for the concentration (6 courses) by the application deadline.

Applications for admission to the Honors Program are submitted by the end of September in the student's seventh semester. This means that the candidate should ideally begin to think of their thesis project, and establish contact with a potential thesis advisor by the end of the spring semester of their junior year or in the first weeks of the fall semester of their senior year. Students generally choose as advisor a faculty member with whom they have taken a class, but they are also encouraged to contact others whose specialization aligns with their interests. If in doubt, the concentration advisor can be consulted for suggestions of an appropriate advisor. (Note that faculty may not be easy to contact over the summer. Students are thus advised to seek contact during the academic year.) For the application (form available below), the student will provide a brief thesis proposal (1 or 2 paragraphs in French presenting the object of study and intended approach). The application must also feature a thesis title, the name and signature of the thesis advisor, and two recommendations from French and Francophone Studies faculty. Upon admission, the student will also choose a second reader.

Students applying for admission to the Honors Program must submit a completed application (https://docs.google.com/forms/d/e/1FAIpQLSfZ3UPzEjSxhCaCm-b_gJOgsaMvZghzuP5Q-a17rg3PK4K4Dg/viewform/) to the French Studies Honors/Concentration Advisor by **September 26** (or the weekday closest to that date). Recommendations should be from department faculty who have close knowledge of the student's work, preferably through a course taken by the student during their sophomore or junior year. **Please submit these forms to your faculty recommenders no later than September 18** (or the weekday closest to that date). They will then be forwarded to the Honors Advisor who, after reviewing the complete application along with the student's transcript(s), will make a determination about admission to the Honors Program.

A successful application allows the student to pursue the Honors Thesis Project. Honors is officially granted only when the student's two readers approve the completed thesis.

Requirements

Students pursuing honors in French Studies take a minimum of eleven courses. In addition to the standard requirement of ten courses, FREN 1990 (Senior Thesis) is to be taken in either or both semesters of the student's senior year. This independent study is designed for the student to devote time to thesis research and writing under the supervision of a thesis advisor.

The student is expected to work in close consultation with his/her thesis advisor and to respect deadlines for completion of the outline, drafts, and the final version of the thesis, which at the latest must be submitted by the end of the week after Spring Recess (see deadlines below). It is expected that the student and the thesis advisor will establish a schedule and meet on a regular basis through the entire year. (Meetings once every two weeks on average, particularly during the spring semester, are encouraged). The second reader may or may not be from the Department of French and Francophone Studies, and may be consulted less frequently during the earlier stages of the research/writing, according to their availability and the student's needs. However, the student is expected to share at least one advanced draft with the second reader before the final submission.

The final complete version of the thesis must be submitted by **April 16** (or whichever weekday falls closest to that date). Students should submit one copy to each reader and one electronic **and** one hard copy of the thesis to the Concentration advisor.

Work submitted after the final submission deadline will not be accepted for Honors. In such cases, a grade will be given for the Senior Thesis course, but Honors cannot be awarded.

The Senior Thesis

Theses ordinarily range from 50 to 80 pages and are written in French. Topics, approach, and precise calendar of work should be decided in close consultation with the thesis advisor. Students are encouraged to consult previous French Honors theses to get a sense of the range of projects that are possible. At every stage of their research and writing, students are expected to adhere rigorously to Brown University's Academic Code (http://www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php) which may be consulted online.

The Research Essay: The thesis is usually a research-based essay dealing with primary sources (literary works, historical archives, etc.) consulted and cited in the original French. A meritorious Honors thesis will be written in competent and precise language and evince meaningful internal structure and coherence. It will formulate precisely its framing questions and provide textual support for its propositions while making clear their furthest stakes. While students are encouraged to cultivate the originality of their own questions or perspectives, they are also expected to be in productive dialogue with scholarship in the field. Accordingly, to be awarded Honors, a thesis will demonstrate a consistent citation style and clear and correct attribution of all terms and ideas not the student's own.

The Translation Thesis: Students may alternatively choose to undertake for their Honors thesis a work of translation. This choice must be made with prudence and in close consultation with the thesis advisor, so that there is agreement on the difficulty level of the chosen text, the argument for translating it, and expected standards of ambitiousness and precision in the translation. Usually the translation will be from French to English, though the case may be made on the rare occasion for translation from English to French. Students may choose to translate a whole work, select excerpts, or a series of texts (as in the case of poems or shorter narratives). In all cases, a translation thesis must, to qualify for French Honors, include a critical introduction or preface (a minimum of 10 pages) in which the translator demonstrates advanced knowledge of the place of the chosen text in its original cultural and literary context, engages reasonably with scholarship pertaining to the original text, and shows a mature understanding of the stakes and debates of translation as a practice.

The Creative Project: Some students may elect to undertake for their Honors project a creative work. This decision must be made in close consultation with the thesis advisor, so that there is agreement on the level of ambition and interest of such a project. The creative thesis may be a narrative, poetic, theatrical or experimental/hybrid text. Written in French, it is expected to involve a reading- or research-based dimension. In other words, the creative work will demonstrate meaningful engagement with analogous work in the French/Francophone context, and the pursuit of a certain scholarly intention through creative means—whether to advance knowledge or examination of a certain topic, to experiment with the formal means by which to express or explore a certain issue, or to creatively rewrite an existing work with a view to questioning it or investing it with new meanings. As with the translation thesis, a creative thesis must, to qualify for Honors, include a critical introduction or preface (a minimum of 10 pages) in which the author discusses, in informed and articulate terms, the cultural, literary and/or critical stakes of the project: its intentions, its context and background, its formal choices.

Honors students will be invited to present their work to members of the Department and fellow and potential French concentrators at the end of term sometime after the April final submission date.

Calendar of Deadlines:

Precise details regarding deadlines and nature/length of submissions must be established clearly between the student and his/her advisor. Suggested deadlines for major stages are as follows:

- Submission of Applications to Honors Program - - **September 26**
- Rough outline of thesis due to thesis advisor by **the first week of November**
- First portion of written work due to thesis advisor (**minimum of 20 pages**) by **mid-December**
- Submission of full draft to both readers by **March 10**

Completed thesis submitted to both readers by April 16

French and Francophone Studies Graduate Program

The department of French and Francophone Studies offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) Degree. Under most circumstances, the A.M. degree is only awarded as part of the Ph.D. track.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/french-studies>
(<http://www.brown.edu/academics/gradschool/programs/french-studies/>)

Center for Geometric Computing

The Center for Geometric Computing, founded in the summer of 1995, consists of members of the faculty of the Department of Computer Science and their students. The Center was initially established to enhance the visibility of a major research effort funded by the Army Research Office and the National Science Foundation. The main objective of the Center is to facilitate the transfer from basic research in computational geometry to several applied areas.

Over the years, the Center has expanded its core geometric computing research focus into new strategic directions with significant potential for technological and economic impact, including applied cryptography, computer security, cloud computing, data security, graph drawing information visualization, and metrology. Funding for research in the above areas is currently provided by NSF and NetApp. Members of the Center are Professors Roberto Tamassia (Director), Franco P. Preparata (past Director), and Bernado Palazzi. The Center frequently hosts internationally known visitors participating in joint projects.

German Studies

The Department of German Studies is a vibrant intellectual community with strong ties to the full range of critical inquiry that characterizes the humanities at Brown. It focuses its research and teaching on German literature, culture, and critical thought (from German Idealism and Romanticism to the Frankfurt School and beyond), with a comparative and transdisciplinary orientation. It offers both the B.A. and the Ph.D. in German Studies, affording its students – from beginning language learner to advanced doctoral researcher – the opportunity to combine their interests in the literary, cultural, and intellectual production of the German-speaking countries with a wide variety of complementary pursuits, including philosophy, aesthetics, history, music, cultural theory, psychoanalysis, and film, among others. The Department encourages this approach through its flexible yet rigorous curriculum; intense research and teaching collaboration with faculty in related Brown departments and from partner institutions in Europe; rich and varied course offerings in both German and English; as well as attractive study abroad opportunities in Berlin and Tübingen.

For additional information, please visit the department's website: <https://www.brown.edu/academics/german-studies/>

German Studies Concentration Requirements

German Studies exposes students to the language, literature, and culture of the German speaking areas of Central Europe. Concentrators combine intensive study of the German language with interdisciplinary studies by complementing courses from the German Studies core program with courses from other departments that deal with topics from the German cultural tradition. The quest for national identity that dominated German history in the nineteenth and twentieth centuries has been augmented by contemporary Germany's efforts to come to terms with its past and create new ways of dealing with diversity. Our curriculum therefore looks back at the German literary, cultural, and historical tradition, examining figures from Goethe or Christa Wolf to Marx, Freud, Nietzsche, and

Heidegger, alongside the "texts" of contemporary German media, including television, film, and music. Most concentrators study abroad for one or two semesters.

Standard program for the A.B. degree

Many students elect to complete a double concentration, combining German Studies with one of the above areas, or with fields such as International Relations or Economics, Comparative Literature or History of Art and Architecture.

Knowledge of the German language is not required for declaring a concentration in German Studies. However, since language fluency is the basis for sophisticated understanding of German culture, students must meet a language requirement by the time they graduate.

Concentration Requirements

- Nine courses beyond GRMN 0400 or GRMN 0450;
- At least six of the nine courses must be at the 1000-level (or higher);
- Two of the 1000-level courses must involve writing assignments in German, and students must obtain at least a grade of B in these courses;
- At least five of the nine courses must be taken in the Department of German Studies (or four if a student spends a whole year in Germany on Study Abroad);
- Completion of a Senior Seminar (i.e. a course from the German Studies 1900 series) as part of the five courses within the Department of German Studies; and
- If a student studies abroad for one semester, as many as four courses, in the case of two semesters, as many as five courses, from study abroad may count toward the concentration.

GRMN 0500F	Twentieth-Century German Culture
GRMN 0600C	From Faust to Freud: Germany's Long 19th Century
GRMN 0750B	Tales of Vampirism and the Uncanny
GRMN 0750D	The Poetics of Murder: Crime Fiction from Poe to the Present
GRMN 0750F	Historical Crime Fiction
GRMN 1200C	Nietzsche - The Good European
GRMN 1200D	Repetition: Kierkegaard, Nietzsche and Freud
GRMN 1320A	German Aesthetics from Lessing to Heidegger
GRMN 1320D	Goethe
GRMN 1320E	Classical German Literature: Goethe und die Klassik
GRMN 1320F	Eighteenth-Century German Aesthetics
GRMN 1320G	Drama and Religion
GRMN 1320I	What is an Image? German Aesthetics and Art from Lessing to Heidegger
GRMN 1320O	Freudian Inspirations: Psychoanalysis and the Arts
GRMN 1320S	Reading Friedrich Hölderlin; An Introduction
GRMN 1330A	The Individual in the Age of Industry
GRMN 1340A	Crime and Punishment- Introduction to German Mystery Texts and Films
GRMN 1340B	Guilt Management: Postwar German Culture
GRMN 1340C	Jahrhundertwende 1900
GRMN 1340D	Modern German Prose, 1978-1998
GRMN 1340I	Turn of the Century
GRMN 1340J	The Works of Franz Kafka
GRMN 1340K	Unmittelbar nach 1945: Literatur und Film in Deutschland
GRMN 1340L	The Modern Period

GRMN 1340M	Kafka's Writing
GRMN 1340Q	Vergangenheitsbewältigung: German Literature of Memory
GRMN 1440A	Dada-Performance and Digital-Interactivity
GRMN 1440C	Poetry and the Sublime
GRMN 1440D	Modernity and Its Discontents: The German Novella
GRMN 1440E	Märchen
GRMN 1440F	Lyric Poetry From the Middle Ages to the Present
GRMN 1440H	Projections of America
GRMN 1440L	German Lyric Poetry: From Goethe to Heine
GRMN 1440N	Kunstmaerchen: the Literary Fairytale in the Nineteenth Century
GRMN 1440O	Modern German Drama
GRMN 1440P	Heroes, Failures and Other Peculiar Characters-The German Novel from Goethe to Kafka
GRMN 1440S	Grimms' Fairy Tales
GRMN 1440X	"Stranger Things: The German Novella"
GRMN 1440Y	Return to Sender: Love, Letters, and Literature
GRMN 1441C	Introduction to German Romantic Poetry
GRMN 1450A	German-Jewish Literature
GRMN 1450B	Die Berliner Republik und die Vergangenheit
GRMN 1450C	National Socialism and the Shoah in Recent German Prose
GRMN 1450F	20 Years After: The End of GDR and German Reunification
GRMN 1450G	Love and Death
GRMN 1450H	Images of America in German Literature
GRMN 1640C	German National Cinema from 1917 to 1989, and Cold War Germanys in Film
GRMN 1660B	Berlin: A City Strives to Reinvent Itself
GRMN 1660C	German Culture in the Nazi Era
GRMN 1660F	After Hitler: German Culture and Politics, 1945 to Present
GRMN 1660G	Kafka
GRMN 1660H	Literary Discourse of Minority Cultures in Germany
GRMN 1660I	Literature and Other Media
GRMN 1660K	Thinking After Philosophy
GRMN 1660L	German Jews and Capitalist Markets in the Long Nineteenth Century
GRMN 1660P	Having Beethoven Over in 1970
GRMN 1660Q	Film and the Third Reich
GRMN 1660R	Freud
GRMN 1660S	Mord und Medien. Krimis im intermedialen Vergleich
GRMN 1660T	Germans/Jews, Deutsche (und) Juden
GRMN 1660U	What was Socialism? From Marx to "Goodbye Lenin"
GRMN 1660V	Nietzsche
GRMN 1660W	Early German Film and Film Theory
GRMN 1661A	Race and Classical German Thought
GRMN 1661E	Germany, Alcohol, and the Global Nineteenth Century
GRMN 1900A	The Weimar Republic (1918-1933)
GRMN 1900B	Sites of Memory

GRMN 1900C	Cultural Industry and the Aesthetics of the Spectacle
GRMN 1900D	Fleeing the Nazis: German Culture in Exile, 1933-1945
GRMN 1900E	Made in Germany - A Cultural History of Science, Technology, and Engineering
GRMN 2320B	The Works of Heinrich Kleist
GRMN 2320C	Enlightened Laughter
GRMN 2320D	Kafka in English
GRMN 2320E	Political Romanticism
GRMN 2330A	Vision and Narration in the 19th Century
GRMN 2340A	German Literature 1968-1989
GRMN 2340B	Poetik der AutorInnen
GRMN 2340C	German Modernism
GRMN 2460A	German Literature 1945-1967
GRMN 2460C	Literature of the German Democratic Republic
GRMN 2460D	Thomas Mann: Die Romane
GRMN 2660A	On the Sublime
GRMN 2660C	Socialism and the Intellectuals
GRMN 2660G	Reading (in) German Literature
GRMN 2660H	Historicism, Photography, Film
GRMN 2660I	Torture in European Literature and Aesthetic Theory
GRMN 2660O	From Hegel to Nietzsche: Literature as/and Philosophy
GRMN 2660P	The Essay: Theory and Praxis
GRMN 2661A	"Other Worlds"
GRMN 2661F	Textual Border Crossings: Translational Literature
GRMN 2661J	Art, Philosophy, and Truth: A Close Reading of Benjamin's Essay on Goethe's Elective Affinities
GRMN 2661Q	Goethe's Faust
GRMN 2662A	Theories of Poetry and the Poetic

Honors

Candidates for honors will be expected to have a superior record in departmental courses and will have to be approved by the Department of German Studies. Honors candidates must take one additional course at the 1000-level from the German studies offerings and present an acceptable Senior Honors Thesis. The additional course may be used for preparation of the honors thesis. Students are encouraged to discuss their thesis topics with the concentration advisor no later than the third week of classes in Fall of their Senior year.

European Critical Thought Certificate Requirements

The Certificate Program in European Critical Thought will provide undergraduates from all areas of the University a scaffolded approach to foundational texts in critical theory, as well as its antecedents and legacy. Students will hone skills in analyzing a wide range of complex arguments and modes of expression, including literary and aesthetic idioms, which probe and expose the limits and conditions of possibility for conceptual formations, institutional establishments, disciplinary boundaries, and organizations of power. This certificate program is therefore suited not only to prepare students of literature to analyze the tensions that span lyric poetry and larger social structures, but also to prepare scientists to question, for instance, the social and conceptual presuppositions of the scientific approach to data and knowledge. In this way, our new Certificate Program will affirm the central role of the humanities within the broader context of the University, and it will offer a much-needed complement to the recent investment in other areas of research at Brown, such as the newly established Data Science Institute.

As with all undergraduate certificates (<https://www.brown.edu/academics/college/degree/undergraduatecertificates/>), the certificate has the following requirements:

- Students may not earn more than **one certificate** and may only have **one declared concentration**.
- Students must be enrolled in or have completed at least **two courses** toward the certificate at the time they declare in ASK.
- No more than **one course** may count toward your concentration and the certificate.
- Students may declare in ASK **no earlier** than the beginning of the fifth semester and must declare **no later** than the last day of classes of the antepenultimate (typically the sixth) semester, in order to facilitate planning for the capstone or other experiential learning opportunity.

Excluded Concentrations: German Studies.

Certificate Requirements:

Students will be required to complete four courses, including:

At least one of two course offerings on an Introduction to German Critical Thought

1

GRMN 1000A	Introduction to German Critical Thought (Kant to Freud)
GRMN 1000B	Introduction to German Critical Thought II

At least one of the 1000-level courses offered in German Studies with the designation "Special Topics in Critical Thought" (STICT), which will be focused on different topics each year.

1

GRMN 1XXX

Two additional courses, to be chosen in consultation with the Director of the program. Examples of possible electives include:

2

COLT 0810G	Equity Law Literature Philosophy
COLT 1210	Introduction to the Theory of Literature
COLT 1430I	Poetry of Europe: Montale, Celan, Hill
COLT 1440U	The Listener (Literature, Theory, Film)
COLT 1610B	Irony
COLT 1810N	Freud: Writer and Reader
COLT 1813Q	Literature and Judgement
COLT 1814U	Politics of Reading
ENGL 1760U	American Modernism and its Aftermaths
ENGL 1761Q	W. G. Sebald and Some Interlocutors
FREN 1140A	French Theory
GRMN 1200H	Writers in Exile: Addressing Fascism in America
GRMN 1661P	Marx, Nietzsche, Freud: The World Is Not What You Think
HMAN 1974L	The Coming Apocalypse: Between the Earth and the World
HMAN 1975S	Figures of the Sovereign: Concepts and Stories from the Life of Power
PHIL 1230	Kant: The Critique of Pure Reason

Experiential Learning

Critical theory profoundly challenges the distinctions between theory and practice, experience, and cognition. For this reason, the "experiential" component of the program will be fulfilled in a manner that highlights the unique and profound interventions that thinking can make.

1. Critical Theory Colloquium: Students will be required to participate in four sessions of the Critical Theory Colloquium, a three-hour forum for the intensive discussion of primary texts and recent research in critical theory that will be held at least once per semester. A faculty member from the Department of German Studies, sometimes in collaboration with an invited guest, will design and facilitate each session. Readings will be made available to participants no later than two weeks in advance of each session, so as to allow each participant ample time to prepare. A Zoom

option will always be available for those students who are unable to attend the colloquium in person.

This colloquium series will ensure that all students enrolled in the certificate program, regardless of whether they are enrolled in the same classes, will have the opportunity to convene once per semester and engage collaboratively with pathbreaking studies in critical theory. Since the Critical Theory Colloquium will be open to all interested members of the Brown community, it will also add a public dimension to the students' learning experience, while serving as a community-building institution beyond the certificate program.

The final session of the Critical Theory Colloquium each year will include public presentations of research on the parts of those students who are completing the certificate program. (See below, nr. 3.)

2. Research in Critical Theory:

a. Capstone Project: Students may fulfill the research component of the experiential learning requirement by completing an Honors Thesis for their declared concentration that engages substantively with critical theory. Proposals for theses will be reviewed and approved by the Director of the certificate program.

b. Graduate Seminar: Upon receiving approval from the Director of the certificate program, students may also fulfill the research component of the experiential learning requirement by successfully completing a graduate seminar that entails extensive engagement with critical theory.

3. Public Presentation: All students completing the certificate program will be expected to present their research at the final meeting of the Critical Theory Colloquium for the academic year.

German Studies Graduate Program

The department of German Studies offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree. The A.M. degree is only awarded as a transitional degree for Ph.D. candidates and is not open for admission for non-Ph.D. applicants.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/german-studies>
(<http://www.brown.edu/academics/gradschool/programs/german-studies/>)

Courses

German Studies

GRMN 0100. Beginning German.

A course to learn the German language and about the culture of German-speaking countries. For students interested in gaining a deeper understanding of German history, philosophy, literature, art, music and business through knowledge of the German language. Helps prepare for internships and study abroad, may introduce you to the language of your heritage or to a totally new language, positions you well for further language study, research or other opportunities. 4 hours per week. No previous knowledge of German required.

GRMN 0110. Intensive Beginning German.

An intensive, double-credit language course that meets three days a week and focuses on speaking, listening, reading and writing skills and the cultures of the German-speaking countries. At the end of the semester, students will be able to communicate successfully about everyday topics relating to the university, jobs, daily life and traveling. Ideal for undergraduate students interested in learning German for study abroad or for concentration requirements and for graduate students interested in starting their foreign language requirements. The course is designed for new students of German, regardless of any previous experience with German.

GRMN 0121. German for Reading.

This course prepares students to read and understand German texts and to translate these German texts from a variety of disciplines and in various genres into English. This intensive introduction to German grammar and syntax is for students without prior knowledge of German, but also for those students with some background in German who wish to review and master German grammar. The student who successfully completes this course will have the necessary foundation for reading and translating texts from German into English. Course is open to undergraduates. Graduate students must email Jane_Sokolosky@brown.edu to enroll. May be taken for a grade or S/NC but students may NOT enroll as audit.

GRMN 0200. Beginning German.

A course to learn the German language and about the culture of German-speaking countries. For students interested in gaining a deeper understanding of German history, philosophy, literature, art, music and business through knowledge of the German language. Helps prepare for internships and study abroad, may introduce you to the language of your heritage or to a totally new language, positions you well for further language study, research or other opportunities. Students interested in this course who have not taken GRMN 0100 should contact the instructor.

GRMN 0300. Intermediate German I.

Focuses on deepening students' understanding of modern German culture by reading texts and viewing films pertinent to Germany today. Intended to provide a thorough review of German grammar and help students develop their writing, reading, listening, and speaking skills. Recommended prerequisite: GRMN 0200.

GRMN 0400. Intermediate German II.

An intermediate German course that stresses improvement of the four language skills. Students read short stories and a novel; screen one film; maintain a blog in German. Topics include German art, history, and literature. Frequent writing assignments. Grammar review as needed. Four hours per week. Recommended prerequisite: GRMN 0300.

GRMN 0450. Intensive Intermediate German.

Open to students participating in Brown in Berlin or Tübingen, this is an intensive intermediate course which meets 20 hours per week for one month in Berlin. Students work on all four language skills through daily reading, writing and speaking assignments. The course introduces students to contemporary German literature, culture and politics. Prerequisite: GRMN 0300 or equivalent. May not be taken for credit by students who have completed GRMN 0400.

GRMN 0500A. Cold War Germanys and the Aftermath.

The year 1990 unifies Germany and divides two decades in German history. The course investigates how self identification and the experience of present time were depicted in German literature and film in East and West in the 80s and 90s. Oral and written skills in German are furthered while deepening participants' understanding of Germany's cultural and social situation. In German. Prerequisite: GRMN 0400 or permission.

GRMN 0500B. From Zero Hour to the Wende.

An exploration of postwar German culture through the study of literary and film texts. Oral and written skills in German are furthered while deepening participants' understanding of the prehistory of contemporary Germany. In German. Prerequisite: GRMN 0400 or permission.

GRMN 0500E. The Presence of the Past: German Literature and Film (1945-present day).

Exploration of ways in which the German past, through cultural materials, including literature and film, played a role in the construction and deconstruction of the Berlin Wall, the two Germanys, and contemporary Germany. German oral/written skills are furthered while deepening participants' understanding of present-day Germany. In German. Prerequisite: GRMN 0400 or permission.

GRMN 0500F. Twentieth-Century German Culture.

A broad exploration of twentieth-century German culture using many kinds of written and visual texts (e.g. literature, journalism, film, art). While continuing to work on all four language skills (speaking, listening, reading, writing) students will gain more intensive knowledge about German culture, society, and history. In German. Recommended prerequisite: GRMN 0400.

GRMN 0600B. Was ist Deutsch?.

In this course we will examine some of the ideas and myths that became entangled with the emerging notion of a "German" identity in the eighteenth and nineteenth centuries. Some of the terms that we will discuss include 'Kultur,' 'Bildung,' 'Freiheit' and 'Gesellschaft,' all of which have rich semantic histories. Conducted in German. Recommended prerequisite: one course in the GRMN 0500 series.

GRMN 0600C. From Faust to Freud: Germany's Long 19th Century.

In the 19th century, a fundamental renegotiation took place about what it means to be German. Literary, aesthetic, and philosophical discourses played a decisive role in these deliberations on German identity. We will study seminal texts from these fields and discuss how they shaped German self-understanding in the 20th century and beyond. Readings by Goethe, Büchner, Stifter, Wagner, Nietzsche, Raabe, Fontane, George, Freud, among others. In German. Prerequisite: GRMN 0500.

GRMN 0750A. Faust and the Faust Legend.

Variations on the Faust theme focus on the role of knowledge in modern society. How do we define what we know? How do we accommodate knowledge with belief? What are the limits of human knowledge and can they satisfy us? Texts from the Reformation to the present: Marlowe, Calderon, Goethe, Turgenev, Mann, Bulgakov, Kerouac, Havel. In English. Enrollment limited to 19 first year students.

GRMN 0750B. Tales of Vampirism and the Uncanny.

This course compares literary texts of horror and haunting in English and German Romanticism. The psychoanalytic foundations of vampirism are discussed to enable students to boldly go beyond mere fandom and engage these texts on a more sophisticated level. Readings by Walpole, Coleridge, Poe, Tieck, E.T.A. Hoffmann and others. In English. Enrollment limited to 19 first year students.

GRMN 0750C. Crime Fiction: The Global Hyper-Genre.

Twenty-five percent of all new literary books worldwide are crime fiction. As a means of a society to reflect upon itself, crime fiction reflects how certain cultures deal with the dialectics of threatening and securing civic order, how they depict mentalities, traditions, topographies, or cultural chance. In English.

GRMN 0750D. The Poetics of Murder: Crime Fiction from Poe to the Present.

In this course, we will trace the literary and cinematic depiction of mystery and mayhem from the earliest manifestations of the genre to the present. Texts will include examples from the "Golden Age," the hard-boiled mode, the police procedural, and historical crime fiction. Enrollment limited to 19 first year students.

GRMN 0750E. Reading Film: An Introduction to German Cinema.

What is it that fascinates us about cinema? What desires and drives have held us in thrall to the moving image? This seminar introduces you to writing about film, not just within the specific field of media studies but within the humanities as a whole. We will examine 12 filmic examples (ranging from early silent film to contemporary popular cinema) alongside a selection of theoretical and historical readings. The course will impart the basic skills needed to write in a critical, reflective, and rigorous way about film. For those interested in film in the context of any humanities field. Enrollment limited to 19 first year students.

GRMN 0750F. Historical Crime Fiction.

There is almost no time period that has not been covered by historical crime fiction. From ancient Egypt and Rome to 18th century China, historical crime fiction has complemented and contested our knowledge of history. In this seminar, we will do some extensive time travel and explore how crime fiction explores the past and challenges our understanding of bygone times. Readings of texts by Ellis Peters, Umberto Eco, Peter Tremayne, Lindsey Davis, Alan Gordon, Robert van Gulik, Laura Rowland, among others.

GRMN 0750G. On the Ego and the Echo.

There is more than mere resonance between the first-person singular, "ego," and the word for those "echoes" which may rebound from any number of sources, for self-consciousness would be unconscious of itself without reflection. This dependency of the self upon reflection also implies, however, that the ego could never have simply been one with itself, but remains open at its core to alterity and plurality: to echoes of unknown provenance. This course will pursue the subject(s) of self, speech, and reflection, with readings of theoretical and literary texts from antiquity to the present.

GRMN 0750H. Classics of Crime Fiction.

This course will provide an overview of crime fiction from its beginnings in the 19th century to more recent postmodern manifestations of the genre. We will read classic examples of the detective story, golden age and hard-boiled crime fiction, the police procedural, the psychological thriller, the spy novel, and metaphysical crime fiction. In addition to the history of the genre, students will also be introduced to relevant theoretical concepts of reading crime fiction. Reading and Discussions of texts by Edgar Allan Poe, Arthur Conan Doyle, Agatha Christie, Raymond Chandler, Patricia Highsmith, Eric Ambler, among others. Taught in English.

GRMN 0900B. Great Works from Germany.

Cultural and historical analysis of some of the most significant German texts from the past two centuries. Writers: Lessing, Thomas Mann, Günter Grass, Christa Wolf. Philosophers: Kant, Marx, Nietzsche, Freud. Sections: Enlightenment and its limits, liberation and oppression, and love and death. Students will give one presentation in class and write a final essay. In English.

GRMN 0900C. Introduction to German Literature.

This survey course will give a historical overview of the main periods and genres of literature in German from the eighteenth to the early twentieth century. We will also consider how literature relates and contributes to the cultural, intellectual, and political history of Germany. In English.

GRMN 0900D. History of the Holocaust (JUDS 0902).

Interested students must register for JUDS 0902.

GRMN 0990B. The German Novel in the 19th and 20th Century.

The modern and postmodern German novel provides some of the most intriguing reading in the history of Western culture. From 19th century realism to 20th century postmodernism, these authors have commented on political events, provided historical hindsight, analyzed the German psyche, and initiated literary innovations that would have a profound impact on world literature and captivate readers worldwide. Works by Fontane, Kafka, Hesse, Mann, Grass, and Sebald, among others. In English.

GRMN 0990C. Introduction to Scandinavian Literature.

An introduction to major works of Scandinavian writers, painters and filmmakers over the past 150 years. Figures include Kierkegaard, Ibsen, Strindberg, Munch, Hamsun, Josephson, Sodergran, Lagerkvist, Vesaas, Cronqvist, August and Vinterberg, as well as children's books by Astrid Lindgren and Tove Jansson. In English.

GRMN 0990D. The German Novel From Classicism to Realism.

What is a novel, and how did it emerge as such a dominant genre in the course of the 18th and 19th centuries? This course introduces some of the most important German prose works prior to the 20th century, including texts by Goethe, Novalis, Hoffmann, Droste-Hülshoff, and Stifter. We will begin with the novel's earliest classical forms, follow its development in tandem with genres such as the fantastic tale and the novella, and end with a discussion of realism. All readings and discussions in English; no German language proficiency required.

GRMN 0990E. The Rhine River: An Aesthetic, Environmental, and Political History.

From Hölderlin to Hugo, cannonballs to canalization, this course examines representations of Europe's most important waterway in the modern period. Although it has long been seen as a "natural" border between France and Germany, the Rhine River has been anything but undisputed. Both the French and German nationalist movements claimed the river as their own, spawning a bi-lingual catalogue of songs, poems, and historical legends. We will approach the Rhine from an interdisciplinary perspective, with readings from economists, environmentalists, historians, and cultural studies scholars. We will be aided by a vast array of primary source material. Taught in English.

GRMN 0999M. Marx and Money in Modern Germany.

No critique of capitalism has been more enduring than Karl Marx's nineteenth-century account of European finance and industry. We will engage Marx's work alongside a close reading of the societies Marx sought to critique. We will also contextualize the work of Marx's contemporaries and successors, including Engels, Simmel, Sombart, as well as look at the continuation of the "capitalism debate" in Weimar and Nazi Germany. Our focus on the societies in which these writings emerged, allows for a less obstructed view onto these economic and social ideas. Issues of religion, gender, politics, militarism, and globalism will be considered. In English.

GRMN 1000A. Introduction to German Critical Thought (Kant to Freud).

One of the great intellectual pleasures in our short lives is to engage with the tradition of modern German critical thought in its broader European context. This course introduces all Brown students who do not wish to deprive themselves of this complex pleasure to some of the giants who have prompted us to reconceptualize the way we think about the world and our tenuous place within it, from questions of what we can know to a critique of political economy and the dark side of our sexuality. Authors to be studied include Kant, Schiller, F. Schlegel, Hegel, Marx, Nietzsche, and Freud. Undergraduates from diverse fields welcome. In English.

GRMN 1001. German for Reading.

This course prepares students to read and understand German texts from a variety of disciplines and in various genres. This intensive inquiry into German grammar and syntax is for students without prior knowledge of German, but also for those students with some background in German who wish to review and master German grammar. Student who successfully complete this course will have the necessary foundation for reading and translating scholarly, literary, historical and popular texts from German into English.

GRMN 1022. The Holocaust: Cultural Representations.

We will study cultural attempts to come to terms with an event that eludes full comprehension, asking how understanding is transformed when straightforward meaning and legibility can no longer be assumed. Taking as our point of departure a new reading of Theodor W. Adorno's famous and often misunderstood dictum that "to write poetry after Auschwitz is barbaric," we will study the ways in which exemplary works of literature, art, film, and philosophy engage the challenge of speaking after the very idea of speaking has become suspect. Witnessing, mourning and melancholia, personal and historical loss, the relation between language and disaster, and the uneasy conjunction of ethics and art will be thematized in this course. Writers, artists, and filmmakers to be studied will include Adorno, Agamben, Blanchot, Freud, Celan, Lanzmann, Levi, and Spiegelman. Taught in English; students from diverse fields welcome.

GRMN 1090. Advanced Written and Spoken German.

Designed to increase the range, fluency, and accuracy of idiomatic expression through written and oral practice, and to improve students' reading skills of progressively more difficult authentic texts from a variety of subject areas. Discussions, group projects, and oral reports. Review of selected grammar topics, systematic vocabulary building. Not to forget: "Deutsch macht Spass!" In German. Recommended prerequisite: one course in the GRMN 0600 series.

GRMN 1200C. Nietzsche - The Good European.

Nietzsche prided himself on his transnational identity. He loved German literature and was himself a writer of the first rank. Yet he was critical of the culture and the politics of his nation and he loved the literatures and cultures of many other nations. We will study his philosophical works with a view to his criticisms of *Deutschtum* and his affirmation of other traditions—starting with the Greeks, for by profession he was a classicist. We will also study Nietzsche's journeys—for he was convinced that the places in which he thought and wrote were essential to his thinking and writing. Enrollment limited to 40.

GRMN 1200D. Repetition: Kierkegaard, Nietzsche and Freud.

A study of the concept and the textual practices of repetition. We will consider the relation between repetition and transcendence, history, memory, and art. The course will focus on how the category and the event of repetition problematize identity, interpretation, and expression. Issues include religion and aesthetics of repetition (Kierkegaard); history and the eternal return (Nietzsche); repetition compulsion and the death drive (Freud). We will especially be interested in how the theme of repetition informs the way these thinkers write and what problems this poses to interpretation and understanding. In English.

GRMN 1200H. Writers in Exile: Addressing Fascism in America.

Having fled Nazi Germany, Ernst Bloch wrote of fascism: "The masks of the Ku Klux Klan were thus the first fascist uniform." He was among many diverse writers in exile to be reminded of the political and social formations s/he was seeking to escape, from Bertolt Brecht to Thomas Mann, the erstwhile White House guest and bourgeois advocate of American democracy, who eventually aroused the suspicions of the FBI and came to view in Cold War politics tendencies towards a "fascist dictatorship." In this course, we will closely read texts that emerged from German exiles with a view to their implications regarding fascism and America.

GRMN 1200I. Show Trials: The Aesthetics of Law in Literature and Film.

J'accuse! Zola's public denunciation of the French President, accusing him of anti-Semitism and unlawful imprisonment, has become emblematic for theatrical politics and dramatized trials. Even though their outcomes were decided in advance, the performance of show trials – from the Dreyfus affair to the Auschwitz trials and the prosecution of Saddam Hussein – have been indispensable for the political formation of society. In this course, we will analyze the literary, cinematic, and philosophical reception of such performative trials, ranging from Kafka's Trial and Arendt's Eichmann in Jerusalem to Dreyer's *The Passion of Joan of Arc* and Kramer's Judgment at Nuremberg.

GRMN 1320A. German Aesthetics from Lessing to Heidegger.

A survey of some of the most important German-language contributions to theories of art. Authors include Lessing, Kant, Schiller, Hegel, Nietzsche, Benjamin, Adorno, and Heidegger. Emphasis will be on how aesthetics intersects with literary theory and the idea of critique, and also how it contributes to discussions about knowledge, subjectivity, and power. All readings in English translation.

GRMN 1320C. Goethe's Children.

The name "Goethe" looms large over modern German literature, but what are founding figures without the daughters and sons that question and challenge their authority? This course offers a broad introduction to Goethe's life and works, focusing on themes and questions of youth and childhood in his writings. Readings include canonical works such as *The Sorrows of Young Werther*, *Iphigenia in Tauris*, *Wilhelm Meister's Apprenticeship*, *Faust*, and *Elective Affinities*. We will also examine Goethe's legacy by looking at musical, theatrical, and philosophical responses to images of youth and childhood in his works. [Taught in German; all students welcome.]

GRMN 1320D. Goethe.

Selected readings of Goethe's theater plays, novels, and poetry. Explores the meaning of reading Goethe today, at the 250th anniversary of his year of birth, and investigates the activities around the celebration of this anniversary. Time permitting, we consider versions of Goethe's texts in film and other media. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1320E. Classical German Literature: Goethe und die Klassik.

The anthropology and aesthetics of Weimar Classicism. Readings of major works by Johann Wolfgang Goethe and Friedrich Schiller, with discussion of selected texts by Herder, Humboldt, and Kant. In German. Pre-requisite: GRMN0600 or placement. Prerequisite: GRMN 0600 or permission.

GRMN 1320F. Eighteenth-Century German Aesthetics.

A survey of important aesthetic writings from the period, including some texts of Winckelmann, Lessing, Schiller, Goethe, and Hamann. Major questions to be treated include the role of imitation, the concept of form, the relationship between the beautiful and the good, and formation of aesthetic judgments. Course will conclude with selections from Kant's *Critique of Judgment*. In English.

GRMN 1320G. Drama and Religion.

Lessing used the stage as his "pulpit" when forbidden to publish in religious disputes. Some dramatists addressed particular religious views in tragedies or satiric comedies; others staged religious themes more generally or in metaphysical imagery. We examine the variety, nature and context of these stagings in texts by major German authors: L. Gottsched, Gellert, Lessing, Schiller, Goethe, Kleist, and Hölderlin. In English, with a German section (TBA) for those able and interested.

GRMN 1320I. What is an Image? German Aesthetics and Art from Lessing to Heidegger.

A survey of some of the most important German-language contributions to theories of art, alongside a discussion of some major art-works from the German tradition. Authors include Lessing, Kant, Schiller, Hegel, Nietzsche, Benjamin, Adorno, and Heidegger. Emphasis will be on how aesthetics intersects with literary theory and the idea of critique, and also how it contributes to discussions about knowledge, subjectivity, and power. All readings in English translation. In English.

GRMN 1320O. Freudian Inspirations: Psychoanalysis and the Arts.

This course engages with the central concepts and motifs of Freud's psychoanalytic theory and how they relate to works of literature, art, and film. What do Sophocles, Ovid, and Hoffmann tell us when we read *Oedipus Rex*, *The Metamorphoses*, and *The Sandman* today? How does our understanding of these texts differ from or resemble Freud's reading of them? And when we engage art that cites psychoanalytic concepts—such as Hitchcock's *Marnie* or Lars von Trier's *Melancholia*—do we recognize the Freud we encounter in our readings of his own texts? (In English; all students welcome)

GRMN 1320P. Friends and Adjuncts: J. P. Hebel, Kafka, Benjamin, Sebald.

He was a favorite among seminal German writers and thinkers such as Goethe, Kafka, and Walter Benjamin. Nonetheless, Johann Peter Hebel's work remains largely unknown outside of German-speaking countries and is generally ignored by the academy. In this seminar we will read Hebel's poetry and prose alongside some of the seminal works of those who wrote and thought with him as unexpected friends or adjuncts. In English.

GRMN 1320S. Reading Friedrich Hölderlin; An Introduction.

The course is intended as an introduction to the reading of Hölderlin as a poet, so the focus will be on close reading and on intense and detailed discussions of the texts in class. To that end it is indispensable to study the texts in the original German. Available English translations will be used in addition. Of course, linguistic difficulties in understanding the texts (which are, by the way, by no means restricted to non-German speakers) will themselves form an integral part of the seminar discussions. Critical texts will be read in English.

GRMN 1320U. Swiss Literature.

Many of Switzerland's most well-known authors (Gottfried Keller, Robert Walser, Annemarie Schwarzenbach, Friedrich Dürrenmatt, etc.) have challenged its dominant political narratives: Switzerland's neutrality, liberal tradition, natural beauty, and economic prosperity. What makes German-Swiss literature particularly fascinating is its status as a "minor literature," its linguistic singularity and frequent use of words in dialect and other languages. Swiss literature in German will be the focus of the seminar, but Switzerland's multilingualism always has been—and continues to be—reflected in its literature. In our seminar discussions we will follow a trajectory from Albrecht von Haller through Keller, Spyri, Zurich Dada, and Walser to postwar and post-millennial authors. Topics include realism, the avant-garde, pedagogy, economy, the politics of dystopia, climate change, and migration. No prior knowledge of Swiss literature is required. Readings and discussions will be in German. Recommended: GRMN0600 or equivalent.

GRMN 1320X. Weimar Culture: German Modernity and Its Discontents.

The years of the Weimar Republic were the hothouse of German cultural modernity. In a situation of crisis, the time between the end of World War I and the rise to power of National Socialism sees the emergence of new media as radio and film, an ever-accelerating urban life, changing social & gender roles, political radicalisms, as well as different artistic avantgarde movements. Weimar literature breaks from tradition, developing innovative forms to represent this new culture. At the same time, a flourishing journalistic landscape brings about new modes of cultural critique, essayistic theories of modernity, and figures such as the flâneur who reads the modern cityscape. Following a brief introduction to the historical background, we will read two novels of the period, two plays, & a series of selected poems, accompanied by journalistic pieces & representative examples of contemporary literary criticism.

GRMN 1321D. Dancing on the Volcano: Die Kultur der Weimar Republik.

Immerse yourself in the dynamic and transformative period of the Weimar Republic, a time marked by extraordinary cultural and artistic innovation. This course explores the years 1918 to 1933, focusing on how the aftermath of World War I and the political turbulence of the era fueled a cultural renaissance in Germany. By studying the interplay of art, literature, theater, film, music, and social movements, students will uncover the profound impact of this period on modern culture. In German.

GRMN 1330A. The Individual in the Age of Industry.

This seminar discusses the second part of the 19th century, which is distinguished by nation building, industrial revolution, advance of science, realism and belief in progress but also nihilism and cultural pessimism. We investigate how the new age of pragmatism and the "technological sublime" is reflected in short stories by major German writers such as Adalbert Stifter, Karl Gutzkow, Theodor Storm, Gottfried Keller, Wilhelm Raabe, Theodor Fontane, Arno Holz and Gerhart Hauptmann. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1330C. German Romanticism: Texts, Contexts, Legacies.

The Romantic Age in German literature, art, and philosophy is widely acknowledged as pivotal, not just for the development of German modernity, but for the entire history of European literature and art in the transition from the post-Enlightenment period to the modern one. Many topics of discussion today, in the field of aesthetics, literary criticism, and philosophy, continue to be indebted to the work of German Romantic writers. But the corpus of Romantic writing is itself a heterogeneous, complex one that defies easy characterization, because these texts are radical and trenchant in their criticism of traditional categories of form, genre, and style. The goal of this seminar is to explore together this diverse body of writing in order to trace its nuances and complexities, with the aim of connecting it not just to its historical moment but also to ours.

GRMN 1340A. Crime and Punishment- Introduction to German Mystery Texts and Films.

This course provides an exploration of German crime, detective and mystery texts and films ranging from the early 19th century to contemporary fiction. In addition to exercising hermeneutic skills, this course aims at improving proficiency in oral and reading comprehension, as well as speaking and writing skills, with an emphasis on vocabulary expansion, advanced Grammar review and stylistic development. This course is recommended for students interested in a combined introduction to literature and high-level language learning. Prerequisite: GRMN 0600 or permission.

GRMN 1340B. Guilt Management: Postwar German Culture.

The central theme of postwar German Culture, from the so-called "Zero-Hour" in 1945 to postunification, was dealing with the Nazi past. We discuss how writers, filmmakers, and critics tried to establish a public discourse on guilt. Films and readings by Mitscherlich, Syberberg, Reitz, Müller, Grass, Christa Wolf, Sichrovsky, Biller, Chaim Noll, and others. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340C. Jahrhundertwende 1900.

Modernism and its discontents in German literature around 1900. Examines naturalism, Jugendstil, Dada, and early expressionism. Poetry, fiction, and drama by Nietzsche, Th. Mann, Stefan George, Rilke, Kafka, Wedekind, Hofmannsthal, Schnitzler, Hauptmann, and others. Operas by Wagner and R. Strauss. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340D. Modern German Prose, 1978-1998.

Since the end of the 1970s, East and West German prose has tended to concentrate more on everyday life than on the overbearing questions of memory that were so central to immediate postwar authors. The changing function of literature in Germany is explored by reading representative prose fiction by major authors such as Becker, Delius, Hein, Strauss, and Walser. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340I. Turn of the Century.

The most important issues in literature around 1900 will be discussed: the critique of language, media, psychoanalysis, urbanization, technical progress, the construction of the subject and a growing sense of isolation. Texts by Hofmannsthal, Rike, Schnitzler, Robert Walser, Georg Simmel, Freud, Nietzsche, Hermann Bahr and others. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340J. The Works of Franz Kafka.

We will read a selection of texts by Kafka (including short stories, a novel, and journal entries) in order to explore his importance for the aesthetics of modernity. Topics include: representation of the law, literature and religion, the role of the paternal, and guilt. Frequent short papers based on close reading of texts, and a longer final paper. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340K. Unmittelbar nach 1945: Literatur und Film in Deutschland.

Often called "Zero Hour," the period immediately following the end of the Second World War was one of turmoil and uncertainty in Germany. An enormous cultural production sprang up under extremely difficult conditions. Texts and films by Heinrich Böll, Wolfgang Borchert, Alfred Andersch, Wolfgang Staudte, Helmut Käutner, and others. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340L. The Modern Period.

Explores the fascinating flowering of modernity in Germany, including the period around 1900 (adolescent Angst and the new Broadway version), Weimar culture (revolution, women's emancipation), Nazi culture, and exile literature in socio-historical context; including examples from film, art, and popular culture. Authors may include: Wedekind, Brecht, Kafka, T. Mann, Toller, Keun. In German. Recommended prerequisite: GRMN 0600 or equivalent.

GRMN 1340M. Kafka's Writing.

Writing--vocation or duty, gift or curse, poison or antidote? This course provides an introduction to Kafka's stories, novels, journal entries, and letters, with a focus on his complicated, tortured relationship to the idea and practice of writing. We will explore how the difficulties of this relationship generate an enigmatic, tragi-comic oscillation between hope and despair that continues to fascinate readers today. This is a writing-intensive course, and the frequent short assignments will involve drafts, revisions, and individual consultations, with the aim of getting you to think critically about your own relationship to writing about literature. In English. Enrollment limited to 40. First year students require instructor permission.

GRMN 1340N. Literature and Multilingualism.

Has literature ever really been monolingual? Has it not spoken, from the outset, with a split tongue, from the interstices between languages, cultures, and identities? In this seminar, we will examine a range of authors from the twentieth century for whom speaking is always speaking otherwise: speaking about the other, speaking as other, as something other than merely speaking. Our goal is to think beyond the 'monolingual paradigm' – the assumption that we are, in the beginning, just one thing and therefore speak just one language. With the help of the writers that we'll be exploring, we will try to come up with ways to describe a life of linguistic multiplicity, beyond the easy binaries of native vs foreign, self vs other.

GRMN 1340Q. Vergangenheitsbewältigung: German Literature of Memory.

This course will examine one of the most loaded terms in German Studies, "the coming to terms with the past" or rather "the mastering of the past", which concerns German strategies of dealing with the atrocities of World War II and the Holocaust. Thus, this course will focus on the literary engagements with issues of trauma, memory, and remembrance. Authors include Adorno, Celan, Klüger, Grass, Weiss, Wolf, Müller, Timm, Kluge, and Sebald. The course will also have a closer look at contemporary debates regarding "Vergangenheitsbewältigung" and the culture of memory in Germany itself. In German. Prerequisite GRMN 0600.

GRMN 1340V. Mis(s)Education: Feminist Undoings of the Bildungsroman.

Declared central to Western history and culture by Freud, the Oedipal complex survived in manifold literary reiterations— particularly the Bildungsroman, which privileges the father as primary educator and eventual adversary. This course challenges the genre's patriarchal premise by shifting focus to female representations, in order to reconsider the traditionally 'masculine' discourse on Bildung. As a dynamic construct, femininity allows to dispute the historically patriarchal paradigm of knowledge acquisition and the precarious position of woman beyond psychoanalysis. Departing from Goethe's Wilhelm Meister's Apprenticeship, we will open the genre's paternal margins toward works such as Arendt's Eichmann in Jerusalem and Satrapi's Persepolis.

GRMN 1340Y. Germans and Jews.

This introductory course will examine the fraught relationship between Germans (and Austrians) and Jews in Germanophone writing across genres from the Enlightenment to the mid- 20th century. We will consider writing by Jewish authors, images of Jews, and the themes of Jewishness and Germanness, emancipation, assimilation, anti-semitism and Zionism. Students will learn analytic reading, writing and research skills. Texts by Lessing, Mendelsohn, Veit, von Arnim, Heine, Marx, Droste-Hülshoff, Lasker-Schüler, Kafka, and Arendt. Readings and discussion in English.

GRMN 1341F. How to Survive Fascism: Post-War German Literature.

This course examines German literature from 1945 to 1965, focusing on how authors responded to the aftermath of World War II and the challenges of rebuilding. Students will explore themes of guilt, memory, and identity through works by writers such as Heinrich Böll, Wolfgang Borchert, Christa Wolf, and others. Discussions and analyses will highlight the cultural and historical shifts that shaped German literary expression during this transformative period. In English.

GRMN 1341G. How to Survive Fascism: Post-War German Literature.

This course examines German literature from 1945 to 1965, focusing on how authors responded to the aftermath of World War II and the challenges of rebuilding. Students will explore themes of guilt, memory, and identity through works by writers such as Heinrich Böll, Wolfgang Borchert, Christa Wolf, and others. Discussions and analyses will highlight the cultural and historical shifts that shaped German literary expression during this transformative period. In German.

GRMN 1440A. Dada-Performance and Digital-Interactivity.

This course investigates the invention of performance art in German Dada and its legacy and further development in contemporary interactive art in digital media. Both phenomena are discussed with respect to their aesthetic, philosophical, and social roots and intentions. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440C. Poetry and the Sublime.

We will examine some theories of the sublime, and read them alongside selected poets who take up certain related questions about representation, perception, and power. The goal will be to come to a better understanding of why the sublime is important as a category in thinking about the relationship between literature, philosophy, and history. Texts may include: Longinus, Schiller, Kant, and Paul de Man on the theory of the sublime, and poetry by Hölderlin, Wordsworth, Rilke, and Celan. In English; reading knowledge of German helpful but not required.

GRMN 1440D. Modernity and Its Discontents: The German Novella.

After the failed revolution of 1848, the German bourgeoisie had to curb its desire to control the sphere of politics. At the same time, the effects of modernization started to manifest themselves in full force. We will discuss how the revolutionary changes of the second half of the 19th century in Germany were worked through in literature, and specifically in the realist novella. Readings by C.F. Meyer, Keller, Stifter, Storm, Raabe, Fontane, Mörike, and Heyse. In German. Recommended prerequisite: one course in the GRMN 0600 series.

GRMN 1440E. Märchen.

Fairy tales in German are usually associated with the Grimm brothers, but there is a rich tradition of popular (*Volksmärchen*) and literary (*Kunstmärchen*) fairy tales going back further and continuing into the present. We read a representative sample, consider typical features of the genre, and discuss the role of *Märchen* in shaping ideology. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440F. Lyric Poetry From the Middle Ages to the Present.

Broad exploration of German poetry, including intersections between poetry/music/art: spiritual/worldly (medieval troubadours, Baroque); classical Greece/modern Germany (Goethe, Schiller, romantics, art songs), poetry/politics (Heine, Brecht), expressions/symbols (Rilke, expressionism), poetry after Auschwitz (Celan, Bachmann), contemporary reflections on history (V. Braun), poetry between cultures (Turkish-German poets, hip-hop). Intensive reading, discussions and vocabulary building. In German. Recommended prerequisite: one course in the GRMN 0600 series.

GRMN 1440G. Talking Animals and the Politics of World Literature.

We have encountered talking animals within literature for over four thousand years. Alongside the Fables of Aesop, there are comparable animal stories from Ancient Babylon, Egypt, and from the Indian-Arabian-Persian cultural space, whose distribution was just as far-reaching. Animal fables appear easy to understand and universally valid. But do we really understand what it means when animals talk in texts? This course will employ current approaches to human-animal-studies alongside concepts of world literature to examine why animals are made to talk, what functions animal stories have, and what the conditions for their dissemination are. [In English; all Brown students welcome.]

GRMN 1440H. Projections of America.

Since its discovery, 'America' has served as a projection screen for a variety of images of the 'New World': as utopia, as harbinger of modernity, and as the origin of political, economic, and cultural imperialism. Readings of the changing and shifting image of America in German literary and journalistic texts from the 18th century to the present (Lenau, Goethe, Heine, Sealsfield, May, Frisch, and others). In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440L. German Lyric Poetry: From Goethe to Heine.

A survey of German lyric poetry during what Heine calls "die Kunstperiode." Focus on rhetoric of the lyric: apostrophe, prosopopeia, metaphor, metonymy and allegory. Close reading, frequent writing assignments. Reading in German, class discussion in English.

GRMN 1440N. Kunstmaerchen: the Literary Fairytale in the Nineteenth Century.

"Das Kunstmaerchen" or literary fairy-tale occupies a central place in the literature of late romanticism. Focusing on major examples from writers such as Tieck, Eichendorff, and Brentano, we will examine how the content and the representational structure of these texts contribute to debates on categories like the "natural," the "fantastic," and the "moral." In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440O. Modern German Drama.

Explores the fascinating modern German dramatic tradition from the 19th century to the present, emphasizing plays that are still a part of the stage repertory today and authors that have exerted a strong international influence. Authors may include: Büchner, Wedekind, Brecht, Toller, Dürrenmatt, Frisch, Weiss, Heiner Müller. In German. Recommended prerequisite: GRMN 0600 or permission.

GRMN 1440P. Heroes, Failures and Other Peculiar Characters-The German Novel from Goethe to Kafka.

Readings in the tradition of the German novel, including the Bildungsroman, Realism and modernist fiction. Consideration especially of failed heroes and the failure of the novel genre. Authors include Goethe, Hölderlin, Novalis, Stifter, Fontane, Musil and Kafka. Readings and class discussions in English.

GRMN 1440S. Grimms' Fairy Tales.

"One doesn't know the sorts of things one has in one's house," says the servant girl in Kafka's "A Country Doctor," as a stranger, who will soon act violently towards her, emerges on all fours from an unused sty. The precarious moment of finding more than one seeks in one's midst is among the key motifs of Grimms' "Household Tales" that we will trace, following the way they move writers of literature, psychoanalysis, and critical theory. Reading the Grimms among others, we will find: what was "once upon a time" is not finished, nor can these uncanny tales be domesticated.

GRMN 1440W. The European Novel from Goethe to Proust (COLT 1420).

Interested students must register for COLT 1420.

GRMN 1440X. "Stranger Things: The German Novella".

Goethe's famous description of the novella as an "unheard-of event" holds true to this day: scandals, murder, and the supernatural abound in this seminal German genre. Both meticulously structured and notoriously difficult to define, the novella as a form mirrors the paradoxes of its narratives. In this course, we will ask how form and content come together in the novella to engender strange occurrences that vacillate between everyday experiences and fever dreams. What is it about the German novella that creates such a particular sense of unease, and how does this genre mediate modern experience? [In English. All students welcome.]

GRMN 1440Y. Return to Sender: Love, Letters, and Literature.

This seminar investigates the relays between the postal system (18th – 20th century) and German literature, philosophy, as well as love. We will read selected correspondence and literary prose emulating or reflecting the epistolary form. Writers include Goethe, Kafka, Bachmann, and Celan. In English.

GRMN 1441A. Theater and Revolution (COLT 1411B).

Interested students must register for COLT 1411B.

GRMN 1441B. The Awful German Language.

German (not unlike others) is a foreign language. As such, it embodies oddities and barbarisms, provoking both interest and fascination, trembling and fear, from "native" speakers of other (foreign) languages. Yet, even for "native" speakers of German the language is not simply a given, but (at times) a threat (and under threat), an infinite (historical) task, a political-linguistic phantasm, a projection screen, a love affair, a traumatic experience. The seminar will explore complaints and concerns, from inside as well as from outside the German language, by Tacitus, Kleist, Mark Twain, Hölderlin, Hebel, Kafka, Benjamin, Kurt M. Stein, Adorno, Jandl, Pastor, Uljana Wolf. Taught in English (some knowledge of German is highly appreciated).

GRMN 1441C. Introduction to German Romantic Poetry.

German Romanticism reflects a field of writing in which poetry was as powerful and seductive as it was riven by conscious conflict. Through numerous experimentations with open forms, Romanticism counteracts classical unities and closure. In this course we will closely read and discuss – with occasional turns towards music and the visual arts – a representative selection of poems by Brentano, Eichendorff, Günderode, Heine, Novalis, among others. In English.

GRMN 1441L. German Drama (1776-1941).

In Georg Büchner's Woyzeck, the eponymous character at one point says: "Every human is an abyss; one feels vertiginous when looking below." In this course, we explore the ways in which the theatrical stage gives a wide range of outlooks and perspectives on this abyss, and how German drama has cast its characters over the centuries. To that end, we will be reading a selection of German dramatic literature (some more "canonical" plays, and others that are less so) ranging from the eighteenth through the first half of the twentieth century. There will be a focus on close reading and on exploring the language of each text, but attention will also be given to their historical context. Plays by Goethe, Schiller, Lenz, Kleist, Büchner, Else Lasker-Schüler, and Brecht. All readings, class discussions and exercises will be in German; GRMN 0500 or the equivalent is recommended as a prerequisite.

GRMN 1441O. Childhood Imaginaries: Romanticism, Psychoanalysis, and Beyond.

Since the Enlightenment, childhood has been at the center of the Western imagination. In German-language literature, political models of society, psychological theories on the dynamics of thinking and feeling, and critical discussions of history are often negotiated on the basis of an outline of what childhood is. This is because studying how humans develop promises to provide insight into what it means to be human and permits one to construct images of how humans should live. This line of thought breaks from a centuries-old convention of equating children with animals due to their lack of articulate speech and regretting this phase. In this course, we will read key texts of German-language literature from the Enlightenment to the present day that expound childhood as a special, formative epoch of individual life that, at the same time, grants insight into social dynamics.

GRMN 1441P. What Are We Looking At? Paradoxes of the Visual.

In Western cultures, the visual sense has traditionally received preferential treatment, having been associated most closely with knowledge and understanding, as demonstrated by the words 'evidence' and 'theory.' Especially at academic institutions, we want both 'overview' and 'insight,' to 'look at' something 'very closely,' and examine it through various 'lenses' (theoretical frameworks). On the other hand, there is also the obverse, where the optical stands for superficiality, mere appearance, and even deception and confusion. In other words, when we take a closer look at 'seeing,' things appear more complicated than they did at first glance. Texts and movies by Plato, Sophocles, Sigmund Freud, Walter Benjamin, E.T.A. Hoffmann, Goethe, Kleist, Oscar Wilde, Gotthold Ephraim Lessing, Stéphane Mallarmé, Tuvia Ruebner, Michel Foucault, Paul de Man, Wim Wenders, Rainer Werner Fassbinder, and Toni Morrison. Taught in English, no prerequisites.

GRMN 1441Q. Fragen und Antworten.

Questions and answers haunt our everyday life. Rarely their co-appearance, when visiting us; rarely our co-habitation with them; is put—into question. And no answer responding to why the entire life, at times, seems to be a continuous Q&A-session, that wouldn't, immediately, provoke more questions. Questions and answers oscillate between violence and innocence, between mimesis and mockery, rhetorical, didactic and epistemological approaches. This seminar will pursue questions and answers in philosophical, literary and psychoanalytical texts (by Nietzsche, Frege, Wittgenstein; Hebel, Kafka; Freud), in fairy-tales ("Rumpelstilzchen") and poems (by Goethe and Rolf Dieter Brinkmann), in Plato's early dialogue Protagoras, in Bertolt Brecht's interrogation by the House Un-American Activities Committee (HUAC) on October 30 1947, in a scene from Robert de Niro's movie *The Good Shepherd* (2006), and in Jean Genet's last interview (BBC, summer 1985). — Class Taught in German

GRMN 1450A. German-Jewish Literature.

From emancipation to anti-Semitism and from the "Golden Age" to the Shoah, Jewish life in Germany has experienced extremes comparable to no other cultural exchange. In this class, we will explore the German-Jewish encounter by reading literary texts written by German-Jewish authors. Readings by Lessing, Mendelssohn, Heine, Kafka, Jurek Becker, and others. In English.

GRMN 1450B. Die Berliner Republik und die Vergangenheit.

The opening of the Berlin Wall and the reunification of Germany brought with them a dramatic rethinking of both the past and the present of the German nation. Literature, film, architecture, visual art, and music have played important parts in this process. This course will consider a range of documents from the contemporary Berlin Republic and the way they negotiate the Cold War and Nazi pasts. All readings and class discussion in German. Prerequisite: GRMN 0600 or equivalent. Enrollment limited to 20.

GRMN 1450C. National Socialism and the Shoah in Recent German Prose.

Since Germany's reunification in 1990, German discourse on National Socialism and the Shoah has changed significantly. With the generation of the eye-witnesses disappearing, the third generation after World War II renegotiated issues such perpetratorship, guilt, and responsibility on the one hand, wartime-suffering on the other. During the last decade, German literature represented voices from different generations/groups. This seminar will examine literature by Grass (b. 1927), Klüger (b. 1931), Timm (b. 1940), Schlink (b. 1944), Biller (b. 1960) and Erpenbeck (b. 1967) to situate these literary interventions within the framework of characteristic debates of the last few years. Enrollment limited to 40.

GRMN 1450F. 20 Years After: The End of GDR and German Reunification.

The fall of the Berlin wall heralded the German reunification rather than the reformation of the GDR as an example of "democratic socialism." The 20th anniversary gives reason to discuss the development of Germany since 1990. Readings of Volker Braun, Christa Wolf, Thomas Brussig, Ingo Schulze, Clemens Meyer, Yadé Kara. Films: *Goodbye Lenin*, *Das Leben der anderen*, *Willenbrock*. Issues discussed: Cold War, Perestroika, Reunification, East-/West-German identity, Migration and Globalization. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1450G. Love and Death.

The course will examine the theme of love and death in four texts from around 1800: Lessing's *Emilia Galotti*, Goethe's *Werther*, Kleist's *Penthesilea* and Büchner's *Woyzeck*. We will focus on historical changes in the understanding and theory of emotions. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1450H. Images of America in German Literature.

What was, has been, and is America to Germans? Some believe America to be moving in the right direction, and others imagine America as thoroughly evil from the very beginning. Literature, however, does not say this or that. It displays complex images, plays with prejudices, idols, ideals, and stereotypes to show their inner mechanisms and conceptual limits. And, of course, it generates images and counter-images. By examining some canonical texts on this topic, the seminar reconstructs the major perceptions, attributions and ascriptions with which German authors over times have envisioned the United States – even without travelling there.

GRMN 1640C. German National Cinema from 1917 to 1989, and Cold War Germanys in Film.

Examines three phases of German national cinema in competition with Hollywood's early dominance of film production, from the founding of the UFA in 1917 through National Socialist Cinema, the "New German Cinema," and the cinema of East Germany. Explores representations of Germanys during the Cold War, 1949-1989, a mythical Germany cast as the locus of "world evil." Weekly screenings. In English.

GRMN 1660B. Berlin: A City Strives to Reinvent Itself.

Contemporary Berlin buzzes with energy, yet this metropolis is characterized by the legacy of fascism and divided government. The city as cultural space will be interrogated in interdisciplinary ways. Topics range from Weimar culture and Nazi architecture to the Cold War and German reunification. In English with possible extra session for students who have completed GRMN 0400 or higher.

GRMN 1660C. German Culture in the Nazi Era.

Explores the variety and the contexts of German cultural production during the Nazi era. We will examine party sanctioned mass-mediated culture in the Third Reich including literature, film, theater, and public spectacle; as well as "unofficial" cultural productions including exile literature, literature of "inner emigration," "degenerate" art, and concentration camp poetry. We'll inquire into the effects of the political ministrations of culture in the Nazi era, asking to what degree continuities in cultural production were sustained after 1933, and investigating the hallmarks and the legacies of a distinctive "Nazi culture." Previous course work in German history and/or the Holocaust recommended but not required. In English.

GRMN 1660F. After Hitler: German Culture and Politics, 1945 to Present.

From the country that produced Hitler and the Holocaust to today's democratic, peaceful Germany, this course explores the enormous cultural and political transformations since 1945 in both German states and reunified Germany. Topics include: responses to the Nazi past, Germany and Europe, protest movements, migration patterns, women, popular culture, socialism in East Germany, political and intellectual debates, recent assertions that Germany is now a "normal" country. In English.

GRMN 1660G. Kafka.

This course will analyze both the uncanny and comical aspects of Kafka's writings. It offers an exercise in literary analysis discussing methodological approaches as diverse as literary theory, media studies, and cultural studies. It also presents an overview of one of the twentieth century's most haunting writers who in many ways determined for our postmodern mind what we call "literature". In German. Prerequisite: GRMN 0600 or permission.

GRMN 1660H. Literary Discourse of Minority Cultures in Germany.

During the last thirty years or so, strong minority cultures have emerged in Germany. Writers from diverse cultural backgrounds have given voice to the problems and challenges of living among a dominant German culture that only reluctantly started to listen to their concerns. Authors discussed include Schami, Ören, Atabay, Dischereit, Monikova, Müller, and others. Focuses on questions of cultural and ethnic identity as expressed in and through literary texts. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1660I. Literature and Other Media.

When looking at literature and other media, the question is not, whether one will be replaced by the other, but rather, what one medium can do that the other cannot do so well or at all. Study of twentieth-century Media Theory Made in Germany with special emphasis on the relationships of literature to audio-visual media. Readings by Brecht, Benjamin, Adorno, Enzensberger, Kittler, Hörisch and others. In English.

GRMN 1660K. Thinking After Philosophy.

What does it mean when, after Nietzsche, we speak of the "end of philosophy"? Contemporary critical discourse in many fields of the Humanities and social sciences is profoundly impacted by a skeptical break with philosophical traditions that can be traced back to 18th- and 19th-century Germany. This course will follow the development of this break through a range of major paradigms, schools, and critical methods from the time of Goethe to the twentieth century. All readings and class discussion in English. First year students require instructor permission to enroll.

GRMN 1660L. German Jews and Capitalist Markets in the Long Nineteenth Century.

This course focuses on the commercial lives of German Jews, 1789-1918. While the classic historiographical debates surrounding assimilation, emancipation, and anti-Semitism will not be ignored, our spotlight will remain on capitalist markets, where Germans and Jews most often encountered one another. Our study will begin and end in the Franco-German borderlands, with revolution and warfare. In between, we will traverse the German landscape, meeting, among others, bankers in Frankfurt, wine merchants in the Rhineland, and department store magnates in Berlin, all in an attempt to understand the complexities of cross-cultural (dis)integration. Readings and instruction in English.

GRMN 1660P. Having Beethoven Over in 1970.

In 1970, Beethoven arrives in Bonn to visit his birthplace. A tour guide shows him around. It is a journey that begins with the museum one knows, but which gets weirder with each subsequent room. There is a jukebox in the basement. A gully is burning. There are strange utensils on display in the kitchen. As the demarcation between documentary and fiction become blurry, we realize that somebody must have added more rooms to the original floorplan. Our course will analyze TV crime series, Hollywood feature films, the Peanuts, radio pieces, and artworks surrounding Beethoven's bicentennial. Taught in English.

GRMN 1660Q. Film and the Third Reich.

This course explores the cinema of the Third Reich as well as filmic responses to World War II and the Holocaust. Sections will be dedicated to propaganda films by Leni Riefenstahl and others; to the relationship between Third Reich cinema and Hollywood; to propaganda films produced by the Allied forces, and to movies about the Holocaust such as *Shoah* and *Schindler's List*. We will discuss key concepts of film theory, cinema's political efficacy, Holocaust representation in film, music, and language, and questions of trauma, commemoration, and victimhood. [Taught in English; students from diverse fields welcome.]

GRMN 1660R. Freud.

Introduction to Freud's theories of the unconscious and its manifestations, Freud's thinking on culture and aesthetics, his theory of sexuality, his view of religion, and of fascism. In English.

GRMN 1660S. Mord und Medien. Krimis im intermedialen Vergleich.

The genre of the mystery novel has proven exceedingly productive in German speaking countries. At the same time, the new and the newest media have discovered the mystery genre as one of the most appealing narrative structures in contemporary culture. Readings of mystery narratives in book form, on television, on CD-ROM, and on the Internet. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1660T. Germans/Jews, Deutsche (und) Juden.

From emancipation to anti-Semitism and from the 'Golden Age' to the Shoah, Jewish life in Germany has experienced extremes comparable to no other cultural exchange. Widespread philo-Semitism and the official taboo on anti-Jewish sentiments indicate that the relationship between Jewish and non-Jewish Germans today remains one of mutual nonunderstanding and distrust. Texts by Lessing, Mendelssohn, Heine, Kafka, and others. In English

GRMN 1660U. What was Socialism? From Marx to "Goodbye Lenin".

The international socialist movement was born in Germany, and many of Germany's most important cultural figures were attracted to its striving for social justice. But socialism seems to have come to a tragic end. Course includes theoreticians such as Marx and Luxemburg, writers such as Heine and Brecht, and a focus on East German culture (film, art, literature) and its aftermath since the fall of the Berlin Wall. In English.

GRMN 1660V. Nietzsche.

This course will provide an introduction into Nietzsche's thinking. Discussion of the major works from *The Birth of Tragedy* and *Beyond Good and Evil* to *Thus Spoke Zarathustra*. No pre-requisites. In English.

GRMN 1660W. Early German Film and Film Theory.

We will study the interference/interface of cinema and theory in the 20th century. Includes analysis of classical German films and texts by critics such as Eisenstein, Balazs, Vertov, Arnheim, Kracauer, Benjamin. In English.

GRMN 1661A. Race and Classical German Thought.

Thought about race has a complex history in modern intellectual culture; crucial paradigms regarding culture, identity, and biology have roots in the philosophy, science, and arts of eighteenth-century Germany. This course will give in-depth consideration to ideas and paradigms from classical German intellectual culture, and will trace their resonances within African, Francophone, French, and North American race theory in the twentieth century. All readings in English. Not open to first year students.

GRMN 1661D. Giuseppe Verdi, Richard Wagner, and the Music of the Nation (MUSC 1902).

Interested students must register for MUSC 1902.

GRMN 1661E. Germany, Alcohol, and the Global Nineteenth Century.

This course examines the German "long nineteenth century" through the lens of the production, sale, and consumption of alcohol. The cultural resonance of alcohol allows us to better situate Germany in an increasingly global context, where its exchange reflected broader patterns of modernization, social transformation, and nationalism. Whether brewing beer in Chinese Tsingtao, harvesting grapes in California's Napa Valley, or celebrating Purim with wine in Palestine, Germans engaged the nineteenth-century world through their own historical traditions and trades. Our endeavors will be aided by the remarkable "Alcohol and Addiction Studies" special collections at the John Hay Library.

GRMN 1661F. Music, Religion, Politics (MUSC 1675).

Interested students must register for MUSC 1675.

GRMN 1661G. The Case of Wagner (MUSC 1640G).

Interested students must register for MUSC 1640G.

GRMN 1661L. The Promise of Being: Heidegger for Beginners (COLT 1610V).

Interested students must register for COLT 1610V.

GRMN 1661P. Marx, Nietzsche, Freud: The World Is Not What You Think.

We will familiarize ourselves with the key insights of three major writers and thinkers: Karl Marx, Friedrich Nietzsche, and Sigmund Freud. Each transformed how we read the modern world, from the ideology of capital to the question of religion, from the function of art to the unsettling claims that sexuality makes on us. They help us explore the intricate interplay between reason and its dark underbelly, a fragile interaction that makes us who we are. This introductory course is for all Brown students who do not wish to graduate without first having grappled seriously with the ideas of these transformative thinkers, without whom the modern world cannot be understood. If you read only three modern writers during your college career, it should probably be these three. Taught entirely in English; students from diverse fields welcome.

GRMN 1662A. The Promise of Being: Heidegger for Beginners (COLT 1610V).

Interested students must register for COLT 1610V.

GRMN 1700A. Introduction to Yiddish Culture and Language (JUDS 1713).

Interested students must register for JUDS 1713.

GRMN 1701. The Uncanniness of Being: Freud, Heidegger, Derrida (COLT 1611A).

Interested students must register for COLT 1611A.

GRMN 1702. Artificial Images.

What is an image in the age of generative AI? What is its relation to truth or artifice? To better understand the paradigmatic shift heralded by DeepDream hallucinations and algorithmic vision, this seminar explores past and current ontologies of the image. Reflecting on the politics of seeing in a world saturated by images, we will move from early film theory and art history to today's debates on synthetic media and algorithmic aesthetics, and trace how thinkers and artists have challenged common understandings of the visual. Through close readings and screenings, we will explore such key concepts as operational images (Farocki), poor images (Steyerl), and disrelated images (Denson), to develop the analytical tools necessary to think with, rather than about, images across media. In English. Students may also count this course toward the new certificate program in "European Critical Thought" (ECT).

GRMN 1770. Introduction to Yiddish Culture and Language (JUDS 1713).

Interested students must register for JUDS 1713.

GRMN 1770A. Introduction to Yiddish Culture (JUDS 1713).

Interested students must register for JUDS 1713.

GRMN 1800. Posthumanism and the Ends of Man (COLT 1814Y).

Interested students must register for COLT 1814Y.

GRMN 1800A. Berlin: Dissonance, Division, Revision (COLT 1813J).

Interested students must register for COLT 1813J.

GRMN 1892. Kafka and the Philosophers.

Kafka's writings take as a central concern the philosophical interpretability of what we call literature. What is one to make, for instance, of a text that begins with a protagonist awakening one morning to realize that he has been transformed into a monstrous vermin? Or another awakening protagonist unexpectedly detained by officers waiting in his apartment? For Kafka, "correct understanding of something and misunderstanding of the same thing are not entirely mutually exclusive." We will study some of Kafka's greatest stories alongside key attempts at interpreting Kafka philosophically, including Benjamin, Adorno, Derrida, Deleuze/Guattari, and Agamben. In English; diverse fields welcome.

GRMN 1900A. The Weimar Republic (1918-1933).

Advanced students of German culture will pursue their own interests in researching this fascinating period in German culture and political history. Common readings, general discussions, and individual class presentations will facilitate the development of individual projects. Covered areas include literature, art, music, film, politics, etc. Required for concentrators, written permission required for others. Prerequisite: at least 3 100-level GRMN courses or equivalent. In German and English.

GRMN 1900B. Sites of Memory.

The seminar explores the connection between representation and management of space and memory in the German context. Readings drawn from literary works, philosophy, public discourse about monuments and memorials, and so on. Assignments include individual presentations and final research project. Required for concentrators, open to others with instructor's permission. In English and German.

GRMN 1900C. Cultural Industry and the Aesthetics of the Spectacle.

This course explores mass culture and distraction as conceptualized by the Frankfurt School. Readings and discussions will engage with the emergence of distraction as a specific category of experience; the function of entertainment in the culture industries of Nazi Germany; the critique of mass culture in post war Germany, and the reformulation of spectacle and distraction in Culture Studies and postmodern discourse. Readings: Schiller, Adorno, Benjamin, Kracauer, Debord, Baudrillard, Postman, Virilio, Norbert Bolz. In German.

GRMN 1900D. Fleeing the Nazis: German Culture in Exile, 1933-1945.

When the Nazis came to power in Germany in 1933 this caused one of the biggest brain drains in history. We will trace the lives of leading experts in a variety of fields such as literature, music, philosophy, and the sciences and ask questions such as: Why did they leave? Where did they go? How did they do in their new environment? What did they say about their exile afterwards? Specific persons and places of exile will be studied according to the interests of the seminar participants. In German. Recommended prerequisite: one course in the GRMN 0600 series. Open to seniors only.

GRMN 1900E. Made in Germany - A Cultural History of Science, Technology, and Engineering.

In this seminar, we will examine the German technological imagination in literature and film. The material to be studied reaches from nineteenth and early twentieth century German Science Fiction to the history of engineering giants such as Volkswagen or BMW and will also include philosophical reflections of technology, the role of the German engineer as hero, and the image of the mad scientist. A field trip to Germany during spring break is planned. In German. Prerequisite: GRMN 0600. Enrollment limited to 20; first year students require an instructor override prior to registering.

GRMN 1900K. Bleibende Irritationen: Heinrich Heine und Deutschland.

Heinrich Heine (1797-1856) has filled many roles in the history of German culture: a poet who wrote some of the most "Romantic" poems in the German language; an author who effortlessly switched between journalistic and literary writing; and a "wound" (Theodor W. Adorno) that cannot stop refusing to heal. We will conduct extensive readings from Heine's poetic, essayistic, and narrative oeuvre which will result not only in a better understanding of the development of post-classical German literature, but also in a deeper knowledge of German culture as a whole.

GRMN 1900N. Crime Scene Germany.

Crime scenes—Tatorte in German—are locations of past events, reconstructed and (re)staged. The class will provide an idiosyncratic overview of depictions of Germany as a site of Tatorte, in literary texts and beyond. In constellations of texts from Droste-Hülshoff to Rainald Goetz as well as in films and photography, we will discuss what it means to encounter (narrated) history in a place where you "can pick up any given stone anywhere and can be certain that something happened at that very place in those dark times..." (Michaela Melián)

GRMN 1900Q. Contemporary German Crime Fiction.

A "Krimi" in German can refer to a crime story in a multitude of media. This course will look at contemporary German, Austrian and Swiss "Krimis" as novels, TV-series and movies. After a brief overview of crime fiction in German speaking countries, we will examine what is being written, read, and watched today. Readings will include novels by Andrea Maria Schenkel, Christine Lehmann, Uta-Maria Heim, Wolf Haas, and Simone Buchholz, among others. We will also analyze several episodes of Tatort and other German TV crime series. In German.

GRMN 1900S. Money, Murder, Mystery: Contemporary Crime Fiction.

A "Krimi" in German can refer to a crime story in a multitude of media. This course will look at contemporary German, Austrian and Swiss "Krimis" as novels and TV-series. After a brief overview of crime fiction in German speaking countries, we will examine what is being written, read, and watched today. Readings will include novels by Andrea Maria Schenkel, Christine Lehmann, Uta-Maria Heim, Wolf Haas, and Simone Buchholz. We will also analyze several episodes of Tatort and several other TV-series. In German. Senior Seminar.

GRMN 1910A. From Freud to QAnon: History, Politics, Psychoanalysis (HIST 1957J).

Interested students must register for HIST 1957J.

GRMN 1970. Independent Study.

Independent study on a particular topic related to German culture. In German or English. At the discretion of the instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GRMN 1981A. Introduction to Yiddish Culture and Language (JUDS 1713).

Interested students must register for JUDS 1713.

GRMN 1990. Senior Conference.

Special work or preparation of an honors thesis under the direction of a faculty member. Please check Banner for the correct section number and CRN to use when registering for this course.

GRMN 2081A. Realism, Idealism, and Modernity (II) (PHIL 2080D).

Interested students must register for PHIL 2080D.

GRMN 2320A. 1700.

Comparing language (rhetoric, style), literature (poetry, drama, novel), and other cultural phenomena (theater, dictionaries, emblem books, professionalization), we will consider shifts in cultural paradigms from the early modern to the modern period. Grimmelshausen and Gellert; Gryphius and Gottsched; Opitz and Haller. Readings in German. Discussion in German or English.

GRMN 2320B. The Works of Heinrich Kleist.

Kleist's writings continue to pose interpretive and theoretical riddles for the modern reader nearly 200 years after their composition. We will read a selection of his major texts (dramatic, narrative, and journalistic) alongside some modern American and German criticism, covering methodological approaches such as deconstruction, psychoanalysis, and discourse analysis. Readings in German, with discussion in English.

GRMN 2320C. Enlightened Laughter.

We follow the development of German comedy and theory of comedy and laughter from the late Baroque to the Enlightenment, comparing comedies and theoretical texts with foreign examples. What kind of laughter is appropriate for a bourgeois stage? A German stage? Why is laughing important? What kind? Texts by Weise, Prehauser, the Gottscheds, Gellert, J. A. Schlegel, Lessing, also Molière, Destouches, Farquhar, Graffigny. German texts read in German. Prerequisite: Graduate standing or permission.

GRMN 2320D. Kafka in English.

No description available.

GRMN 2320E. Political Romanticism.

What, if anything, is political about Romanticism? We will read the literary and non-literary writings of British and German romantic authors, with a focus on their complex relationship to political ideas, political practice, and the very concept of "the political." We will also consider why the question of Romanticism's relationship to politics has been re-visited with such insistency in the 20th century. Authors include W. Wordsworth, P. B. Shelley, Coleridge, Friedrich Schlegel, Novalis, and Kleist. All readings and discussions in English.

GRMN 2330A. Vision and Narration in the 19th Century.

Explores the relationship between vision and techniques of linguistic representation in selected literary texts from late romanticism to the fin-de-siècle. Special attention will be paid to the idea of "realistic" representation and to problems that afflict both seeing and speaking in the texts. Authors include Kleist, Stifter, Storm, Keller, Hofmannsthal, Rilke, and Musil. Readings in German, discussions in English. Open to seniors with instructor's permission.

GRMN 2340A. German Literature 1968-1989.

Discussion of major trends in literature in German: New Subjectivity, postmodernism, feminist literature, the role of mythology, post-histoire. Authors to be discussed include Botho Strauss, Elfriede Jelinek, Thomas Bernhard, W.G. Sebald, among others. In German.

GRMN 2340B. Poetik der AutorInnen.

This course will examine postwar literary aesthetics as put forth in the so-called "Poetikvorlesungen" which several universities in German-speaking countries have instituted since 1959. These lectures have featured important contemporary authors thinking about their work - from poetic practices and aesthetic theories to biographic considerations and the technicalities of writing literature in today's world. In German.

GRMN 2340C. German Modernism.

This seminar will explore German literary modernism from around 1880 to the 1930s. Schools and authors to be studied will include Naturalism (Hauptmann, Holz, Schlaf), Neo-Romanticism and Symbolism (Hofmannsthal, Rilke, George), Expressionism (Toller, Benn, Kaiser, Brecht), and New Objectivity (Kästner, Döblin, Fallada). In German. Required proficiency: GRMN 0600.

GRMN 2340E. Nietzsche's Poetics.

Should Nietzsche's theory of the lyric be understood in both the objective and subjective genitive? In what way and to what extent can the textual genesis of his poems be read as a radically open-ended thought process and engagement with the linguistic and epistemic premises of writing? In the seminar we will first investigate a selection of Nietzsche's early writings on Greek poetry, his genealogy of tragedy, and his analysis of the origin of art, and then turn to a careful study of individual poetic texts. We will address questions of doubling, the "mechanics" of art, friendship and interpretation, skepticism, metaphor, hospitality, and self-analysis in their historical context, and also consider Nietzsche's legacy for current debates on philology, philosophy, and the humanities.

GRMN 2450. Exchange Scholar Program.**GRMN 2460A. German Literature 1945-1967.**

Examines the literature and the literary debates in postwar Germany, East and West. Authors to be discussed include those of the *Gruppe 47* and those excluded from the group in the West; Brecht, Seghers, Becher and the new generation in the East. Emphasis on cultural politics and the role of literature in postwar German society (the work of the mourning, political restoration).

GRMN 2460C. Literature of the German Democratic Republic.

Against the background of the history of socialism in Germany, an intensive study of GDR authors and East German authors since reunification, with opportunities to explore other areas such as film and art. Authors may include: Brecht, Müller, C. Wolf, Reimann, Hein, Braun, Tellkamp. Readings in German, discussion in English or German.

GRMN 2460D. Thomas Mann: Die Romane.

In this course, we will read and discuss Thomas Mann's novels, from *Buddenbrooks* (1900) to *Bekenntnisse des Hochstaplers Felix Krull* (1954). Emphasis on narratological analysis and historical contextualization. In German.

GRMN 2500A. Rethinking the Bildungsroman (COLT 2520G).

Interested students must register for COLT 2520G.

GRMN 2660A. On the Sublime.

Survey of major theories of the sublime from antiquity to modern times, with emphasis on German, British, and French texts from the 18th to 20th centuries. Authors to be read include Longinus, Immanuel Kant, Edmund Burke, Jean-Francois Lyotard, and Neil Hertz. Readings and discussions in English, with optional readings in original languages provided. Open to seniors with instructor's permission.

GRMN 2660C. Socialism and the Intellectuals.

The international socialist movement was born in Germany, and many of Germany's most important intellectuals were attracted to its striving for social justice. Against the background of 19th century politics and theory, the course focuses on the Weimar Republic, the cultural politics of the German Democratic Republic and the New Left in the Federal Republic, and developments since reunification. Authors may include Heine, Marx, Hauptmann, Brecht, Müller, C. Wolf. Readings in German, discussions in English and/or German.

GRMN 2660G. Reading (in) German Literature.

What is reading? We will discuss theories of reading from reader-response-theory to performativity and its history. Beginning with Goethe's novel "Werther," we will read German literature since the 18th century. We will focus on the emerging conditions and techniques of reading (extensivity, accessibility, popularity) which still shape text-reader-relations and on the double-bind of reading as a bourgeois model for subject-formation alongside profound ambivalence towards its pleasures. Finally: How is our own experience and performance of reading German literature? In German.

GRMN 2660H. Historicism, Photography, Film.

How does the emergence of photographic media—photography and film—affect concepts of historicity and historical experience? And how do philosophical concepts of history and historicity inform the aesthetics of film and of documentary film in particular? Taking Kracauer's critique of photography and Benjamin's work on film, photography and the philosophy of history as its point of departure and focusing on longitudinal documentaries from the former GDR, West Germany and Switzerland, this course proposes an inquiry into the relationship of photographic media and philosophical concepts of historicity. Readings and discussions in English. Open to graduate students. Juniors and seniors may enroll with instructor permission.

GRMN 2660I. Torture in European Literature and Aesthetic Theory.

Alongside the history of actual torture runs the history of representations of torture. Throughout the centuries, literature has worked through many of torture's manifestations. Texts range from the biblical scenes of crucifixion and punishment to modern forms of torture. Writers like E.T.A. Hoffmann, Mirbeau, Kafka, Améry and Sartre have reflected on torture. And aesthetic theory has taken various stances towards the depiction of torture in the arts, ranging from Winckelmann and Lessing to Adorno and Elaine Scarry. Our graduate seminar will read and discuss a selection of literary and theoretical texts covering the period from the mid-18th century until today.

GRMN 2660O. From Hegel to Nietzsche: Literature as/and Philosophy.

This seminar has two aims. It will scrutinize Hegel's and Nietzsche's respective conceptions of literature, and it will analyze the particular use of literary texts in their writings. The choice of these two authors is based not only on the fact that they qualify as representatives of the trajectory of German philosophy in the 19th century. They also act as antagonists on systematic grounds: While Hegel seeks to outperform literature with philosophy, Nietzsche depicts human life as an "aesthetic phenomenon," arguably creating a "literary" mode of philosophy. Enrollment limited to 30.

GRMN 2660P. The Essay: Theory and Praxis.

An essay, Lukács once said, is not yet form, but form on the way to becoming form. It is something in between: between art, science, and philosophy, between reason and intuition, between "precision and soul" (Musil). We will begin with the idea of the essay in Montaigne and Francis Bacon, and trace its development in Germany's intellectual and literary history from around 1870 till 1960. We will try to understand why, during this period, the essay became the preferred medium of thought and one of the dominant forms of reflecting on great Western narratives as well as important contemporary discourses.

GRMN 2660Q. Freud and Lacan (ENGL 2900T).

Interested students must register for ENGL 2900T.

GRMN 2661A. "Other Worlds".

This seminar explores the notion of "other worlds" in philosophy and art. The starting point for this exploration is a personal feeling. One day I realize that I exist in a world no longer there, although it had never crossed my mind that "my" world, as strange and inhospitable as it might have been, could come to an end. I have turned into a ghost without noticing. What shall I do? Adapt to the new world? Pretend nothing has happened? Resist the disintegration of the old world? Readings by Leibniz, Nietzsche, Bloch, Benjamin, Deleuze, Meillassoux. Films by Visconti and Godard.

GRMN 2661F. Textual Border Crossings: Translational Literature.

We will first attempt to discover what happens to a translation, as well as to the translator, when a text asks for asylum in the guest house of another language: "domestication" or "foreignization," as Lawrence Venuti puts it? Or is it appropriation, acculturation, adoption? Or rather estrangement, alienation, defamiliarization? Next we will investigate different models of derivative, parasitic, and translational writing by authors as diverse as J. Franzen, E. Fried, Ch. Hawkey, E. Jelinek, Y. Tawada, P. Waterhouse, and others. Finally, we will examine translational writing as a means of decolonizing world literature.

GRMN 2661J. Art, Philosophy, and Truth: A Close Reading of Benjamin's Essay on Goethe's Elective Affinities.

This course will be devoted to a close reading of one of the most rewarding, and also most intricate, essays about aesthetics written in the first half of the twentieth century, Benjamin's 1924 essay on Goethe. Rather than discuss the pertinence of the interpretation Benjamin proposes of Goethe's famous novel, we will focus on the ideas he develops in relation to art and philosophy, and the conceptual distinctions he introduces, such as the distinction between commentary and criticism, or the distinction between an artwork's material content and its truth content.

GRMN 2661Q. Goethe's Faust.

Faust is one of the most inspiring and complex dramas written in German, with immense influence on later literary texts. Its form is stunningly experimental and plays out all metric forms that were known in the age of Goethe in German literature. The two-part drama takes place in a time that measures from antiquity to the early nineteenth century, but it is, throughout, a representation of existence within a modern socio-economic dynamic. In this course, we will closely read and discuss selected scenes. Taught in German.

GRMN 2662A. Theories of Poetry and the Poetic.

Poetry, poésie, poesia carries a double meaning in many Western languages, since it can refer to a foundational principle of literary art in general as well as to a specific literary genre. Accordingly, the accent may be on poetic activity, derived from one or several meanings of the Greek poiein, or on the textual product, the poem. The course is interested in the problems and perspectives of this double meaning in a series of texts by poets and literary theorists from different periods, mainly Romanticism and 20th century modernism. Taught in English.

GRMN 2662J. This is Us in Language: On Mother Tongue, Fatherland, and I.

"We" is the battle cry of people who take a single slice of the world and insist that it is the whole world." (Kristof Schreuf) To show how literature and critical reflections on language can be taken as counter-articulations to authoritative claims wherever one speaks in the name of us/we, this class focuses on various texts, spanning from the 19th century to the present, in which we read about the use of one mother tongue (German), the representation of some fatherland (as a reference or projection plane for identities), and articulations of the I and the collective.

GRMN 2662P. Postcatastrophic Narratives: Memory and Postmemory in German Literature after 1945.

German culture after 1945 is determined by a changing relation toward its past: the horrors of National Socialism. This past was repressed, then gradually recognized, until it emerged as an essential part of German identity & politics in the 1980s. Literature played a role as a counter-memory of what had been officially forgotten, adopting a radically modern aesthetics to engage with Adorno's dictum that writing poetry after Auschwitz is barbaric. Literature attempts to represent the unrepresentable, developing a different poetics of memory and postmemory, in part with a political dimension that finds echoes in today's postcolonial debates. After an introduction to the historical context & clarification of key concepts such as trauma, postmemory, & the politics of memory, we will discuss seminal texts by Paul Celan, W. G. Sebald, Alexander Kluge, Wolfgang Koeppen, Peter Weiss, Heiner Müller, Uwe Johnson & others.

GRMN 2662U. Witnessing Totalitarianism: Fascism, Communism, and their Aftermath in German-language Literatures.

The memory of National Socialism has been as mainstay of post-1990 German politics and culture. However, at least with the end of the Cold War, national German memory culture has also been challenged by non-national perspectives, especially by the necessity to commemorate the entanglement of National Socialism with Communist totalitarianisms and to situate German memory culture within a Central and Eastern European context. To engage with this tension, we will read theoretical texts that continue to inform current memory debates (Arendt, Mitscherlich), recent social sciences approaches to transgenerational transmissions of psycho-social sequelae of perpetration and complicity (Welzer & al., Mihal, Gobodo-Madikizela), and literary texts that have brought transgenerational transmissions into the focus of public attention (Bernhard, Sebald), in order then to focus on contemporary German-language texts that negotiate the difficulties of commemorating totalitarianisms.

GRMN 2662W. On Being With the Dead in Art, Literature, and Philosophy.

This seminar will explore the idea that to be alive in an emphatic sense is to live not only with the living but also with the dead. This way of being challenges us continually to reinterpret our relationship with the dead and to engage with them in a spectral dialogue. The dead demand to be treated responsibly in this exchange, even though—or precisely because—they are no longer among the living. But our ways of being with the dead always also pertain to ourselves and our future. After contemplating Heidegger's reflections on being with the dead in *Being and Time*, we will conduct a series of case studies drawn from art and critical thought, including Derrida's "Life-Death" seminar, Barthes' *Mourning Diary*, the prose and poetry of Kafka, Rilke, and Celan, Adorno's reflections on art "after Auschwitz," and other works.

GRMN 2663A. Identification: On the Mark(s) of the Same in Literature, Philosophy, and Psychoanalysis.

How does identification occur? What structures its occurrence? What difference(s) does it make whether identity is conceived as an ontological fundament (Schelling), elaborated as a synthetic function (Benjamin), or traced back to a singular, 'unary' trait (Lacan)? While these questions would not even be legible if it were not for the ideal identity of the letters, lexemes, and syntactic forms that compose them, they also suggest that nothing about the formation or effect of such ideality is self-evident. In this course, we will engage with literary, philosophical, and psychoanalytic negotiations of identity, with readings by writers such as Nicolas Abraham, Theodor W. Adorno, Walter Benjamin, Sigmund Freud, Martin Heidegger, E.T.A. Hoffmann, Friedrich Hölderlin, Edmund Husserl, Heinrich von Kleist, Jacques Lacan, and F.W.J. Schelling.

GRMN 2663B. Dream-Work; or, the Poetics of Thought.

In his seminar on the Formations of the Unconscious, Jacques Lacan remarks: "If there's anything that the Freudian experience tells us, it is that we are determined by laws in the very depths of ourselves, as we rightly or wrongly say, adopting an image—let's simply say, at the level of what lies within us beyond our conceptual grasp of ourselves, beyond the idea that we have of ourselves and draw upon." Those 'laws' align, before all else, with the functions of condensation and displacement that Freud elaborates in the *Interpretation of Dreams*, and that draw what Freud calls the 'Dream-Work' (*Traumarbeit*) into closest proximity with the work of poetry. Departing from Freud's *Interpretation of Dreams*, we will examine the poetics of thought through both psychoanalysis and literary analysis, with readings by writers such as Paul Celan, Sandor Ferenczi, Sigmund

GRMN 2900. Theory and Methods of Foreign Language Teaching.
No description available.**GRMN 2970. Preliminary Examination Preparation.**

For graduate students who have met the tuition requirement and are paying the Registration Fee to continue active enrollment while preparing for a preliminary examination.

GRMN 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GRMN 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

GRMN XLIST. Courses of Interest to Students Concentrating in German Studies.**Swedish****SWED 0100A. Beginning Swedish.**

Swedish 0100 is an introduction to both Sweden and Swedish, covering various aspects of Swedish history, art and society, as well as screening at least three Swedish films per semester. The course packet contains the text/workbook, *Mål 1*, with additional materials. We will cover one chapter of *Mål* per week, with quizzes every three weeks. There will be a midterm and a final exam, along with a short take-home project. This is a small class, so your presence is absolutely required. Emphasis will be placed on speaking and understanding Swedish. Good will and good humor are required.

SWED 0200A. Beginning Swedish.

Swedish 200 is a continuation of Swedish 100, with the same goals, materials and methods. It may also be suited to students with some prior background in Swedish.

This is the second half of a year-long course (SWED 0100A and SWED 0200A) whose first semester grade is temporary. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in SWED 0200A covers the entire year and is recorded as the final grade for both semesters.

SWED 0300. Intermediate Swedish I.

SWED 0300 is an Intermediate language course designed for students with some prior exposure to Swedish, either through study abroad or their own background. The course will be small and informal, tailored to the needs of the specific students, with joint emphasis on speaking, reading and writing. We will see several Swedish films, as well as read some fiction and poetry.

SWED 0400. Intermediate Swedish II.

Swedish 0400 is the most advanced Swedish language offered at Brown. Students are expected to be able to participate in everyday conversations, having mastered the basics of grammar and vocabulary, in addition to understanding basic spoken and written Swedish. Materials used in the course will include newspapers, poetry, short fiction, film, and music. Students will also be expected to access existing Swedish websites, to broaden their knowledge of Swedish history and culture. Course meets on Tuesdays and Thursdays from 4:00 to 5:20.

Harriet W. Sheridan Center for Teaching and Learning

The Sheridan Center seeks to provide a place where all learners can grow, interdisciplinary collaborations can form, and educators can experiment with different modalities of teaching and learning. At the core of our work is a commitment to educational excellence, equity and access through evidence-based, reflective practices. Through educational partnerships at Brown and globally, we advance the university's mission (<https://www.brown.edu/about/brown-glance/#:~:text=The%20mission%20of%20Brown%20University,life%20with%20usefulness%20and%20reputation>) and create teaching and learning communities dedicated to improving learner success and supporting educators' professional growth.

To learn more about the Center, please see our website: <https://brown.edu/sheridan/> (<https://brown.edu/sheridan/>). To subscribe to our monthly newsletter, please see: sheridan.brown.edu/newsletter/ (<https://sheridan.brown.edu/newsletter/>).

Major initiatives of the Sheridan Center include:

- Partnerships with learning designers, technologists and media professionals to help instructors foster innovative teaching and design remote-accessible courses and programs as engaging learning experiences.

- The Brown Learning Collaborative, which offers rigorous academic courses for undergraduate teaching fellows and evidence-based course design institutes for faculty and TAs; and enhances student learning in key liberal arts areas, such as writing, problem solving, and data science.
- Support for inclusive and anti-racist teaching, embedded in Sheridan programs and offered as focused initiatives for departmental change teams.
- Writing, STEM, academic tutoring, and English language learning expertise to offer direct support to students; develop peer fellows, mentors and tutors; and promote faculty and departmental practices to help all students succeed as learners and communicators.
- Interdisciplinary learning communities for instructors, such as certificates on reflective teaching and course design, a Junior Faculty Fellows program, dissertation writing groups, and course design institutes.
- Assessment and research support for program review, cross-institutional grants supporting educational innovation, and initiatives to enhance teaching and learning at Brown.
- Flexible digital solutions and classroom spaces to explore new approaches

We also offer:

- Confidential consultations – classroom observations; early student feedback; consultations on course design, writing pedagogy, assessment, student evaluations, and graduate and undergraduate TA professional development.
- Services to enhance student learning – pre-orientation programs, peer mentoring programs, conversation partners program, and classroom-based writing workshops on topics such as peer review.
- Programs on teaching – orientations for instructors and students, certificate programs, institutes, and disciplinary and interdisciplinary workshops.
- Educational research and assessment – collaboration on course and curricular assessment, consultations on the scholarship of teaching and learning, and assistance with evaluation sections of postsecondary educational grants.
- Community – programs and projects that bring together faculty, graduate students, postdocs, and undergraduates from across the disciplines.
- Teaching and learning resources – online resources addressing a wide range of topics, and newsletters to summarize research and practice on key teaching topics.

Contact Information

Physical Address: Sciences Library (201 Thayer Street, 3rd, 5th, 7th, & 10th floors)

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Phone: 401-863-1219

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Hispanic Studies

The Department of Hispanic Studies at Brown University takes a distinctly Trans-Atlantic, interdisciplinary approach to the literatures and cultures of Spain and Latin America. Our undergraduate program offers basic through advanced language classes and a wide selection of literature and culture courses, many of them cross-listed. Our graduate program balances generalist training with individually tailored specialization and keeps a firm commitment to professional development and mentoring. All students, both undergraduate and graduate, work closely with faculty members, and peer collaboration is encouraged to further intellectual, creative, and academic growth.

For additional information, please visit the department's website: <http://www.brown.edu/academics/hispanic-studies/>

Hispanic Literatures and Cultures Concentration Requirements

Spanish is the second most widely spoken language in the world and the second language of the United States. In our society, knowing Spanish is not just an asset; it is increasingly a necessity. The Spanish language program offers a sequence of courses ranging from basic to advanced. Students at all levels develop proficiency in speaking, listening, reading, and writing while also studying the cultures and societies of the contemporary Spanish-speaking world. The Hispanic Literatures and Cultures concentration enables students to develop advanced Spanish skills while acquiring a solid background in the complex history, literature, cultures, and intellectual traditions of Spain, Latin America, and the Latinx-U.S. The department offers a variety of courses on topics related to literary history and theory; multicultural contact; linguistics and the history of the language; visual culture, film, and performance studies. Interdisciplinarity is a hallmark of the department, and students in this concentration are encouraged to broaden their perspectives by taking relevant courses in other departments. Most choose to strengthen their academic preparation by participating in a study abroad program in Spain or Latin America and by engaging with Latin American and Latinx communities in the United States.

Concentration Requirements and Overview of the Curriculum

The concentration requires a minimum of ten courses: one required course, HISP 0650 (<https://bulletin.brown.edu/search/?P=HISP%200650>) *Advanced Spanish through Literature and Film* (unless waived¹); up to six courses from HISP 0550 (<https://bulletin.brown.edu/search/?P=HISP%200550>), HISP 0600 (<https://bulletin.brown.edu/search/?P=HISP%200600>) or at the 700 level; and at least three courses at the 1000 level (or equivalent with the approval of the concentration advisor). HISP 0650 (<https://bulletin.brown.edu/search/?P=HISP%200650>) gives students fundamental tools for critical analysis while also specifically targeting the development of advanced grammar and writing skills. The 700 level encompasses panoramic courses in the literary and cultural histories of Spain, Latin America, and the Latinx USA, as well as introductory courses on professional and literary translation and Spanish linguistics, all of which place emphasis on continued refinement of written and oral expression in Spanish. Courses at the 1000 level focus on particular authors, genres, periods, or special topics and introduce students to major critical voices and scholarly perspectives on the materials studied. Concentrators must take at least one Hispanic Studies course with the WRIT designation.

¹ Students can waive this course with an AP of 5 in Spanish Literature; or an SAT II of 750 or above; or a Brown Placement Score in Spanish of 651 or above. For more information on placements go to: <https://www.brown.edu/academics/hispanic-studies/language-placement>

Students may count up to three related courses from outside the Hispanic Studies department toward their concentration. Eligible courses include: 1) courses that explore the literatures, histories, languages, or cultures of Spain, Latin America, or the Latinx USA, offered by other departments or programs at Brown, through study abroad programs², or as transfer credits; 2) courses with relevant content conducted in another related foreign language such as Portuguese, Nahuatl, Quechua, Catalan, Euskera, or Galician, including both upper-division literature/culture courses and language instruction. Nota bene: A maximum of one language-learning course in a non-Spanish language, and a maximum of two courses conducted in English, may count toward the ten required concentration courses. All external courses must receive approval from the DUS, ideally obtained before enrolling.

² For study abroad courses, students must consult with the DUS both before and after completing their study abroad program to confirm course equivalency and ensure that the courses can be applied toward the concentration.

The Hispanic Studies Literatures and Cultures concentration is designed to encourage and support language-specific study, for we believe that

the linguistic cultural products of the Spanish-speaking world are most deeply appreciated in the original language. Hispanic Studies courses are therefore generally taught in Spanish, unless otherwise specified in the course description. Up to two courses taken in English or another language, whether in the department or outside, can count toward the concentration.

Required Course:

HISP 0650	Advanced Spanish Through Literature & Film

Up to six courses from HISP 0550, HISP 0600, or at the 700-level, such as:

HISP 0550	Intermediate Spanish for Heritage Speakers
HISP 0600	Advanced Spanish II
HISP 0710B	Hispanic Culture Through Cinema
HISP 0710C	Introducción a la lingüística hispánica
HISP 0710E	Introduction to Professional Translation and Interpretation
HISP 0730	Encounters: Latin America in Its Literature and Culture
HISP 0740	Intensive Survey of Spanish Literature
HISP 0750B	The Latin American Diaspora in the US
HISP 0750G	Wild-eyed Stories
HISP 0750Q	Health, Illness and Medicine in Spanish and Spanish American Literature and Film

At least three 1000-level courses, such as:

HISP 1240A	Fashion and Fiction in the Early Modern Hispanic World
HISP 1210F	History of the Spanish Language
HISP 1240L	Don Quijote de la Mancha
HISP 1290W	De abuelas a nietas: escritoras españolas y latinoamericanas de 1925 a 2025
HISP 1330Q	Short Forms: Major Works in a Minor Key
HISP 1330W	War, Revolution and the Cult of the Hero in Latin American Culture
HISP 1330Z	Tropical Fictions: Geography and Literature in Latin American Culture
HISP 1331E	Visions and Voices of Indigenous Mexico
HISP 1331J	Hablan los hijos: A New Generation of Latin American Writers
HISP 1331U	"You Are Here": Mapas, Pueblos Indígenas y Mundos Nuevos
HISP 1371T	Reimagining the Line: Contemporary Arts and Political Imagination at the Mexico-US Border
HISP 1500L	Theory and Practice of Translation
HISP 1666	¡Qué miedo! El cine hispánico de horror

Students can take up to two courses in languages other than Spanish, such as:

ETHN 1200D	Latinx Literature
HIST 0234	Modern Latin America
NAHU 0100	Beginning Nahuatl
POBS 0400	Writing and Speaking Portuguese

Total Credits = 10

Capstone colloquium: Giving students an opportunity to reflect upon and celebrate their achievements in the Hispanic Literatures and Cultures concentration, there is an annual colloquium with graduating seniors, faculty and friends. Each graduating senior shares a piece of work or a text, whether studied in class or produced as an assignment, that stands out as particularly significant to their time in Hispanic Studies. This can take several forms: it can be an extract from a poem, novel, play, or critical essay; it can also be a film or music clip or piece of art; or, a translation done by the student, or an original creative text.

Honors Thesis or Project

Students with an excellent record in their Hispanic Studies courses will be eligible to write an Honors Thesis or write and produce an Honors Project. Students pursuing honors must have a record of all A's or a final grade of S with distinction in courses they have as S/NC. Typically, the Honors Thesis is a major research paper of approximately 40 to 80 pages in Spanish, depending on the topic and treatment necessary. Alternatively, a student may, with prior permission of the Director of Undergraduate Studies, present a film, gallery exhibition, or other appropriate project, together with a paper that clearly demonstrates the academic foundations and relevance of the project. For additional details regarding the Honors Thesis in Hispanic Studies, please refer to our website (<https://www.brown.edu/academics/hispanic-studies/honors-program/>).

Hispanic Studies Graduate Program

The department of Hispanic Studies offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree. The A.M. is ordinarily received as a part of the Ph.D. program.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/hispanic-studies>
(<http://www.brown.edu/academics/gradschool/programs/hispanic-studies/>)

Courses

HISP 0100. Basic Spanish.

This fast-paced beginning course provides a solid foundation in the development of communicative skills in Spanish (speaking, listening comprehension, reading and writing) as well as some insight on the cultures of the Spanish-speaking world. Individual work outside of class prepares students for in-class activities focused on authentic communication. Placement: students who have never taken Spanish before, or have scored below 390 in SAT II, or below 240 in the Brown Placement Exam. Students who have taken Spanish before and those with an AP score of 3 or below must take the Brown Placement Exam. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 15; 12 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

HISP 0110. Intensive Basic Spanish.

This course is a highly intensive, two-semester sequence in one that carries double credit. Primarily for students with some knowledge of Spanish who have scored below 450 in SATII or below 340 in Brown Placement Exam. Students with little or no preparation in Spanish should consult with the Course Supervisor. The course seeks to engage students with a contemporary view of Hispanic cultures through a variety of texts, topics, and themes; it seeks to integrate grammar, vocabulary, and discourse work to support the development of communication in all the modalities. It offers an inclusive perspective on learning and embraces diversity of identities and communities in the Hispanic world. Students learn to use language in interdisciplinary scenarios that help them connect to their academic and life experiences, thus gradually developing their linguistic, communicative, academic, and multicultural competencies as well as professional skills. Ideal for students interested in fast-tracking their language learning to meet study abroad requirements. Enrollment limited to 15. Pre-registered students must attend the first two days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 2nd class when the composition of the course section is finalized.

HISP 0200. Basic Spanish.

A continuation of HISP 0100. This course continues to focus on acquisition of communicative skills (speaking, listening comprehension, reading and writing) as well as cultural awareness. With successful completion of the course students will be able to understand simple texts, carry on short spontaneous conversations involving everyday topics (such as modern day life and its pressures, health, art and culture, nature and the environment, relationships) and write simple texts with good command of grammar and sentence structure. Prerequisites: HISP 0100, Brown placement score: 241 - 340. Note that all students who enter the Spanish program should take the Brown placement test. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 15; 12 spaces are available for students during

HISP 0300. Intermediate Spanish I.

This course involves about 14-15 hours of work/week. It carries on the work initiated in HISP0110-100-200 to develop and strengthen students' linguistic, communicative, academic, and multicultural competencies. It continues to focus on the integration of grammar, vocabulary, and discourse work to advance competence and proficiency in Spanish and to support further development of communication in all the modalities. This course is framed by an inclusive perspective on learning and embraces diverse identities and communities in the Hispanic World. It fosters a community of learning among students and offers a variety of texts, themes, and topics related to students' academic and life experiences that also help them develop professional skills. Enrollment is limited to 12. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

Pre-requisite: students with an AP score of 3 or below must take the Brown Placement Exam.

HISP 0400. Intermediate Spanish II.

A continuation of HISP 0300. This course continues to develop and strengthen students' linguistic, communicative, academic, and multicultural competencies. It focuses on content and language integration and creates opportunities to use the language in interdisciplinary scenarios related to diverse academic experiences. Enrollment is limited to 15. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

Prerequisites: HISP 0300, Brown placement score: 411 - 490. Note that all students who enter the Spanish program should take the Brown placement test. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website.

HISP 0490A. Spanish for Health Care Workers.

This course provides students with the linguistic and cultural competencies necessary to communicate and help treat Spanish speaking patients with limited English. It includes a general review of pertinent grammar and vocabulary relating to health care professions, assessment, and vocabulary useful for establishing patient rapport. Students will practice communicating in common medical situations, conducting patient interviews, and increase their understanding of possible responses from patients. We will broaden knowledge of different cultures, explore health care systems/ professions in a variety of settings, and have pertinent speakers invited to class. This course does not qualify as a pre-requisite for study abroad or for HISP 0600. Students who complete 0490A successfully can continue with HISP 0500 as the next level. This is an intermediate level language course so if you have taken a 600 course or above, you will be too advanced.

HISP 0500. Advanced Spanish I.

Offers comprehensive work in listening, speaking, reading, and writing, with targeted grammar review. Students work with a variety of readings (literature, newspaper articles, etc.) and with art forms such as music and film, in order to develop oral and written expression and to explore issues relevant to the Hispanic world. Students explore topics of their own interest through student-led activities and presentations. Prerequisites: HISP 0400, 0490A, Brown placement score: 491 - 570. Note that all students who enter the Spanish program should take the Brown placement test. Please check Hispanic Studies website (Undergraduate Programs) for course descriptions and placement information. Enrollment limited to 15; 12 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class.

HISP 0550. Intermediate Spanish for Heritage Speakers.

Heritage speakers of Spanish are students who understand and speak Spanish to some degree but have not yet had formal education in Spanish. This course is specifically for students who already possess intermediate communicative skills and can communicate effectively in their home and community. This course is designed to validate, strengthen and expand the previous linguistic and cultural knowledge students bring to the classroom. Through a variety of authentic materials, students will explore issues of identity, linguistic rights, equality, and social justice, while developing their Spanish range to include formal registers, and honing their oral communication, reading and writing skills.

HISP 0560. Spanish for Medical Interviews.

This course is designed to equip students with essential Spanish language skills to conduct effective medical interviews with Spanish-speaking patients. The course focuses on building the language skills, and cultural competencies needed to establish rapport, gather comprehensive medical histories, conduct physical exams, discuss symptoms, explain diagnoses, and address patient concerns. Students will learn through role-play scenarios, case studies, and interactive exercises that simulate real-life medical interviews. Emphasis will be placed on active listening, empathy, and cultural sensitivity to ensure clear communication and patient trust. By the end of the course, participants will be able to conduct patient-centered medical interviews in Spanish, improving care for Spanish-speaking communities. Pre-requisites: HISP 0400, Score of 491+ on the Hispanic Studies Placement Exam (the exam is available online; you can find the link on the Hispanic Studies website under "Language Placement Exams"), or equivalent.

HISP 0600. Advanced Spanish II.

Advanced-level work in speaking, listening, reading, and writing, with focused review of challenging Spanish grammar. Course materials include films, music, art works, and a variety of written texts chosen to promote class discussion and in-depth written analysis. There will be individual and group activities, including in-class presentations and creative writing projects. Prerequisites: HISP 0500, Brown placement score: 571 - 650. Note that all students who enter the Spanish program should take the Brown placement test. Enrollment limit 12. Pre-enrolled students must attend the first four classes to maintain their status and notify the instructor in advance if they must miss any day before the 4th class when the course section is finalized.

HISP 0650. Advanced Spanish Through Literature & Film.

HISP 0650 aims to study literature and film from Latin America and Spain through critical reading and analytical writing. This section is thematic: the majority of its contents revolve around the representation of the self. We will read first person literature, autobiographies, diaries, and myriad other genres, focusing on how they inform our notions of memory, authorship and identity. The course will serve as an introduction to the literatures and cultures of the Spanish-speaking world, covering a range of periods and genres (the story, the novel, poetry, film, and non-fiction). Beyond offering a historical and contextualized panorama of cultural production from the Spanish-speaking world, HISP 0650 will also help you develop new strategies for reading, writing, and thinking about literature and film, preparing you for more advanced literature and culture courses at the 1000 level.

HISP 0710A. Cultura gastronómica de España.

Spain has a rich and varied culinary culture — both steeped in its multicultural history and at the cutting edge of new culinary movements. In this course, you will learn about la cocina española in all its dimensions and at the same time develop your linguistic skills in written and oral Spanish. Topics include: the Mediterranean diet (and its threat from fast food), the culture of tapas, the wine regions of Spain, Spain's new star chefs, the olive oil industry, Spanish food products abroad. We will explore these topics through documentaries, recipes, interviews, films, music, short stories, and hands-on cooking.

HISP 0710B. Hispanic Culture Through Cinema.

This course will examine eleven cinematic works of the contemporary Hispanic world (Argentina, Chile, Mexico, Spain, and the USA) from 1999 until 2012. We will focus on the cultural, thematic, technical and aesthetic aspects of the films, as well as on their socio-historical and political context. Every movie will be discussed in class integrating sociological, historical, political and aesthetic contexts, as well as a critical analysis of the film as artistic expression. This is a course also designed to improve students' speaking abilities while learning about Hispanic cultures and cinema. FYS

HISP 0710C. Introducción a la lingüística hispánica.

This course introduces students to the study of language and deepens their knowledge of Spanish in its main linguistic components. After briefly considering the nature of language, we will study the sounds of Spanish (phonology and phonetics), word and sentence structure (morphology and syntax), and the elements and mechanics to express and interpret meaning (semantics and pragmatics). We will then turn our focus to linguistic phenomena such as changes in Spanish over time (historical linguistics), variations in the language according to region and social group (sociolinguistics), and bilingualism, with special attention to Spanish in the U.S.

HISP 0710D. History of the Spanish Language.

We will study of the development of Spanish from the first manifestations to the present, and the development of the language beyond the Iberian Peninsula (in the Sephardic diaspora and in the Americas). Includes the historical and cultural events that deeply influenced the shaping of Castilian language. We will examine the most relevant contributions as well as other languages (Arabic in particular) in shaping the Spanish language. Taught in Spanish.

HISP 0710E. Introduction to Professional Translation and Interpretation.

What is translation? Interpretation? What roles do the translator and interpreter play in communication? What skills and kinds of knowledge are needed to develop competency in translation and interpretation as professional/community services? What factors shape how a text is translated (e.g., purpose, intended audience, type and genre, intercultural differences)? What is the role of translation in advancing language competence and proficiency? Through a functionalist approach, students advance their mastery of Spanish and develop translation competence. In addition to academic work (readings, translation assignments, and in-class exercises), students will also gain practical experience working with Spanish-speaking clinics and community organizations.

HISP 0710F. Introduction to Literary Translation.

This course provides students with an opportunity to enter the fray: working as literary translators, reading texts that reflect on the nature of translation, and considering this frustrating, gratifying, and meaningful field of study and practice for themselves. It offers students an introduction to the field of translation studies (mostly via texts in English, but with discussion in Spanish) as well as a foundation of experience in the practice of literary translation, predominantly from Spanish to English, but with opportunities for translating from English to Spanish or either of these languages to another one. The course is highly interactive, with students frequently called upon to reflect on their experience as translators, and dialogue about this experience with their peers. Throughout the semester, we will engage in regular workshops, with students sharing their work and collaborating with one another throughout.

HISP 0710G. A Taste of Barcelona: Exploring Culture, Art and Community.

Students in this asynchronous/online course will explore Barcelona through the lenses of culture, history and heritage. They will be able to also immerse themselves into the Catalan culture, which is internationally renowned in many fields like cinema, literature, music, theatre, gastronomy, sports, art and architecture. Catalan and Spanish are the two official languages in Barcelona, and its residents consider themselves fully bilingual, so this course will also provide students some basic communicative skills to help them navigate better in the capital city of Catalonia. This is a great opportunity also for students considering studying abroad in Barcelona in the future (the course is offered in English and Spanish is not required).

HISP 0730. Encounters: Latin America in Its Literature and Culture.

An introduction to major authors, movements, and themes of Spanish American literature from the Discovery to the present. This course also aims to develop students' oral and written expression in Spanish. Students are expected to engage in close reading and discussion of texts, as well as to revise their papers. Prerequisite: HISP 0600, or AP score =5, or SAT II (Literature) score of 750 or above, or Brown placement score of 651 or above.

HISP 0740. Intensive Survey of Spanish Literature.

This course provides students an overview of the major authors and movements in Spain's literature from the Middle Ages to the twentieth century. It teaches students to close-read and engage critically with individual texts and their literary, historical, and social conditions of production. Throughout, we will interrogate canon formation, examine the literary construction of the self and the nation, and analyze the reflection — and creation — of culture in literature. Conducted in Spanish. Prerequisite: HISP 0600, or AP score =5, or SAT II (Literature) score of 750 or above, or Brown placement score of 651 or above.

HISP 0750B. The Latin American Diaspora in the US.

This engaged course is designed to bridge academic learning about Latin American diasporic history and culture and volunteer work in agencies serving Latinx communities in Providence. Readings, films, and guest presentations examine the ways in which the Latinx community has imagined itself and has been imagined by others. Spanish language learning occurs in the classroom and the community, where students have the opportunity to enrich and test course content. Conducted in Spanish, Spanglish welcome. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 651 and over in the Brown Placement Exam.

HISP 0750C. Love and War in Medieval and Contemporary Spanish Fiction.

Examines presentations of Medieval Iberian culture in literature and film. This subject interrogates the persistent popularity of medieval themes and stories in contemporary film and fiction. It will consider some medieval narratives, such as *El Cid*, medieval chronicles and ballads, and *La Celestina*, which inspire a tradition of revisionist re-writing, as well as modern "inventions" of the medieval in a range of cultural forms. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam.

HISP 0750E. Topics in Hispanic Culture and Civilization.

This course provides an overview of the culture and history of Spain from medieval times to the present, drawing from literature, art, music, and film. We will study Islamic al-Andalus, Judeo-Spanish culture (including the Sephardic diaspora), Christian Spain, the conquest and colonization of the "New World," the decline of empire, the Civil War and its aftermath. Historical and cultural connections between Spain and Europe, and Spain and America will also be examined. Taught in Spanish. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam.

HISP 0750G. Wildeyed Stories.

Students will study a wide-range of stories from cultures of the Spanish speaking world in literature and film: tales, fables, and humorous stories of heroism, deception and revenge. Class discussions will seek to situate the works examined within the political and cultural currents and debates of their time. Emphasis will be placed on both the historical context and on the development of close reading skills. Conducted in Spanish. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam.

HISP 0750I. Spanish Cinema and Literature: The Postmodern Cinema of Pedro Almodóvar.

Spanish film has experienced a total renewal after Franco's death. In this course we will analyze recent developments in Spanish film paying special attention to the way film directors have exploited a very rich and well established literary tradition from Luis G. Berlanga, and Carlos Saura, to Víctor Erice and Pedro Almodóvar. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam.

HISP 0750M. The Spanish Civil War: Image, Text, and Memory.

The Spanish Civil War (1936-1939) has inspired a vast trove of scholarly and artistic production. In this course, we will analyze documentary and feature-length Spanish films in order to understand the social and political causes of the war and its central players. We will complement our film discussions with relevant poetry, novels, and art works to expand our critical perspectives on ways of representing and remembering the Civil War. In Spanish for first-year students with SAT II of 750 or above, a 5 on the AP Literature exam, or a Brown Placement Test score of 651 or above. Enrollment limited to 19 first year students.

HISP 0750N. Muslims, Christians, and Jews in Medieval Spain.

Spain was one of the most culturally diverse parts of Europe throughout the Middle Ages, with Muslims, Jews, and Christians living side by side in both the Christian and Muslim kingdoms of the Iberian peninsula for nearly eight centuries (711-1492), in fluctuating peace and tension. Uninterrupted contact produced richly complex patterns of cultural exchange whose legacy is variously embraced and debated today. This first-year seminar will examine relationships between Muslims, Jews, and Christians from the perspectives of literature, music, art, architecture, archaeology, and history. While largely focusing on the centuries of co-existence, we will also consider the expulsions and forced conversions of Jews and Muslims that took place after 1492, as well as the resurgence of these communities in contemporary Spain. Throughout, students will acquire theoretical bases for understanding current interreligious conflict and for envisioning its repair. Instruction in Spanish.

HISP 0750O. Cultural Studies in Spanish America.

This is a culture class, taught in Spanish, in which we will explore the origins and meanings of the terms "culture" and "cultural studies," a particular approach to culture, as it is manifested in a Spanish American context. This critical approach crosses conventional disciplinary boundaries and so will we, examining a variety of texts, phenomena, and themes that extend traditional concepts of "culture." Topics considered will include: sports-- fútbol and lucha libre-- music in literature, melodrama and the telenovela, manifestations of Indian and mestizo identities in the late 20th-21st centuries, tourism, and contemporary urban existence.

HISP 0750P. Screening Social Justice in the Spanish-Speaking World.

This course engages students with social justice issues in the Spanish-speaking world (the US, Latin America, and Spain), analyzing recent films addressing topics such as: racial, gender, and sexual identities; socioeconomic inequality; immigration, the border, and displacement; civil conflict, dictatorship, and their aftermath; the environment and climate change; postcolonial legacies and the impact of neoliberalism and globalization. We will analyze the stories these films tell and how they tell them, asking whether film can be considered an activist project, and what effect it might have on legal, political, and social debates outside the walls of the cinema. While some knowledge of Spanish is a plus, it is not required, as films are subtitled and readings and course materials are in English.

HISP 0750Q. Health, Illness and Medicine in Spanish and Spanish American Literature and Film.

In this class we will read/see, discuss and write about texts and films that deal with health, illness, death and medicine in Spanish and Spanish American contexts. Our approach will be informed by principals of Narrative Medicine that demonstrate how attending to, representing and affiliating oneself with other human beings by studying literature and the arts can transform relationships between patients and healthcare professionals. We will be honing our reading and analytical skills as we confront the subjective dimensions of illness and medicine from humanistic and cross-cultural perspectives. This course is conducted in Spanish.

HISP 0750R. Mexico: An Introduction to Its History and Culture.

This course will take an interdisciplinary approach to studying the rich history of Mexico and its diverse populations. We will examine both how Mexico has constructed its own identity from within (for example, the 20th century explorations of "lo mexicano"). In addition, we will study how Mexico has been constructed from without, especially from the English-speaking world (for instance, American diplomat Joel Poinsett's 19th century views). Course materials will range from both Mexican and European chronicles of conquest to modern reflections and representations by historians, philosophers, filmmakers, musicians, writers, and artists, among others. In English.

HISP 0750S. The Art of Revolution in Latin America (COLT 0711J).

Interested students must register for COLT 0711J.

HISP 0750T. Around Latin America in 80 Days: An Historical and Cultural Journey (LACA 0500).

Interested students must register for LACA 0500.

HISP 0750U. Re-writing Realities: A Non-Fiction Creative Writing Workshop.

This course focuses on the basic elements of creative non-fiction writing in Spanish. By writing our own pieces, we will discover how artistic uses of Spanish language can help us view our 'reality' under a new light. We will be reading texts from the Spanish language tradition of non-fiction produced through hybrid texts—that is, narrative and essayistic pieces that are not investigative journalism. Our readings will range from influential writers such as Rubén Darío, Jorge Luis Borges, and Alfonso Reyes to contemporary authors including Javier Cercas, Juan Villoro, and Eduardo Halfon.

HISP 0750W. Caribe Queer.

The Hispanophone Caribbean and its diasporas have created a vibrant literary and more broadly artistic catalogue through which to think formations of gender and sexuality in racial, political, and economic context. In this course, we focus on 20th- and 21st- century Dominican, Puerto Rican, and Cuban queer and trans authors, characters, artists, and themes. We discuss literary, poetic, and artistic material within a set of historical and theoretical frames. We ask how Hispanophone Caribbean literature and art portray and theorize racial, gendered, and sexual life in relation to historical and contemporary structures of power. A playlist featuring queer and trans Caribbean artists complements the course. Most readings are in Spanish. Class discussions and assignments are in Spanish.

HISP 0750X. Environmental Arts: Film, Literature and Photography.

The climate crisis has pushed artists and scholars to reflect on how we relate to the environment, and to critically assess the concepts that have guided our approach to ideas of nature and the nonhuman since the advent of modernity. We are witnessing a global effort in developing new means of inhabiting the world, and the arts offer a privileged space to investigate these possibilities. This mostly asynchronous course explores environmental aesthetics through multiple media, theoretical perspectives and geographical contexts. With a focus on Hispanophone cinema, literature and photography, we will cover topics such as the urban/rural divide, extractivism and decoloniality, the problem of scale in our understanding of the Anthropocene, the construction of landscape and the relationship between art and the nonhuman. The course will be taught in English, no knowledge of Spanish is required.

HISP 0760. Transatlantic Crossings: Readings in Hispanic Literatures.

This course provides students a comprehensive introduction to literature and culture of the Spanish-speaking world, through exploration of a wide range of genres (short story, poetry, theater, novel, and film) and periods of production. The course not only gives students a contextualized historical panorama of literature in Spanish, it also equips them with strategies for reading, thinking, and writing about texts and films in Spanish, preparing them for more advanced literature and culture courses in Hispanic Studies. The course is conducted entirely in Spanish.

HISP 1020A. Spanish Civil War in Literature and the Visual Arts.

The Spanish Civil War (1936-39) would culminate with the military overthrow of the Republican government and the beginning of Francisco Franco's long dictatorship. This course examines artistic representations of the war, from film (documentary and fictional), through painting (Picasso), to the written works of both Spanish and foreign authors including Orwell, Hemingway, Neruda, Cela, Sender, Rodoreda. Readings and discussion in English.

HISP 1070. Spanish Art in the Age of Empire.

This course examines Spanish artistic culture in the 16th and 17th centuries, when Spain ruled the Low Countries, parts of Italy, the Americas, and the Philippines. We will study foreign-born painters active in Spain (e.g., Sofonisba Anguissola and El Greco), Spanish artists who worked abroad (such as José Ribera), the court painter Diego Velázquez, raised in the global trading capital of Seville, and others. Collectively, they created a tradition encompassing intensely religious imagery and mythological scenes, humble still lifes, and magnificent royal portraits—many on view at a major exhibition at the Boston Museum of Fine Arts in spring 2026.

HISP 1070A. Spanish Art in the Age of Empire (HIAA 1070).

Interested students must register for HIAA 1070.

HISP 1205. World Cinema in Global Context (MCM 1205).

Interested students must register for MCM 1205.

HISP 1205K. Emplaced Art in the Americas : Creating Change Through Materiality (MCM 1205K).

Interested students must register for MCM 1205K.

HISP 1210A. Judeo-Spanish Literature and Culture.

Focuses on Judeo-Spanish literature from the 10th century to the first years of the Spanish Jewish diaspora (end of the 15th century). Poetry and narrative are read as works of moral instruction rooted in traditional modes of art and thought. Considers also the preservation of Judeo-Spanish culture in the Sephardic diaspora through ballads and songs recorded from oral traditions.

HISP 1210E. History of Romance Languages.

The Romance family is one of the most widely-spoken and politically important language families. The aim of this course is to introduce students to the history and linguistic characteristics of the Romance family. Our purpose is to learn the factors that led to the development of modern standard Romance languages, and provide an understanding of Romance structures and their linguistic relationships. The course covers language families; genetic relationships (family trees); typological comparison; internal versus external history; language contact and borrowing; Romance Pidgins and Creoles; Standard language versus dialect; social variation; concepts of Phonetics and Phonology; Morphology; Syntax; Semantics; Lexicon. In English.

HISP 1210F. History of the Spanish Language.

This course is intended to give you a basic introduction to the genealogy and development of the Spanish language. Includes the historical and cultural events that deeply influenced the shaping of the language, the nature of Medieval Spanish, and the development of the language beyond the Iberian Peninsula (Sephardi diaspora and in the Americas). This course will make the history of Spanish accessible to anyone with a knowledge of Spanish and a readiness to grasp basic linguistic concepts.

HISP 1240A. Fashion and Fiction in the Early Modern Hispanic World.

In the early modern period, clothing and fabrics were meant to provide visible markers of social status, gender, religion, race, and nationality. Yet dress did not just so much reflect identity as construct it. It could blur differences even as it supposedly marked them. In other words, clothes often created fictions, and fiction itself frequently focused on clothing. Drawing on literary and historical texts as well as paintings, prints, and maps, this course traces the connections between fashion and fiction in a period of unprecedented change in Spain and the wider Hispanic world. In Spanish.

HISP 1240C. Golden Age Short Stories.

We will examine the spatial itinerary of main literary figures (the *picaro* or rogue, the *morisco*, the soldier, the courtesan, the witch, the *indiano*) and the spaces they inhabited in Spain's short stories throughout the 16th and 17th centuries. Violence, sexual transgression, and social conflicts are themes of inquiry. Emphasis on Cervantes' *Novelas ejemplares*.

HISP 1240L. Don Quijote de la Mancha.

This course will study Miguel de Cervantes's El ingenioso hidalgo don Quijote de la Mancha in its literary and historical contexts. We will read Cervantes's masterpiece as a book about books and about the pleasures and dangers of reading; as a story of the Spanish empire and its discontents; as a palimpsest of Christian, Muslim, and Jewish meetings in Spain; and as a reflection on the nature of language, desire, and madness. All the while, we will read Don Quijote as an eminently entertaining and endlessly engaging work of the human imagination. In Spanish. Prerequisites: HISP 0650 or minimum score of 5 in 'AP Spanish Literature.'

HISP 1250A. Madrid: History, Literature, and Culture.

This course explores cultural production in and about Madrid during key moments of the city's history from its establishment as the capital of imperial Spain in the 16th century through its reinvention as a major international tourist destination in the late 20th. Multimedia in orientation, the course draws on representations of the Spanish capital in literature, painting, photography, maps, music, and film. Topics include: self-invention in the court city, modernization and its discontents, Madrid and Spanishness, provincialism versus internationalism. In Spanish.

HISP 1250B. Hispanic Culture Through Film.

This course examines major trends of Hispanic cinema through a representative selection of culturally diverse films from Spain, Latin America and the USA. Among the course objectives are: to learn about Hispanic history and culture through film, to understand cinema's strengths and limitation for representing culture and history, to gain an understanding of Hispanic cinema in a broader context of globalization, and to learn to write film analyses in Spanish.

HISP 1290D. Contra Franco vivíamos mejor? Literature and Culture of the Spanish Dictatorship (1939-1975).

The end of the Spanish Civil War inaugurated one of the longest dictatorships of the twentieth century. This course will examine the literature and popular culture produced in the peninsula during that period—both the "official" culture allowed and sponsored by the Franco regime, and the voices of resistance that attempted to present alternative political views against a background of repression and censorship.

HISP 1290G. Generación del '98.

To what extent does a national crisis, the Spanish defeat of 1898 by the United States, provoke a movement of patriotic revaluation, the so-called "Generation of '98"? Or are the symptoms of crisis more in accord with *fin de siècle* aesthetics, which incites literary experimentation in all the traditional genres? These crucial questions will be studied in such typical authors as Unamuno, Baroja, Azorín, Antonio Machado, and Ramón del Valle-Inclán.

HISP 1290J. Spain on Screen: 80 Years of Spanish Cinema.

Spain's is one of the most dynamic and at the same time overlooked of European cinemas. In recent years, Spain has become more internationally visible on screen, especially thanks to filmmakers like del Toro, Almodóvar, and Bayona, or actors Penélope Cruz and Javier Bardem. But where does Spanish cinema come from? And what can it tell us about the nation and its history? Focusing on issues such as landscape, memory, violence, gender, sexuality, and national identity, this course provides students with a solid training in film analysis and a wide-ranging introduction to Spanish culture through its cinema. In Spanish.

HISP 1290K. The Spanish Novel since 1975.

In 1975, the death of General Francisco Franco opened the door to a new democratic Spain. In the novel, the social and political novelties generated a change both thematic and formal. This course pays attention to issues such as the diverse genres that have gained strength, such as the groups that have acquired a literary voice, and the portrayal of current preoccupations. Prerequisite: HISP 0730 or 0740.

HISP 1290P. Federico García Lorca, 1898-1936.

Federico García Lorca (1898-1936) embodies Spanish Modernity. While his innovative poetry and drama established him as a crucial figure in the 20th Century Spanish cultural landscape, his brutal murder by Fascist supporters at the beginning of the Civil War made of him a symbol of the lost freedom. This class will study his artistic evolution: from his youth in Granada, and his studies in Madrid—where he met and befriended filmmaker Luis Buñuel and painter Salvador Dalí—to his trip to New York and Latin America. The focus of the class will be the study of his poetry, theatre, and essays, but will also explore both the construction of the Lorca myth, and the period of cultural splendor that is encapsulated in his biographical dates: from the loss of the empire in 1898, to the beginning of the Civil War in the summer of 1936.

HISP 1290U. The Spanish Civil War in Visual Culture.

No other event marked contemporary Spain as profoundly as the Spanish Civil War (1936-39). This course will study the history of the war itself and trace the multiple ways it has been remembered and represented from its immediate aftermath through to the present. Materials will include films and documentaries, paintings and photography, propaganda posters and newsreels, radio and television, monuments and comics, oral histories and fiction. In addition, we will read critical and theoretical texts on historical trauma and individual and collective memory as well as amnesia. This course will be conducted in Spanish.

HISP 1290W. De abuelas a nietas: escritoras españolas y latinoamericanas de 1925 a 2025.

This course delves into the literature produced by Spanish and Latin American women writers over the past century. We will explore novels, short stories, essays, letters, and chronicles. These narratives form "one hundred years of solitude" story, as many of these authors have been sidelined in a literary scene dominated by male voices. We will bridge connections across Spanish-speaking regions and explore how conditions such as gender inequality, family structures, and exile, have consistently molded the discourses and works of these remarkable women. Help us unearth these writers from the dusty shelves of libraries and rescue them from invisibility.

HISP 1330C. Indigenous Literatures of Latin America.

This course explores the presence of indigenous cultures in Latin American literature over the last five centuries. Blending historical and literary analysis, we will delve into foundational indigenous narratives (with a stress on Nahuatl, Mayan and Quechua variants); the vision of Colonial mestizo and bilingual go-betweens; othering discourses in antiquarian, archeological and travel narratives; and the indigenous imprint in contemporary novels, short stories and poetry, including indigenous, women and transnational authors. Through this journey, marginalized cultures throughout the continent show their resilience as the multicultural plot of Latin American history comes to the fore. In Spanish.

HISP 1330D. Patriots, Rogues, and Lovers.

Nineteenth-century Spanish American writers were committed to educating their readers, yet they delighted in entertaining them with melodrama. We critically examine patriotic novels and stories with a focus on tales of love and/or adventure. We consider the breakdown of this trend in the first quarter of the 20th century as well as feminist critiques of it.

HISP 1330K. Contemporary Poetry of Latin America.

An exploration of some representative poets and movements in modern Latin American poetry, with special emphasis on the Latin American Modernists, the Avant-Garde and contemporary trends. Topics include: analytical techniques, historicity, poetry and translation, and a creative writing workshop. For advanced students only. Prerequisites: HISP 0740, or HISP 0600 and HISP 0730. Previous experience in 1000-level Spanish courses desirable.

HISP 1330P. The Philosophy of Borges.

Jorge Luis Borges devoted several essays during his youth to developing his philosophical understanding of concepts like "personality," "memory," "reality," "narrative" and "style." At some point later in his literary career, he attempted to erase the memory of those years from his public existence, to the extent that most of the books published during the 1920s were never reprinted during Borges' lifetime. Nevertheless, it was in those years that he developed the entire philosophical grounding of his future literary work. We will work to decipher Borges' philosophy through the reading and interpretation of his essays, narratives and poems, including several key texts from his first three suppressed prose volumes (*Inquisiciones*, *El tamaño de mi esperanza*, and *El idioma de los argentinos*). In English, with some Spanish readings. Prerequisite: HISP 0730 or 0740.

HISP 1330Q. Short Forms: Major Works in a Minor Key.

This course focuses on two outstanding practitioners of the short story in twentieth century Latin American literature—the Argentines Jorge Luis Borges and Julio Cortázar—paying close attention to each one's most famous collection of stories (Borges' *Ficciones* [1944], Cortázar's *Final del juego* [1956]). We'll map the ways in which their writing connects to different genres (detective fiction, science fiction, poetry), media (photography, painting, film), and practices of adaptation (especially translation), and explore their legacy for more recent writers (Ricardo Piglia, Edmundo Paz Soldán, Roberto Bolaño, Samanta Schweblin).

HISP 1330T. El amor en español.

This course will visit a series of famous, colorful and controversial couples (novios, esposos y amantes) from the literature and history of Spain and Latin America. We will consider such themes as courtly love, erotic love, commonplaces about love and distortions of them, the degradation of idealized love, and the renunciation of human love in favor of divine love in the medieval and Renaissance periods. We will also address contemporary rites of passage in the formation of couples, traditional and modern views of love and marriage, as well as the "death of the couple," love and melancholy, melodrama and hysteria.

HISP 1330U. Hauntings: Gothic Fictions, Banditry and the Supernatural in Latin America.

A specter haunts Latin America. The constitution of the nation-state in the region after the Wars of Independence (1810-1830) entailed creating fictions to include (and, naturally, exclude) those who belonged to the community of the nation. Usually the left-outs were the ones who did not comply with the profile of the desired citizen: lettered, male, white and urban. This course will focus on narrations about those 'left-outs' after the constitution of the Nation-States in the region. We will read fictions about mad monster women, spectral slaves, bloodthirsty bandits, priests-turned-sorcerers, dwarfs, animal rebellions, and many other "exceptions to the norm." In Spanish.

HISP 1330V. Gender Trouble in Spanish America.

This course will explore the construction of gendered identities in Spanish American literature and film after 1960. Questioning normative constructions of gender roles, we will see how masculinities and femininities are represented and respond to changing politics and power, often redefining earlier "gender contracts." Works studied will include novels by Angeles Mastretta, José Donoso, Mario Bellatín and Diamela Eltit, short stories, theater, poetry, and 2-3 films, as well as pertinent theoretical and critical approaches to the study of gender in Latin America. In Spanish.

HISP 1330W. War, Revolution and the Cult of the Hero in Latin American Culture.

This course will tackle the literary underpinning of war and revolution in order to scrutinize its powers. The discourse on war does not originate ex nihilo but recycles and appropriates narratives of the nation, the State or a given region depending on the specificities of each given war. Starting with Bolívar's "Decreto de Guerra a Muerte", passing through literary renditions of civil wars, continuing with guerrilla warfare texts, all the way to narratives on the War on Drugs, this course will question the ways in which war and revolution are made through language and staged in literature. Taught in Spanish.

HISP 1330X. The Nature of Conquest: Scientific Literatures of the Americas.

Throughout history, conquest and colonization have implied different kinds of appropriations: control over new lands, new bodies, new languages. With the appropriation of new languages come the confrontation between different ways of organizing the world and, in particular, alternative ways of understanding humankind's relationship to nature. This course explores the scientific literatures that emerged in the wake of Spanish conquest and colonization of the Americas (1500-1800). These hybrid scientific literatures, written in Spanish but also in Nahuatl, Maya, Quechua and graphic forms, illustrate the lasting cross-pollination between Old and New World notions about American nature.

HISP 1330Y. "Us" and "Them": Cross-Cultural Representations in Spanish American Literature and Film.

This class will study the construction of self and other in Latin American cultural production. By examining examples from colonial times to today in a variety of literary genres and in three particular countries - Mexico, Argentina and Peru - we will examine ethnic, racial, and national identities (primarily). Our study will include some of the theoretical ideas associated with the confrontation between "them" and "us" and changes in these positions: the concept of the contact zone, of acculturation, and cultural hybridity, among others.

HISP 1330Z. Tropical Fictions: Geography and Literature in Latin American Culture.

Tropical nature in Latin America has been represented in conflicting ways: a place of leisure and sensuality, but also of depravity and sloth; a place of infinite riches but also a space where disease and racial degeneration thrive. Tracing the variations and endurance of these tropes in 18th- to 21st-century Western consciousness, this course aims to re-think the tropics in literature, film and the arts from a vantage point different to that of temperate-climate European civilization. Readings include canonical fictions such as *La vorágine* (1924), 19th-century European travelogues from the region, as well as contemporary indigenous art.

HISP 1331A. Writing Animals in the Iberian Atlantic.

Animals are our mirrors, our doubles; creatures onto which we project our notions about humanity and its limits. From Aristotle's ladder to Mesoamerican nahualism, animals have been at the center of how we understand the world and our place in it. This course looks at Animal Studies in dialogue with Hispanic, Latin American and Indigenous Studies to explore how intersectionality illuminates discourses about the human-nonhuman divide. Drawing on studies from both sides of the Atlantic, we will analyze the main genres that have focused on the nonhuman and recent studies on sheep, pigs, the rhinoceros, llamas, and perhaps even hummingbirds.

HISP 1331D. Latin America and the Caribbean: Challenges of the Global South (LACA 1620B).

Interested students must register for LACA 1620B.

HISP 1331E. Visions and Voices of Indigenous Mexico.

"In Mexico we are all mixed" goes a popular dictum, placing mestizaje at the core of what it means to be Mexican. One fifth of the population, however, self identifies as indigenous (pueblos originarios), and keeps experiencing various forms of discrimination for not abiding by the dominant national discourse. HISP 1331E explores three pillars of indigenous identity –land's gifts, material culture and language– to inquire how indigeneity has been deployed and reclaimed by indigenous groups through time. Materials include pre-Hispanic and Colonial codices, murals and objects, and present day literary works, music and cinema, with one hour of Nahuatl basics per week. Prerequisites: HISP 0650 or minimum score of 5 in 'AP Spanish Literature.'

HISP 1331G. Latin American Horror (GNSS 1520).

Interested students must register for GNSS 1520.

HISP 1331H. Latin American Environmental Humanities (LACA 1504G).

Interested students must register for LACA 1504G.

HISP 1331I. Inframundos: Mexican/American Underworlds.

From pre-Columbian times to the diasporic present in the United States, Mexican history and culture are filled with references to underworlds as sites of transgression. The Christian hell and Colonial mine became default spots for native bodies, while prison cells, tunnels and subterranean trains lodge today's poor and disenfranchised. This seminar will visit these sites through literature, film, music and journalism to question which subjects have been read as transgressors through time and why. Authors discussed will include Juan Rufo, Carlos Fuentes, Verónica Gerber, Yuri Herrera, Valeria Luiselli, and Myriam Gurba. Taught in Spanish; Spanglish welcome.

HISP 1331J. Hablan los hijos: una nueva generación de escritores latinoamericanos.

This seminar introduces students to some of the most exciting voices in contemporary Latin American literature: Samanta Schweblin and Mariana Enríquez (Argentina), Alejandro Zambra and Nona Fernández (Chile), José Carlos Agüero and Gabriela Wiener (Peru), Valeria Luiselli and Verónica Gerber (Mexico). We will read their novels and short stories in relation to previous generations of Latin American writers and in conversation across borders with one another. We will look at their reception in their countries of origin and abroad via translation, and explore new ways of writing and talking about literature in blogs, podcasts, and reviews; we will also delve into contemporary experiments in film and the visual arts to see how they dovetail with and comment on common concerns around memory, identity, community, and crisis.

HISP 1331L. Peasant-Boom-Slum: The Latin American Novel (COLT 1422N).

Interested students must register for COLT 1422N.

HISP 1331M. Race, Gender, and Sexuality in Hispanophone Caribbean Literature.

The Hispanophone Caribbean has created a vibrant literary and more broadly artistic catalogue through which to think formations of race, gender, and sexuality in the afterlife of racial slavery and under duress of colonial structures. In this course, we focus on 20th- and 21st-century Dominican, Puerto Rican, and Cuban literary, poetic, and cinematic material within a series of historical contexts and theoretical frameworks.

We ask how Hispanophone Caribbean literature and art portray and theorize racial, gendered, and sexual life in relation to historical and contemporary structures of power. What linguistic and artistic techniques do Hispanophone Caribbean literature and art use to reflect on and render queer and trans life more livable? What are the possibilities and limits of these linguistic and artistic techniques?

All readings are in English translation. A playlist featuring queer and trans Caribbean artists complements the course.

HISP 1331N. Haunting Childhood and Social Justice in Latin America (LACA 1505A).

Interested students must register for LACA 1505A.

HISP 1331O. Mourning and Experimental Form: African Diaspora Religions in Hispanophone Caribbean Literature.

How does one "move on" with loss? How does one live in the wake of loss? And what does it mean to mourn when loss is irreducible to a specific person, cause, or moment in time? In this seminar, we explore these questions by discussing Hispanophone Caribbean novels, cinema, poetry, and music. We pay particular attention to how literary and other artistic media use African diaspora religious practices and how they work with/through/against racial, gendered, and sexual tropes to address questions of loss and mourning. In each thematic unit, students will read primary materials in an intercalated manner to encourage critical dialogue across readings. Class discussions will be in Spanish. A playlist of Hispanophone Caribbean music on the theme of death and mourning complements the course.

HISP 1331R. Blackness and Puerto Rican Literature.

This course approaches Puerto Rican literature as a set of texts with which to critically think about discourses of racial blackness in the Puerto Rican archipelago and its diasporas. We examine key literary moments, from 19th century "foundational fiction" and early 20th century "Afro-Antillean" poetry to contemporary Black Puerto Rican voices. Guided by a set of Puerto Rican and Black U.S. scholars, our discussions are informed by the historical changes in the political status of Puerto Rico and how these changes have shaped discourses of racial blackness in Puerto Rican literature and culture. By focusing on the specificities of various Puerto Rican literary scenes, this course aims to gain insight into broader discussions regarding racial blackness in the Caribbean and Afro-Latin America. Class discussions are in Spanish. A playlist of music by Puerto Ricans complements the course.

HISP 1331U. "You Are Here": Mapas, Pueblos Indígenas y Mundos Nuevos.

Maps can and have been taken lightly as innocent illustrations of space, but there is so much more to them than meets the eye. This course will teach us how to deal with maps as complicated cultural for the study of Latin America. By learning how to "read" maps or "make them speak", we will navigate issues of knowledge and power as they manifest in these documents throughout colonial history and until the era of resolutions. Moreover, we will connect these issues with present-day Indigenous mapping practices and processes or repossession and restorative justice. We will broaden our knowledge of the processes of conquest and colonization in the Americas while reflecting on some classic and urgent topics of ethnic representation, land dispossession, and border-making.

HISP 1331V. First Person Pluralities: Indigenous Literatures of Abya Yala.

This course introduces students to Indigenous literature, philosophical ideas, currents, and traditions of the Americas (Abya Yala), and key themes in contemporary Native American and Indigenous Studies. Particularly, it focuses on the territories now referred to as Latin America. This course aims to provide students with conceptual tools with which to critically interrogate "settler epistemologies," which are often understood as "racialized, anthropocentric, and capitalist understandings of places" that sustain various forms of Indigenous erasure. We will explore how Indigenous-authored literature, understood in a broad temporal and cultural sense, is inextricably linked to land, kinship, and relationality, and we will further discuss how Indigenous writers and activists are currently using these ideas to resist enduring coloniality while building more ethical futures.

HISP 1370A. "One Hundred Years of Solitude": Culture and Politics in García Márquez's Work.

This course will focus on García Márquez's masterpiece in order to analyze its modes of representation, discursive strategies, and fictional construction as well as its interactions with history, politics, and literary and popular traditions. Other related work by the Colombian Nobel Prize winner will be discussed, as will his journalistic pieces and movies. The novel may be read in Spanish or English; discussion will be mainly in Spanish.

HISP 1370B. Gaborium: Memory, Fiction, and Reading in Gabriel García Márquez.

Departing from some formats of writing and reading (myth, history, legend, journalism, memoirs) in García Márquez writings, we plan to study the representation (magical, carnivalesque, political) unfolding in his novels, stories, and essays. From this processing of information and exchange, our course will analyze the cultural history of abundance, scarcity, and Utopia in Latin America. Prerequisite: HISP 0730 or 0740. Enrollment limited to 40.

HISP 1370E. La creatividad en América Latina.

Varias teorías actuales sobre la creatividad se ilustran muy bien con relatos, poemas, películas, música y arte de América Latina gracias a su adaptación de materiales, diversidad de formas, y gusto por la mezcla. Revisaremos las poéticas del dadaísmo, el surrealismo, la literatura fantástica, el realismo mágico, la biografía imaginaria, el utopismo, y el juego verbal. La clase será visitada por algunos autores para discutir sus procesos creativos.

HISP 1370F. Modernity and Memory in Latin America.

Contemporary cultural history proposes that memory is not an archive or a museum of history but a past evoked to amplify the present. We examine the rewriting and transformation of history in texts that illustrate issues of tradition/modernity, countryside/culture, center/margins, migration/exile, feminine/masculine, and popular culture/media culture.

HISP 1370I. The End of the Century and the Idea of the New.

This course will explore the narrative of the end, the culture of crisis, and the literary sceneries of the new aesthetics. Departing from a comparison between the "fin de siècle" and the current "end of the century," we will pass to the apocalyptic views of the millennium and focus on current essays on the topic (Calvino, Baudrillard) as well as on new trends, ideas, and narratives related to this subject in the Americas. This could be the first course on the literature of the 21st century.

HISP 1370K. Literatura latinoamericana del siglo XXI.

Estudiaremos las tendencias innovativas de la narrativa latinoamericana reciente. Veremos la literatura como un trabajo sobre la resignificación de lo nuevo. Nuevas voces, nuevos textos y géneros, y nuevas ideas proponen una visión del futuro que buscaremos documentar. Los libros y textos que leeremos son un mapa del futuro. Algunos temas: el sicodrama familiar, violencia y crisis del proyecto moderno, la saga de la migración, la conciencia transatlántica, el mundo emotivo y los afectos, la ética de la solidaridad.

HISP 1370L. Gabriel García Márquez and the Politics of Magic Realism.

Estudiaremos las principales novelas del autor, desde *El coronel no tiene quien le escriba* hasta *Cien años de soledad*, con especial atención al realismo mágico y las ideas sobre la novela que cultivó el autor. Nuestra discusión se situará en el proceso social y político latinoamericano así como en las mitologías de la cultura popular. Prerequisite: HISP 0730 or 0740.

HISP 1370N. Carlos Fuentes and the New Mexican Narrative.

This seminar will focus on close-readings and conceptualization of Fuentes' innovative works of fiction and main ideas on Mexico and its cultural history. We will discuss a selection of his short-stories, novels and essays, moving from the political to the Gothic, from history to the Baroque. We will follow with new Mexican fiction writers who renew and debate Fuentes practices and ideas. Among them, Carmen Boullosa, Jorge Volpi, Pedro Ángel Palou, Cristina Rivera Garza and Yuri Herrera. The seminar will be in Spanish, and is limited to 40 students.

HISP 1370T. Transatlantic Literature of the XXI Century: The Galaxia Borges.

This course will explore new trends and authors from the Hispano-phonetic world: Spanish, Latin American and Latino narratives of migration, bilingualism, globalization and innovative forms and techniques. This course will be dedicated to Borges global. We will follow his imprint on the international literature and literary ideas. We will read, in Spanish and English, Borges' stories and essays.

HISP 1370V. Mujeres Malas.

This seminar will analyze the notion of "bad women" in Pre-modern and Latin American Literature and visual texts. Perception, representation, and stereotyping of these women, both historical and fictional, as Mad, Witch, Femme fatal, Hysterical, and Crazy, will allow us to follow the ideological narrative that produced these characters. Some of them are based on medical, primitive, political, and even psychoanalytic conceptions. We will discuss the primitive Castilian epic cycle, *Celestina*, *Carmen*, the novel and the opera; Malinche, Cortéz' translator in the conquest of Mexico; and novels and short stories from contemporary authors as well as Luis Buñuel' films. Prerequisite: HISP 0730 or 0740.

HISP 1370W. La Cultura Política de la Transición y DDHH en el mundo Hispánico.

This course will discuss literary representations of "transitions" as the social and cultural mechanisms by which a country or region (Spain, Argentina, Chile, Peru, Cuba) moves from tradition to modernity, from the rural to urban, and from authoritarian regimes to democracy. We will also analyze the role of borders, social spaces, political negotiation, mapping and networks in the sagas of migration. Prerequisite: HISP 0730 or 0740.

HISP 1370Y. Literature and Film of the Cuban Revolution.

Cuba's revolution of 1959 gained extraordinary visibility internationally, motivating images of bearded rebels, jubilant crowds and middle-class flight. Yet even as the Cuban Revolution became an object of representation abroad, it guided the domestic production of new forms of literature and cinema. Over the course of the semester, we will trace the relationship between fiction and film, and between art and the revolutionary project, from 1959 to the present day.

HISP 1371B. Sports and Culture in Latin America.

Sports in Latin America are big, and in some cases huge, and their significance goes way beyond pure entertainment. They are a contemporary theater of sorts where underlying social tensions are relived and sometimes exacerbated. This course studies soccer, boxing, baseball and lesser-known sports (e.g., ultramarathons and women's wrestling) in relation to Latin American national narratives, politics, race, and gender. Using tools of sociology and anthropology, among others disciplines, we will study the representation of and discourse about sports in cinema, literature, television, and other media. IN ENGLISH.

HISP 1371C. "El gran zoo": Animals in Latin American Culture.

From César Vallejo's dismembered spider, to Julio Cortázar's house tiger, to Nicolás Guillén's satirical zoo, this course traces the varied ways in which animals appear in 20th and 21st century Latin American culture. We will pay particular attention to the zones of entanglement between the human and non-human, in order to analyze how a number of Latin American writers and filmmakers tackle oppositions between nature and culture, *civilización y barbarie*, city and countryside, self and other. In unsettling the human-animal divide, Latin American cultures respond to some of the most pressing—perhaps dehumanizing—issues of the century.

HISP 1371D. Latin American Authors Encounter the Sciences (LACA 1504F).

Interested students must register for LACA 1504F.

HISP 1371F. Narrating the Borderlands: Literature, Legality, and Solidarity.

This course explores multiple issues concerning crossing, living, and narrating the United States-Mexico border. We will focus on the border as a legal space bound to interpretations about what it means to migrate legally or illegally across that territory. We will explore the border as a vast and uneven expanse that entails diverse and often contradictory narrations and imaginaries that range from idealized landscapes to apocalyptic wastelands. Finally, we will discuss how border-crossing is a theme for artists and writers working on the solidarity networks from those who have dealt with the journey and its perils.

HISP 1371H. Storytelling in the Americas (LACA 1630).

Interested students must register for LACA 1630.

HISP 1371I. From Pancho Villa to Netflix: An Introduction to Mexican Cinema.

This course is an introductory overview of Mexican cinema, its prominent themes, and its historical eras. We will begin with the silent films of the national period in the 1930s and conclude with the transition to streaming platforms in the 2010s. We will pay attention to three interrelated questions: 1) What is the relation between cinema and political projects? 2) How does national cinema approach gender? 3) What is the role of neoliberal market in reshaping Mexican films? This approach will be useful to see how the production of cinema is related to major political and social processes in Mexico.

HISP 1371L. Take My Breath Away: A Cultural History of Air in Modern Latin America's Imagination and Literature.

Latin America has been conjured up from opposing aerial images. On the one hand, Amazonia has been represented as the "lungs of the earth"; on the other, its megalopolis as polluted places where breathing is hazardous. From Neruda's poetic journey to Machu Picchu, passing through eco-feminist gothic fictions, all the way through accordion, flute and Caribbean music, flight narratives and space films, this course explores what "aire" allows us to recount—or choke—, to scent—or to smell— about being in place or traveling. The languages of instruction will be Spanish and English.

HISP 1371P. On Both Sides of the Lens: Latin American Women Filmmakers (GNSS 1070).

Interested students must register for GNSS 1070.

HISP 1371Q. Insurrectas: Latin American and Latinx Women Writers and Artists.

Although some still hold onto the idea of universal artistic expression, we are increasingly aware of the embodied nature of creative work and of the need to analyze it from intersectional approaches that consider race, gender, class, and other social factors. This course examines creativity, struggle, and resistance in the work of Latin American and Latinx women writers and artists. We will consider debates about artistic innovation, activism, dissidence, and feminism in national and transnational contexts. Writers and artists studied include Frida Kahlo, Violeta Parra, Terri de la Peña, Achy Obejas, Elizabeth Acevedo, and many others. The course will primarily be conducted in Spanish, with some readings in English, and discussions in Spanglish will be welcome.

HISP 1371S. Science with an Accent.

Is it possible to produce science in a language perceived as without power? Why does it feel like juxtaposing "Spanish" and "science" is an oxymoron? How do Spanish-speaking scientists navigate the politics of translation and publication? This seminar introduces students to the history and practice of science and medicine in Latin America, its diaspora, and the wider Spanish speaking world—where the word for "scientist," *científica/e/o*, indeed has an accent. Drawing from disciplines such as Science and Technology Studies, Latine Studies, and Literary and Translation Studies, we will examine topics such as science and *latinidad*, the changing geographies of knowledge, the historical production of *lingua francas*, and the relationship between science and literature in Spanish. With practice-based conversations with Latin American and Latine scientists and scholars every fortnight. Conducted in Spanish; student participation in English welcome.

HISP 1371T. Reimagining the Line: Contemporary Arts and Political Imagination at the Mexico-US Border.

This course explores contemporary literary works, film, and art from and/or about the Mexico-US border. Concentrating on its political and aesthetic dimensions, the course focuses on the divisive nature of the border, the systematic exploitation of its gender and ethnic minorities, and the freedom produced by border experiences and arts. Students will analyze how border writers and artists come up with rhetorical and political strategies that allow them to reimagine themselves and their bi-national territory, and to generate challenging notions of citizenship, nationhood, and culture to establish more fluid and socially responsible modes of representation. The course pays close attention to works and creators that understand the border experience as one of instability and hardship, but also as a form of ideological resistance, subversive power, and freedom. Students are encouraged to bring their own interests and experiences to the course.

HISP 1371U. Posthuman Latin America: Contemporary Imagination and Visions of the Future.

What does it mean to be human? Does the human experience have limits? What happens when we stop being at center stage and something else, animals, plants, technology, the climate, starts occupying our place? Historically, answers to these questions have come from U.S., European and Asian culture, their film industry, literature, speculative artifacts, and academia. In this class, however, we will search to answer these questions from the perspective of Latin American, a standpoint marked by cultural multiplicity, sociopolitical complexity, uneven development, and radical imagination. Starting with Latin American historians who have written on who is and who gets to be human in the region, we will explore various aspects of the Latin American human and posthuman condition through analyzing non-textual media, literature, cultural essays, and the historical framework that produced them. We will concentrate on materials from Argentina, Bolivia,

HISP 1371V. A Nation in its Labyrinth: An Introduction to Colombia.

Tobacco, Rubber, Bananas, Coffee, Coca, Orchids... The image of Colombia has traveled the world under the guise of tropical products linked to speed, pleasure, violence and exoticism. But what lies behind the deceiving, magical spell of these traveling products? This course will travel back from the product to the place where these plants were tended to and flourished. The works of renowned artists such as García Márquez and lesser-known masters like Marvel Moreno or Débora Arango will allow us to read against the grain the history of a country crisscrossed by the diversity of its people and the beauty of its environments. Even though the histories of violence and social conflict will traverse this course, so will the warm sounds of cumbia, the voices of its poets and the green joy of its landscapes.

HISP 1371W. Medicine and Disability in Shakespeare and Early Modern Drama (COLT 1411F).

Interested students must register for COLT 1411F.

HISP 1500L. Theory and Practice of Translation.

The objectives of the course are to give students a firm grounding in the theory of translation studies as well as extensive experience in the practice of literary translation, working closely with several canonical Spanish texts as well as texts of the student's choice. Throughout the course of the semester, students will also be called upon to reflect actively on their experience as translators, and dialogue on this experience with their peers. This course is structured as a workshop, with students sharing their work – both translations and reading reflections – and collaborating with their peers.

HISP 1500M. Queer Aesthetics and Intimacies en español.

This course asks what connections can be drawn among 'queer' texts across time, place, and different genres of writing and forms of artistic expression in Spanish, Latin American, and US Latinx cultures. By looking to literary texts and cultural objects from the 20th to 21st centuries, this course considers how non-normative sex and gender function within spaces beset by colonial, racist, and nationalist legacies and how queerness imagines being within and without these structures. Readings and discussion will be in Spanish with an option to write papers in English for non-concentrators or concentrators fulfilling one of their English-language courses.

HISP 1666. ¡Qué miedo! El cine hispánico de horror.

Hispanic horror film, often overlooked within the world of film studies, is one of the most culturally and cinematically fascinating film genres of the Hispanic world. This course will delve into the dark and intriguing world of Latin American and Peninsular horror film. We will study horror cinema considering works from across time periods, national contexts and directors. This course will ask the following questions: How does the genre express individual and national anxieties in the cultural, social, political and economic realms? To what degree does horror film serve as a social barometer that both explores, negotiates and at times reifies social anxieties about difference, identity, sexuality, normativity, repression, technology, the environment, etc.? This class will be taught in Spanish.

HISP 1700A. Dismantling the Clockwork: Creative Writing and Narrative Techniques.

This class focuses on creating literary texts in Spanish, which involves the development of a sensibility to appreciate narrative texts and the skills to employ writing techniques, e.g. use of the first person, free indirect speech or the stream of consciousness. Drawing from theoretical reflections on writing made by Latin American and Spanish canonical writers as well as examples of its use, we'll explore the creative possibilities of narrative forms: aphorisms, prose poetry and short stories. Our objective is to strengthen students' skills as individual and collaborative authors through exercises in literary production and techniques, strategies, and habits of good writing. In Spanish.

HISP 1700B. Rhythm and Silence: A Creative Writing Workshop.

The course focuses on learning the craft of creative writing in Spanish across genres. We will study underlying principles of writing through lectures, readings, discussions, and exercises. As we reflect upon the creative process, we will examine the relationship between author and text and explore narrative techniques used to construct complex characters, dialogue, and imagery. The object will be to expand our creative writing skills and discuss the works of influential contemporary Latin American authors such as Juan José Arreola, Eduardo Halfon, Juan Carlos Onetti, Juan José Saer and Mario Vargas Llosa.

HISP 1750P. TAs/fellows for First Year Seminar HISP 0750P.

This course provides a senior concentrator the opportunity to work as a TA and fellow for the First Year Seminar HISP 750P: Contemporary Social Justice Cinema of the Spanish Speaking World. The TA/fellow completes more advanced versions of the two short semester papers and for a final project compiles a course development proposal for improvement to the class, along with an annotated bibliography. The student holds weekly discussion sections with first years and also provides developmental writing support throughout the semester.

HISP 1980. Independent Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP 1990. Senior Thesis Preparation.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP 2013. Dissertation/Professional Development.

This is intended for advanced graduate students in Hispanic Studies at the prospectus or dissertation stages. Its main purpose is to help students conceptualize or refine projects (including corpus of investigation, scholarly approaches, and principal guiding questions) and develop strategies for research and writing. Conducted as a workshop, the seminar provides ample opportunities for participants to give and receive feedback on each other's work and thus acquire important skills in peer review. While focused primarily on the dissertation (prospectus), the seminar also offers guidance on various aspects of professional development such as preparation for the job market and article publication.

HISP 2030B. History and Fiction: Literature of the 15th Century.

The goal of this course is to familiarize students with major literary works of the Fifteenth Century, and their socio-cultural background. Major works of three outstanding poets of this period (Juan de Mena, Íñigo López de Mendoza, and Jorge Manrique), satirical and historical writings, *romances*, (ballads sung with instrumental accompaniment), Alfonso Martínez de Toledo's *Corbacho* and Fernando de Rojas' *Celestina* will be presented in the context of the distinct cultural traditions that coexisted in Spain.

HISP 2030C. Medieval Masterpieces.

Examines three medieval Spanish masterpieces: *Cantar de Mio Cid*, *Libro de buen amor*, and *Celestina*. Other works are read to explore lines of continuity and discontinuity in these three works and their respective genres.

HISP 2030D. Fifteenth-Century Sentimental Romances and Celestina.

The fifteenth-century sentimental romances establish narrative innovations and a literary climate that lead inevitably to the creation of the "novel". With their insistent portrayal of the sufferings of love, romances by Padrón, Flores, San Pedro, and Rojas represent an essential step in the evolution of the modern novel.

HISP 2030E. Medieval Spanish Epic.

A study of the medieval Spanish epic poems and narratives. This seminar will move through a series of topics or events and texts from the 10th to the 15th centuries, exploring the relation between heroic narratives and history. Four medieval cycles (Castilian Counts, Cid, Carolingian, and anti-Carolingian) based on oral traditions will be studied and compared with their ballad congeners printed in the 16th century. We will examine the different contexts and channels in which historical epic narratives were produced, consumed and transmitted.

HISP 2030G. Mester de clerecia.

This course will focus on different works of "mester de clerecia" from the 13th and 14th centuries, and provide an overview of current thinking regarding their nature and origin, while at the same time seeking to interrogate many of the prevailing assumptions and received ideas of Spanish literary historiography. Works and topics will include: Libro de Alexandre (ideologies of power), Libro de Apolonio (the intellectual hero), Berceo's works (hagiography, clerical poetry, the rise of literacy), Poema/ Libro de Fernán González (epic hero), and Libro de buen amor (seduction manual/spiritual guide).

HISP 2030H. Latin in America (LATN 2080F).

Interested students must register for LATN 2080F.

HISP 2160F. Questioning the Canon: Golden Age Theatre.

The canonical dramatic texts of the Spanish Golden Age - from Lope de Vega's *El caballero de Olmedo* and *El castigo sin venganza* to Tirso de Molina's *El burlador de Sevilla* and Calderón's *La vida es sueño* will be opened to new critical inquiry. Dramatic discourse, construction of characters, social and moral issues such as justice versus revenge, reality versus dream, courtly love versus erotic love, chastity versus incest, will be at issue. Each play will also be studied in relation to its social background and as metaphors of power and political crisis.

HISP 2160G. Don Quixote: Contexts and Constructions.

This seminar offers an in-depth study of El ingenioso hidalgo Don Quijote de la Mancha in its "own right" and through an exploration of its afterlives (editions, translations, interpretations, imitations). On the one hand, we will examine the novel in its narrative complexity and engagement with early modern Spanish literature and history. On the other, we will trace its modern critical reception, with particular focus on its paradoxical canonization both as a "universal" masterpiece and a cornerstone of constructions of Spain and the study of Spanish and the Hispanic world.

HISP 2160J. The Poetics and Practice of Space in the Theater of the Spanish Baroque.

This seminar will explore the real and virtual spaces of seventeenth-century Spanish drama. We will examine the diverse spaces in which theatrical performances took place (public playhouses, city streets, court theaters, convents), as well as the various types of spaces represented on the stage (domestic and public, urban and rural, worldly and supernatural, familiar and distant). How did dramatic space articulate the boundaries of the public and private in the Spanish baroque? How did it function in the configuration of social hierarchies, subjectivities, and marginal as well as normative identities? In the theatrical world of seventeenth-century Spain, how did spatial practices on stage shape the experience of space off stage?

HISP 2160M. Early Modern Madrid: The Cultural Creation of a Court Capital.

This seminar explores the role of culture in Madrid's transformation from a secondary town into the epicenter of Spain's global monarchy in the early modern period. We'll study how court-city interactions created synergies and rivalries that made Madrid Spain's cultural, as well as imperial capital. Topics include: global-local negotiations in chronicles and festivities; constructions of insider / outsider status in prose and poetry; theater's centrality in urban social life; articulations and disarticulations of power through clothing and fashion; etc. We'll analyze works by canonical and lesser-known authors, artists, and artisans, while considering other early modern cities comparatively.

HISP 2160N. Antiquity and Innovation in the Hispanic Renaissance.

The artistic and literary florescence of the Siglo de Oro paralleled a broader current of cultural innovation, which extended beyond peninsular Spain to other parts of Europe and the Americas – a movement which can be conceived as a Hispanic Renaissance. After an introductory overview, the seminar will highlight four major tendencies, through close examination of some foundational authors and texts. The course will be organized thematically, but texts will generally be approached in chronological sequence, beginning with Antonio de Nebrija's investigations in the 1490s and ending with Carlos de Sigüenza y Góngora's showcasing of New Spain's complex legacies.

HISP 2160P. The Invention of the Novel: Fiction and Society in Renaissance Spain.

In the space of ten years, at the mid-sixteenth century, four genres made their first appearance in Spain: the picaresque, pastoral and Moorish (or captivity) novels, and the novel of foreign customs and adventures. This course examines how and why these novels, and the more complex novels that followed, became key instruments for commentary and dissent in a society with little tolerance for both pursuits. Working individually and in groups, we will also undertake a series of exercises in close and critical reading to hone analytical skills. All readings, discussions and assignments will be done in Spanish.

HISP 2160Q. Stage and Page in Early Modern Spain: A Seminar on the Comedia Nueva.

This seminar studies the development and florescence of early modern Spain's most popular form of entertainment, the comedia nueva, from both literary and performance perspectives. We will read works by the principal playwrights of the period (Lope de Vega, Tirso de Molina, Calderón de la Barca, and others); examine the comedia's main sub-genres (honor plays, comedias de capa y espada, and autos sacramentales, etc.); and consider the institutional regulation and social and material dimensions of theatrical activity (including the configuration of playhouses and composition of acting companies). Key critical approaches to the comedia, past and present, will also be explored.

HISP 2250N. Madrid's Modern Landscapes (1780-1900).

A seminar to study the changing relationship between landscape, architecture, and society during Madrid's modernization, from the late eighteenth century to the early twentieth. Considers representations of gardens, parks, and "natural" landscapes around the Spanish capital as expressions of how writers, planners, and intellectuals envisioned changes in ideas of national identity, gender relationships, class consciousness, and artistic perception. Readings, presentations, and group discussions are designed to promote a sustained analysis of such concepts as modernization, nature, the city and the country, with an eye not only to Madrid's past but also to our own relationship to landscape in the present.

HISP 2250O. Desterrados: Escapes and Homecomings in Latin American Literature.

This seminar will visit fiction, poetry and sound, from Romanticism to the present, tracking displacement, confinement and return in modern Latin American literature. We will think about the complicated relations between travel, freedom and knowledge; about technology, sound reproduction and the (im)possibilities of travel; the (mis)recognitions unleashed by the reality (or fantasy) of returning home; as well as the fixed (yet cosmopolitan) communities for the infirmed, the banished, the freedom-seekers. Authors read will be Heredia, J.M. Samper, Soledad Acosta, Gómez de Avellaneda, José Hernández, J.A Silva, Valdelomar, León-Gómez, Julio Flórez, J.E Rivera, Horacio Quiroga, De la Parra; Borges, Arenas, Cabezón Cámara, Salazar Masso.

HISP 2250P. Chismosas: Feminist Worldmaking and Gossip.

Traditionally dismissed as women's talk, as an idle and unproductive activity, and as superfluous information, this course provocatively suggests that gossip can be a feminist epistemology. Gossip, through this understanding, enables the dissemination of political thought through marginal spaces of identity and belonging, as well as creating knowledge based on what Muñoz has called a "modality of anti-rigor." Connecting contemporary theory with nineteenth-century to contemporary Peninsular film and literature, the course will explore: (1) how gossip is mobilized in canonical and counter-canonical texts, acting both as alternative networks of knowledge transmission and also as a surveillance, policing, and controlling device; (2) how contemporary theorists—such as Saidiya Hartman, Anjali Arondekar, José Esteban Muñoz, and Silvia Federici—can help us conceive gossip as both an object of study and a methodology for archival studies.

HISP 2350C. La nueva novela de América Latina.

Este curso está dedicado a algunos textos fundadores: *Rayuela* de Julio Cortázar, *Pedro Páramo* de Juan Rulfo, *La muerte de Artemio Cruz* de Carlos Fuentes, *Los ríos profundos* de José María Arguedas, *Cien años de Soledad* de Gabriel García Márquez; pero también a otros que literaria inician nuevas rutas: *La guaracha del macho Camacho* de Luis Rafael Sánchez, *Un mundo para Julius* de Alfredo Bryce Echenique, *Los vigilantes* de Diamela Eltit, y *La ingratitud* de Matilde Sánchez.

HISP 2350E. Novela latinoamericana contemporánea: Crítica Textual y Ediciones Críticas.

Estudiaremos la constelación de novelas fundamentales (*Pedro Páramo*, *Los ríos profundos*, *Rayuela*, *La muerte de Artemio Cruz*, *Cien Años de soledad* entre otras) que configuran un sistema literario hecho de innovación formal, ampliación de la lectura, y puesta en crisis de la representación.

HISP 2350G. Teoría y Práctica Poética en Cesar Vallejo.

Seminario dedicado a estudiar en profundidad la poesía hermética de Vallejo. Analizaremos su práctica poética así como su teoría del poema a través de la evolución de su obra y pensamiento.

HISP 2350H. The History of Wonder in Colonial Spanish American Lettres.

The notion of wonder (*asombro*, *maravilla*) played a determining role in the Spanish and Creole writings of the Spanish American colonial period. The volatile aesthetic of wonder raises and implicates such important issues as otherness, exoticism, category crisis, and identity formation. A studies course examining the role of wonder in New World historiographic and literary writings of the 16th and 17th centuries.

HISP 2350I. Vallejo y sus contemporáneos.

Este seminario monográfico tiene como finalidad explorar la obra poética de César Vallejo en relación a los contextos del modernismo, la vanguardia, y la poesía contemporánea. Partiremos de un análisis formal del lenguaje poético y su organización semántica, de modo de ejercitarnos en el análisis textual de la poesía.

HISP 2350M. Poetics of the Avant-Garde in Latin America.

This course traces the shocks and flows of avant-garde activities through Latin America, beginning in the first decades of the twentieth century and weaving our way to the present. We will explore manifestoes, poetry, artworks, and film from Argentina, the Caribbean, Chile, Brazil, Mexico, and Peru, from creacionismo through Brazilian modernismo, ultraísmo and estridentismo, poesía afroantillana and tecnoindigenismo, with occasional detours into Iberian experiments, culminating with studies of the neo-avant-gardes of the 1960s and of the nostalgia for the avant-gardes which characterizes the early twenty-first century.

HISP 2350P. Teoría Literaria: la literatura Transatlántica.

Dedicado a la teoría del texto transatlántico, en este seminario trabajaremos sobre la historia intelectual de la interculturalidad Atlántica. A partir de los modelos, contactos, apropiación, debate y dialogismo que entre Europa y América Latina configuran un sistema literario, nos detendremos en la construcción del Sujeto, la Representación y la Lectura. Estudiaremos a Guamán Poma de Ayala y Garcilaso de la Vega, la saga de Calibán, los modelos de la formación nacional en Martí y Sarmiento, y la genealogía de la mezcla como la diferencia moderna de la producción cultural latinoamericana. En español.

HISP 2350V. The Politics of Romanticism in Spanish American Literature.

This course postulates Romanticism as a regime of representation employed by second-generation citizens of the new Latin American republics to organize time-space in post-Independence Spanish America. Through readings of national romances, periodicals, poetry, cuadros de costumbres and travelogues, we will discuss what Romanticism and being Romantic meant for mid-19th-century writers and readers in Spanish America. Weekly readings will be organized around a word from a glossary of Romantic keywords: lengua, pueblo, indio, España, among others. Finally, the course will examine connections between 19th-century Romanticism, 20th century criollismo and Populism.

HISP 2350X. Literatures of Work and the Work of Literature in Tropical Latin America.

This seminar investigates the ways in which labor has been represented in tropical Latin American literature from Independence until the mid-20th century. We will explore the representations of different agro-export tropical booms in fiction —tobacco, rubber, banana, among others— in order to understand how work determined the ways in which populations and landscapes were imagined into being. Finally, this seminar will incorporate fictions of labor that appear more difficult to control or are rendered as gothic: vagrancy and banditry. Seminar readings and discussion will be in Spanish.

HISP 2450. Exchange Scholar Program.**HISP 2520I. Sor Juana Inés de la Cruz in Her Literary Context.**

Intensive study of Sor Juana's major writings in a variety of genres; comparisons with other writers of her extended literary milieu.

HISP 2520J. Teoría y practica del texto transatlántico.

Este curso propone varios escenarios teóricos sobre el texto transatlántico. Partiendo de modelos de teoría literaria formal trabajaremos sobre un conjunto de textos de ambas orillas del idioma. Revisaremos las cuestiones del género, representación, lectura y recepción, mezcla y heterogeneidad archivo y cambio.

HISP 2520L. Latin American Existential Literature.

European existentialism had a strong impact on Latin American literature, though that impact remains under-explored. The course begins with European existentialism and Latin American identity politics. It then explores the particular constructions of European existentialism effected by Argentine, Uruguayan, Mexican, and Brazilian writers of prose fiction in the mid-twentieth century. Readings in Spanish and English. Instructor override needed for registration.

HISP 2520M. The Poetry and Discursive Strategies of Spanish American Modernismo.

The development of *Modernismo* was a turning point in the elaboration of the continental self-image. Modernista poets like Rubén Darío, Leopoldo Lugones, Julio Herrera y Reissig, Julián del Casal, Manuel Gutiérrez Nájera and José Asunción Silva were among the first original Hispanic American creators of literature, but they did *not* share a common view on continental problems and solutions. The relevance of Modernismo for the shaping of Latin American self image cannot be overstated. *Modernista's* conceptions on new intellectuals, aestheticism, *l'art pour l'art*, racism, immigrants, science and the occult, modernization, decadence, *dandyismo*, the body, sex, feminism, anarchism, cosmopolitanism, pan-Latinism, universalism and nationalism will be discussed.

HISP 2520O. The Old Science in the New World: Nature, Culture, and Empire in the Age of Exploration.

Studies how Spain's exploration and conquest of the Americas tested European understandings of the natural world; of nature's bearing on human psycho-physiology and, thereby, on culture; and of the balance between normalcy and deviance in natural and human domains. Topics range from changing theories about the distribution of land and life around the globe to "natural" and "moral" histories implicated in a debate over Spain's rights to the Americas and its peoples. Readings: Aristotle, Strabo, Pliny, Ptolemy, Columbus, Vespucci, Oviedo, Las Casas, and Acosta. Students will be able to read primary texts in either Spanish or English. Discussion in English. Undergraduates welcome.

HISP 2520P. Narrativa latinoamericana contemporanea (De Juan Rulfo a Diamela Eltit).

Estudiaremos los modos de representación, prácticas de escritura y lectura, redes culturales, tramas sociales y políticas de los relatos de la modernidad crítica y diferencia latinoamericana. Autores: Cortázar, García Márquez, Fuentes, Bryce, Rodríguez, Juliá.

HISP 2520Q. Critical Readings in Cuban, Puerto Rican and Dominican Literature.

This course traces the emergence and evolution of nationalist expression in literary and political texts from Cuba, Puerto Rico and the Dominican Republic. Beginning with early anti-colonial and nation-building writing, we focus particularly on the idea of the island in articulations of national culture. We address key figures in the intellectual history of the Caribbean; essays, novels and poetry from the nineteenth-century to the twenty-first; and recent critical and theoretical work on the Spanish Caribbean. Weekly topics include the intersection of race and nationalism; exile and migration; and transnational ties to the broader Caribbean, the U.S. and Latin America. This course is for graduate students only.

HISP 2520R. Radical Borders.

This course considers Mexico from a transnational perspective in order to explore the aesthetic and political dimensions of its northern and southern borders. We will examine the question of migration from and to Mexico in novels, poems, and theoretical materials from countries such as El Salvador, Honduras, and the United States. The objective is to conceptualize the notion of border not only as a space of surveillance and law enforcement but also as an arena for radical politics and revolutionary ideals. We will read texts by Horacio Castellanos Moya, Alaíde Foppa, Yuri Herrera, Subcomandante Marcos, and Sayak Valencia among others.

HISP 2520T. Critical Disability Studies (Medieval and Early Modern).

Using disability studies and disability theory, the medical humanities, the history of science and technology, and the history of the body as helpful theoretical frameworks, this course will study the representation of disability in Medieval and Early Modern primary sources and in contemporary critical interventions. Although "disability" is often (erroneously) exclusively attributed to later literary and historical moments, the "non-normative" body was frequently centered in premodern negotiations of selfhood, embodiment, agency, and individual and collective identity. In addition to exploring and developing a critical vocabulary for discussions of medieval and early modern disability, and considering fully the charge of anachronism, students will be asked to engage with Medieval and Early Modern texts (and select Classical intertexts) that prioritize disease, diagnosis, impairment, medicine, and corporeal variance, etc., to better understand the determinative role that disability plays in the premodern Weltanschauung.

HISP 2520U. Emergence of the Vernacular: Prestige and Critique (Spanish & Italian).

Using pertinent sources drawn primarily from Latin, Spanish, Italian, and their early variants, this class will study the emergence and development of the vernacular from its beginnings through the Early Modern period. We will consider theorizations of vernacularity alongside some of its most pressing debates as they circulated throughout Spain, Italy, and the Americas, in particular. To this end, we will examine historical sources that exemplify the wide reach of the sociopolitical, linguistic, and identity anxieties and violences surrounding linguistic development, while concentrating our attentions on literary sources (prose, drama, poetry) and didactic manuals and epistles that directly comment upon the status of language(s), vilifying, defending, redefining, or reaffirming them. Students should be proficient in either Spanish or Italian, and have advanced reading abilities in the other.

HISP 2600. Exploring and Extracting in Colonial Latin American Literatures.

This graduate seminar provides a panorama of Latin American literatures during the period covered by the Colonial preliminary exam list. Historiographically, this period has been termed Europe's age of exploration. From the Americas, however, it could be better characterized as the age of extraction. We will probe the writings of key authors and texts from Colonial Latin America on the tension between exploring (associated with the deeply human capacity for curiosity and wonder) and extracting (the result of the also very human impulse to possess and accumulate). In our readings, we will see how at times the two are indistinguishable (a slippage that is evident in the Portuguese "exploração" meaning "exploitation"); at others, we will glimpse at the authors' desire to replenish landscapes, reconstitute rights and reimagine worldviews beyond the regimes brought forth by the adjective "Colonial". Conducted in Spanish.

HISP 2620A. Entre nosotros: Representing the Family in Modern and Contemporary Spain.

This course reflects on the representation of the family in Spanish literature and film since the Civil War, spanning texts and films from the period 1942-2009. Some of the themes we will explore over the course of the semester include: the family as a space for the formation of identities and subjectivities; the symbolic relationship between family and nation; religion; gender roles and the concepts of maternity, fatherhood, and childhood; monstrous families and the specter of incest; modern "found" families constructed outside biological bonds. Texts and films by Sender, Buero Vallejo, Delibes, Cela, Laforet, Buñuel, Borau, Almodóvar, Saura, among others.

HISP 2620O. Authorship and Authoritarianism in Spain and Latin America.

This course examines responses to authoritarianism in contemporary Spanish and Latin American literature, using the particular cases of recent dictatorships in Spain (Francisco Franco, 1939-1975) and Chile (Augusto Pinochet, 1973-1990) as a focus. Alongside novels and a play dealing with dictatorship and its aftermath, we will read theoretical texts that offer varied approaches to history, literature, aesthetics, and politics. Throughout, we will examine the complex relationship between authority, authoritarianism, and authorship in the twentieth and twenty-first centuries, asking how dictatorship is (not) narrated and how we can read narratives emerging from contexts of repression and state terror. In Spanish.

HISP 2620P. The Urbanization of Culture: BCN-MAD from Modernity to Postmodernity.

The way you live is the way you represent reality, David Harvey argued in *The Urban Experience* (1989). Any change in aesthetics, he continued, it should therefore imply a change in the perception of space leading to what Harvey described as the urbanization of consciousness. Playing out of this concept, this class will examine the ways by which two Iberian cities (Barcelona and Madrid) have been both represented and re-imagined in contemporary culture through novels, film, painting and photography.

HISP 2900. Theory and Methods of Foreign Language Teaching.

How are second languages acquired? How can instruction optimize acquisition? How do we evaluate, improve or create effective teaching materials? This course introduces the theory of foreign language learning and teaching and seeks to help language teachers implement communicative language teaching through reflective practice. Written permission required for undergraduates.

HISP 2900A. Translation: Theory and Practice (COLT 2720D).

Interested students must register for COLT 2720D.

HISP 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

HISP 2980. Research in Spanish and Latin American Literature.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

HISP 2990A. Learning & Teaching Spanish as a Foreign Language.

This course provides practicing and prospective teachers of Spanish as a second language (L2) with an introduction to the field of second language acquisition (SLA) and its application to language teaching methodology and pedagogy, with a specific focus on the teaching of Spanish. In addition to the theoretical discussion, there is a significant practical component to the course so you can start (or continue) to develop skills and materials for your own work as an instructor at Brown University and beyond.

HISP 2990B. Proseminar in Hispanic Studies.

This proseminar's aims are twofold: 1) to provide graduate students with a map of the discipline of Hispanic Studies, with attention to its history and to its newest directions; and 2) to demystify key elements of an academic career, both specific to the doctoral program in our department and more generally. The bulk of course's meetings will therefore have a dual structure. In the first half of our sessions, we will center on particular fields and their representative and innovative essays, in discussions introduced by members of the department and beyond. The second half of each class session will be devoted to practical issues around professionalization (article publication, reviews, conference participation, crafting the dissertation, etc.). Students will be closely involved in the planning of the course, contributing suggestions for topics to explore and potentially presenting samples of their own work.

HISP 2991. Thesis Preparation.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP XLIST. Courses of Interest to Concentrators in Hispanic Studies.

History

As one of the first institutions in the United States to provide for historical studies, Brown University has long valued and nurtured research in the Department of History. The faculty's high standard of scholarship and excellence in teaching are well known, and members of the department are committed to the value a rigorous education in the humanities confers upon students. The department trains students in the fundamentals of historical thinking: skills and attitudes that will provide a foundation for excellence in a wide range of careers and professions, including teaching, law, medicine, business, public service, and advanced historical research.

For additional information, please visit the department's website: <https://www.brown.edu/academics/history/>

History Concentration Requirements

History is the study of how societies and cultures across the world change over time. History concentrators learn to write and think critically, and to understand issues from a variety of perspectives. The department offers a wide variety of courses concerned with changes in human experience through time, ranging from classical Greek and Roman civilizations to the histories of Africa, the Middle East, the Americas, and Asia. While some courses explore special topics, others concentrate on the history of a particular country (e.g. China or Brazil) or period of time (e.g. Antiquity or the 20th century). By taking advantage of our diverse course offerings, students can engage in and develop broad perspectives on the past and the present.

Prospective concentrators should visit the History site and visit the office hours of their prospective concentrator advisor (assigned according to student surname).

Concentration Requirements

Basic requirement: A minimum of 10 courses, at least 8 of which must be courses taught by a Brown University History Department faculty member (<https://www.brown.edu/academics/history/faculty/>) (including their cross-listed courses) and/or courses offered by the Brown History Department (such as those taught by Visiting or Adjunct Professors). Transfer students or study-abroad students who have spent a year or more at another institution must have at least 7 of 10 history courses taught by Brown History faculty or otherwise offered through the Brown History Department.

Summary

Two (2) Courses in the "Premodern" era (P)

One (1) Course in Africa OR Middle East - South Asia

One (1) Course in East Asia OR Latin America

One (1) course in Europe OR North America

One (1) course designated Global

Students may take a maximum of 5 courses in any single geography

Field of Focus (FF) - Students must take four courses in the field of focus. These courses may be used to satisfy different requirements (geography and field of focus, etc.).

Capstone Seminar: All concentrators must complete at least one capstone seminar (HIST 1960s and HIST 1970s series and select HIST 1980s courses), ideally, in the field of focus.

Honors (optional) 3 additional courses related to writing a thesis (one of which, HIST 1992, can count towards your 10 concentration requirements)

Note: Courses can fulfill more than one of these requirements at a time. For instance, HIST1963Q "Sex, Power, God: A Medieval Perspective" would count as "Premodern," a "Europe" class, and a capstone seminar. It could also count towards a field of focus in premodern Europe or the history of sexuality or the history of religion, etc.

Courses below 1000: Students may count no more than four courses numbered below 1000 toward the concentration requirements. Students considering a concentration in History are encouraged to take First Year and Sophomore seminars, as well as courses in the HIST 0150 and 0200 series, for an introduction to historical reasoning, discussion, and writing.

Field of focus: In History, concentrators choose or create their own "track," rather than having to select an existing track. The field of focus must include a minimum of four courses, and it may be: geographical (such as Latin America); geographical and chronological (such as Modern North America); or transnational (such as ancient world); or thematic (such as urban history). All students should consult a concentration advisor early in the process about their potential field of focus. All fields are subject to approval by the concentration advisor.

Thematic fields of focus include but are not restricted to:

- Comparative Colonialism
- Gender and Sexuality
- Law and Society
- Race and Ethnicity
- Science, Technology, Environment and Medicine (STEAM)
- Urban History

Examples of transnational foci include:

- The Ancient World
- The Early Modern Atlantic World
- Africa and the Diaspora
- The Mediterranean World from Antiquity to the Middle Ages
- The Pacific World

Geographic Distribution: Concentrators must take at least four courses defined by geography as follows:

- One course in Africa or Middle East-South Asia
- One course in East Asia or Latin America
- One course in Europe or North America
- One course in Global

Maximum of five courses in a single geography

"Global" courses are defined as those that deal with at least three different regions of the world.

For details on which courses count toward which geographical distribution requirement click here (<https://docs.google.com/spreadsheets/d/1NT5I7zAqlXDCivZXcTdsdceSnMD5v28ke6550tnBrnE/edit/#gid=2138711521>).

Chronological Distribution: All concentrators must complete at least two courses designated as "P" (for pre-modern).

For a listing of which courses count as "P" courses click here (<https://docs.google.com/spreadsheets/d/1NT5I7zAqIXDCivZXcTdsdceSnMD5v28ke6550tnBrnE/edit/#gid=2138711521>)

Capstone Seminar: All concentrators must complete at least one capstone seminar (HIST 1960s and HIST 1970s series and select HIST 1980s courses). They provide students with an opportunity to delve deeply into a historical problem and to write a major research and/or analytical paper which serves as a capstone experience. Students considering writing a senior honors thesis are advised to take an advanced seminar in their junior year. First-Year students are not advised to take these courses.

Transferring Courses: The History Department encourages students to take history courses at other institutions, either in the United States or abroad, as well as history-oriented courses in other departments and programs at Brown. Students may apply two courses taken in other departments/programs at Brown to the ten-course minimum for the History concentration. Students who spend one semester at another institution may apply to their concentration a maximum of two courses from other departments or institutions, and those who spend more than one semester at another institution may apply to their concentration a third course transferred from another institution.

Students wishing to apply such courses must present to their concentration advisor justification that those courses complement some aspect of their concentration. Courses from other Brown departments *may not* be applied toward the chronological distribution requirement. History courses taught by trained historians from other institutions (e.g., from study abroad or a previous institution) *may* be applied toward the chronological distribution requirement so long as at least 2/3 of the course content examine the "premodern" or "early modern" periods.

It is normally expected that students will have declared their intention to concentrate in History and have their concentration programs approved before undertaking study elsewhere. Students taking courses in Brown-run programs abroad automatically receive University transfer credit, but concentration credit is granted only with the approval of a concentration advisor. Students taking courses in other foreign-study programs or at other universities in the United States must apply to the Transfer Credit Advisor and then get approval from a concentration advisor.

Regular Consultation: Students are strongly urged to consult regularly with their concentration advisor or a department advisor about their program. During the seventh semester, all students must meet with their concentration advisor for review and approval of their program.

COURSES BELOW 1000

LECTURE COURSES

150's: Thematic Courses that Cut Across Time and Place

HIST 0150A	History of Capitalism
HIST 0150B	The Philosophers' Stone: Alchemy From Antiquity to Harry Potter
HIST 0150C	Locked Up: A Global History of Prison and Captivity
HIST 0150D	Refugees: A Twentieth-Century History
HIST 0150F	Pirates
HIST 0150G	History of Law: Great Trials
HIST 0150H	Foods and Drugs in History
HIST 0150I	The Making of the Modern World
HIST 0150J	The Ocean in Global History

Gateway Lecture Courses

HIST 0202	African Experiences of Empire
HIST 0203	Modern Africa: From Empire to Nation-State
HIST 0212	Histories of East Asia: China
HIST 0214	Histories of East Asia: Japan
HIST 0215	Modern Korea: Contending with Modernity
HIST 0218	The Making of Modern East Asia

HIST 0228A	War, Tyranny, and Peace in Modern Europe
HIST 0232	Clash of Empires in Latin America
HIST 0233	Colonial Latin America
HIST 0234	Modern Latin America
HIST 0243	Modern Middle East Roots: 1492 to the Present
HIST 0244	Understanding the Middle East: A Modern History
HIST 0247	Civilization, Empire, Nation: Competing Histories of the Middle East
HIST 0250	American Exceptionalism: The History of an Idea
HIST 0252	The American Civil War
HIST 0253	Religion, Politics, and Culture in America, 1865 - Present
HIST 0255A	Mexican American History
HIST 0256	Introduction to Latinx History
HIST 0257	Modern American History: New and Different Perspectives
HIST 0259	Labor, Land and Culture: A History of Immigration in the U.S.
HIST 0270A	From Fire Wielders to Empire Builders: Human Impact on the Global Environment before 1492
HIST 0270B	From the Columbian Exchange to Climate Change: Modern Global Environmental History
HIST 0273A	The First Globalization: The Portuguese in Africa, Asia, and the Americas
HIST 0276	A Global History of the Atomic Age
HIST 0276B	Science and Capitalism
HIST 0285A	Modern Genocide and Other Crimes against Humanity
HIST 0286A	History of Medicine I: Medical Traditions in the Old World Before 1700
HIST 0286B	History of Medicine II: The Development of Scientific Medicine in Europe and the World

SEMINAR COURSES

First-Year Seminars

HIST 0510A	Shanghai in Myth and History
HIST 0520A	Athens, Jerusalem, and Baghdad: Three Civilizations, One Tradition
HIST 0521A	Christianity in Conflict in the Medieval Mediterranean
HIST 0521M	The Holy Grail and the Historian's Quest for the Truth
HIST 0522G	An Empire and Republic: The Dutch Golden Age
HIST 0522N	Reason, Revolution and Reaction in Europe
HIST 0522O	What is Enlightenment?
HIST 0523A	The Holocaust in Historical Perspective
HIST 0523B	State Surveillance in History
HIST 0523M	History of Fascism
HIST 0523P	The First World War
HIST 0535A	Atlantic Pirates
HIST 0535B	Conquests
HIST 0537A	Popular Culture in Latin America and the Caribbean
HIST 0537B	Tropical Delights: Imagining Brazil in History and Culture

HIST 0550A	Object Histories: The Material Culture of Early America
HIST 0551A	Abraham Lincoln: Historical and Cultural Perspectives
HIST 0552A	A Textile History of Atlantic Slavery
HIST 0555B	Robber Barons
HIST 0556A	Sport in American History
HIST 0556B	Inequality and American Capitalism in the Twentieth Century
HIST 0557A	Slavery and Historical Memory in the United States
HIST 0557B	Slavery, Race, and Racism
HIST 0557C	Narratives of Slavery
HIST 0557D	World of Walden Pond: Transcendentalism in the Age of Reform
HIST 0558B	History of American Feminism
HIST 0558C	Latinx Social Movement History
HIST 0559A	Culture and U.S. Empire
HIST 0559B	Asian Americans and Third World Solidarity
HIST 0574A	The Silk Road, Past and Present
HIST 0576A	The Arctic: Global History from the Dog Sled to the Oil Rig
HIST 0577A	The Chinese Diaspora: A History of Globalization
HIST 0577B	The US-Mexico Border and Borderlands: A Bilingual English-Spanish Seminar
HIST 0580M	The Age of Revolutions, 1760-1824
HIST 0580O	Making Change: Nonviolence in Action
HIST 0582A	Animal Histories
HIST 0582B	Science and Society in Darwin's England

Sophomore Seminars

HIST 0621B	The Search for King Arthur
HIST 0623B	The Russian Revolution
HIST 0623C	Americans in the USSR
HIST 0637B	Fractious Friendships: The United States and Latin America in the Twentieth Century
HIST 0654A	Welfare States and a History of Modern Life
HIST 0654B	American Patriotism in Black and White
HIST 0655A	Culture Wars in American Schools
HIST 0656A	History of Intercollegiate Athletics
HIST 0657A	Early American Lives
HIST 0658D	Walden + Woodstock: The American Lives of Ralph Waldo Emerson and Bob Dylan
HIST 0675A	The Chinese Diaspora: A History of Globalization
HIST 0685A	The Social Lives of Dead Bodies in China and Beyond

COURSES WITH NUMBERS 1000-1999**LECTURE COURSES**

HIST 1030	Entangled South Africa
HIST 1060	Colonial Africa
HIST 1070	"Modern" Africa
HIST 1080	Humanitarianism and Conflict in Africa
HIST 1101	Chinese Political Thought from Confucius to Xi Jinping
HIST 1110	Imperial China/China: Culture and Legacy
HIST 1111	Women and Gender Relations in China
HIST 1112	China's Early Modern Empires

HIST 1118	China's Late Empires
HIST 1120	At China's Edges
HIST 1121	The Modern Chinese Nation: An Idea and Its Limits
HIST 1122	China Pop: The Social History of Chinese Popular Culture
HIST 1141	Japan in the Age of the Samurai
HIST 1149	Imperial Japan
HIST 1150	Modern Japan
HIST 1155	Japan's Pacific War: 1937-1945
HIST 1156	Postwar Japan
HIST 1200A	Mediterranean Culture Wars: Archaic Greek History, c 1200 to 479 BC
HIST 1200B	The Fall of Empires and Rise of Kings: Greek History to 478 to 323 BCE
HIST 1200C	History of Greece: From Alexander the Great to the Roman Conquest
HIST 1201A	Roman History I
HIST 1201B	Roman History II: The Empire
HIST 1202	Formation of the Classical Heritage: Greeks, Romans, Jews, Christians, and Muslims
HIST 1205	The Long Fall of the Roman Empire
HIST 1210A	The Viking Age
HIST 1211	Becoming Medieval: Self, Other, and the World
HIST 1216	The Paradox of Early Modern Europe
HIST 1230A	Modern European Intellectual and Cultural History: Revolution and Romanticism, 1760-1860
HIST 1230B	Modern European Intellectual and Cultural History: The Fin de Siecle, 1880-1914
HIST 1230C	The Search for Renewal in 20th century Europe
HIST 1240A	Politics of Violence in 20C Europe
HIST 1241A	Migration in European History
HIST 1260D	Living Together: Muslims, Christians, and Jews in Medieval Iberia
HIST 1261E	After Empire: Modern Spain in the 20th Century
HIST 1262F	Women, Gender, and Feminism in Early Modern Italy
HIST 1262M	Truth on Trial: Justice in Italy, 1400-1800
HIST 1264M	Cultural History of the Netherlands in a Golden Age and a Global Age
HIST 1266C	English History, 1529-1660
HIST 1266D	British History, 1660-1800
HIST 1268A	The Rise of the Russian Empire
HIST 1268B	Russia in the Era of Reforms, Revolutions, and World Wars
HIST 1268C	The Collapse of Socialism and the Rise of New Russia
HIST 1270C	German History, 1806-1945
HIST 1272D	The French Revolution
HIST 1272E	Paris: Sacred and Profane, Imagined and Real
HIST 1280	Death from Medieval Relics to Forensic Science
HIST 1310	History of Brazil
HIST 1312	Brazil: From Abolition to Emerging Global Power
HIST 1313	Brazilian Biographies

HIST 1320	Rebel Island: Cuba, 1492-Present
HIST 1331	The Rise and Fall of the Aztecs: Mexico, 1300-1600
HIST 1332	Reform and Rebellion: Mexico, 1700-1867
HIST 1333	The Mexican Revolution
HIST 1340	History of the Andes
HIST 1360	Amazonia from the Prehuman to the Present
HIST 1370	The United States and Brazil: Tangled Relations
HIST 1381	Latin American History and Film: Memory, Narrative and Nation
HIST 1440	The Ottomans: Faith, Law, Empire
HIST 1445	The Making of the Ottoman World, 15th - 20th Centuries
HIST 1455	The Making of the Modern Middle East
HIST 1456	
HIST 1457	Understanding the Palestinians
HIST 1460	Modern Turkey: Empire, Nation, Republic
HIST 1470	Legal History in the Middle East
HIST 1501	The American Revolution
HIST 1502	The Early Republic United States
HIST 1503	Antebellum America and the Road to Civil War
HIST 1505	Making America Modern
HIST 1507	American Babylon: Crisis and Reckoning in the Postwar United States, 1945-1980
HIST 1511	Sinners, Saints, and Heretics: Religion in Early America
HIST 1512	First Nations: The People and Cultures of Native North America to 1800
HIST 1513	U.S. Cultural History from Revolution to Reconstruction
HIST 1514	Capitalism, Slavery and the Economy of Early America
HIST 1515	American Slavery
HIST 1530	The Intimate State: The Politics of Gender, Sex, and Family in the U.S., 1873-Present
HIST 1531	Movement Politics in Modern America
HIST 1532	Black Freedom Struggle Since 1945
HIST 1550	American Urban History, 1600-1870
HIST 1551	American Urban History, 1870-1965
HIST 1553	Empires in America to 1890
HIST 1554	American Empire Since 1890
HIST 1570	American Legal and Constitutional History
HIST 1571	The Intellectual History of Black Women
HIST 1620	Resisting Empire: Gandhi and the Making of Modern South Asia
HIST 1640	Inequality + Change: South Asia after 1947
HIST 1730	"Cannibals", "Barbarians" and "Noble Savages": Travel and Ethnography in the Early Modern World
HIST 1735	Slavery in the Early Modern World
HIST 1736	A Global History of the Reformation
HIST 1800	Religion and Power in North America to 1865
HIST 1820A	Environmental History
HIST 1820B	Environmental History of East Asia
HIST 1820G	Nature on Display
HIST 1825F	Nature, Knowledge, Power in Early Modern Europe

HIST 1825H	Science, Medicine and Technology in the 17th Century
HIST 1825J	History of Artificial Intelligence
HIST 1825L	The Roots of Modern Science
HIST 1825M	Science at the Crossroads
HIST 1825S	Science and Capitalism
HIST 1830B	Politics and the Psyche from Sigmund Freud to Donald Trump
HIST 1830M	From Medieval Bedlam to Prozac Nation: Intimate Histories of Psychiatry and Self
HIST 1835A	Unearthing the Body: History, Archaeology, and Biology at the End of Antiquity

SEMINAR COURSES**Non-Capstone Seminars**

HIST 1947Q	History of Jews in Brazil
HIST 1952A	World of Walden Pond: Transcendentalism as a Social and Intellectual Movement
HIST 1956A	Thinking Historically: A History of History Writing
HIST 1956B	Rites of Power in Modern China
HIST 1956S	History of Artificial Intelligence
HIST 1958A	Archives of Desire: Non-Normative Genders and Sexualities in the Hispanophone World

SEMINAR COURSES**Capstone Seminars**

HIST 1960G	Southern African Frontiers, c. 1400-1860
HIST 1960Q	Medicine and Public Health in Africa
HIST 1960R	South Africa Since 1990
HIST 1960S	North African History: 1800 to Present
HIST 1961B	Cities and Urban Culture in China
HIST 1961C	Knowledge and Power: China's Examination Hell
HIST 1961D	Heaven Above, Suzhou and Hangzhou Below: Urban Culture in Early Modern China
HIST 1961N	Colonization and Ethnicity in East Asian History
HIST 1962B	Life During Wartime: Theory and Sources from the Twentieth Century
HIST 1962C	State, Religion and the Public Good in Modern China
HIST 1962D	Japan in the World, from the Age of Empires to 3.11
HIST 1962E	Print and Power in Modern Southeast Asia
HIST 1963L	Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050
HIST 1963M	Charlemagne: Conquest, Empire, and the Making of the Middle Ages
HIST 1963Q	Sex, Power, and God: A Medieval Perspective
HIST 1964A	Age of Impostors: Fraud, Identification, and the Self in Early Modern Europe
HIST 1964B	The Enchanted World: Magic, Angels, and Demons in Early Modern Europe
HIST 1964D	Women in Early Modern England
HIST 1964E	The English Revolution
HIST 1964F	Early Modern Ireland
HIST 1964G	Spin, Terror and Revolution: England, Scotland and Ireland, 1660-1720
HIST 1964H	Race and Empire in 18th Century France

HIST 1964K	Descartes' World
HIST 1964L	Slavery in the Early Modern World
HIST 1965A	City as Modernity: Popular Culture, Mass Consumption, Urban Entertainment in Nineteenth-Century Paris
HIST 1965B	Fin-de-Siècle Paris and Vienna
HIST 1965C	Stalinism
HIST 1965D	The USSR and the Cold War
HIST 1965E	Politics of the Intellectual in 20C Europe
HIST 1965H	Europe and the Invention of Race
HIST 1965I	Industrial Revolution in Europe
HIST 1965M	Double Fault! Race and Gender in Modern Sports History
HIST 1965L	Appetite for Greatness: Cuisine, Power, and the French
HIST 1965R	The Crisis of Liberalism in Modern History
HIST 1967C	Making Revolutionary Cuba, 1959-Present
HIST 1967E	In the Shadow of Revolution: Mexico Since 1940
HIST 1967F	The Maya in the Modern World
HIST 1967L	Politics and Culture Under The Brazilian Military Dictatorship, 1964-1985
HIST 1967Q	Gender and Sexuality in the Modern History of Latin America
HIST 1967R	History of Rio de Janeiro
HIST 1967T	History of the Andes from the Incas to Evo Morales
HIST 1968A	Approaches to the Middle East
HIST 1968F	History of Capitalism: The Eastern Mediterranean and the World Around
HIST 1968V	America and the Middle East: Histories of Connection and Exchange
HIST 1969A	Israel-Palestine: Lands and Peoples I
HIST 1969B	Israel-Palestine: Lands and Peoples II
HIST 1969C	Debates in Middle Eastern History
HIST 1969D	Palestine versus the Palestinians
HIST 1969F	Nothing Pleases Me: Understanding Modern Middle Eastern History Through Literature
HIST 1970A	Colonial Encounters: Indians, Europeans, and the Making of Early America
HIST 1970B	Enslaved! Indians and Africans in an Unfree Atlantic World
HIST 1970D	Problem of Class in Early America
HIST 1970F	Early American Money
HIST 1970G	Captive Voices: Atlantic Slavery in the Digital Age
HIST 1971D	From Emancipation to Obama
HIST 1972A	American Legal History, 1760-1920
HIST 1972E	Theory and Practice of Local History
HIST 1972F	Consent: Race, Sex, and the Law
HIST 1972G	Lesbian Memoir
HIST 1972H	U.S. Human Rights in a Global Age
HIST 1972I	Loss, Political Activism and Public Feelings: Between Fact and Affect
HIST 1972J	Racial Capitalism and U.S. Liberal Empire
HIST 1974A	The Silk Roads, Past and Present
HIST 1974B	War and Peace: A Global History
HIST 1974G	Nonviolence in History and Practice
HIST 1974J	Decolonizing Minds: A People's History of the World
HIST 1974K	Maps and Empires

HIST 1974M	Early Modern Globalization
HIST 1974P	Modernity's Crisis: Jewish History from the French Revolution to the Election of Donald Trump
HIST 1974S	The Nuclear Age
HIST 1974Y	Moral Panic and Politics of Fear
HIST 1976A	Native Histories in Latin America and North America
HIST 1976B	The History of Extinction
HIST 1976C	Animal, Vegetable, Mineral: Environmental Histories of Non-Human Actors
HIST 1976D	Powering the Past: The History of Energy
HIST 1976E	The Anthropocene: Climate Change as Social History
HIST 1976G	Animal Histories
HIST 1976H	Environmental History of Latin America 1492-Present
HIST 1976I	Imperialism and Environmental Change
HIST 1976J	Earth Histories: From Creation to Countdown
HIST 1976N	Topics in the History of Economic Thought
HIST 1976R	Histories of the Future
HIST 1977B	Feathery Things: An Avian Introduction to Animal Studies
HIST 1977I	Gender, Race, and Medicine in the Americas
HIST 1977J	War and Medicine since the Renaissance
HIST 1990	Undergraduate Reading Courses
HIST 1992	History Honors Workshop for Prospective Thesis Writers
HIST 1993	History Honors Workshop for Thesis Writers, Part I
HIST 1994	History Honors Workshop for Thesis Writers, Part II

Honors (OPTIONAL):

History concentrators in the 5th or 6th semester may apply for honors. To be admitted, students must have achieved two-thirds "quality grades" in History department courses. A "quality grade" is defined as a grade of "A" or a grade of "S" accompanied by a course performance report indicating a performance at the "A" standard.

Students who wish to enroll in honors are recommended to take HIST 1992, "History Honors Workshop for Prospective Students." HIST 1992 can count as one of the 10 courses required for graduation in history. HIST 1992 students who prepare a prospectus that receives a grade of A- or above will be admitted to the honors program. Students in their 7th semester who have not taken HIST 1992 (including but not limited to those who are away from Brown during that semester) may apply to the program by submitting a prospectus no later than the first day of that semester. All honors students must complete one semester of HIST 1993 "History Honors Workshop for Thesis Writers, Part I" and one semester of HIST 1994 "History Workshop for Thesis Writers, Part II." HIST 1993 and HIST 1994 do not count towards the 10 courses required for graduation in history; they are an additional two courses to the minimum of 10 required history courses. Students who contemplate enrolling in the honors program in History should consult the honors section of the department website. They are also encouraged to meet with the Director of the Honors Program (DHP), who serves as the honors advisor.

History Graduate Program

The Department of History is a community of scholars and students committed to the values and ethics of rigorous education in the humanities and humanistic social sciences. The Department is dedicated to research, teaching, and public outreach regarding humanity's vast and diverse past.

The Department's interests span the globe and cover every epoch of human history. Its faculty members are equally acclaimed for their path breaking research, writing, and dedication to teaching and advising.

The Department of History offers graduate programs leading to the Master of Arts (A.M.) degree and Doctor of Philosophy (Ph.D.) degree. The A.M. degree is only awarded to students in the Fifth Year M.A., Concurrent Degree, and Open Graduate Education Programs, and as a transitional degree for Ph.D. students. It is not open for admission to terminal M.A. applicants not currently enrolled at Brown.

For more information about the Ph.D. program please visit the following website:

<https://www.brown.edu/academics/history/graduate-program> (<http://www.brown.edu/academics/gradschool/programs/history/>)

For more information about the A.M. program please visit the following website:

<https://www.brown.edu/academics/history/graduate/ma-program> (<https://www.brown.edu/academics/history/graduate/ma-program/>)

Courses

HIST 0150A. History of Capitalism.

Capitalism didn't just spring from the brain of Adam Smith. Its logic is not encoded on human DNA, and its practices are not the inevitable outcome of supply and demand. So how did capitalism become the dominant economic system of the modern world? History can provide an answer by exploring the interaction of culture and politics, technology and enterprise, and opportunity and exploitation from the era of the slave ship to the era of the container ship. HIST 0150 courses introduce students to methods of historical analysis, interpretation, and argument. This class presumes no economics background, nor previous history courses.

HIST 0150B. The Philosophers' Stone: Alchemy From Antiquity to Harry Potter.

Alchemy today conjures Harry Potter or Full Metal Alchemist, not the serious scholarly tradition that captivated Isaac Newton and Carl Jung. We will explore alchemy's long history, examining how it has endured and adapted to different cultural, social, intellectual, economic, and religious contexts. What did alchemists do? How did they explain their art? And why has alchemy come to represent fraud and folly in some circles and wisdom in others? Students will answer these questions by conducting research in the Hay. HIST 0150 courses introduce students to methods of historical analysis, interpretation, and argument. Presumes no previous history courses.

HIST 0150C. Locked Up: A Global History of Prison and Captivity.

A long history lies behind the millions of men and women locked up today as prisoners, captives and hostages. Beginning in antiquity and ending in the present, this course draws on materials from a variety of cultures across the world to explore incarceration's centuries-old past. In examining the experience and meaning of imprisonment, whether as judicial punishment, political repression, or the fallout of war, the class will ask fundamental questions about liberty as well. History 150 courses introduce students to methods of historical analysis, interpretation and argumentation. This course presumes no previous history courses.

HIST 0150D. Refugees: A Twentieth-Century History.

Refugees are arguably the most important social, political and legal category of the twentieth century. This introductory lecture course locates the emergence of the figure of the refugee in histories of border-making, nation-state formation and political conflicts across the twentieth century to understand how displacement and humanitarianism came to be organized as international responses to forms of exclusion, war, disaster and inequality.

Syllabus link: <https://blogs.brown.edu/refugees-20th-century/>

HIST 0150F. Pirates.

As long as ships have sailed, pirates have preyed upon them. This course examines piracy from ancient times to present, from the Mediterranean Sea to the Indian Ocean and the Caribbean. We will explore questions: How did piracy evolve over time? Where, why, and how did people become pirates, and what (if anything) made them different from other seafarers? How is piracy related to other historical processes, notably imperialism and nation-building? What explains the resurgence of piracy in the twenty-first century? Why have pirates become the stuff of legend, and how accurately are they portrayed in books and films?

HIST 0150G. History of Law: Great Trials.

Through discussion of a variety of trials spanning more than two millennia, this course will probe the nature of demonstrative and transitional justice, the relationship between ideology and law in different societies and time periods, and how trials affirm or contest legal personhood, criminal responsibility, and social marginalization. Cases to be covered include: Socrates, Jesus Christ, the French Revolutionary Terror, the Amistad case, the Dreyfus Affair, the fictional Japanese Rashomon trial, the Stalinist show trials, the Nuremberg trials, and the trials of Nelson Mandela, O.J. Simpson, Dilma Rousseff, and Saddam Hussein (to name a few).

HIST 0150H. Foods and Drugs in History.

What we consume connects us to the worlds of both nature and culture. Bodily and socially, "you are what you eat," but if your well-being suffers, you often seek out other ingestible substances. In many times and places, changing what you eat is thought to be healing, while in other times and places drugs – either remedial or recreational – are thought to be distinct and more immediately restorative. Few human interactions with the larger world are more important or interesting than how comestibles and medicines have been discovered, mixed, transformed, distributed, and how those processes have changed us.

HIST 0150I. The Making of the Modern World.

The modern world is often seen as a triumph of liberal enlightenment thought, scientific discovery, and economic progress. But it is also a product of settler colonialism, imperial expansion, and massive waves of population displacement that reorganized human societies along racialized and capitalist modes of inclusion and exclusion. This course seeks to understand the making of our current world from the conquest of the "Americas" and the slave trade to industrialization and climate change. It also considers lessons from the struggles by native, enslaved, colonized, and displaced populations for a more just, peaceful, and greener future.

HIST 0150J. The Ocean in Global History.

This course examines how the ocean and its denizens have influenced and been shaped by diverse social, material, political, and cultural factors across different spaces and chronologies. We will consider how historical actors across global history have approached the ocean and its creatures as sources of sustenance and power, cosmology and knowledge, conveyance and death. We will weigh, too, how adopting an oceanic perspective can open new ways of understanding the past, present, and future of our planet and its inhabitants. Topics considered include contemporary and historic Indigenous seafaring traditions and maritime subjectivities across Moana/Pacific and other oceanic basins; Atlantic seaborne empires, piracy, human trafficking in the age of sail; the establishment of oceanography as a scholarly discipline; the evolution of maritime transportation infrastructure under global capitalism; the political ecology of a warming ocean in the era of climate crisis.

HIST 0150K. Curators, Hoarders, and Looters: The Long and Curious History of Collecting.

What does it mean to collect? What drives human cultures to amass, hoard, steal, select, separate and display objects? This undergraduate lecture course – at the intersection of anthropology, geography, history, and museum studies – examines forms and practices of collecting from antiquity to the present. We will explore museums, archives, libraries, and other less formal institutions from around the globe, probing in the process the disciplinary boundaries by which scholars have sought to understand the implications of collections in different times and distant territories. We will unpack libraries, visit early modern cabinets of curiosities, and gain insights into Indigenous collections: from Polynesia to Mashantucket. And we will address the fraught yet fascinating relationship between the collection, the catalogue, and the archive – and the gathering, registering, and organizing that constitute them.

HIST 0202. African Experiences of Empire.

This is a "flipped" course on sub-Saharan Africa from the mid-nineteenth through the mid-twentieth centuries. It presupposes no knowledge of Africa and serves as an introduction to the continent. It focuses on daily life, families, and popular culture. Students will analyze change, question perspectives, and imagine life, and question what "Africa" was during the period of European imperialism. Most readings are primary sources, which include photographs, songs, and oral histories. The course is "flipped"; students' first introduction to the content comes before class meetings through the text and multi-media sources. Class meetings are dedicated to discussion and exercises, including role-playing.

HIST 0203. Modern Africa: From Empire to Nation-State.

This course examines the major historical developments in Africa from 1945 to the present and pays special attention to the diversity of experiences within the vast continent. The first part focuses on Africans' varied responses to the waning European imperial project and explores different ways in which African nationalist leaders and everyday people challenged colonial administrations to ultimately achieve their independence. The second part of the class investigates the consequences and opportunities of decolonization, including questions of political legitimacy, state-building, structural adjustment programs and international aid, human rights, and civil conflicts.

HIST 0212. Histories of East Asia: China.

China's ascendancy as a global economic power in recent decades has been regarded by many as a reclaiming of its former glory. In introducing the history of China from earliest times to the present, this course aims to provide an understanding of the making and remaking over millennia of what we call Chinese civilization, with its changes, contingencies, and continuities, its various claims to greatness, and its many recurring challenges. This course is open to all students and assumes no prior knowledge of Chinese culture, history, or language. Readings consist of both a textbook and relevant primary sources.

HIST 0214. Histories of East Asia: Japan.

This is a course for students who have always been curious about Japan but haven't had an opportunity to explore that interest fully, for anyone in search of a better understanding of the historical contexts that shaped Japan's complex relationships with China, Korea and the West, and for all those who wish to broaden their exposure to the histories of East Asia. Open to all students, this course assumes no prior knowledge of Japanese culture, history, or language.

HIST 0215. Modern Korea: Contending with Modernity.

This course examines the extraordinarily rapid revolution of Korea from isolated, agrarian society into a culturally modern, industrialized, and democratic nation that is an important actor on the world stage. It also will investigate how a non-Western society generates its own inspiration for human relations, social structure, political and cultural values. Includes coverage of North Korea.

HIST 0216. Southeast Asian History.

From Melaka to Manila, and from sultanates to megacities, this new course introduces students to the plural past of Southeast Asia. In doing so, it analyzes how the region came to be (as a field of study in the mid-twentieth century), while surveying, too, the ways in which histories of polity, port, empire, and revolution have shaped not only the world in Southeast Asia—but also Southeast Asia in the world.

HIST 0218. The Making of Modern East Asia.

This course examines Asia in the shaping of the modern world, from competing definitions of empires circa 1800 to the rise of the notion of the twenty-first as a "Pacific Century." It investigates the definition(s) of Asia as a world region, explores transnational interactions and emphasizes Asians as historical actors via written, visual and aural sources. Events are placed in the context of key historical paradigms, including varying definitions of modernity, the rise of the nation-state, birth of mass politics, new mechanisms of war, the language of self-determination, changing views of gender, shifting types of media and consumption, etc.

HIST 0228A. War, Tyranny, and Peace in Modern Europe.

This course explores the relationship between war, culture, and society in modern Europe. The two world wars changed the political, social, and cultural landscape of Europe, and by extension, of the rest of the world, not least the United States. We will not delve into the military history of these vast conflicts; instead, we will examine how the experience of total war remolded European understanding and practices of memory and commemoration, culture and representation, humanity and civilization, utopia and revolution, catastrophe and identity. We will read influential scholarly texts and literary works, and watch important contemporary films.

HIST 0232. Clash of Empires in Latin America.

Examines Latin America as the scene of international rivalry from the 16th to the 19th century. Topics include comparative colonization, the transatlantic slave trade, privateering and piracy in the Caribbean, and the creation of an "Atlantic world." P

HIST 0233. Colonial Latin America.

Colonial Latin America, from Columbus's voyage in 1492 to Independence in the nineteenth century, was the creation of three peoples: Europeans, Native Americans, and Africans. Spanish and Portuguese conquerors brought with them the world of the Crusades, the Inquisition, and the Renaissance. Native Americans lived there already, in rich empires and hunter-gatherer bands. Africans came as slaves from Senegal, Nigeria, Congo and Angola, bringing old traditions and creating new ones. These diverse peoples blended together to form a new people. This was a place of violence, slavery and oppression – but also of art, faith, new societies, new ideas. P

HIST 0234. Modern Latin America.

This course is an introduction to the history of modern Latin America. Through lectures, discussions, shared readings, we will explore major themes in the past two hundred years of Latin American history, from the early nineteenth-century independence movements to the recent "Left Turn" in Latin American politics. Some of the topics we will examine include the racial politics of state-formation; the fraught history of U.S.-Latin American relations; the cultural politics of nationalism; how modernity was defined in relation to gender and sexuality; and the emergence of authoritarian regimes and revolutionary mobilizations, and the role of religion in shaping these processes.

HIST 0243. Modern Middle East Roots: 1492 to the Present.

A robust introduction to Middle East history from early-modern to contemporary times. We begin in Reconquista Spain with the expulsion of Iberia's longstanding Muslim and Jewish populations, before journeying to the eastern Mediterranean at the Ottoman Empire's zenith. In the "long" 19th-20th centuries, we explore modern tensions shaping this amorphous but pivotal region, including: colonialism, nationalism, and Islamism; water, fossil fuels, and information infrastructures; constitutionalism, authoritarianism, and "street" politics; and interventions by the US, USSR/Russia, and local powers. Emphasizing socioeconomic, legal, and environmental history perspectives, our goal is to unearth the roots of conflict and other conditions shaping today's "Mideast."

HIST 0244. Understanding the Middle East: A Modern History.

The Middle East is the only region of land to bridge three continents and is (arguably) the most controversial in America today. Assuming no prior knowledge of a region that persistently captures headlines, this course provides a robust academic introduction to modern Middle East history from the late Ottoman Empire to contemporary times. Throughout, we explore an amorphous but pivotal world region stretching from Algeria to Afghanistan, and Turkey to Yemen, via land, sea, air, and a variety of "3D" perspectives: from local environments and economies, to governance and geopolitics; language, kinship, and faith, to art, music, and sports. Most of all, we shall seek to understand how competing modern forces like constitutionalism, militarism, and humanitarianism; colonialism, nationalism, and international law; and elites to everyday people shape(d) the region today.

HIST 0246. The Ottoman Empire and Modern Middle East.

The Middle East is the only region of land to bridge three continents and is (arguably) the most controversial in America today. Assuming no prior knowledge of a region that persistently captures headlines, this course provides a robust academic introduction to Middle East history, comprising: (1) the early modern Ottoman Empire, from the conquest of Constantinople in 1453 to collapse in WWI; and (2) the dramatic remaking of Southwest Asia and Northern Africa into a new "Mideast/MENA" region from Ottoman partition to contemporary times. Throughout, we explore the pivotal region between Algeria and Afghanistan via land, sea, air, and other "3D" perspectives: local economies and governance to geopolitics; language and faith to art, music, and sports; and ultimately, how competing modern forces like constitutionalism and militarism; colonialism, nationalism, and international law; and elites to everyday people shape(d) the region today.

HIST 0247. Civilization, Empire, Nation: Competing Histories of the Middle East.

The "Middle East" is a recent invention. 100 years ago, virtually none of the states currently populating the region's map existed. This course considers how historians (and others) have used the concepts of civilization, empire, and nation to construct competing narratives about this pivotal region's past from the rise of Islam to the present. Since facts acquire meanings through interpretative frameworks, we ask: What is privileged and what is hidden in these narratives? And what would the history of this region look like if we could see it through the eyes of the peoples who have long lived there?

HIST 0250. American Exceptionalism: The History of an Idea.

For four centuries, the theme of America having a special place in the world has dominated American politics and culture, though many have questioned or challenged American distinctiveness. This course examines articulations and critiques of American exceptionalism, using sources from American history and literature, from comparative history and literature, and from modern U.S. culture and politics. Although it offers an introduction to American history, it is different from a traditional high school or introductory college course because of its thematic focus and its emphasis on U.S. history in a global context. Intended for students in any discipline and in any year at Brown.

HIST 0252. The American Civil War.

This course, covering the period roughly from 1820-1865 and focusing mostly on 1860-1865, examines the origins of the Civil War, the war itself, and preliminary efforts at reconstruction during wartime. The class meetings and readings will focus on the transformation wrought by the war, investigating in particular certain issues relevant to current affairs: 1) enslavement, emancipation, and struggles for equality; 2) sectionalism, secession, and insurrection; 3) the role of law in the prosecution and resolution of war; and 4) the role of the Civil War in American popular culture and politics. There are no prerequisites--the course is accessible to students at all levels--but some knowledge of U.S. history might be useful.

HIST 0253. Religion, Politics, and Culture in America, 1865 - Present.

Religion has played an undeniable role in the contemporary American cultural landscape. This course lends some perspective on the present by investigating the various and, at times, surprising role religion has played in history in the shaping of American culture from 1865 to the present.

HIST 0253A. Colonial America: A Global History.

Colonial America was more than just the original 13 colonies that later became the United States. Those North American colonies were perched on the edge of a wide and vast world of trade, commerce, and migration that extended into the Caribbean, South America, Africa, and into the Pacific and Indian Oceans. Native Americans, Africans, Spanish, Dutch, French, Portuguese, and Asians were all an important part of this world. Join us on an exploration using primary and secondary sources, videos, and objects that reveal the globalized world of early America. Course is open to all students; there are no prerequisites. P

HIST 0255A. Mexican American History.

This course provides a comprehensive historical examination of ethnic Mexicans in the United States. Students first address Native American societies prior to European colonization in order to understand the historical antecedents of Mexican people in the US. Proceeding chronologically, students then examine how the Spanish colonial era, Mexican Independence, and other major events during the nineteenth century shaped the "Mexican American" experience. We also explore the history of Mexican community in the U.S. during the American conquest of the Southwest, the twentieth century immigration experience, and the development of diverse Mexican American communities after 1900. By utilizing primary and secondary sources, we will explore major questions, theory, and research methods pertinent to Mexican American & Chicano/a/x history, including, immigration, xenophobia, ethnic identity formation, gender, articulations of race and labor in urban and rural settings, political activism, and urban cultures.

HIST 0256. Introduction to Latinx History.

This course provides a comprehensive historical examination of Latinx people in the United States. Students will explore major questions, theory, and research methods pertinent to the historical narratives of Mexican Americans, Puerto Ricans, Dominican Americans, Cuban Americans, and Central Americans. Major topics of study include immigration, ethnic identity formation, social and political activism, labor, and articulations of race, gender, and culture in urban and rural settings. This course ultimately demonstrates how the Latinx experience is vital to our understanding of the social, economic, and cultural history of the United States.

HIST 0257. Modern American History: New and Different Perspectives.

Rather than a survey, this course uses specific episodes and events to reveal different modes of analysis. Examples of questions are: What do gender perspectives tell us about men on the frontier and women in dance halls? What is the importance of baseball to American culture? How do a historian and a lawyer differ in their analysis of a sensational crime case? How can we understand why the U.S. dropped two atomic bombs on Japan? How did scandals in television and popular music signal an end to American innocence? How has the Baby Boom generation altered American society? And more.

HIST 0259. Labor, Land and Culture: A History of Immigration in the U.S..

Current debates surrounding immigration and immigrants in U.S. society focus largely on the recent past, while simultaneously reiterating long-standing ideas and narratives. This course will equip students to better understand the genesis of such debates, including ideological, economic, and social factors, by exploring the history of immigration to what is now the United States. Sources from popular culture will aid students' insight into the ways in which American Exceptionalism, national identity, and constructions of "otherness" are woven into discourses regarding immigration, and further considers the ways in which "immigrant" is constructed as distinct from histories of colonialism, enslavement, and refuge.

HIST 0260. Early Modern India, 1500-1800.

This course surveys historical developments in what are now the modern nation states of India, Pakistan, and Bangladesh between roughly the sixteenth and eighteenth centuries. Students will explore South Asian society, culture, and religion in the broader context of state-formation, imperial expansion, and global economic transformations. We will examine the makings of the Mughal Empire, one of the most influential states in the subcontinent's history, its predecessors, successors, and rivals, as well as its complex and contested legacy. This course will also consider why myriad European individuals, corporations, and states turned to South Asia in pursuit of their commercial as well as political fortunes. The course will conclude with a discussion of the ruptures of the eighteenth century, particularly the advent of multiple provincial kingdoms, and the establishment of British political authority. P

HIST 0270A. From Fire Welders to Empire Builders: Human Impact on the Global Environment before 1492.

Environmental problems are often considered a modern issue, but people have been transforming their surroundings for millennia. This course is an introduction to the study of premodern environmental history that includes case studies from around the globe. We will begin with foraging people burning landscapes and then study how farmers came to build their own agricultural ecosystems. We will study how the expansion of commerce and the growth of political organizations vastly increased the ability of our species to transform environments. Since this is a heavily interdisciplinary field that depends on a wide variety of sources, the course will include primary source readings from scientific and archaeological articles and premodern texts. P

HIST 0270B. From the Columbian Exchange to Climate Change: Modern Global Environmental History.

Environmental stories are constantly in the news, from weird weather to viral outbreaks to concerns about extinction and fracking. In this course, we put current events in the context of the past 500 years, exploring how climate, plants, animals, and microbiota – not just humans – acted as agents in history. From imperialism to the industrial revolution and from global capitalism to environmental activism, we will examine how nature and culture intermingled to create the modern world. This is an introduction to environmental history and assumes no prior courses.

HIST 0273A. The First Globalization: The Portuguese in Africa, Asia, and the Americas.

This class surveys history of Portuguese empire in Asia, Africa, and Brazil from fifteenth to early nineteenth centuries. Portugal pioneered the European expansion in the fourteenth century, laying the groundwork for several historical phenomena that defined modernity – the formation of colonial coastal enclaves in Africa and Asia, the colonization of the Americas, and the beginning of large-scale trade across the Atlantic and Indian oceans. The class analyzes the economic, religious and technological factors behind Portugal's pioneering role in European expansion. We focus on patterns of socio-cultural and religious interaction between Portuguese and native peoples in Asia, Africa, Brazil. P

HIST 0276. A Global History of the Atomic Age.

We live in the atomic age. From 1945 to the foreseeable future, atomic weapons and nuclear energy have had (and will continue to have) a tremendous effect on global politics, the environment, and everyday life around the world. This course introduces students to three themes in this broader history: first, we examine the origins of nuclear proliferation and the global arms race; second, we explore cultural responses to the atomic age; third, we juxtapose the excitement over the unlimited promise of nuclear energy with the slow catastrophes that accompanied weapons development, the nuclear industry, and waste storage.

HIST 0276B. Science and Capitalism.

We will explore the longstanding relationship between science and commerce from the 17th century to our own asking when the modern notion of science as a disinterested pursuit of objective truth took root. We will also explore how knowledge of the natural world has been shaped by personal, financial, and other kinds of self-interest in a number of diverse contexts ranging from Galileo's invention of the telescope in Renaissance Italy to the patenting of genetically engineered organisms in today's world, paying special attention to the diverse mechanisms that have been devised to guard against fraud and disinformation.

HIST 0285A. Modern Genocide and Other Crimes against Humanity.

This lecture course explores genocide and other crimes against humanity across the world during the 20th century. We will discuss the origins of modern genocide in the transition to modernity and subsequent conceptualizations of this phenomenon; review examples of colonial, imperial, racial, communist, anti-communist, and post-colonial genocides; discuss war crimes and other mass crimes perpetrated by authoritarian regimes; and consider policies of mass deportation and ethnic cleansing. This course will conclude with a discussion of attempts by the international community to prevent and punish genocide along with various ways in which genocide has been commemorated or denied.

HIST 0286A. History of Medicine I: Medical Traditions in the Old World Before 1700.

People have always attempted to promote health and prolong life, and to ameliorate bodily suffering. Those living in parts of Eurasia also developed textual traditions that, together with material remains, allow historians to explore their medical practices and explanations, including changes in their traditions, sometimes caused by interactions with other peoples of Europe, Asia, and Africa. We'll introduce students to major medical traditions of the Old World to 1700, with emphasis on Europe, and explore some reasons for change. A knowledge of languages and the social and natural sciences is welcome not required. P

HIST 0286B. History of Medicine II: The Development of Scientific Medicine in Europe and the World.

From the 18th century onward, Western medicine has claimed universal validity due to its scientific foundations, relegating other kinds of medicine to the status of "alternative" practices. The course therefore examines the development of scientific medicine in Europe and elsewhere up to the late 20th century, and its relationships with other medical ideas, practices, and traditions. Students with a knowledge of languages and the social and natural sciences are welcome but no prerequisites are required.

HIST 0505. Africa and the Transatlantic Slave Trade.

This class deals with the History of transatlantic slave trade by emphasizing how Africa affected and was affected by the largest forced migration in the History of humankind. The class will engage key debates in the historiography of the slave trade, such as whether the trade underdeveloped Africa, the connection between the trade and the rise of coastal kingdoms in West Africa, and African resistance/cooperation with the slave trade. P

HIST 0510A. Shanghai in Myth and History.

"Fishing village", "Paris of the East", or "a waking dream where everything I could already imagine had been taken to its extreme?" In an iconic role, Marlene Dietrich bragged that "it took more than one man to change my name to Shanghai Lily," but the local song "Shanghai by Night" retorted, "To look at her/Smiling face/Who would know that she's troubled inside?" We will examine why Shanghai has gripped the imaginations of so many, placing the material history of the city alongside dream and image, focusing on the four topics of colonialism, race and ethnicity, gender and sexuality, and class.

HIST 0510B. History of Tokyo.

This first-year seminar explores Tokyo's history from its early-modern origins as Edo, the seat of the Tokugawa shogunate, to its 21st century circumstances as the planet's largest metropolis and a nodal point for convergences of capital, culture, and precarity. We will study the transformation of the built environment alongside accounts of daily life, debates over the value of the city's past and speculation about Tokyo's possible futures, among other topics. Participants in the seminar will work with primary sources (in translation) in a range of mediums – text, films, maps, photographs – as well as scholarly analyses from multiple disciplinary perspectives.

HIST 0520A. Athens, Jerusalem, and Baghdad: Three Civilizations, One Tradition.

We examine core beliefs of early Greek, Jewish, Christian, and Islamic civilizations that form the basis of Western thought. Serving similar ideological purpose in the pre-modern world as have political and economic theories for the modern world, religion and philosophy defined individual lives and collective identities. We focus on the manner of appropriation and modification of thought from one culture to another in order to appreciate that there is far more similarity than difference in belief systems among what are today viewed as separate, even contesting, cultures. Enrollment limited to 20 first year students. Instructor permission required. P

HIST 0521A. Christianity in Conflict in the Medieval Mediterranean.

Students in this class will learn about medieval history by taking on roles, informed by classic texts, in elaborate games set in the past. Drawing on the innovative "Reacting to the Past" curriculum, this class explores two dramatic moments in medieval history: the debate about Christian belief held at Nicaea in 325 and the deliberations about crusading held at Acre in 1148. Students will adhere to the intellectual beliefs of the medieval figures they have been assigned to play, and will learn skills—speaking, writing, critical thinking, leadership, and teamwork—in order to prevail in difficult and complicated situations. P

HIST 0521M. The Holy Grail and the Historian's Quest for the Truth.

Dan Brown's wildly successful novel *The Da Vinci Code* has recently given a feminist twist to an enduringly popular medieval legend also captured in big-screen antics of *Monty Python* and *Indiana Jones*: the quest for the Holy Grail. Beginning with Brown's novel and other modern representations of the search for the Grail then turning back to texts from the Middle Ages, this seminar will unravel the truth - or truths - behind the legend. One central question will be how historians can use legends to understand the cultures they study. Instructor permission required. P

HIST 0522G. An Empire and Republic: The Dutch Golden Age.

Between about 1580 and 1690, a new nation emerged in Europe that became a bastion of liberty, ideas in ferment, fine art, military power, science and technology, and global economic reach: the Dutch Republic. A nation that thought of itself as peaceful, yet was constantly at war; as Protestant, yet was composed of people of many faiths; as personally aspirational, yet derived much wealth from the conquest and slavery of others. Its people and institutional arrangements greatly influenced Britain and America on their paths to power, too. Its rise and eclipse may be instructive.. Enrollment limited to 19 first-year students. P

HIST 0522N. Reason, Revolution and Reaction in Europe.

First year seminar designed to introduce students to the study of history through a focused look at the French Revolution. It will be divided into two very different parts. The first part will be organized as a traditional history seminar in which we explore together the eighteenth-century developments that preceded the outbreak of the French Revolution. In the second half of the class, students will be assigned different roles in order to re-enact the discussions in the National Assembly that, from 1791 to its collapse in 1792, tried to create a constitution for the new French Nation. P

HIST 0522O. What is Enlightenment?

What is the Enlightenment? And why does it matter today? This First-Year Seminar introduces students to a crucial historical epoch that reinterpreted the past – with searing critiques of certain European philosophical and religious traditions – and became a flashpoint for the future, causing debates and controversies well into the 20th century – and beyond. Drawing on a range of approaches and disciplines, we will examine the social and cultural foundations of Enlightenment thought in Europe and throughout the non-European world, including segments on the origins of anthropology, Orientalism, critiques of imperialism and slavery, encyclopedism and the rise of print, as well as science, music, art, literature, and philosophy.

HIST 0523A. The Holocaust in Historical Perspective.

The course will examine the history and historiography of the Holocaust from early accounts to recent reconstructions of the origins, implementation, and aftermath of the "Final Solution." We will also analyze documents, testimonies, memoirs, trial records, and various forms of representations and commemorations of the Shoah. Enrollment limited to 19 first year students.

HIST 0523B. State Surveillance in History.

How and why do states watch their citizens? This course explores historical practices of state surveillance from the perspective of both the "watchers" and the "watched." Special emphasis will be given to twentieth-century Europe, but examples from other parts of the world and the US will also be featured in the readings. Some of the readings will be primary sources: memoirs, diaries, surveillance files. Other sources will include films and short fiction and some scholarly pieces on the workings of state security and secret police organizations.

HIST 0523M. History of Fascism.

What is fascism—both in theory and in practice—and what remains of it a century after the establishment of the first fascist regime in Italy? This course will explore the social, cultural, and intellectual origins of fascism, the rise of fascist movements in Europe in the early to mid-20th century, the politics and policies of fascist parties and regimes—including Germany, Italy, Iberia, in the Balkans, and in the Baltic States—and transnational links to the Americas, Asia, and Africa. This course will conclude with considerations of anti-fascism in the postwar world as well as the legacies of fascism in contemporary far right politics.

HIST 0523O. The Academic as Activist.

Since the late nineteenth century, the modern research university has struggled with questions about When is the researcher participating in engaged scholarship? When does engagement suggest, instead, a lack of objectivity? How have economists, anthropologists, biologists, and historians tried to contribute to the common good, and where have their efforts broken barriers of privilege, and when have their efforts contributed to further oppression? This seminar will look at debates over the role of academics in political life. Topics may include: Fabian socialism, libertarianism and development economics, pan-African movements, and the Green Revolution.

HIST 0523P. The First World War.

On the eve of the First World War, many Europeans cheered for a "war to end all wars." It achieved nothing of the like, instead inaugurating a century of war and unthinkable destruction. This seminar explores the history of the first truly global conflict, examining its origins, its course, its aftermath, and how it might help us better understand our own world today. A broad set of primary sources, from soldiers' diaries to rationing cards, artwork, and diplomatic cables, forms the basis for discussion. Designed as an introduction to historical inquiry and writing.

HIST 0535A. Atlantic Pirates.

This seminar explores piracy in the Atlantic from the sixteenth to the early nineteenth centuries. We will examine everyday life on pirate vessels; the pirates' role in emerging colonial societies and economies; the complex links between piracy, imperialism, and nation-building; and the image of pirates as both villains and figures of legend. Enrollment limited to 19 first year students. P

HIST 0535B. Conquests.

What does "conquest" mean? How does it take place, and how is it experienced by both the invaders and the invaded? Drawing upon both primary and secondary sources, this seminar explores how conquest shaped the region we now know as Spanish America. We will begin with the great pre-Columbian empires of the Aztecs and Incas, and then turn to Spanish expeditions in the sixteenth century. The course will encompass specific moments of encounter (such as the Spanish capture of the Inca emperor Atahualpa at Cajamarca), as well as the broader implications of forging a new political and social order. P

HIST 0537A. Popular Culture in Latin America and the Caribbean.

From tango to plastic surgery, Donald Duck to reggaeton, this course places popular culture at the center of modern Latin American and Caribbean history. How, we will ask, did popular culture reflect and shape struggles over national belonging? How did foreign cultural products come to bear on international relations and transnational flows? In what contexts has culture served as a vehicle of resistance to dominant ideologies and systems of power? Far from a mere "diversion," popular culture instead offers a compelling lens onto the relationship between state and society in Latin America and beyond.

HIST 0537B. Tropical Delights: Imagining Brazil in History and Culture.

Examines the many ways that Brazilians and foreigners have understood this vast continent-size country, ranging from early European explorers' anxieties about Cannibalism to modern images of the Amazonian rainforest, Rio De Janeiro's freewheeling Carnival celebrations, and the array of social movements mobilizing for social justice. Through an examination of historical sources, literature, movies, and popular culture, this seminar will consider how multiple images and projections of Brazil have shaped national and international notions about the country. Reserved for First Year students. Enrollment limited to 19.

HIST 0540F. Women in the Middle East, 7th-20th C.: Patriarchal Visions, Revolutionary Voices.

This course provides an historical approach to women's lives, status, and perceptions. It focuses on women in the Middle East, from the seventh century emergence of Islam to the twentieth century revolutions and struggle for new identities. It examines the contested roles of women in society and the ways women were culturally crafted. In particular, we will discuss the modes by which women's lives were narrated (by themselves and others); women's use of the "patriarchal bargain" to deal with the shift from so-called "traditional" to so-called "modern" culture; and the encounter between "Eastern" and "Western" societies.

HIST 0550A. Object Histories: The Material Culture of Early America.

History is not just about people; it is also about things! Come explore the world of early America through the lens of objects--boats, dresses, plows, houses, wagons, watches, silver cups, wigs, blankets, land, gardens, hammers, desks--and the cultures that produced and consumed them. As a first year seminar, this course is designed to engagingly introduce students to the basic concepts of historical study. We will take several field trips to local historical sites, both on and off campus. Our primary focus will be specific objects and their contexts and histories. Enrollment limited to 19 first year students. P

HIST 0551A. Abraham Lincoln: Historical and Cultural Perspectives.

This seminar uses life, legacy, myth of Abraham Lincoln to explore central themes such as frontier in early republic, nature of political leadership, law/legal culture, and emergence of sectionalism, slavery, antislavery, Civil War. Frequent short writing assignments and research investigations allow students in-depth explorations of Lincoln's works, the writings of his contemporaries, and modern non-fiction, fiction, and film. The course enables us to consider two larger themes: 1) the relationship between memory and history; and 2) the function of history in modern society. The course has no prerequisites and does not presuppose special knowledge of American history.

HIST 0552A. A Textile History of Atlantic Slavery.

This class explores the experiences, politics, and cultures of enslaved African and African-descended people through clothing and fashion. As a historical source, textiles reveal things that might otherwise remain obscure in the documentary record. Students will engage material culture methodologies to consider the multiple stories that might be told through a particular fabric or garment. The course will explore recent scholarship about slavery in the Caribbean, South America, and particularly the United States to recognize the role of clothing and textiles in enslaved people's concurrent struggles for self-liberation and self-fashioning in the face of horrific violence. This course presumes no background knowledge in African American history or material culture studies. And while students are not expected to have crafting expertise, such knowledge (e.g., weaving, sewing, knitting, dyeing) is certainly welcome as we undertake experiential research into various fiber arts.

HIST 0555B. Robber Barons.

Today, the United States looks a lot like it did at the turn of the 20th century. Much like it is now, America's economy at that time saw tremendous growth interrupted by periodic financial crises. Moreover, both are periods of immense inequality. Whereas we have the one per cent, the late 19th century witnessed a small group of capitalists amass unprecedented fortunes, which provided immense political power. In this class, we will explore what the lives of these "robber barons" can tell us about the role of economic privilege in shaping America's social, cultural, and political history.

HIST 0556A. Sport in American History.

This course covers the relationship of sports to aspects of American culture since 1900. Topics include gender, race, amateurism, professionalism, intercollegiate athletics, and sports heroes. Enrollment limited to 19 first year students.

HIST 0556B. Inequality and American Capitalism in the Twentieth Century.

"Inequality in America rose, fell, and rose sharply again over the 20th century. Why were the early decades of the century so unequal? How did working and middle-class Americans gain a greater share of wealth and why did it these gains later slip away? How truly egalitarian were the mid-century decades? We will examine the rise of corporations, the New Deal, deindustrialization, labor, housing, and the economics of race and gender that weave through them all. Students will come away from the class able to link global economic trends with the intimate everyday experiences of inequality in America.

HIST 0557A. Slavery and Historical Memory in the United States.

How has America chosen to remember and forget the enslavement of millions of its own people? What are appropriate ways to acknowledge slavery in monuments, museum exhibitions, film, literature, and public policy? By approaching these questions through a wide range of visual and textual sources, we will explore the indeterminate space between history and memory. Enrollment limited to 19 first year students.

HIST 0557B. Slavery, Race, and Racism.

This seminar will address the history of race and racism as it relates to the history of slavery in America. We will trace the emergence of slavery in the New World, with a heavy emphasis on slavery in the U.S. South. The course is broad in scope, beginning with the emergence of the slave trade and concluding with a look forward to the ways that the history of slavery continues to impact the way race structures our lives today. In short, this course provides an introduction to slavery studies and to the history of race in America.

HIST 0557C. Narratives of Slavery.

This course will uncover the history of the slave trade, the labor regimes of slavery in the Caribbean and North America, and the rise of the Cotton Kingdom through the voices of the very people who lived through it: enslaved people themselves. We will read slave narratives, court documents, abolitionist treaties, oral histories of formerly enslaved people, and fictional accounts produced in the period. We will give special attention the ways that different kinds of historical sources--different types of narratives--shape what we know and how we know it in the history of slavery.

HIST 0557D. World of Walden Pond: Transcendentalism in the Age of Reform.

World of Walden Pond examines the 19th century phenomenon of Transcendentalism: America's most romanticized social, religious, philosophical, and literary movement. Focusing especially on Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller, we'll examine Transcendentalism in the age of reform and evaluate how a small group of individuals responded to and help shape abolition, feminism, and environmentalism. The central problem Transcendentalists wrestled with will be our focus, too: how to reconcile a desire for individualism with the need for collective action.

HIST 0557F. The US in the World.

From the first European settlements in America to the Trump Presidency, the United States has been a nexus of the worldwide movement of people, ideas, and goods that we call “globalization.” A global perspective is therefore crucial to understanding myriad aspects of the country’s history, from revolutionary warfare, to state-building, to abolition of the slave trade, to U.S. contributions to universal human rights. Drawing on a variety of primary and secondary sources, including literature and films, this seminar traces the transformation of the United States from a settler-colonial society into a marginal Atlantic state and, following WWII, a global superpower.

HIST 0558B. History of American Feminism.

This first-year seminar will introduce students to the history of women and gender in the 18th, 19th, and 20th c. United States. Beginning with the question, what is feminism?, we will encounter original sources and scholarship about who women were, what they were up against, and what they wanted. We will thus take “women” as a contingent category that changed over time often in relation to categories such as: race, reproduction, violence, protest, work, and queerness. This course will introduce students to gender history and feminist theory, as well as to the skills and habits of historians across fields.

HIST 0558C. Latinx Social Movement History.

This course examines the history of Latinx social movements and politics during the 20th century into the present moment. Students will learn how various Latinx groups have organized around issues of race, ethnicity, labor, class, immigration, sports, gender, sexuality, citizenship, reproductive rights, and education. We will explore how these groups have utilized social and political organizing to make demands for social justice and equality. By utilizing primary and secondary sources, students will explore major questions, theory, and research methods pertinent to the historical narratives of Latinx people. Students will closely examine the legacy of these social movements and their implications for present-day politics and organizing.

HIST 0559A. Culture and U.S. Empire.

How have U.S. policymakers obtained public consent for their foreign policies? What sorts of ideas expressed in U.S. popular culture and public discourse have helped convince enough Americans that their nation’s foreign policies were wise and just? How have ideas expressed in American culture supported and critiqued U.S. empire from within? In this seminar, we will examine the relationship of American culture to the U.S. imperial project by looking at how cultural narratives about race, gender, sexuality, class mobility, and American exceptionalism have not only shaped Americans’ interactions with other peoples, but have also rationalized the spread of U.S. power.

HIST 0559B. Asian Americans and Third World Solidarity.

As historian Vijay Prashad puts it, “The Third World was not a place. It was a project.” During the 20th century struggles against colonialism, the peoples of Africa, Asia, and Latin America believed that another world was possible. Here, too, in the United States, minorities and their allies dreamed of dignity, democracy, and justice. Looking through the experiences of Asian Americans, this course examines the domestic freedom movements in the context of global decolonization. Topics include: campus activism, immigration, capitalist labor regimes, neocolonialism, cultural hegemony, and Afro-Asian connections.

HIST 0559C. Archives and Activism.

This U.S. history seminar introduces students to the Brown University Library’s Special Collections by examining its archival holdings on 20th century activism. We will focus on the archives of imprisoned activist Mumia Abu-Jamal, student protest at Brown, and the Hall-Heag Collection of US right- and left-wing political groups.

HIST 0574A. The Silk Road, Past and Present.

The Silk Road has historically been the crossroad of Eurasia; since the third-century BCE it has linked the societies of Asia—East, Central, and South—and Europe and the Middle East. The exchange of goods, ideas, and peoples that the Silk Road facilitated has significantly shaped the politics, economies, belief systems, and cultures of many modern nations: China, Russia, Afghanistan, Uzbekistan, and India. This course explores the long history (and the mythologies or imaginations) of the Silk Road in order to understand how the long and complex pasts of the regions it touches are important in the age of globalization.

HIST 0576A. The Arctic: Global History from the Dog Sled to the Oil Rig.

The Arctic is regularly in the media, thanks to climate change. This course examines the long history of human thinking about and habitation in the far north before and during the era of global warming. Focusing on how people valued, survived, and made the arctic home, topics range from whaling, the importance of dogs, cultural imaginaries and colonialism to capitalist and communist arctics, the meaning of sea ice, indigenous rights, and climate change. The course introduces historical methods and environmental history through reading, writing, discussion, and interpreting artifacts.

HIST 0577A. The Chinese Diaspora: A History of Globalization.

Why are there Chinese in the US, Canada, Mexico, Cuba, Peru? Singapore, Indonesia, Thailand, Vietnam, the Philippines? Australia, New Zealand, Fiji, Guam, Samoa? Mozambique, Zimbabwe, Cape Verde, Ghana? Spain, Germany, France, Russia, Czech Republic? Mauritius, Madagascar? India, Sri Lanka, Myanmar? Hong Kong, Macau, Taiwan? How and when did 50 million Chinese find their way around the world during the past 500 years, from the Ming Dynasty to the present moment? We will explore worldwide distribution of ethnic Chinese through Time (history) and Space (culture) in the so-called “Chinese diaspora,” and examine questions of migration, identity, belonging, politics and conflict.

HIST 0577B. The US-Mexico Border and Borderlands: A Bilingual English-Spanish Seminar.

In this First Year seminar, we will examine the historical formation, contemporary reality and popular representation of the U.S.-Mexico border from bilingual (English-Spanish), multicultural (U.S., Mexican, Mexican-American, indigenous and Asian immigrant), and transnational perspectives within the framework of globalization, and pay particular attention to the movement of peoples—workers, families, women and children—in both directions.

HIST 0580M. The Age of Revolutions, 1760-1824.

In the middle of the eighteenth century, the Americas belonged to a handful of European monarchies; within a few decades, most of the Americas was composed of independent republics, some of the European monarchs were either deposed or quaking on their thrones. Usually considered separately, revolutions in British North America, France, Saint-Domingue (Haiti) and Spanish America had diverse local circumstances yet composed a single cycle of intellectual ferment, imperial reform, accelerating violence and, forging of new political communities. We will examine revolutions that helped create the world we live in. Enrollment limited to 19 first year students. P

HIST 0580O. Making Change: Nonviolence in Action.

This seminar will focus on the life and work of one of the most influential thinkers of the twentieth century, examining both his role in the Indian nationalist movement, as well as the global impact of his ideas on leaders such as Martin Luther King Jr. and Nelson Mandela. Enrollment limited to 19 first year students.

HIST 0582A. Animal Histories.

Animals have been people’s energy, food, wealth, gods, hobbies, icons, and companions. Wild and domesticated non-human animals are essential yet often invisible historical subjects. This seminar makes them visible by tracking them through time—ancient, modern, and contemporary—on every continent. They are often symbols, but we look beyond animals as represented by people. We are more interested in them as actors and subjects with agency. By pushing at the boundaries of what constitutes legitimate topics, this seminar serves as a critical introduction to the historical discipline.

HIST 0582B. Science and Society in Darwin's England.

This course is a first year seminar designed to introduce students to the study of history. It will be divided into two very different parts. The first part will be organized as a traditional history seminar in which we explore together the world in which Darwin developed his theory of the Origin of Species. The second part will be a historical re-enactment of an 1863 discussion in Britain's Royal Society about whether to award Darwin their highest honor, the Copley Medal. Enrollment limited to 19 first year students.

HIST 0590. Living in Soviet Russia and Beyond.

Drawing on film, interviews, literature, and more, this first-year seminar explores what it might have meant to "be" Soviet — and for whom and when. We will focus on lived experience as a topic of historical inquiry, and discuss the challenges and potentialities of doing so. While the primary geographic and temporal focus will be on Russia in the Soviet period, we will also look at examples of neighboring Soviet socialist republics, as well as the period immediately after the USSR's collapse in 1991.

HIST 0591. Indigenous Canada.

This course, focusing primarily (but not exclusively) on Canada, will examine colonization thematically. These themes will include: colonization of the land, colonization of the soul, colonization of education, colonization of the body, and colonization of identity. You will learn about Indigenous societies in what became Canada through a broad historical span from pre-contact to the early twenty-first century by investigating a variety of sources including archaeological, artistic, and experiential evidence as well as documents, landscapes, and oral histories. This course centers sources on Indigenous perspectives to challenge conventional histories of colonialism, focusing on resistance, continuity, and agency.

HIST 0592. American Revolution in Popular Culture.

Catchy dialogue, lovable characters, and unforgettable music have shaped popular understanding of the complexities of American independence. Indeed, college-aged Americans are likely to know their American Revolution primarily through Liberty's Kids, American Girl dolls, and such musicals as *Hamilton* and *1776*. How do these popular culture representations of the American past work to guide the present and future possibilities of American society? To shape the consciousness of Generation Z? To turn history into commodity, or to mobilize it in the service of radically divergent political agendas? As national attention turns to the 250th anniversary of the Declaration of Independence, this class explores the American Revolution's multiple lives in popular culture since the Bicentennial. Students will read scholarship on the Revolution itself, as well as works on the politics of culture in modern America.

HIST 0621A. Surviving Medieval Paris.

What was it like to live in medieval Paris? This course explores this question from a variety of perspectives, including that of the urban poor, university students, sex workers, clergy, members of royal and noble courts, and merchants. Using sources ranging from poetry to chronicles to architecture, we will consider how cultural, political, and economic developments (including the construction of Notre Dame, the centralization of royal power in Paris, the emergence of one of the first universities, and the Black Death) impacted various individuals and communities within the city from around 1000 to 1500. The course also explores various moral perceptions of urban life in medieval Paris, a city which was described simultaneously as a city of plenty, a city of sacred learning, and a hotbed of sin.

HIST 0621B. The Search for King Arthur.

The King Arthur legend is one of the most enduring stories to emerge from medieval Britain. Drawing evidence from written and archaeological sources, we'll delve into shadowy period in which legend is based, between the collapse of Roman imperial power in Britain and establishment of the Anglo-Saxon and Celtic kingdoms that would succeed the empire. We'll also take students inside the historian's workshop, exposing them to the tools, texts, and objects from which historians and archaeologists construct their interpretations of how the inhabitants of Arthur's Britain lived and died. Enrollment limited to 20 sophomores. P

HIST 0622A. "Information Overload" in Early Modern Europe.

Our current information overload is not the first time we've agonized over too much information and utilized different ways to cope. This course examines information overload in Early Modern Europe (1500-1800) and its connection to early modern data science. We will engage with the forms of information overload: knowledge access and use, community and social bonds, commodification, and even as a non-issue. Using a varied assortment of primary sources—from copyright laws to herbariums to account books—along with developing techniques to read academic articles and books, this class will help you begin to analyze the past with the tools of a historian. You will find that modern familiarity of "information overload" provides an entry way into thinking about the authority placed—and constructed—on information both in the early modern period and now.

HIST 0623A. British Social History.

What is the role of history in imagining progress, identity, and political movements? This course begins by reading classic nineteenth-century historians From Trevelyan to E. P. Thompson, asking about the politics implicit in their choice of subject and archive. It then turns to contemporary history, asking, how have debates about race, gender, and the environment in the past thirty years shaped how we look at history? How have different tools like digital history or the analysis of culture changed what we look at or why? How is the study of history changing today?

HIST 0623B. The Russian Revolution.

This sophomore seminar will examine in detail the Russian Revolution that toppled the Tsarist Autocracy in February 1917 and brought to power the Bolshevik party in October 1917. No prior knowledge of Russian history is required, although students should be eager to read extensively (and intensively), to participate in collaborative learning through discussion and the sharing of written work, and to improve their academic writing skills. At the end of the semester, students will work on final projects in which they offer their own interpretations of key events.

HIST 0623C. Americans in the USSR.

This Sophomore Seminar will investigate the countless American journalists, diplomats, students, tourists, athletes, musicians, etc. who traveled to the Soviet Union. We will pay careful attention to their preconceptions, motivations, experiences, and reflections after the fact. Some went for work, others to explore an alternative to capitalism or to build socialism, and still others traveled to explore a society that claimed to have overcome discrimination based race and gender. At the end of the semester, students will work on final projects in which they delve more deeply into a specific aspect of the topic.

HIST 0623D. The Great Patriotic War: The Soviet Experience of World War II.

The Eastern Front of World War II, fought largely on the territory of the Soviet Union and referred to there as the "Great Patriotic War," represents one of the most lethal military conflicts in history. The war revealed and highlighted both the weaknesses and the strengths of the Soviet Union, stretching it to the breaking point before leading it to the postwar status of a superpower. This course will consider the decisive contribution of the Soviet Union to the defeat of Nazi Germany through the frameworks of political, social, cultural, economic, and gender history. Voices "from below" balance the incredible scale of this conflict with humanizing perspective help us to confront a central paradox—how the Soviet Union helped to end a genocide and liberated much of Europe while committing horrific atrocities of its own.

HIST 0623M. Becoming French: Minorities and the Challenges of Integration in the French Republic.

Recent controversies around Muslim integration, including debates around the headscarf and uprisings in the working class suburbs of French cities, point to difficulties France has faced in integrating minority populations. We'll explore the encounter between France and its immigrant, religious, and racial minorities from the Revolution to contemporary times. By comparing paths of integration and debates around minority inclusion and consider how minorities negotiated their identities as they struggled to internalize France's cultural and historical legacy. We'll address political and historiographical debates over the relationship between political citizenship and religious/cultural identity. Enrollment limited to 20 sophomores.

HIST 0624. Coexistence and Violence in Europe: Jews, Muslims, Roma and their Neighbors.

From 1800 to 1950, the territories of Central, Eastern, and Southeastern Europe were transformed from imperial peripheries with religiously and ethnically diverse populations to homogeneous nation-states. This transformation was achieved not only through assimilation and migration, but also through extreme intercommunal violence, including forced population exchange, ethnic cleansing, and genocide. Today, these borderlands are a place of contested memory, where present-day homogeneity is projected backward in time by some, while others feel nostalgia for a lost era of coexistence. Students will consider examples of both peaceful coexistence and violent conflict among populations as well as the impact of the modern state, its institutions, and ideologies such as nationalism, liberalism, and socialism on these regions. Throughout the course students will focus especially on the history of the Jewish, Muslim, and Romani minorities in light of course themes.

HIST 0637B. Fractious Friendships: The United States and Latin America in the Twentieth Century.

From the vantage point of ordinary men and women, statesmen, businessmen, and scholars, this course explores how Latin Americans in various countries viewed and engaged with the United States during the twentieth century. We will look at how perceptions of the United States formed across Latin America and how and why they changed over time (or why they did not). The ultimate aim is to uncover the reasons for the sometimes amicable, but often strained, ties between Washington and its hemispheric counterparts. Prominent topics include imperialism, nationalism, war, diplomacy, popular culture, consumerism, and industrialization.

HIST 0637C. Culture and Cold War in Latin America.

How did the Cold War seep into everyday life? This course explores the relationship between culture, cultural production, and Cold War politics in Latin America. Over the course of the semester, we will highlight key themes such as: national identity, morality, modernity, religion, popular culture, authoritarianism, and imperialism. By pairing cultural studies readings and historical monographs, this course will engage cultural analysis in the study of Cold War history.

HIST 0637D. From Saint Domingue to Haiti: The Haitian Revolution and US Reverberations..

On January 1, 1801, Toussaint Louverture declared France's former colonial jewel free and renamed it Hayti to honor its Indigenous roots. But the road to freedom was not easy, each argument for and against slavery and freedom as varied and complex as the next. This course, examines the making of the first free Black republic in the western hemisphere - from the west African coast to debates in France and the United States that centered on equality, commerce and abolition - debates that continue to reverberate throughout the nation of Haiti and its people today.

HIST 0650B. Well-Behaved Women Seldom Make History: Women and Power During the American Revolution.

This seminar explores the role of women in the Revolutionary Era, from the 1760s through the end of the American Revolution to recast the traditional American founding narrative. This course will highlight women's daily experiences to address their part in the political origins of the conflict, the resulting tension surrounding hierarchies of patriarchal power, and economic repercussions to ask if women had a concurrent revolution. Students will use primary and secondary sources to look at the gendered power dynamics as experienced by enslaved, Native American, and other dispossessed women during this violent period. P

HIST 0654A. Welfare States and a History of Modern Life.

History of the American welfare state, from its origins in nineteenth-century industrial capitalism to contemporary debates about health care, in comparative perspective. Why did welfare states appear and what form did the U.S. version take? Considerations of social inequality, labor relations, race, gender, family policy, the social wage, and the relationship between markets and the state are all considered. Some comparison with European models.

HIST 0654B. American Patriotism in Black and White.

This course explores the different and sometimes conflicting definitions and meanings of patriotism and citizenship through the lens of African American history and military participation, using primary and secondary sources from the colonial period to the present, including political and legal documents, letters to editors, literary pieces, plays, speeches, and petitions. What are the many definitions of freedom and patriotism, and how have black people understood their realities as they chose to serve militarily? This social and political (not military) history focuses on the political implications of African Americans' military service for/to the nation over three centuries.

HIST 0654C. The Oldest Profession: Race, Gender, and the Politics of Sex Work.

In America, sex sells. The sex industry has and continues to be a topic of debate surrounding issues of consent, labor, pleasure, and the gendered marketplace. This course examines various facets of the sex industry (i.e., prostitution, exotic dance, film, and internet-based sex work) from the nineteenth century to the present day and examines the industry through the lenses of gendered labor, race and class, and the social, political, and legal controls employed to regulate the industry. The course will examine historical texts on sex work as well as live interviews with retired sex workers to explore the lived experiences of sex work from historical and contemporary perspectives.

HIST 0655A. Culture Wars in American Schools.

This course examines "culture wars" in American public schools over the past century. It will explore how and why school curriculum has become an arena for cultural conflict and how those debates have changed over time. These debates clashes in schools over religion, values, politics, and educational aims raise important questions about majority and minority rights, the existence and meaning of a common national culture, and the role of schooling in a democratic nation. Enrollment limited to 20 first year students and sophomores.

HIST 0656A. History of Intercollegiate Athletics.

The United States is the only country in the world in which practically every institution of higher education finances and promotes high-caliber athletics. How did this phenomenon happen? Has there ever been any resistance to its happening? How and when did African Americans integrate collage sports? Did Title IX really open up opportunities for women in college sports? Are sports the "front door" of colleges and universities? This course examines these and other questions as it examines the interrelationship between the histories of sports and higher education in the U.S.

HIST 0657A. Early American Lives.

This is a writing-intensive (WRIT) course that examines the intersection of biography and history. We will focus on 17th to 19th c. North America and read studies of a First Nations convert to French Catholicism, a renegade Puritan woman, an enslaved African American who escaped from George Washington, a Revolutionary-era artist, a 19th c. lesbian couple, and a Civil War spy. Students will also research and write their own historical-biographical essays.

HIST 0658D. Walden + Woodstock: The American Lives of Ralph Waldo Emerson and Bob Dylan.

Emerson and Dylan are cultural icons. Emerson has been called "Mr. America" and Dylan has just won the Nobel Prize for Literature. Both had boundless energy for public performance and self-representation; both actively supported turning points in the civil rights struggle; both raged against American military aggression; both were at the epicenter of a wide circle of intellectuals, while denying their own centrality. What is the celebrity intellectual's responsibility to society while remaining true to oneself? Poems, essays, autobiographies, songs, and movies provide insight into these eternally fascinating geniuses and their times.

HIST 0659A. Excessive Force: State Violence, Vigilantism, and the History of "Law and Order" America.

During the summer of 2020, the deaths of George Floyd, Breonna Taylor and others at the hands of police sparked protests across the United States and around the world. Many activists insisted upon viewing these popular uprisings in historical terms, suggesting the violence endemic to the contemporary criminal legal system is rooted in the history of antebellum era slave patrols. This course further explores that idea by tracing the history of state violence and extralegal vigilantism from the colonial period to the present. Whether carried out by duly constituted authorities or ordinary citizens, by force or in its apparent absence, conceptions of legal order have played an instrumental role throughout U.S. history. Covering topics ranging from citizen's arrest laws to Broken Windows policing, our aim will be to approach "law enforcement" as an essentially political process that's changed over time.

HIST 0673A. Colonial Encounters in the Early Atlantic.

This seminar introduces students to the range of primary sources and archival collections used by historians and other scholars to understand the emergence of an integrated Atlantic world in the period between 1400 and 1650. Analyses of source material will be supplemented by secondary scholarship to consider the various approaches by which historians have characterized patterns of trans-regional exchange, dispossession, and colonialism between Atlantic Africa, Brazil, the Greater Caribbean, and Atlantic Europe. Students will have the opportunity to develop paleogeographic fluency in late medieval and early modern written sources in any relevant language(s) in which they have preexisting knowledge.

HIST 0675A. The Chinese Diaspora: A History of Globalization.

To understand globalization is to study linkages and circulation of peoples, goods, cultures and ideas across space (land and sea) and over time. There is no better illustration of globalization than the Chinese diaspora--the worldwide dissemination of Chinese people and their descendants across the world from the Ming Dynasty to present. After sketching the global contour of this phenomenon, students will drill down deeper into specific regions of the world to examine conflicts and integration as immigrants localize; identity, community and social formations as immigrants re-territorialize; as well as transnational relationships with place of origin and co-ethnics in the diaspora.

HIST 0676A. History of the Laboratory.

Few spaces better represent progress and profit than laboratories. Industrial, commercial, public, and private labs are seen as catalysts for moving society forward and inching toward a technotopian future. In the meantime, such spaces produce better medicines, goods, and knowledge. However, these modern laboratories have a history. From their beginnings in the ancient world through medieval, early modern, and finally twenty-first-century forms, these spaces changed in the face of emerging cultural, social, and intellectual forces. This course traces this history while taking into consideration factors such as non-Western influences, colonialism, and history "from below." From alchemical experiments to Franklin's electricity to modern medical research, we will trace the development of laboratories through primary and secondary sources including ancient archaeological finds, prison notebooks, and the classic film *Frankenstein*.
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HIST 0678A. What Do Concubines Have to Do with It? Gender, Sexuality, and Status in the Premodern World.

Intimate relationships outside the scope of marriage were everywhere in the medieval world. Often associated with notions of romanticism and 'illicit love' in the modern imagination, the individuals involved in these relationships had to grapple with a variety of sociocultural and legal realities to pursue such ends as economic or legal independence or obtaining positions of autonomy and power. Drawing upon a range of sources, this course considers both the constraining and transgressive possibilities of non-marital intimate relationships across the medieval and early modern periods (roughly c.600-1700). This thematic focus provides a new way of exploring the premodern world, considering such issues as gender, sexuality, class, race, drawing comparisons across seemingly disparate regions -- from the Iberian Peninsula to the colonial Transatlantic to Tang China -- while also attending to historical contingencies on the level of the local and personal.

HIST 0682E. Lobsters, Thylacines, and Bacteria: An Introduction to Animal Histories.

Amid a period of existential human angst about the future of our planet and the other creatures on it, the discipline of history is experiencing an "animal turn". This developing interdisciplinary approach draws on numerous fields, from anthropology to veterinary science, to better understand the lived experiences of non-human animals in the near and distant past. Animals have not only played important roles in human history, as abstract symbols, exploited resources, or close partners, but they also have their own histories. Can we get at animal histories independent of human interference? In this discussion-based seminar we will explore a variety of research modes in the emerging field of animal histories and tackle the challenge of de-centering humanity in the study of the past.

HIST 0685A. The Social Lives of Dead Bodies in China and Beyond.

The dead are all around us, but how do we know it? This course aims to uncover how corpses interact with the living as participants in social relations, especially during times of community upheaval. We'll take China and Taiwan as jumping off points, but also look elsewhere in Africa, the Americas, Asia and Europe since the 19th century, when the broadening scale and nature of warfare; state expansion; rapid development; global circulations of technology; and the interplay of international philanthropies with older forms of charity and ritual pacification significantly affected the treatment, conceptions, and actions of the dead.

HIST 0690A. Empire and Everyday Life in Colonial Latin America.

What was it like to live a "regular" life in the American colonies of Spain and Portugal? How did people eat, dress, have fun, start and sustain families, pursue careers, and think about the world and themselves? Drawing upon a range of sources, this course considers how global and local forces intersected in the individual or community in myriad, yet historically contingent, ways. This micro focus provides another way of considering the broad historical forces at work in the colonies, such as religion, gender, politics, race, technology, and geography, from the "inside-out" perspective of individual and communal accounts and stories.

HIST 0690B. Women's Work: Gender and Capitalism in American History.

This course examines the importance of women and gender to the long economic history of the United States. Whereas the history of American capitalism has often been a primarily male story, this course moves women from the margins of the narrative to the center. It asks how female labor (paid and unpaid), cultural norms around gender and family, and issues of sex and reproduction have fundamentally shaped economic life --not just for women, but for all Americans. Students will gain insight into American women's history, the history of capitalism, and the intersectional history of gender, sexuality, race, and class.

HIST 0690C. Cities of the Global South.

With the most significant wave of population growth and urbanization sweeping across Asia, Middle East, Africa, and Latin America, the 'Global South' is taking center stage in academic discourses. This course examines numerous cities across these regions, along multiple thematic axes, to provide an understanding of the social, political, cultural, economic forces shaping its dwellers' fates -- from a historical perspective: whose history is being recorded, and by whom? what do historians mean by "history of the city"? just what is the 'Southern' city? how do we bring alive the heterogeneity of these cities embedded in different historical trajectories? how can we convey these cities as places of both challenge and great promise? Utilizing a diverse archive of academic texts, fiction, documentaries, and maps this course explores cities as varied as Lahore, Delhi, Tehran, Cairo, Mexico City, Havana, Bogota, Kinshasa, and Nairobi.

HIST 0690D. Bodies that Matter: Environmental Histories of Disability in the United States.

This course places two stories side-by-side: changing experiences and conceptions of disability in the United States and changing experiences and conceptions of the nonhuman environment. Reading scholarship in environmental and disability history and relying on a diverse array of primary sources from memoirs to comic books, this course traces relationships between bodies, minds, and land in the U.S. over the past 200 years. Through histories of slavery, animal labor, wilderness conservation, eugenics, atomic radiation, disability and environmental activism, and COVID-19, we will ask how human and nonhuman bodies were made and unmade in processes of environmental change indoors and out, how the political meanings of disability, incapacity, and productivity were constructed over time, and what a just future for disabled life and the nonhuman world might entail."

HIST 0690E. Gender and Sexuality in the Cold War Americas.

Counter to its name, the Cold War represented a period of heated conflicts throughout the Americas. Intense ideological clashes in the U.S. paralleled the wave of authoritarian regimes, armed struggles, and revolutions in Latin America. While each country had to contend with its own history and particularities, from the Lavender Scare to the Mothers of the Plaza de Mayo notions and anxieties about gender and sexuality appear as a connecting thread of regional conflict. In this course, we will examine how ideas about gender were a central battleground for the political transformation of the region. We will consider how states and institutions employed conservative gender ideologies as avenues of political and individual control, while shifting ideas about gender also served as avenues for the activation of new political subjects. Extensive knowledge of Latin American or U.S. history is not required.

HIST 0690F. Unnatural Disasters: Rethinking Histories of Catastrophe in the Americas.

Since Hurricane Katrina, the history of natural disasters and the new interdisciplinary field of critical disaster studies have surfaced. Both fields of agree that natural disasters are windows onto the societies they strike and are processes emerging from historical human and nonhuman causes. Natural disasters, they agree, are unnatural. Studying a range of environmental processes from melting glaciers in the Andes to radioactive pollution west of Rockies, this course adopts a hemispheric scope to connect geographical, temporal, and thematic fields of history. We will think together about the agency of American environments and the hazards that haunt them. We draw on diverse methods to examine the roles that race, power, indigeneity, disability, gender, and science play in the history of (un)natural disasters. These methods will help us analyze primary sources while also encouraging curiosity for overlooked American communities and environments.

HIST 0691. Indigenous Education.

This course examines contemporary Indigenous issues through the lens of education. Why were colonial schools established? What was the legacy of colonial schooling? How has reconciliation been sought? How have Indigenous communities responded? Students will examine current issues and how they relate to historical processes such as Indigenous epistemologies; the origins, development, decline, and legacy of the federal residential, boarding, and day school system; the meaning of apologies; and the importance of language revitalization. Additionally, students will study how Indigenous activists, storytellers, and artists have used colonial mediums to combat colonialism and resist epistemicide: the eradication of Indigenous knowledge. Students will use discussion periods to analyze and reflect on their own lives and how their gender, ethnicity, and privilege relates to, contributes to, or challenges, Indigenous issues. Topics/themes include colonization, treaties, justice, truth and reconciliation, Indigenous leadership, and Indigenous resistance.

HIST 0720. The Romans.

The Romans established the only successful pan-Mediterranean empire in history, lasting nearly 1,000 years, with a legacy living everywhere today, from the U.S. Constitution to the English alphabet. Who were these people? We will study their social-political history from the city's founding in 753 BCE to its fall in 476 CE, confronting the opinions of ancient authors directly to study historical questions such as: what challenges and problems did empire create? How did gender shape Roman lives? Or what does the decline of Rome's democracy reveal about the state of American democracy?

HIST 0770. Evil: The History of an Idea.

This course considers how individuals and societies have constructed the idea of evil. We examine evil's origins in religious traditions and review how those interpretations have been deployed and how the concept of evil has changed over time. Is it possible to offer a universal definition of evil? Is it true that "When a woman thinks alone, she thinks evil?" Does evil exist in "the Other" or oneself? To answer these questions, we engage in activities and discussion about sin, hell, pacts with the devil, witches, torture, lynching, genocide, psychopaths, empathy, and representations of evil in music, literature, and film.

HIST 0770B. Political Imprisonment and Captivity in the Modern World: from Revolution to Conscience.

This course examines the history of political incarceration and captivity since the French Revolution. What is the relationship between the rise of ideologies such as fascism, communism and nationalism on the one hand, and the use of political imprisonment on the other? How do crimes and the political intersect? We examine several cases to consider how captivity has been used for political purposes in the modern world. In addition to scholarly works, readings will consist of primary source documents and memoirs. Emphasis will be placed on Europe, but the course will also include lectures and readings on other geographic regions.

HIST 0770C. World War II: A Global History from Below.

The largest and deadliest conflict in human history, World War II dramatically transformed the modern world. This course will look at the war from the bottom up, exploring the experiences of ordinary people from across the world. In particular, centering the opportunities and challenges the war presented to members of marginalized groups in uniform, in occupied territory, and returning home after the war. Students will analyze a variety of primary and secondary sources through class discussion and assignments, drawing conclusions about the agency of these individuals as well as the social, cultural, and political legacies of the war.

HIST 0770D. WWII on the Screen: Memory, Politics, and Representation.

This course will explore how cinematic portrayals of the Second World War—the largest and deadliest armed conflict in human history—have shaped our understanding of the war and its aftermath. As a requirement for this class, students will watch and discuss films depicting the events of World War II in a variety of temporal and national contexts. Class discussions will examine cinema not only as secondary source that can be used to learn more about historical events, but also as a primary source that reveals the changing nature of political memory surrounding the war. Students will examine the mass psychology of the cinematic experience and consider how the ascendancy of cinema as both an art form and a means of mass political communication that shaped political and social life in the twentieth-century.

HIST 0903I. History of Holocaust-JUDS0902.

HIST 0930A. Word, Image and Power in Renaissance Italy (ITAL 0580). Interested students must register for ITAL 0580.

HIST 0930E. Sacrifice and Suffering: Rhetorics of Martyrdom Compared (RELS 0640).

Interested students must register for RELS 0640.

HIST 0930F. Twentieth-Century Africa (AFRI 0160).

Interested students must register for AFRI 0160.

HIST 0930G. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 0050M).

Interested students must register for JUDS 0050M.

HIST 0930I. History of the Holocaust (JUDS 0902).

Interested students must register for JUDS 0902.

HIST 0930J. The World of Byzantium (CLAS 0660).

Interested students must register for CLAS 0660.

HIST 0930L. Israel's Wars (JUDS 0050H).

Interested students must register for JUDS 0050H.

HIST 0930M. Brothers Betrayed: Jews and Poles from 1500 until Today (JUDS 0901).

Interested students must register for JUDS 0901.

HIST 0930N. War and Society in the Ancient World (CLAS 0560).

Interested students must register for CLAS 0560.

HIST 0930P. Powering the Past (ENVS 0710).

Interested students must register for ENVS 0710.

HIST 0930Q. Introduction to Modern South Asia (SAST 0700).

Interested students must register for SAST 0700.

HIST 0930R. War and Society in Ancient Greece (CLAS 0650).

Interested students must register for CLAS 0650.

HIST 0930S. Beyond Orientalism: Understanding 'East Asia' (EAST 0010).

Interested students must register for EAST 0010.

HIST 0930T. Ecological Imperialism (ENVS 0720).

Interested students must register for ENVS 0720.

HIST 0930U. Before Wikipedia (COLT 0610Q).

Interested students must register for COLT 0610Q.

HIST 0930W. 21st Century Classics (CLAS 0320).

Interested students must register for CLAS 0320.

HIST 0930X. The Quran and its Readers (COLT 0711L).

Interested students must register for COLT 0711L.

HIST 0930Y. Courtesans, Concubines, and Wives: Gender Relations in Imperial China (EAST 0309).

Interested students must register for EAST 0309.

HIST 0930Z. The 1001 Nights (COLT 0510K).

Interested students must register for COLT 0510K.

HIST 0931A. How do you Feel? The History of Emotions (RELS 0843).

Interested students must register for RELS 0843.

HIST 0931B. An Introduction to Africana Studies (AFRI 0090)..

Interested students must register for AFRI 0090.

HIST 0940A. History of Intercollegiate Athletics (EDUC 0850).

Interested students must register for EDUC 0850.

HIST 0940B. The Campus on Fire: American Colleges and Universities in the 1960's (EDUC 0400).

Interested students must register for EDUC 0400.

HIST 0940C. When Leaders Lie: Machiavelli in International Context (ITAL 0981).

Interested students must register for ITAL 0981.

HIST 0940D. The Border/La Frontera (ETHN 0090A).

Interested students must register for ETHN 0090A.

HIST 0940E. Autobiography of the Civil Rights Movement (AFRI 0110C).

Interested students must register for AFRI 0110C.

HIST 0940F. Brown v. Board of Education (EDUC 0610).

Interested students must register for EDUC 0610.

HIST 0940G. From Amsterdam to Istanbul: Christians, Moslems, and Jews (JUDS 0050E).

Interested students must register for JUDS 0050E.

HIST 0940H. The Jew in the Modern World (JUDS 0050L).

Interested students must register for JUDS 0050L.

HIST 0940I. Social Welfare in the Ancient Greek City (CLAS 0310).

Interested students must register for CLAS 0310.

HIST 0940K. Israel's Wars (JUDS 0050H).

Interested students must register for JUDS 0050H.

HIST 0940L. Difficult Relations? Judaism and Christianity from the Middle Ages Until the Present (JUDS 0050M).

Interested students must register for JUDS 0050M.

HIST 0940M. Catastrophic Japan (EAST 0141).

Interested students must register for EAST 0141.

HIST 0940N. Religion Violence and Media (RELS 0090M).

Interested students must register for RELS 0090M.

HIST 0940Q. Shipwrecks and Castaways in History and Literature (POBS 0830).

Interested students must register for POBS 0830.

HIST 0960G. When Leaders Lie: Machiavelli in International Context (ITAL 0981).

Interested students must register for ITAL 0981.

HIST 0980C. Culture Wars in American Schools (EDUC 0510).

Interested students must register for EDUC 0510.

HIST 0980K. Extinction: A Global History (ENVS 0700C).

Interested students must register for ENVS 0700C.

HIST 0980L. Food for Thought: Food and Agriculture in the History of the Americas (ENVS 0700D).

Interested students must register for ENVS 0700D.

HIST 0980Q. Contestations Within Political Islam (RELS 0600F)..

Interested students must register for RELS 0600F.

HIST 0980R. Anticolonial Perspectives from South Asia (HIST 0980R).

Interested students must register for SAST 0740.

HIST 0980S. The Making of Modern South Asia (SAST 0745).

Interested students must register for SAST 0745.

HIST 0983A. The Chisolm Massacre: Reconstruction and the Politics of Violence (HMAN 0900Q).

Interested students must register for HMAN 0900Q.

HIST 0983B. Religious Freedom in America (RELS 0845).

Interested students must register for RELS 0845.

HIST 1030. Entangled South Africa.

Examines the contradiction of twentieth century South Africa as a divided society that nonetheless had dense contact across boundaries. In considering daily life, social interactions, and relations with animals, we find a challenging politics of entanglement within the class, gender, and racial hierarchies of apartheid. We close with a discussion of new divisions and alignments emerging during the transition to democratic rule in the 1990s.

HIST 1050. Africa and the Transatlantic Slave Trade.

This lecture class looks at the relationship between Africa and the Transatlantic slave trade from the late fifteenth century to the nineteenth century. We deal with the main regions of Atlantic Africa affected by the largest forced migration in the history of humankind, focusing on such issues as resistance to the slave trade and the role of slavery in the African continent. The class will reflect on the relationship between the slave trade and African patterns of long-term underdevelopment as well as the relationship between the abolition of the trade and the rise of colonialism in the nineteenth century. P

HIST 1060. Colonial Africa.

From in the late 19th century until the mid-20th century, European powers held the African continent as their colonial possession. This course engages recent historical literature to survey the changes wrought through empire. Beginning with Africa international relations before the imperial scramble, we will probe what changed and what endured under this new condition. We also examine hopes for an independent future. We will seek out both the limits of European empire in Africa and the incomplete nature of decolonization.

HIST 1070. "Modern" Africa.

This course begins with the end of imperialism and ends with a look toward the future. Themes include the pivotal importance of the newly sovereign states, the ongoing engagement with the rest of the world, and shared opinion about the imperative of modern development, even as definitions of modern and development differed. Readings include many primary sources, supplemented by articles on history and social science. Evaluation is based on participation, a map quiz, mid-term and final examinations, and short writing examinations, including article reviews. Students will also discover, analyze, and edit two new primary sources.

HIST 1080. Humanitarianism and Conflict in Africa.

This course focuses on the major issues and debates concerning humanitarianism and international intervention in 20th century Africa. It will explore the history of humanitarianism and the many challenges that arise when governments and institutions intervene in a conflict. Then students will investigate specific sites of conflict in Africa (ranging from Nigeria, Somalia, Rwanda, Sudan, and Western Sahara) and analyze different models of intervention and aid. These case studies will expose students to pivotal events in African history and equip them with a critical vocabulary with which to assess contemporary conflicts.

HIST 1081. The Environmental History of Subsistence and Extraction in Africa before 1900.

How did Africa become the poorest continent? To answer this, this course explores relationships between environment and society from ancient times through the beginning of the colonial era. Topics include foraging, cultivating, herding, metallurgy, population movement, long-distance trade, the Atlantic slave trade, European conquest, and imperial occupation. We also examine concepts of wealth, poverty, and justice. Reviewing case studies from different regions, we consider the ecological, demographic, social, economic, and political factors that shaped production, as well as the global developments that made Africa vulnerable to resource extraction for external profit. No experience of African history required. P

HIST 1090. Black Freedom Struggle Since 1945.

This lecture course unpacks the history of the black mass civil rights movement in the United States using a range of sources and methods. Moving thematically and focusing primarily on the South, the course considers the roles of the courts, the government, organizations, local communities, and individuals in the ongoing struggle for social, political and economic equality. Sources include photographs, documentaries, movies, letters, speeches, autobiography, and secondary readings. By the end of the course, students will have a grasp on how to critically analyze primary sources but also develop tools for more general critical analysis and writing. Moreover, students will understand why history matters.

HIST 1101. Chinese Political Thought from Confucius to Xi Jinping.

This lecture-discussion course traces the rich history of Chinese political thinking from the beginnings of written history—when different visions of good governance competed for the attention of the rulers of the day—through to the present. We begin with the study of ancient political ideas, for it is during the earliest periods of Chinese history that the greatest variety of government modes are proposed. Political philosophy is the focus, but we also examine the institutions that were developed to translate ideals into action and to the tensions that arose as a consequence of efforts to reconcile different political philosophies in practice during the imperial period. The last section of the course is devoted to the radical changes in thinking and government institutions that take place over the course of the late nineteenth, twentieth, and twenty-first centuries.

HIST 1110. Imperial China/China: Culture and Legacy.

As the current revival of Confucianism in the People's Republic of China demonstrates, the past is still very much alive in China today. This lecture-and-discussion course surveys the history of China from the origins of the first state through the twilight of the imperial period in the nineteenth century. Lectures are designed and the reading assignments chosen to emphasize in particular those ideas and beliefs, institutions and government structures, and literary and artistic developments that have shaped (and continue to shape) China today. "Imperial China" provides the knowledge necessary for informed study of modern China. P

HIST 1111. Women and Gender Relations in China.

An overview of the changing roles of women (and men) in Chinese society. We begin with the cosmological views that defined the genders and their separate spheres in early China; and the institutions (the family, the imperial state) that regulated gender roles and factors (class, religious belief) that complicated and at times undermined these regulations. We focus then on how the economic, social, and intellectual changes of the early modern period precipitated a re-examination of women and their roles in the family and society; and trace the impact of the resulting changes on modern and contemporary gender roles and relations. P

HIST 1112. China's Early Modern Empires.

"China's Early Modern Empires" traces the development of empire in the China region from the rise of the Mongols in the twelfth century to the eve of China's encounter with the West in the nineteenth century. The course focuses on the early modern empires of the Chinese Ming (1368-1644) and Manchu Qing (1644-1911), situating them in larger patterns of world history. We look at how conquest and the demands of empire-building shaped frontier relations and East Asian regional geopolitics, as well as social relations (ethnic and gender identities in particular), economic organization, government, and culture within the core Chinese portions of the empires. Emphasizing the dynamic character of the region's history prior to the rise of modern Western imperialism, the course provides a solid foundation for the study of modern and contemporary China. P

HIST 1118. China's Late Empires.

A post-nationalist perspective on history in China from 1200-1930, with emphasis on empire--formation, gender, and daily life in the Mongol Yuan, Chinese Ming, and Manchu Qing empires, as well as nationalist reconstructions of the Chinese past in the early twentieth century. P

HIST 1120. At China's Edges.

What does it mean to live on the borders of a rising world power? This course explores the commonalities and differences of the vast areas where China meets Central, South, Northeast, and Southeast Asia. We will analyze the modern histories of such places as Xinjiang, Hong Kong; Taiwan; Manchuria; Sichuan; Yunnan; and Tibet through a number of overarching themes, starting with environment and place-making. Other topics include comparative colonialisms and experiences of decolonization; the experience of war in borderlands; conceptions of ethnicity over time; and nation-building, citizenship, and the "art of not being governed."

HIST 1121. The Modern Chinese Nation: An Idea and Its Limits.

How did the Chinese empire become a nation-state? This course introduces the history of Chinese societies from 1850, when a massive civil war destabilized the country and sent a new wave of migrants across the globe. We will explore how local and regional society was affected by the spread of new conceptions of the Chinese nation, new kinds of government, and cultural and technological innovations. Coursework addresses the construction of race, ethnicity, and religion as well as gender and sexuality; the effects of war and catastrophe; different formulations of revolution and self-strengthening; and more.

HIST 1122. China Pop: The Social History of Chinese Popular Culture.

An exploration of how the artifacts of visual, material, aural and ritual culture illuminate the construction of and tensions in Chinese society at various levels and localities during the last two centuries. Topics include arrangements of space and time; gender and the body; popular entertainment; religion and performance; the growth of mass media; and the relationship of cultural forms to politics, local identity, and global forces. Class projects will draw on the Haffrenreffer collection and develop multimedia presentations.

HIST 1123. China's Socialist Dreams.

A history of the People's Republic of China under Mao in its context. We'll explore the appeal of anarchism and socialism in the early 20th century and experiments in rural utopianism and worker autonomy. To understand the Chinese Communist Party, we'll examine it as upstart, revolutionary vanguard, strategic ally, army, and state builder. Using new research on 1950s-70s Chinese society, we'll ask how the Maoist party-state reached the lives of urbanites and farmers; affected gender relations and constructions of sexuality, age, and family; and shifted formulations of ethnicity, race and China's place in the world.

HIST 1124. China and the Modern World.

This course would stretch from the 19th century to the present day, placing China alongside of its major regional and global interlocutors of each era. Thus, the course would engage with East and South Asian maritime history, Japanese and Korean history, Soviet and Russian history, US history in several time periods, and so on. This course would serve as a launching pad for students to further explore Chinese, Asian and transnational history.

HIST 1140. Samurai and Merchants, Prostitutes and Priests: Japanese Urban Culture in the Early Modern Period.

Examines the cultural traditions of the urban samurai, the wealthy merchant, and the plebian artisan that emerged in the great metropolises of Edo, Osaka, and Kyoto during the early modern period. Focuses on the efforts of the government to mold certain kinds of cultural development for its own purposes and the efforts of various social groups to redirect those efforts to suit their desires and self-interest. P

HIST 1141. Japan in the Age of the Samurai.

This course is for students interested in exploring Japan's remarkable cultural, political and social transformations during the Age of the Samurai, which began in the late 12th century and came to a close in the mid-19th century. Lectures, readings and films will explore how the emergence of new forms of military expertise and technologies led to the creation of warrior-led "tent governments," that first co-existed with and eventually supplanted the structures of power centered on Kyoto and the Imperial Court. Open to all students. P

HIST 1149. Imperial Japan.

This course is for students interested in exploring the changing ideas, technologies and practices that shaped Japan's history from the 1850s, when it confronted the power of an encroaching West, to the 1930s when its choices led the nation to the edge of ruin. Lectures and readings will address the collapse of the Tokugawa regime, the Meiji Restoration, the construction of empire, and the emergence of new forms of cultural and political expression. Students will also learn how ideas about gender, race, and tradition were understood and made use of in Imperial Japan. Open to all students.

HIST 1150. Modern Japan.

Japan is a rich site for an exploration of many of the key processes and concepts that have shaped, and continue to transform, the modern world. These include the creation of the nation as the fundamental structure for social and political organization, a development that came late to Japan and had profound effects on its relationships with its neighbors, the crafting of its own histories, and with the emergence of debates about what it meant to be "Japanese." The course also explores how ideas about gender, race, and tradition have been understood and made use of in modern Japan.

HIST 1155. Japan's Pacific War: 1937-1945.

Uses film, oral histories, historical fiction, and more traditional forms of historical interpretation to explore the events, ideas, and legacies of Japan's Pacific War. The armed conflict began in 1937 with the Japanese invasion of China and ended in 1945 with the atomic bombing of Hiroshima and Nagasaki. Some attention is paid to military developments, but the principle concerns fall into the areas of mutual images, mobilization, and memory.

HIST 1156. Postwar Japan.

This course is for students interested in exploring Japan's remarkable cultural, political and social transformations from the closing days of the Second World War, through its emergence as an apparent exemplar of democratization's potential and capitalism's benefits, and on to the contemporary era. Lectures, readings and films will explore the legacies of the war and the Occupation, the so-called "economic miracle" (and its effects on the environment), the protest movements of the 1960s and beyond, and Japan's complicated relationships with its neighbors, with the U.S., and with its own recent history. Open to all students.

HIST 1200A. Mediterranean Culture Wars: Archaic Greek History, c 1200 to 479 BC.

From the end of the Bronze Age to the end of the Persian Wars is a period of considerable change in the Mediterranean and beyond. The Greek polis challenges the powers of the ancient Near East. Over seven centuries we meet Greek writing, Homeric epic, and the first historian (Herodotus). But the Greek world lay on the edges of the Ancient Near East and this course tries to offer a more balanced approach than the typically Hellenocentric perspective of the standard textbooks.

It addresses cultural, political, social, and economic histories. Literary, epigraphical and archaeological cultures provide the evidence. No previous knowledge of the ancient world is required.

HIST 1200B. The Fall of Empires and Rise of Kings: Greek History to 478 to 323 BCE.

The Greek world was transformed in less than 200 years. The rise and fall of Empires (Athens and Persia) and metamorphosis of Macedon into a supreme power under Philip II and Alexander the Great provide the headlines. The course covers an iconic period of history, and explores life-changing events that affected the people of the eastern Mediterranean and the topics that allow us to understand aspects of life and culture of the peoples of the eastern Mediterranean. and through these transformations, offers insights into the common pressures that communities confronted. No prior knowledge of ancient history is required. P

HIST 1200C. History of Greece: From Alexander the Great to the Roman Conquest.

In 334 BCE, the 22-year-old Alexander crossed over to Asia and North Africa, changing the history of the West forever. The invasion by a small, if intensely introspective, Greek peoples led to the spread of a monotheistic idea, belief in individualism, alienation from central power, and, conversely, the creation of natural law and human rights, and a deep desire for universalism. By its silences, the preserved narrative (constructed by European males) minimizes the lives of women, children, slaves, and those not of European origin. But largely because of Alexander's conquests and the expansion of cosmopolitan thinking, the evidence embedded in Hellenistic history is far more diverse than for most other periods of classical history. This course focuses on inclusive social and intellectual history. Of particular emphasis will be the tension between the individual and the search for universal connection. P

HIST 1201A. Roman History I.

No description available.

HIST 1201B. Roman History II: The Empire.

The social and political history of the Roman Empire (14-565 CE). Focuses on expansion, administration, and Romanization of the empire; crisis of the 3rd century; militarization of society and monarchy; the struggle between paganism and Christianity; the end of the Empire in the West. Special attention given to the role of women, slaves, law, and historiography. Ancient sources in translation.

HIST 1202. Formation of the Classical Heritage: Greeks, Romans, Jews, Christians, and Muslims.

Explores essential social, cultural, and religious foundation blocks of Western Civilization, 200 BCE to 800 CE. The main theme is the eternal struggle between universalism and particularism, including: Greek elitism vs. humanism; Roman imperialism vs. inclusion; Jewish assimilation vs. orthodoxy; Christian fellowship vs. exclusion, and Islamic transcendence vs. imminence. We will study how ancient Western individuals and societies confronted oppression and/or dramatic change and developed intellectual and spiritual strategies still in use today. Students should be prepared to examine religious thought from a secular point of view. There is no prerequisite or assumed knowledge of the period. P

HIST 1205. The Long Fall of the Roman Empire.

The collapse of the Roman Empire was the crucible in which the cultures of the medieval West, Byzantium, and Islam were forged. This class examines the tensions and transformations within Mediterranean society between 250 and 1100 CE and how these tribulations gave birth to new identities, boundaries, economies, and religious beliefs. We will explore too the points of contact between the emerging Latin, Byzantine, and Islamic worlds and how people living in the late ancient and early medieval Mediterranean sought to devise solutions to the challenges that confronted them as their worlds collapsed, expanded, and changed. Class meetings will interweave narrative and thematic lectures with student analysis of primary sources in translation. Topics include early Christianity, the body, gender, barbarian invasions and the fall of the Western Roman Empire, the rise of Islam, Charlemagne, and the Vikings. P

HIST 1210A. The Viking Age.

For two centuries, Viking marauders struck terror into hearts of European Christians. Feared as raiders, Norsemen were also traders and explorers who maintained a network of connections stretching from North America to Baghdad and who developed a complex civilization that was deeply concerned with power and its abuses, the role of law in society, and the corrosive power of violence. This class examines the tensions and transformations within Norse society between AD 750 and 1100 and how people living in the Viking world sought to devise solutions to the challenges that confronted them as their world expanded and changed. P

HIST 1211. Becoming Medieval: Self, Other, and the World.

Complex relations among the foundational categories of self, other, and the world emerged in high medieval Europe that shaped the future of the globe. In exploring the high middle ages, this course exposes constructions of the self and patterns of power that engendered xenophobia, colonizing conquests, anti-Semitism, Islamophobia, environmental change, surveillance of deviants, and stark hierarchies of class, gender, and sexuality. Yet cross-dressing peasant girls who led armies, crusading knights who wore Muslim silks, Jews who advised Christian rulers, sub-Saharan Africans who enjoyed prominence at European courts, and Mongol-curious missionaries also belonged to the process of becoming medieval. As this course demonstrates, Europe in this period became intertwined with other regions, and was home to people of a diverse array of identities who lived boundary-defying lives and articulated capacious notions of self, other, and the world that resonate today.

HIST 1211A. From Imperial Diadem to Papal Tiara: Analyzing the Sources for the History of Europe, 476 to 1215.

How do we know what happened in the past? Sure, you can flip open a book or read a Wikipedia page, but how, in this age of fake news, do you know who to trust? What makes a source of information reliable or unreliable, useless or useful? Looking at the history of western Europe from the aftermath of the fall of Rome, this course tackles these questions head-on through a deep, analytical engagement with a variety of different primary sources. From the spectacular miracles of saints to everyday lists of dry goods and property boundaries, true history resides in the text, if only one is clever enough to see it.

HIST 1213. Memories of the Medieval in the Age of White Supremacy.

This course explores how the idea of a "medieval" period helped to create nationalist and racist identities in Europe and America—and continues to provide the bedrock for white nationalist identities—over the course of the nineteenth and twentieth centuries through an exploration of literature, art, architecture, and film.

HIST 1216. The Paradox of Early Modern Europe.

European social, intellectual, political, and economic history from the 15th to the 18th centuries, with an eye to the paradox embodied in the term "early modern." On the one hand, this is supposedly the heroic era of Columbus, Machiavelli, Newton, and Montesquieu, when Europeans became increasingly global, urban, and critical. On the other hand, this period also saw the rise of judicial torture, new regimes of discipline, colonialism, and a robust belief in the unseen world of demons, angels, and witches. We will explore the interplay of these paradoxical forces in Europe's transformation from medieval into modern. P

HIST 1230A. Modern European Intellectual and Cultural History: Revolution and Romanticism, 1760-1860.

A lecture course, primarily for juniors and seniors, that focuses on salient philosophic, artistic, and ideological currents of 19th-century Europe. Beginning with the crisis of political and cultural legitimacy posed by the French Revolution, it concludes with the consolidation of bourgeois culture in the 1860s and 1870s and the two great scientific systematizers of these decades: Darwin and Marx.

HIST 1230B. Modern European Intellectual and Cultural History: The Fin de Siecle, 1880-1914.

A sequel to HIST 1230A focusing on radical intellectual and cultural currents that challenged and destabilized the assumptions of Victorian high culture during the fin de siecle. Through a careful reading of primary texts by Hobhouse, Nietzsche, Weber, and Freud. The course explores issues such as the rise of mass consumer culture, neoliberal and neofascist politics, philosophic irrationalism, psychoanalysis, and the woman question.

HIST 1230C. The Search for Renewal in 20th century Europe.

The overarching theme of the course is the relationship between modernity and the primitive as manifested in major cultural, aesthetic and political movements in the 20th century. Films are an integral part of the course.

HIST 1235A. Making A "Second Sex": Women and Gender in Modern European History.

This course deals with the history of European women and gender from the Enlightenment to the present. It will focus on large historical themes and questions, especially shifting constructions of femininity and masculinity. It will begin with an analysis of eighteenth-century philosophies regarding women and gender, and it will move to examinations of specific topics such as industrialization, Victorian femininity, the suffrage movements, gender and the Great War, interwar sexuality, fascism, gender and the Second World War, and the sexual revolution.

HIST 1240A. Politics of Violence in 20C Europe.

Europe's 20th century saw the emergence of forms of violence unthinkable in a world without mass politics. To better understand the changes in European states and societies that gave rise to total war and the violence associated with totalizing ideologies such as fascism and communism, we will read Lenin, Mussolini, Hitler, Fanon and others who sought to interpret violence as an extension of ideology. We will also read selections from more recent works by state leaders, historians and cultural figures from Ukraine to France, from Turkey to Great Britain who have reinterpreted past violence for present political ends.

HIST 1241A. Migration in European History.

From the "Germanic" people's migrations of antiquity to the global refugee crises of today, migration has left an indelible mark on European society. What are the causes and consequences of periods of "mass" migration? Surveying major episodes in recent European migration history, this lecture course explores how human mobility has historically shaped culture, politics, economics, and society on this continent. Special attention will be given to the 19th century, an exceptional chapter in global migration history that saw more than 50 million Europeans departing for the Americas.

HIST 1241B. Understanding the Body in Medieval and Early Modern Europe.

In medieval Europe, the body was both a site of sin and the grounds where sin might find redemption in penance or prayer. The health of the medieval body was implicated by the health of the soul (and vice versa). In early modern Europe, the body shed some of its sacred meanings as it became an object of professionalized medical discourse. We trace this "disenchantment" of the body by examining concepts of sickness and health, the roles of gender and racial differences in understanding the nature of the body, and the changing social practices regarding human bodies and mortal remains. P

HIST 1260D. Living Together: Muslims, Christians, and Jews in Medieval Iberia.

A pressing issue in today's pluralistic societies is how people of different identities (religious, ethnic, etc.) can live together. This course explores a slice of history that can help us think through questions of difference in our world: medieval Spain, where for centuries Muslims, Christians, and Jews lived in close proximity. Through explicit juxtaposition with modern debates, this course examines how these people understood and structured their relations with each other in the Iberian Peninsula between 711 and 1492. Themes include: identity and cultural definition; power and religious violence; tolerance and intolerance; acculturation and assimilation; gender and sexuality. P

HIST 1261E. After Empire: Modern Spain in the 20th Century.

This course situates 20th-century Spain at the crossroads of postcolonialism, ideological violence, and contested modernization. Spain entered the century amidst a profound national identity crisis, stirred by its defeat in the Cuban Independence War. Over the next decades, conflict erupted among advocates of different visions of Spain, while the rise of mass politics transformed Spain in the first battleground in the global confrontation between fascism, communism, and liberalism. General Franco's victory in the Spanish Civil War installed an authoritarian regime lasting four decades whose legacies marked Spain's transition into the current democratic system and its problematic relationship with discontented sectors.

HIST 1262F. Women, Gender, and Feminism in Early Modern Italy.

This course explores the variety of Italian women's histories, issues of gender and sexuality, and ingenious responses to circumvent the social, economic, religious, and political limitations placed upon them during the early modern period (1400-1800). Italian women produced some of the foundational texts of historical feminism, the intellectual and cultural movement that advanced the idea of equality across genders and the necessity of equal access to opportunity and education. This course surveys the alternatives proposed to the gender hierarchies of Italian society and will include selections from archival documents, letters, literature, treatises, and the visual arts. Taught in English. P

HIST 1262M. Truth on Trial: Justice in Italy, 1400-1800.

Why do we think that one human being can judge another? How did this activity, enshrined in legal and political systems, profoundly shape society? This course examines the changing face of justice, from the medieval ordeal to judicial torture; the expansion of inquisitorial and state law courts; and the critical role the judicial system played in shaping Italian society. Using Italy as a focus, the course explores how law courts defined social, political, scientific, and religious truth in the early modern period. P

HIST 1264M. Cultural History of the Netherlands in a Golden Age and a Global Age.

Between 1580 and 1690 two nations emerged in Europe from what had been one unified region. To the north, the Dutch Republic gained its independence from Spain and developed as a bastion of liberty, ideas in ferment, visual arts, Calvinist faith, science, technology, global economic reach. To the south, the "loyal" Netherlands, now Belgium, returned to the Spanish and Catholic fold, but sustained its leading position in the arts, competed in global trade, and negotiated a new compromise of government. In this course we present an interdisciplinary, comparative view of the "two" Netherlands and their legacy in the world. P

HIST 1266C. English History, 1529-1660.

Examines politics, religion, and society from the Protestant Reformation to the Puritan Revolution—a period of rapid and dramatic change when the world, for most English people, was turned upside down. Considers the experiences and concerns of ordinary men and women, as well as the elite. Takes in Scotland, Ireland, and the great migration to New England. P

HIST 1266D. British History, 1660-1800.

A survey of British history from the restoration of monarchy to the Wilkes affair and the loss of the American colonies. In addition to political developments such as the Glorious Revolution and the rise of party, examines political ideology (including the great political theorist, John Locke) and various themes in social history (such as crime, popular protest, the sexual revolution, and the experiences of women). P

HIST 1267. The Global British Empire, 1600-The Present.

This course charts the long history and continuing legacies of the British Empire, an entity that has transformed every single continent over the last four centuries and is widely associated with the makings of the modern world. We examine how and why a powerful and expansive British Empire emerged and sustained itself. Equally, we zoom in on the regular contestation and even outright rebellion that this transcontinental polity inspired. This course is an opportunity to think connectively and comparatively about historical experiences in America, India, the Caribbean, and Africa among multiple other British imperial spaces. We will track the making and unmaking of the British Empire by studying the evolution of global trade, labor regimes including slavery, the consumption of commodities such as sugar, as well as new ideas about governance, race, and identity.

HIST 1268A. The Rise of the Russian Empire.

This course provides a broad survey of Russian history from Kievan Rus' to the Crimean War. Topics include the rise of Moscow, the Time of Troubles, the reforms of Peter the Great and Catherine the Great, the Napoleonic Wars, and the conservative reign of Nicholas I. The following themes are emphasized in the lectures and readings: the changing stratification of society; the expansion of the Russian empire; Russia and the West (including diplomatic and cultural relations); economic development; and the origins and growth of the Russian intelligentsia and radical opposition to the autocracy. P

HIST 1268B. Russia in the Era of Reforms, Revolutions, and World Wars.

This course examines the rapid industrialization, modernization, and urbanization of Russia from the era of the "Great Reforms" (1860s) through the Second World War. We will examine both the growing discontentment among the population with autocracy's efforts to maintain power and the Bolshevik effort to recreate the economy, society, and everyday life. Topics will include Russian Marxism and socialism, terrorism, the Russian revolutions of 1917, the rise and consolidation of Soviet socialism, famine, the red terror, and World War II.

HIST 1268C. The Collapse of Socialism and the Rise of New Russia.

This course examines late Soviet socialism, the collapse of the USSR, and the emergence of the new Russia. The following themes are emphasized in lectures and readings: the major features of de-Stalinization; Soviet and Russian foreign policy during and after the Cold War; the domestic and international causes and consequences of the collapse of the Soviet Union; and the emergence of a new Russian government and national identity during the 1990s and early 2000s.

HIST 1270C. German History, 1806-1945.

This course examines the development of German history from the dissolution of the Holy Roman Empire to the end of World War II. During that time the German states went from being a sleepy backwater to being the conquerors of Europe, finally conquered themselves by the Allied Forces. Through lecture, readings, and discussion we will examine post-Napoleonic Germany, Prussia's role in uniting Germany, the Wilhelmine Empire, the Weimar Republic, and finally National Socialism. The class will take into account politics, economics, war, and culture in painting a full picture of the development of a distinct German state and society.

HIST 1272C. Liberty, Equality, Fraternity? The History of Modern France.

This course follows the history of France from the time of Louis XIV to the present, focusing on social and cultural trends, with particular emphasis on the boundaries of French national identity. It asks who belonged to the French nation at key moments in French history, including the Enlightenment, the French Revolution, the Napoleonic era, industrialization, imperialism, and the two world wars, as well as the complex questions presently facing France. We will examine how inclusions and exclusions during these moments reveal larger themes within French history, such as those dealing with race, class, gender, immigration, and anti-Semitism, amongst others.

HIST 1272D. The French Revolution.

This course aims to provide a basic factual knowledge of the French Revolution, an understanding of the major historiographic debates about the revolutionary period, and a sense of the worldwide impact of events occurring in late-eighteenth century France. A strong historiographic focus will direct our attention to the gendered nature of the revolutionary project; the tension between liberty and equality that runs throughout French history; the intersection of race and citizenship in the Revolution; and the plausibility of competing social, political, and cultural interpretations of the Revolution.

HIST 1272E. Paris: Sacred and Profane, Imagined and Real.

Paris has been called the capital of modernity, the capital of the nineteenth century, and the capital of the black Atlantic. This course explores how Paris grew from a small settlement into a vast city with an enormous global impact. Covering the settlement of the Celtic Parisii in the mid-third century BCE through the present, the course investigates the dynamic relationship between urban space, public activism, racism, and colonialism. It also considers who has been excluded from the city's complex mythology and how these myths impacted experiences of the "other" (including people of color, low-income people, Jewish people, and women).

HIST 1280. Death from Medieval Relics to Forensic Science.

From CSI: Crime Scene Investigation to Ghost Busters to murder mysteries, western society finds death and dead bodies both fascinating and horrifying. This lecture course considers how the western world has dealt with life's most fundamental truth – all humans die – by looking at the history of death and dead bodies from the Middle Ages up to the early twentieth century. Topics include the worship of Christian relics, Catholic and Protestant conceptions of the "good death," body snatching and dissection, society's fascination with murder, execution as legalized death, forensic science and dead bodies, and ghosts. P

HIST 1310. History of Brazil.

This course charts the history of Brazil from Portuguese contact with the indigenous population in 1500 to the present. It examines the country's political, economic, social, intellectual, and cultural development to understand the causes, interactions, and consequences of conflict, change, and continuity within Brazilian society.

HIST 1312. Brazil: From Abolition to Emerging Global Power.

How did Brazil transform itself from a slave society in 1888 to rising international economic and political force? This course will examine the history of Brazil from the end of slavery to the present. We will analyze the reasons for the fall of the Empire and the establishment of a Republic, the transformations that took place as immigrants arrived from Europe, Japan, and the Middle East in the early twentieth century, and the search for new forms of national identity. We will study the rise of authoritarian regimes and the search for democratic governance in more recent years.

HIST 1313. Brazilian Biographies.

How do the famous Brazilian singers Carmen Miranda and Caetano Veloso fit into any comprehensive understanding of Brazilian history? Do the life stories of the eighteenth-century freed slave Xica da Silva or the twentieth-century favela dweller and best-selling author Carolina Maria de Jesus represent unique characters or larger social phenomena of different times and places? How have Brazilian and foreign authors written the history of Brazil through portraits of individuals. This course will examine life stories of Brazilians of all races and social classes through texts, documents, and films to see what these biographical portrayals reveal about Brazilian history/culture. P

HIST 1320. Rebel Island: Cuba, 1492-Present.

Cuba, once the jewel in the Spanish imperial crown, has been home to some of the world's most radical revolutions and violent retrenchments. For two centuries, its influence has spread well beyond its borders, igniting the passion of nationalists and internationalists as well as the wrath of imperial aggression. This course traces the history of Cuba from its colonial origins through the present, foregrounding the revolutionary imaginary that has sustained popular action-from anti-slavery rebellions through the Cuban Revolution and its discontents-in addition to the historical processes that have forged one of the world's most vibrant socio-cultural traditions.

HIST 1331. The Rise and Fall of the Aztecs: Mexico, 1300-1600.

This course will chart the evolution of the Mexica (better known as the Aztecs) from nomads to the dominant people of central Mexico; examine their political, cultural, and religious practices (including human sacrifice); explore the structure and limitations of their empire; and analyze their defeat by Spanish conquistadors and their response to European colonization. We will draw upon a variety of pre- and post-conquest sources, treating the Aztecs as a case study in the challenges of ethnohistory. P

HIST 1332. Reform and Rebellion: Mexico, 1700-1867.

This course focuses on Mexico's difficult transition from colony to nation. We will examine the key political, social, economic, and cultural developments during this period. Major topics will include: the paradoxical eighteenth century, which saw Mexico emerge as the most prosperous region of the Spanish empire, even as social and economic tensions deepened; the outbreak of peasant rebellions in the early nineteenth century; the elite-led movement for independence; the economic decline and political turmoil of the early republic; foreign interventions by the United States and France; and the rise of the Liberals as Mexico's dominant political force. P

HIST 1333. The Mexican Revolution.

To study the Mexican Revolution is to examine the sweeping history of Modern Mexico: from the Liberal reforms of Benito Juárez to the enduring power of the Partido Revolucionario Institucional (PRI); from peasant revolutionary Emiliano Zapata to his namesake Zapatistas of Chiapas; from Pancho Villa's mass revolutionary army to transnational mystic Teresita Urrea; from the landlord Francisco Madero who led the insurgency to Lázaro Cárdenas who enacted land and labor reforms; from the constant flows of migrants crossing the border back and forth to Mexico's defiance against Trump's wall.

HIST 1340. History of the Andes.

Before the Spanish invaded in the 1530s, western South America was the scene of the largest state the New World had ever known, Tawantinsuyu, the Inca empire. During almost 300 years of colonial rule, the Andean provinces were shared by the "Republic of Spaniards" and the "Republic of Indians" - two separate societies, one dominating and exploiting the other. Today the region remains in many ways colonial, as Quechua- and Aymara-speaking villagers face a Spanish-speaking state, as well as an ever-more-integrated world market, the pressures of neoliberal reform from international banks, and the melting of the Andean glaciers.

HIST 1350. States, Kingdoms and Atlantic Trade.

Beginning in the 15th century Portuguese maritime explorers ventured down the coast of West Africa in search of ivory, animal skins, spices, gold. Fueled by accounts of Muslim explorers before them, they encountered dynamic African kingdoms that rivaled their own. In turn encounters with Europeans caused a shift in African polities causing the economies of African trade to shift from antiquated Saharan trade routes to the Atlantic Coast. As the demand for labor in the American colonies began to increase, transatlantic African trade began to include the continent's most precious commodity, captive African bodies. This course delves into the complex relationship between African and European polities and the business of transatlantic slavery in the burgeoning colonies of the Americas from 1400 to 1881, when European powers met in Berlin to discuss the division of the continent for its valuable resources.

HIST 1360. Amazonia from the Prehuman to the Present.

This course merging lecture and discussion will examine the fascinating and contested history of the largest rainforest on the planet and one of the world's most complex fluvial ecosystems: Amazonia, in equatorial South America, from its pre-human history to the present day. The course will include readings and discussions on the region's ecological origins; the social history of its diverse Indigenous populations, immigrant groups, and African-descended populations; exploration myths and European colonial projects; and more recent efforts to exploit and protect Amazonia's extraordinary natural and human resources. The course will use tools and resources from archaeology, anthropology, biology, and social and cultural history, and will also examine popular representations of the Amazon through novels, newspapers, podcasts, and film.

HIST 1370. The United States and Brazil: Tangled Relations.

This lecture course explores the complex relations between Brazil and the United States from the American Revolution to the present. Through the use of documents, films, literature, and historical monographs, we will examine the diplomatic, political, economic, and cultural interactions between the largest nations in the Americas, paying particular attention to the growing influence of the United States. We will focus on the "Special Relationship" that developed during World War II, the effects of Washington's foreign policy during the Cold War, U.S. involvement over the course of the military dictatorship, and new forms of interactions after the return to democracy.

HIST 1381. Latin American History and Film: Memory, Narrative and Nation.

This course is centered around the relationship between history and storytelling. It takes as a starting point that history is itself political, and asks that we always consider both how and why we tell stories about the past. Together, we will critically examine a broad range of films and texts that engage with the Latin American past, and explore what they have to say about how gender and sexuality, imperialism, slavery, the church, revolution and repression shaped the region. How do films represent the past, and how do we approach "historical film"? How have narrative and documentary films been used as in various social and political struggles? Each week, we will examine documentary, narrative, or experimental films in relation to other modes of historical storytelling, from academic historiography to graphic novels, first person testimonios, memoirs, oral histories, and journalism.

HIST 1440. The Ottomans: Faith, Law, Empire.

This course explores the rise and fall of the longest-lived Muslim dynasty in history, the Ottoman Empire (1299-1923). From Turkish nomads in Asia Minor to multiethnic empire spanning three continents, the Ottomans were the premier power of southern Europe, northern Africa, and the eastern Mediterranean in the early modern world. From medieval "Turko-Persia" to the catastrophes of World War I, we shall engage difficult historical questions surrounding law and empire, religion and secularism, nationalism and statebuilding, and the legacy of Ottoman rule in and outside today's Turkey—from Sarajevo to Baghdad, Crimea to Mecca, and "where East meets West": Constantinople/Istanbul.

HIST 1445. The Making of the Ottoman World, 15th - 20th Centuries.

This course treats some of the major themes of Ottoman state and society, one of the major empires of the world out of which many new polities in the Balkans, Anatolia, the Middle East and North Africa emerged during the twentieth century. At the center of the course is the transformation of the "classical" Ottoman state to the early modern and modern through the many shapes and forms it has taken. We will be covering the beginnings from the 15th century and end with the analysis of the making of the modern Ottoman society in the early 20th century.

HIST 1455. The Making of the Modern Middle East.

From North Africa to Afghanistan, Turkey to the Arabian peninsula, the goal of this course is to provide students with a robust background in modern Middle Eastern history, broadly defined. We begin in the long nineteenth century, an era of intense social and economic transformation that led to the collapse of the Ottoman empire and emergence of a new state system, primarily under British and French colonial rule. We then explore forces shaping the contemporary region, including nationalism, oil, regional conflicts and the Cold War, Islamism and mass politics, and military interventions by the US and other world powers. M

HIST 1456. Bankrupt: An Economic and Financial History of the Middle East in the 19th and 20th Centuries.

This course critically examines the economic, and particularly, the financial history of the modern Middle East in the 19th and 20th centuries. It is structured chronologically and thematically. It starts in the mid-19th century by examining the role of European states, as well as private European investment firms and oil companies, in facilitating the colonization of the region via loans, capitulations, and extractive concession agreements. It then shifts to the post-colonial period, studying how western oil companies, banks, investment firms, and multi-national organizations shaped the trajectories of the newly-independent states in the Middle East.

HIST 1457. Understanding the Palestinians.

Palestinians are largely absent in narratives about the "Arab-Israeli Conflict." This course introduces new scholarship that centers Palestinian experiences and agency within the larger thematics of capitalism, colonialism, nationalism, and indigeneity. Ultimately, we ask: Who are the Palestinians? What does their transformation from a largely peasant society into a dispossessed, displaced, and stateless people tell us about the making of the modern world? And why has the Palestinian condition become a signifier for global struggles for justice, equality freedom, and a shared world?

HIST 1460. Modern Turkey: Empire, Nation, Republic.

This course will treat some of the major themes of Turkish history and society, one of world's Muslim majority countries today. Since Turkey unfolded from the Ottoman Empire in the early 20th century, Turkish nationalism and its many shapes and forms has been at the center of the country's uneasy history of democratization. Mapping the political, socio-economic and cultural landscape, this ventures through Turkish history to study state and society through political thought and economy of democracy, exploring secularism, Islam, feminism, Kurdish question, memory and popular culture.

HIST 1470. Legal History in the Middle East.

This course is devoted to exploring questions of law and legal history in the Middle East/eastern Mediterranean region from late antiquity to the present. Emphasis will be on the Islamic legal tradition from medieval to modern times, including intersection-and-friction points between the shari'a and Roman, Persianate, and Mongol imperial legacies, and fellow Abrahamic faiths. From the earliest schools of Islamic jurisprudence to late Ottoman constitutionalism, and the sociolegal impact of the 1979 Iranian Revolution to the Arab Spring uprisings, our goal is to explore the depth and diversity of legal cultures and institutions across different epochs of Middle East history.

HIST 1501. The American Revolution.

This course will explore the period of the American Revolution from the 1760s through the turn of the nineteenth century. Taking a broad view of the conflict and its consequences, we will situate the American colonies in their North American and Atlantic context, examine the material and ideological concerns that prompted the Revolutionary War, and trace the consequences of the conflict for the nation that followed. Students will be invited to look beyond the Founders to the experiences of women, slaves, Native Americans, common soldiers, and Loyalists.

HIST 1502. The Early Republic United States.

This course explores the politics and culture of the United States between the ratification of the Constitution in 1789 and the financial crisis of the late 1830s. The establishment of the federal government still left crucial questions unresolved: the characteristics of national identity, the boundaries of citizenship, the legitimacy of slavery, and the tense relationship between capitalism, colonialism, and democracy. Relying on primary sources and secondary scholarship, the course will revisit familiar debates over warfare, sovereignty, and public policy, while also introducing students to a wide range of critical voices seeking to fulfill the idealistic possibilities of the American Revolution.

HIST 1503. Antebellum America and the Road to Civil War.

Surveys society, culture, and politics between 1800 and 1860. Topics include the social order of slavery, the market revolution and its impact, abolition and other evangelical reform movements, and the development of sectional identities.

HIST 1505. Making America Modern.

This course surveys a crucial period in American history between the end of Reconstruction and the beginning of World War I. During this time, the United States transitioned from a relatively fragmented, traditional, and largely agricultural society into one that was remarkably diverse, increasingly urban, and highly industrialized. In surveying this important transitional period, we will pay particular attention to far-reaching changes in the nation's business and economic life, its social movements, as well as its cultural developments, all with an eye to understanding how the United States became one of the world's most commanding economic, political, and cultural powers.

HIST 1507. American Babylon: Crisis and Reckoning in the Postwar United States, 1945-1980.

This course explores the major cultural and political developments in U.S. history in the tumultuous postwar decades: liberalism, radicalism, and conservatism; race, class, gender, and sexuality in shaping national life; the Cold War and the fate of the New Deal; rise of the New Right; and the making of a second gilded age, among others. We consider postwar history in three broad periods: One, the consolidation of "Cold War liberalism" under international and domestic anticommunism through the 1960s; Two, a period we might call the "second Reconstruction," between 1954 and 1973, when race-, gender-, and sexuality-based movements produced a social and legal revolution on behalf of equality and human rights; and Three, a period of backlash to the rights revolution that overlapped with the rise of an oligarchic phase of capitalism known as "neoliberalism," between the 1970s and the present.

HIST 1511. Sinners, Saints, and Heretics: Religion in Early America.

This course considers the major people, events, and issues in the history of religion in North America, from pre-contact Native cosmologies to the tumultuous events of the Civil War. Attention will be given to "religion as lived" by ordinary people, as well as to the ways that religion shaped (or not) larger cultural issues such as immigration, public policy, social reform, warfare, democracy, slavery, and women's rights. Prior knowledge of religion in North America is not required; there are no prerequisites to this course, and it is open to all students. P

HIST 1512. First Nations: The People and Cultures of Native North America to 1800.

This course explores the history of North America through the eyes of the original inhabitants from pre-contact times up through 1800. Far from a simplistic story of European conquest, the histories of Euroamericans and Natives were and continue to be intertwined in surprising ways. Although disease, conquest, and death are all part of this history, this course also tell another story: the big and small ways in which these First Nations shaped their own destiny, controlled resources, utilized local court systems, and drew on millennia-old rituals and practices to sustain their communities despite the crushing weight of colonialism. P

HIST 1513. U.S. Cultural History from Revolution to Reconstruction.

What does it mean to survey a country's history? In this course, it means setting out in several different directions in order to determine the form, extent, and situation of the United States from the 1750s to the 1870s. It means looking carefully at the nation's past through its cultural productions (ideas, beliefs, and customs expressed in print, material, and visual forms). And it means paying close attention to the details. Each week, students will examine one object, text, or idea in order to track broader developments in American history during this time period.

HIST 1514. Capitalism, Slavery and the Economy of Early America.

The simultaneous expansion of capitalism and slavery witnessed intense struggle over the boundaries of the market, self-interest, and economic justice. This course traces those arguments from Colonization through Reconstruction and asks how common people navigate the shifting terrain of economic life. The approach is one of cultural and social history, rather than the application of economic models to the past.

HIST 1515. American Slavery.

This lecture course will address the history of slavery in America. We will trace the emergence of slavery in the New World, with a heavy emphasis on slavery in the U.S. South, and a focus on the relationship of slavery to the emergence of systems of racial and gendered power. The course is broad in scope, beginning with the emergence of the slave trade and concluding with a look forward to the ways that the history of slavery continues to impact the way race and gender (as well as sexuality and class) structure our lives today.

HIST 1520. Women in Early America.

This course examines the major social and cultural developments of early America through the lens of women's history. We will explore differences among representations of women, constructions and ideals of womanhood, and lived experiences, as we engage such topics as: cross-cultural exchange and conflict; citizenship and enslavement; work and cultural expression; and women's varying degrees of access within social, civic and legal arenas. Relying heavily on sources like letters, diaries, legal records, and artifacts, we will work to identify strategies and best practices for recovering the voices and experiences of early American women buried in the archive.

HIST 1530. The Intimate State: The Politics of Gender, Sex, and Family in the U.S., 1873-Present.

Examines the "intimate politics" of gender norms, sex and sexuality, and family structure in American history, from the 1870s to the present, focusing on law and political conflict. Topics include laws regulating sex and marriage; social norms governing gender roles in both private and public spheres; the range of political perspectives (from feminist to conservative) on sex, sexuality, and family, and the relationship of gender to notions of nationhood and the role of the modern state. Some background in history strongly recommended.

HIST 1531. Movement Politics in Modern America.

This course explores the history of political movements in the United States from Reconstruction through Trumpism—politics from the bottom up, a history of "popular politics." The course begins with emancipation and the rise of industrial capitalism in the late nineteenth century and the civil rights, populist, and reform politics that emerged in response. The course concludes the New Right and transformations in political culture from Reaganism to Trumpism. In between, we consider civil rights, progressivism, feminism(s), the New Deal coalition, anti-communism, Black freedom, the New Left, second wave feminism, and gay rights. Major themes include: conservatism and liberalism across the twentieth century; race, class, and gender in shaping the nation's politics; the relationship between social movements and political power; the democratic promise and the limitations of political movements and of the U.S. political system more broadly.

HIST 1532. Black Freedom Struggle Since 1945.

Examines the extended history of the Civil Rights Movement in the U.S. with a range of primary sources. Starting at World War II, the course considers the roles of the courts, the government, organizations, local communities, and individuals in the ongoing struggle for African American equality, focusing on African American agency. Sources include photographs, documentaries, movies, letters, speeches, autobiography, and secondary readings. Must have taken at least one post-1865 U.S. history course demonstrating a foundation in this time period.

HIST 1533. Cities and Inequality Since 1920: The United States.

This lecture course takes up the relationship between cities and social and economic inequality—especially racial, but also other forms of social disadvantage along lines of class, gender, sexuality, indigeneity, and geography. Its focus is the urban history of American cities, suburbs, and towns and how urban development since the advent of the motor-car suburb in the 1920s shaped American social life. Students will learn about and explore topics such as zoning, racial redlining and other forms of segregation, real estate markets, the home building industry, urban public policy and law, urban leisure, transportation, and many others. At the center of the course is the question of how people live in dense connectivity and community and what the history of the modern American city can tell us about the nature and durability of social inequality.

HIST 1550. American Urban History, 1600-1870.

Both a survey covering urbanization in America from colonial times to the present, and a specialized focus exploring American history from an urban frame of reference. Examines the premodern, "walking" city from 1600-1870. Includes such topics as cities in the Revolution and Civil War, the development of urban services, westward expansion, and social structure. P

HIST 1551. American Urban History, 1870-1965.

A survey with a specialized focus exploring American history from an urban frame of reference. Topics include the social consequences of the modern city, politics, reform, and federal-city relations.

HIST 1553. Empires in America to 1890.

In this class, we'll consider some of the forms of empire-building by various groups of indigenous and colonizing peoples in what is now the United States in order to understand the development of imperial U.S. power in both domestic and international contexts. Rather than resting upon a foregone conclusion of European settler colonial "success," the course explores the contingent and incomplete nature of empire-building even within unbalanced power relationships.

HIST 1554. American Empire Since 1890.

This survey of twentieth-century US history through the lens of racial capitalism and empire will focus on the United States as a settler state whose power also relies on overseas colonialism and free trade imperialism. Topics include: ideology and political culture, labor and extraction, social movements and resistance, knowledge production and the military-industrial-complex, neoliberal scarcity and financialization.

HIST 1570. American Legal and Constitutional History.

History of American law and constitutions from European settlement to the present. Not a comprehensive survey but a study of specific issues or episodes connecting law and history, including morals and marriage laws, slavery, contests over Native American lands, delineations of race and gender, economic regulation, and the construction of a right to privacy.

HIST 1571. The Intellectual History of Black Women.

This course will introduce students to the intellectual productions and theoretical traditions of African American women. Focused on the canonical texts of African American women, this class gestures toward diaspora as well. Moving chronologically from the history of slavery to the present will require that we simultaneously confront the question of what counts as "intellectual" history. Thus even as we will read the written words of black feminists across time, we will also call into question what Barbara Christian calls "the race for theory," turning also to resistance practices, material culture, and bodily performance as sites of black feminist theorization.

HIST 1572. America Unbound: New Approaches to U.S. International and Diplomatic History.

Traditionally understood as a field studying the activities of ambassadors, diplomatic history has recently begun to examine the role of marginalized agents in the making of international relations. This methodological shift entails reimagining the place of the United States in a globalizing world. In line with these developments, this course reconsiders the broader international stakes of what we tend to regard as "internal" developments in U.S. history (for instance, the American Revolution, the Civil War, the New Deal, or the civil rights movement). Reconceiving international relations in this integrated way emphasizes how crucial interactions with Native American, European, Latin American, African, and Asian nations were to negotiating such matters as the nature of political authority, the role of race and gender in structuring sociopolitical life, or the relationship between citizenship rights and state violence over the course of U.S. history.

HIST 1620. Resisting Empire: Gandhi and the Making of Modern South Asia.

Gandhi's India tracks the emergence and transformations of British colonial rule in the Indian subcontinent, the insurgencies and the cultural and economic critiques that shaped anti-colonial nationalism, the conflicts that fueled religious differences and the ideas that shaped non-violent civil disobedience as a unique form of resistance. With readings from Gandhi, Marx and Tagore, amongst others, this course interrogates relationships between power and knowledge, histories from below, as well as violence and political mobilizations that would, by the mid-twentieth century, bring down an empire and create a bloody and enduring divide with the birth of two nation-states.

HIST 1640. Inequality + Change: South Asia after 1947.

With a focus on inequality and change this lecture course will survey South Asia's history post-1947, with the end of colonial rule and the making of nation-states. With a historical attention to 'inequality', we will interrogate the inequalities cast by rural poverty, environment, religion, caste, gender and ethnicity and the remarkable contestations of people in the region that have challenged state power, and have thus shaped South Asia's postcolonial histories. We will particularly focus on histories from below, and engage historical and literary writings, newspapers as well as documentary films.

HIST 1730. "Cannibals", "Barbarians" and "Noble Savages": Travel and Ethnography in the Early Modern World.

This seminar will trace the growth of European images of the "other" in early modern Africa, Europe and the Americas. Using the tropes of "cannibal", "barbarian" and "noble savage", it explores evolving theories about human nature, human difference and race. Alongside critical analyses drawn from several disciplines, the main readings will be primary sources. These vivid, enigmatic accounts are both portraits of a world alien to the writer, and also mirror the writer's own culture.

HIST 1731. Diplomatic History of Abolitionism, 1760-1865.

This course deploys insights and methodologies from "new" diplomatic history to account for a landmark process which shaped the birth of the modern world, the abolition of slavery and the slave trade. We will not only seek to account for how changes in diplomatic practice conditioned the struggle for abolition, but also for how new arguments and strategies for the abolition of slavery transformed the diplomatic world in ways which still reverberate in the actions and institutions of contemporary international bodies, from NGOs to national embassies and the United Nations.

HIST 1735. Slavery in the Early Modern World.

There were multiple forms of slavery in the Early Modern world. We will look at three major systems: Mediterranean slavery and the Barbary Corsairs, Black Sea slavery and slave elites of the Ottoman Empire, and the Atlantic triangular trade. We will examine the religious, political, racial, and economic bases for these slave systems, and compare the experiences of individual slaves and slave societies. Topics discussed include gender and sexuality (e.g. the institution of the Harem and the eunuchs who ran it), the connection between piracy and slavery, and the roles of slavery in shaping the Western world. P

HIST 1736. A Global History of the Reformation.

2017 marked the 500th anniversary of the publication of Martin Luther's "95 Theses," an event often considered to have caused the Reformation in Europe. This course explores the religious reforms of the sixteenth and seventeenth centuries in a global context, examining how the interaction of peoples from Europe, Asia, Africa, and the Americas shaped both contemporary debates and their enduring legacies. Bound up in Catholic and Protestant controversies about how humanity should interact with the divine were fundamental reappraisals of how to define who counted as human, the desirability/possibility of cultural pluralism, and religion's place in public life. P

HIST 1740. Capitalism, Land and Water: A World History: 1350-1848.

The choice of how we allocate land and water shapes famine, drought, war, homelessness and poverty. Over the centuries, utopians and empires have looked to very different systems of allocation, from village communalism to plantation systems to state provision of infrastructure to free-market systems. This course mixes histories of political economy, theology, literature, and anthropology, asking how imaginary landscapes become the material realities of farm and highway. Themes will include the rise of modern, surveying, engineering, cities, infrastructure systems, and land reform. It will ask about the consequences of history in an era of environmental disaster, famine, mortgages, and evictions.

HIST 1741. Capitalism, Land and Water: A World History: 1848 to the present.

The choice of how we allocate land and water shapes famine, drought, war, homelessness and poverty. Over the centuries, utopians and empires have looked to very different systems of allocation, from village communalism to plantation systems to state provision of infrastructure to free-market systems. While an economist or political scientist might study these regimes through abstraction, the historian dives into the social context of different systems, reading government documents, social protests, as well as architecture, maps, and the landscape itself, as an archive that testifies as to the nature of consent, participation, and resistance in a political system.

HIST 1800. Religion and Power in North America to 1865.

This course explores the relationship of various forms of religion and power in North America from the pre-Columbian period through the US Civil War and Reconstruction. We explore the confluence and conflict of Indigenous, African, and European beliefs and practices. Topics include: native agency and settler colonialism; race and slavery; war and politics; gender and patriarchy; soul-craft and statecraft; domination and empowerment.

HIST 1820A. Environmental History.

Environmental history examines the changing relationship between human beings and their physical surroundings. We will actively question the boundary between nature and culture, showing how social and natural history mutually inform one another. We will do so by asking three interrelated questions. First, how has the material context in which history unfolded impacted the development of our culture, society, and economy? Second, how and why did people's ideas and representations of the natural world change over time? Finally, in what ways and to what ends have human beings actively though not always intentionally altered their physical surroundings?

HIST 1820B. Environmental History of East Asia.

With a fifth of the world's population on a twentieth of its land, the ecosystems of China, Japan, Korea and Vietnam have been thoroughly transformed by human activity. This course will explore the human impact on the environment from the first farmers to the industrial present, exploring how wildlife was eliminated by the spread of agriculture, how states colonized the subcontinent, how people rebuilt water systems, and how modern communism and capitalism have accelerated environmental change. Each week we will examine primary sources like paintings, essays, maps and poems. The course assumes no background in Asian or environmental history.

HIST 1820D. Commodity Environments: Histories, Afterlives, and Emergent Worlds.

We are surrounded by commodities today: from teas on our breakfast tables, oil and gases running our cars to metals powering our phones and laptops. Have you wondered where these commodities came from? How does a seemingly 'remote', 'war-torn' frontier get connected to global financial centers? What happens to forests, rivers, hills, mountains, and Indigenous ecologies after a 'resource' is identified? This course studies the environmental histories of commodity production and consumption from the early modern to present times. It focuses on the afterlives of commodities—the unintended effects of subjecting vibrant life worlds to colonial-capitalist logics. Tuesdays will be lectures, and Thursdays will be collaborative reading sessions of primary and secondary sources. Prior background of history and environmental studies is helpful but not necessary.

HIST 1820E. Environmental History of Commodities: Past and Present Worlds.

We are surrounded by commodities today: from teas and sugars on our breakfast tables, oil and gases running our cars to metals powering our phones and laptops. Have you wondered where these commodities came from? How does a seemingly 'remote', 'war-torn' frontier get connected to global financial centers? What happens to forests, rivers, hills, mountains, and Indigenous ecologies after a 'resource' is identified? This course studies the environmental histories of commodity production and consumption from the early modern to present times. It focuses on the afterlives of commodities—the unintended effects of subjecting vibrant life worlds to colonial-capitalist logics. Prior background in history/ environmental studies is helpful but not necessary.

HIST 1820G. Nature on Display.

This course will explore the different ways in which people have represented the natural world in a variety of context and time periods from the 16th to the 21st century. We will look at the depiction of nature in museums, gardens, documentary films, and municipal parks, as well as the science of biology and ecology. As we do so, we will explore our changing attitudes towards nature and the place that we occupy in it, thinking through the complex and philosophically fraught question of what nature is, and what, if anything, distinguishes it from the rest of our world.

HIST 1825F. Nature, Knowledge, Power in Early Modern Europe.

This course examines the creation and circulation of scientific knowledge in early modern Europe, ca. 1450-1600. We will explore the practices, materials, and ideas not just of astronomers and natural philosophers, but also of healers, botanists, astrologers, alchemists, and artisans. How did social, political, economic, and artistic developments during this period reshape how naturalists proposed to learn about, collect, manipulate, and profit from nature? We will also consider the ways in which colonial projects forced Europeans to engage with other "ways of knowing" and rethink classical knowledge systems. P

HIST 1825H. Science, Medicine and Technology in the 17th Century.

This course examines the development of science and related fields in the period sometimes called 'the scientific revolution'. It will both introduce the student to what happened, and ask some questions about causes and effects. The new science is often associated with figures like Harvey, Galileo, Descartes, Boyle, Leeuwenhoek, and Newton. But it is also associated with new ways of assessing nature that are mingled with commerce. The question of the relationship between developments in Europe and elsewhere is therefore also explored. P

HIST 1825J. History of Artificial Intelligence.

The course will trace the origins and trajectory of ideas about artificial intelligence, starting with the "active intellect" of Aristotle, early analog computers and automata, Ada Lovelace's "calculus of the nervous system," through the "general intellect" and "machine capital" of Karl Marx, Karel Čapek's "Universal Robots," the "Turing test," "cyberpositivity" and Donna Haraway's "Cyborg Manifesto," and concepts like "swarm intelligence," "singularity," and the "black box" problem. Sources will encompass a range of disciplinary approaches (philosophy, sociology, computer science, etc.), formats (text, film, graphic novel), and genres including Japanese anime and Afrofuturism.

HIST 1825L. The Roots of Modern Science.

This course explores the ways theories of physics, chemistry, biology and mathematics grew in relation to the natural, cultural and social worlds of the 18th and 19th centuries. There are no formal pre-requisites for the course, which is designed to be equally open and accessible to science and humanities students.

HIST 1825M. Science at the Crossroads.

This course will look closely at the dramatic developments that fundamentally challenged Western Science between 1859 and the advent of the Second World War in the 1930s. Its primary focus will be on a variety of texts written in an effort to understand and interpret the meanings of fundamentally new ideas including from the biological side—evolutionary theory, genetic theory, and eugenics; from the physical side relativity theory, and quantum mechanics. The class should be equally accessible to students whose primary interests lie in the sciences and those who are working in the humanities.

HIST 1825S. Science and Capitalism.

We will explore the longstanding relationship between science and commerce from the 17th century to our own asking when the modern notion of science as a disinterested pursuit of objective truth took root. We will also explore how knowledge of the natural world has been shaped by personal, financial, and other kinds of self-interest in a number of diverse contexts ranging from Galileo's invention of the telescope in Renaissance Italy to the patenting of genetically engineered organisms in today's world, paying special attention to the diverse mechanisms that have been devised to guard against fraud and disinformation.

HIST 1830B. Politics and the Psyche from Sigmund Freud to Donald Trump.

This combined lecture/discussion course explores the relation between politics and the emotions from Sigmund Freud's discovery of the unconscious in Vienna around 1900 to the rise of populist and anti-democratic politics in the United States and Europe today. Historical knowledge generally focuses on civilizations, societies, systems, and events as they move, evolve, and transform through time. Psychoanalytic knowledge added the inner, mental (psychic) lives of people and cultures. Psychoanalysis redefined the humanities, the social sciences, and their relationships, paving the way as well for new approaches such as gender and sexuality studies. We will focus on the role of psychoanalysis as a political science, attuned to the modes of mass and media politics of the 20th and 21st centuries.

HIST 1830M. From Medieval Bedlam to Prozac Nation: Intimate Histories of Psychiatry and Self.

Humankind has long sought out keepers of its secrets and interpreters of its dreams: seers, priests, and, finally, psychiatrists. This lecture course will introduce students to the history of psychiatry in Europe, the United States, and beyond, from its pre-modern antecedents through the present day. Our focus will be on the long age of asylum psychiatry, but we will also consider the medical and social histories that intersect with, but are not contained by, asylum psychiatry: the rise of modern diagnostic systems, psychoanalysis, sexuality and stigma, race, eugenics, and pharmaceutical presents and futures.

HIST 1835A. Unearthing the Body: History, Archaeology, and Biology at the End of Antiquity.

How was the physical human body imagined, understood, and treated in life and death in the late ancient Mediterranean world? Drawing on evidence from written sources, artistic representations, and archaeological excavations, this class will explore this question by interweaving thematic lectures and student analysis of topics including disease and medicine, famine, asceticism, personal adornment and ideals of beauty, suffering, slavery, and the boundaries between the visible world and the afterlife, in order to understand and interpret the experiences of women, men, and children who lived as individuals—and not just as abstractions—at the end of antiquity. P

HIST 1901. Conspiracy? A Possible History of U.S. Politics and Culture.

From QAnon supporters to vaccine skeptics to adherents to false charges of a "stolen" presidential election, conspiracy theories have captured the imaginations of millions of Americans. Whether blaming social media platforms, partisan disinformation campaigns, or a full-scale crisis of democracy itself, in attempting to explain the apparently expanding reach of a conspiratorial habit of mind, observers have mostly stressed its recent origins. But what if we approached the present situation as a reflection of lasting tensions long visible in the history of American political culture? This class considers the history of conspiracy theories as a symptom of longstanding anxieties about the state of American democracy and the vitality of the modern public sphere. From the Salem Witch Trials to the January 6th insurrection, we adopt conspiracy as a lens through which to explore the historical relationship between power and knowledge.

HIST 1902. American Women's History.

This course uses gender and sexuality as a category of analysis to delve into American history between the sixteenth century and the present. We will ask how gender and sexuality were conceptualized and constructed throughout American history to explore large historical themes and individuals' daily lives. Using an intersectional approach, the course begins with the convergence of Africans, Europeans, and Indigenous peoples, through the violence surrounding the nation's founding, the expansion of the nation-state and slavery, the Civil War and its reverberations, the US in the world, the Civil Rights Movement, Roe vs Wade, and concludes in the present moment.

HIST 1930A. History of American School Reform (EDUC 1200).

Interested students must register for EDUC 1200.

HIST 1930B. Academic Freedom on Trial: A Century of Campus Controversies (EDUC 1740).

Interested students must register for EDUC 1740.

HIST 1930C. The Century of Immigration (AMST 1611Z).

Interested students must register for AMST 1611Z.

HIST 1930D. Making America: Twentieth-Century U.S. Immigrant/Ethnic Literature (AMST 1611A).

Interested students must register for AMST 1611A.

HIST 1930E. Health and Healing in American History (GNSS 1960B).

Interested students must register for GNSS 1960B.

HIST 1930F. Renaissance Italy (ITAL 1360).

Interested students must register for ITAL 1360.

HIST 1930G. Black Freedom Struggle Since 1945 (AFRI 1090).

Interested students must register for AFRI 1090.

HIST 1930H. Teaching Topics in American History and Literature, 1945-1980 (EDUC 1620).

Interested students must register for EDUC 1620.

HIST 1930I. American Higher Education in Historical Context (EDUC 1730).

Interested students must register for EDUC 1730.

HIST 1930J. Word, Image and Power in Renaissance Italy (ITAL 1580).

Interested students must register for ITAL 1580.

HIST 1930L. The History of American Education (EDUC 1020).

Interested students must register for EDUC 1020.

HIST 1930M. History of African-American Education (EDUC 1050).

Interested students must register for EDUC 1050.

HIST 1930N. Germany, Alcohol, and the Global Nineteenth Century (GRMN 1661E).

Interested students must register for GRMN 1661E.

HIST 1930P. Development, Dependency, and Decline in Africa, 1950-2025 (AFRI 1640).

Interested students must register for AFRI 1640.

HIST 1930Q. History of the State of Israel: 1948 to the Present (JUDS 1711).

Interested students must register for JUDS 1711.

HIST 1930R. Roman History I: The Rise and Fall of an Imperial Republic (CLAS 1310).

Interested students must register for CLAS 1310.

HIST 1930S. Roman History II: The Roman Empire and Its Impact (CLAS 1320).

Interested students must register for CLAS 1320.

HIST 1930T. History of African-American Education (EDUC 1050).

Interested students must register for EDUC 1050.

HIST 1930U. Slavery in the Ancient World (CLAS 1120E).

Interested students must register for CLAS 1120E.

HIST 1930V. History of Zionism and the Birth of the State of Israel (JUDS 1712).

Interested students must register for JUDS 1712.

HIST 1930W. Introduction to Yiddish Culture (JUDS 1713).

Interested students must register for JUDS 1713.

HIST 1930Z. The Lower East Side: Immigration and Memory (JUDS 1730).

Interested students must register for JUDS 1730.

HIST 1931A. Kabbalah: Jews, Mysticism, and Magic (JUDS 1740).

Interested students must register for JUDS 1740.

HIST 1931B. Money, Power, Sex and Love: the Modern Jewish Family in Europe and America (JUDS 1722).

Interested students must register for JUDS 1722.

HIST 1931C. The End of Modern Jewish History (JUDS 1716).

Interested students must register for JUDS 1716.

HIST 1931D. The Fragility of Life in Ancient Greece (CLAS 1130).

Interested students must register for CLAS 1130.

HIST 1931E. The Culture of Death in Ancient Rome (CLAS 1420).

Interested students must register for CLAS 1420.

HIST 1931F. Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC (CLAS 1210)..

Interested students must register for CLAS 1210.

HIST 1931G. Roman Religion (CLAS 1330).

Interested students must register for CLAS 1330.

HIST 1931H. 1968: A Year in Review (AFRI 1968).

Interested students must register for AFRI 1968.

HIST 1931L. Women, Gender and Feminism in Early Modern Italy (ITAL 1262).

Interested students must register for ITAL 1262.

HIST 1931M. The Persian Empire and Achaemenid Culture (CLAS 1230).

Interested students must register for CLAS 1230.

HIST 1931Q. The Modern Middle East: Struggles for Power and Justice (MES 1111)..

Interested students must register for MES 1111.

HIST 1931R. Race in U.S. Cities and Suburbs (ETHN 1751F)..

Interested students must register for ETHN 1751F.

HIST 1931S. The Civil Rights Movement (AFRI 1090A).

Interested students must register for AFRI 1090A.

HIST 1941A. Vietnam/American War: Nation, Literature, Memory, and the Cultural History of Conflict.

This course examines the cultural history of the "Vietnam War" (also known as the "American War") from the perspective of Vietnam from 1954 to 1986. What were the political, ideological, civil, international, and colonial roots of conflict? How was war experienced on the ground in the Democratic Republic of Vietnam (North Vietnam) and Republic of Vietnam (South Vietnam)? This class challenges the orthodox and American-centric views of the war by investigating how different actors contested the vision of a post-colonial Vietnamese nation. We will dedicate attention to literature, gender, migration, memory, and debates on historical contingency, agency, and complexity.

HIST 1942A. Taiwan's Geographies.

Too frequently understood only as a geopolitical anomaly and foreign relations battleground, Taiwan has a rich history as a complex site of overlapping geographies and shifting spatial imaginations. These include indigenous geographies; non-human environments; human circulation and migration in the Pacific and Southeast, East, and Northeast Asia; successive eras of European and Asian colonization and empire; and twentieth century regional and global communities of politics, labor, affect, and more. We'll approach these histories via scholarly writing, film, music, literature, digital visualizations, and other sources.

HIST 1947Q. History of Jews in Brazil.

This seminar examines the history of Jews in Brazil from early Portuguese colonial rule to the present, first focusing on the role of Jews and New Christians in early economic development. We then examine the Inquisition in Brazil, North African Jewish immigration in the mid-nineteenth century, Eastern European immigration in the twentieth-century, and the formation of communities and institutions over the last hundred years. We study Brazil's foreign policy to Israel and other Middle Eastern countries. Finally, we consider the role of Jews in the opposition to the dictatorship and in the process of democratic consolidation.

HIST 1948. Global Palestine.

Global Palestine: Palestine is often imagined as being locked into a national conflict with Israel over a territory slightly larger than the state of Vermont. This class seeks to break out of this framework, considering Palestine within larger—global, even—structures and processes of colonialism and decolonization; forced displacement and securitization; and shifting modes of temporality and spatialization. The goal is not only to provide useful and nuanced approaches to Palestinian history, but to use the histories of Palestine and Palestinians to examine more closely the workings and effects of global dynamics.

HIST 1949A. Legal History: The Case of the Middle East.

This seminar is devoted to exploring questions of law and legal history in the Middle East. Together we shall navigate a range of imperial, colonial, and national legal systems in the region via select case studies from early modern to contemporary times. Major themes include not only Islamicate legal traditions and jurisdictions, but the intersections, tensions, and synergy between Islamic law and Roman, Persianate, and European imperial legacies; fellow Abrahamic faiths and the interplay between religion and secularism; and the evolving role of international law including human rights and humanitarian law. From early schools of Islamic jurisprudence to Ottoman, Egyptian, and Iranian constitutions, and the role of lawyers and judiciaries from decolonization to the Arab Spring uprisings, our goal is to explore the depth, diversity, and transformation of legal cultures and institutions across different epochs of Middle East history.

HIST 1950A. The Indigenous Worlds of the American Revolution.

This course considers the wider area of the American Revolution through the experiences and actions of Indigenous nations. Although the usual story of the American War of Independence is centered on the political standoff between the American colonists and the colonies (and eventual states), the view from Indian country looked vastly different, with divergent allegiances, and experiences ranging from 1760 to 1795, during which the American Revolution was only one conflict.

HIST 1952A. World of Walden Pond: Transcendentalism as a Social and Intellectual Movement.

This course examines the 19th century phenomenon of Transcendentalism: this country's most romanticized religious, philosophical, and literary movement. Focusing especially on Emerson, Thoreau, and Fuller, we'll examine the ideas of the Transcendentalists in the age of reform and evaluate the application of their principles to abolition, feminism, and nature. The central problem which they wrestled with will be the focus, too, of our investigations: the tension between individualism and conformity.

HIST 1952B. The Intimate State: The Politics of Gender, Sex, and Family in the U.S..

This seminar examines the "intimate politics" of gender, sexuality, and race in modern American history, focusing on law and political conflict from Reconstruction to the present. Its central concern is how the "private" (the intimate) is constructed and regulated by state power—by government. Topics include laws regulating sex and marriage; social norms governing gender roles in both private and public life; the range of political perspectives (from feminist to conservative) on sex, sexuality, and family; the transition from slavery to freedom; gender, sexuality, and U.S. empire; and the relationship of gender, sexuality, and race to notions of nationhood and the role of the modern state. Some background in history recommended but not required.

HIST 1953S. Costs of Resistance: History Through Film.

Through films and documentaries about places with contentious histories and ongoing political conflicts, this course will examine the solidarities and fractures that resistance against colonial and foreign control brings about in struggling societies. We will particularly engage with themes around sovereignty and self-determination, nationality and belongingness, and history and memory. Such questions not only have real-world stakes for peoples' survival and political identities, but also shape in profound ways the imaginations and practices of resistance and solidarity across the globe. Course materials will revolve around struggles of Palestinians, Irish, Kurds, Kashmiris, Tamils, and Indigenous Americans, among others. The primary texts in this course will be films and documentaries that we will watch together as a class. Each week or module will revolve around a one film or documentary. Select readings will supplement themes of each film or documentary.

HIST 1956A. Thinking Historically: A History of History Writing.

Philosopher George Santayana famously warned that "Those who cannot remember the past are condemned to repeat it." Ten years later, industrialist Henry Ford perhaps even more famously dismissed that notion: "History is more or less bunk." What we mean by history and how we construct and use it are essential questions in all societies. Thinking Historically explores how we view and employ the past. The course examines major ways of interpreting the past through a survey of historians and methods and studies how history is produced, used, and misused, by professionals as well as by the public.

HIST 1956B. Rites of Power in Modern China.

Confucius and Mao shared at least one characteristic: a conviction that ritual is a critical part of exercising power. This course investigates the meaning of ritual and its importance in the formation of Chinese communities in the modern era, whether households, villages, empires, communes, regions, or nation-states. Topics include family and gender roles, imperial ceremonies, religious rites, revolutionary politics, cults of personality, grassroots movements, and popular protests. The class will collaboratively explore how political activists embraced new media (photographs, mass performance, music, film, video) and techniques (boycotts, mobilization, marches, purges) that merged ritual power with material action.

HIST 1956D. Jewish Humor, Commercial Entertainment, and Modern Identity in 20th C America and Central Europe.

The seminar explores the relationship between humor, popular culture and Jewish ethnic identity in early 20th-century Europe and America. It argues that self-deprecating humor and satiric performance of Jewish stereotypes were not expressions of self-hatred, but complex cultural gestures that led to integration within mainstream society. Topics to be considered are: the joke as a social gesture; the Jewish music hall as an urban institution; the politics of blackface in American Vaudeville; the East-European Jews in Hollywood.

HIST 1956S. History of Artificial Intelligence.

The course will trace the origins and trajectory of ideas about artificial intelligence, starting with the "active intellect" of Aristotle, early analog computers and automata, Ada Lovelace's "calculus of the nervous system," through the "general intellect" and "machine capital" of Karl Marx, Karel Capek's "Universal Robots," the "Turing Test," "cyberpositivity" and Donna Haraway's "Cyborg Manifesto," and concepts like "swarm intelligence," "hive mind," "singularity," and the "master algorithm." Sources will encompass a range of disciplinary approaches (philosophy, sociology, computer science, etc.), formats (text, film, graphic novel), and genres including Japanese anime and Afrofuturism.

HIST 1958A. Archives of Desire: Non-Normative Genders and Sexualities in the Hispanophone World.

This course focuses on non-normative genders and sexualities in the Hispanophone world from the pre-colonial to the present period. It pays particular attention to affects, desires, and subjectivities captured in the historical testimonies of gender and sexual non-conformists. From the life of "The Nun Lieutenant" Catalina de Erauso or the 1901 lesbian marriage of Elisa and Marcela, to recent LatinX queer diasporas in the United States, we will discuss the historical tensions among Catholic morality, taxonomic and empiricist projects originated in the early modern era, and the embodied and emotional experiences of gender and sexual non-conformists.

HIST 1958C. History beyond Empires and Nations: Kashmir 1846-2020.

This course examines how histories of borderlands and margins, emanating from empires and nationstates, turn them into simultaneous objects of desire and control. Through the example of Kashmir—long conceptualized as a famed paradisaical land, which in the postcolonial era turned into a politically disputed and a heavily militarized zone—we will critically parse through orientalist, nationalist, academic, and popular histories about such regions. Building upon comparisons with similarly contested sites such as Palestine, the course will center a people's understanding of the history of a place through an exploration of counter historical narratives, literary works, protest music, and poetry.

HIST 1958D. Combating Colonialism: Comics and Indigenous Storytelling.

This course would begin with decolonial theory, history of indigenous storytelling, then move into the history of comics and highlight indigenous stereotypes, and then move into how indigenous people have used this very white-American form of storytelling and reclaimed indigenous portrayals.

HIST 1958E. On the Move: Problems and Histories of Tourism and Mobilities.

This course examines histories of modern recreational tourism and the politics of mobility more generally. Tourism is a fascinating point of departure through which we can examine how histories of empire, consumerism, gender, and the environment all converge upon practices many (but certainly not all) of us take for granted. The premise of this seminar is based on two basic questions: through tourism, how do we change a place and how does that place change us? How does human mobility produce a new set of economic, social, and political relations? The answers will vary across time and space, but through engagement with scholarship and various primary sources we can come to better understand how the pleasure modern-day travelers derive from temporarily being someplace else is ultimately something deeply embedded into the structures and historical processes of the modern world itself.

HIST 1960A. African Environmental History (AFRI 1060M).

Interested students must register for AFRI 1060M.

HIST 1960B. Alien-nation: Latina/o Im/migration in Comparative Perspective (AMST 1903B).

Interested students must register for AMST 1903B.

HIST 1960C. End of the West: The Closing of the U.S. Western Frontier in Images and Narrative (AMST 1904D).

Interested students must register for AMST 1904D.

HIST 1960D. Africa Since 1950 (AFRI 1060A).

Interested students must register for AFRI 1060A.

HIST 1960E. Word and Utopia: Seventeenth-century Portuguese World (POBS 1600S).

Interested students must register for POBS 1600S.

HIST 1960F. The Portuguese Colonial Empire in a Comparative Perspective (XIX-XX Centuries) (POBS 1600Y).

Interested students must register for POBS 1600Y.

HIST 1960G. Southern African Frontiers, c. 1400-1860.

This seminar explores southern Africa before 1860 to explore a global phenomenon: the pernicious emergence of race as the salient marker of human difference. We examine successive frontiers over millennia to track the changing dynamic between indigenes and newcomers. Discussions unpack overarching trends in the ways people negotiated cultural, political and economic difference. Both violence and absorption were always in play, but by the mid-nineteenth century, fluidity and hybridity gave way to assimilation to European norms. In these borderlands at the end of Africa lies the tragic history of our world: inherited race as an overpowering and rigid determinant of status. P

HIST 1960H. Indigeneity and Assimilation in Southern Africa: The Khoe-San.

South Africa is infamous for apartheid, the starkest form of settler colonialism. Yet 20th-century segregation reversed centuries of assimilationist policies against South Africa's First Peoples: the Khoe-San. From the mid-17th century, this distinctive cultural group endured environmental and epidemiological shocks, conquest, and genocide. Their descendants only survived within a Dutch-speaking underclass. This seminar traces their survival: from early encounters and violent subjugation to claims-making against 19th century British liberalism, ending with recent assertions of indigeneity among "Coloured" descendants in decolonizing South Africa. Khoe-San history—trauma, adaptation, and endurance—forms a crucial chapter in African history and comparative colonial history. P

HIST 1960I. Portuguese Discoveries and Early Modern Globalization (POBS 1600D).

Interested students must register for POBS 1600D.

HIST 1960J. More-Than-Human Histories of Africa.

This seminar offers a more-than-human consideration of Africa's past. It takes physical matter, microbes, plants, animals, the built environment, and people all as historical actors. Our premise will be that agency is not a human preserve but is embedded in and shared across heterogeneous assemblages. We sample recent writings in Africa's environmental history while considering more-than-human implications of Africa's position as the cradle of humanity, the source for the Atlantic slave trade, the imperial possession of Europe, and an underdeveloped margin of the global capitalist economy.

HIST 1960K. The End of Empires? A Global History of Decolonization (POBS 1600I).

Interested students must register for POBS 1600I.

HIST 1960L. Conflicts, Diasporas and Diversities: Religion in the Early Portuguese Empire (POBS 1600J).

Interested students must register for POBS 1600J.

HIST 1960M. The Birth of the Modern World: A Global History of Empires (POBS 1601A).

Interested students must register for POBS 1601A.

HIST 1960N. South Africa since 1990 (AFRI 1060T).

Interested students must register for AFRI 1060T.

HIST 1960Q. Medicine and Public Health in Africa.

This course explores the major debates in the history of medicine in Africa during the nineteenth and twentieth centuries and highlights the coexistence of a variety of healing traditions and medical understandings across the continent. It will focus on the following questions: What are some of the ways Africans practice and understand medicine? How have these practices interacted with other medical systems? What impact did colonialism have on the production of medical knowledge? How were practices and treatments evaluated and deemed effective? By whom and on what grounds? And how have independent African states addressed these critical issues?

HIST 1960R. South Africa Since 1990.

South Africa transformed after 1990, but the past remains powerful. This seminar offers a study of this dynamic and complicated country as well as an exercise in contemporary history. It explores the endurance and erosion of the apartheid legacy and the emergence of new problems. A quarter century isn't enough for a full body of academic historical work to have developed, so the syllabus features journalism, opinion pieces, social science, and biographies – works that provide the "first draft" of history. In addition to the political history, we will focus on the Truth and Reconciliation Commission and HIV-AIDs.

HIST 1960S. North African History: 1800 to Present.

This course focuses on the francophone Maghrib (Morocco, Algeria, Tunisia) and offers an introduction to major themes in the history of Africa and the Arab world in the nineteenth and twentieth centuries. Students will gain the tools to analyze and historicize the dynamic history of this region. We will examine a range of topics, including the transformations of pre-colonial social, economic and cultural patterns, conquest and resistance, comparative histories of colonialism, nationalism, decolonization and revolution, the consolidation of postcolonial states, regional cooperation, the rise of Islamism and civil conflicts, and the Arab Spring.

HIST 1960Z. Zionists Anti Zionists and Post Zionists: Jewish Controversies in the 20th Century (JUDS 1752).

Interested students must register for JUDS 1752.

HIST 1961B. Cities and Urban Culture in China.

Treats the development of cities and urban culture in China from roughly the sixteenth century (the beginning of a great urban boom) to the present. We will look at the physical layout of cities, city government and social structure, and urban economic life, often from a comparative perspective. The course focuses, however, on the changing culture of city life, tracing the evolution of a vernacular popular culture from the late imperial period, through the rise of Shanghai commercial culture in the late nineteenth and early twentieth centuries, to the diverse regional urban cultures of contemporary China.

HIST 1961C. Knowledge and Power: China's Examination Hell.

For centuries a rigorous series of examinations requiring deep knowledge of the Confucian Classics was the primary tool for the selection of government officials in imperial China. This system has been variously celebrated as a tool of meritocracy and excoriated as the intellectual "straightjacket" that impeded China's entry into the modern world. This seminar examines the system and the profound impact it had, for better or worse, on Chinese society and government in the early modern period, and the role that its successor "examination hell"—the gaokao or university entrance examination—plays in society today.

HIST 1961D. Heaven Above, Suzhou and Hangzhou Below: Urban Culture in Early Modern China.

The commercial boom of sixteenth and seventeenth century China stimulated the growth of a lively popular culture in the great cities of the southeast—Nanjing, Suzhou, and Hangzhou. These cities became magnets for ambitious scholars, pleasure-loving merchants, courtesans, artists, and writers and sites for the production of some of the great masterpieces of Chinese vernacular fiction, drama, book art, and painting. After some background reading in socioeconomic history, the course focuses on analysis of the literature and art of the period and what it reveals about the short-lived "floating world" of late imperial China. P

HIST 1961E. Medieval Kyoto - Medieval Japan.

In the Western historical lexicon, the term "medieval" often conjures up images of backwardness and stagnation. Japan, however, pulsated with political, economic, and cultural creativity during its middle ages. This course explores topics central to Japan's medieval revolution: - The emergence of a samurai-led shogunate and the creation of new warrior values ; -The appearance of Zen and popular religious sects ; -The creation of innovative "Zen arts" such as noh drama and the tea ceremony, and; -The destruction of Kyoto and its subsequent resurgence in the sixteenth century as a city shared by aristocrats, merchants, and artisans. P

HIST 1961F. Women in Early Modern China.

"Women in Early Modern China" explores the changes in the roles of women and the definition of gender relations that mark the early modern period (roughly, late fifteenth through the eighteenth centuries) in Chinese history. These changes were crucial to the conceptions of women and their place in society that shaped the modern feminist movements of the late nineteenth and early twentieth century. Throughout the course we will be thinking about gender relations as relationships of power: about how power was gendered in political, economic, social, and cultural institutions and spheres; and about how the intersection of gender with class, religious belief, and medicine shaped power relationships. We will also be particularly attentive to women's participation in these power relationships—that is, the ways in which they could (and did) reinforce, manipulate, exploit, subvert, or resist them.

HIST 1961H. Korea: North and South.

This course offers a systematic investigation of the political, economic, and social histories of Korea, North and South, from the inception of the two governments following liberation from Japanese occupation in 1945 to the present day. Enrollment limited to 20.

HIST 1961I. North Korea: Past, Present, Future.

Typically, the Democratic Peoples Republic of Korea (DPRK) is portrayed as a rogue nation ruled by the Kim family, autocrats who are either "mad" or "bad" and whose policies have traumatized the country's citizens, wrecked the economy, and threatened nuclear disaster on South Korea, East Asia, even the USA. This course moves beyond such stereotypes to examine the interconnected political, economic, and cultural transformations of the DPRK from 1945 to the present. Also included are the lived experiences of the Korean people, the plight of refugees, and the question of unification with South Korea.

HIST 1961M. Outside the Mainstream.

When ratifying UN Covenant on Civil Rights in 1979, its representative reported, "The right of any person to enjoy his own culture... is ensured under Japanese law. However, minorities... do not exist in Japan." Nothing could have been further from the truth. Japan is - and has been - home to immigrants, indigenous populations forced to accept Japanese citizenship, outcast communities of Japanese ethnicity, and otherwise ordinary persons who live outside the mainstream as outlaws and prostitutes. This course examines how minority communities came into existence, struggled to maintain distinctive lifestyles in what many view as an extraordinarily homogenous society.

HIST 1961N. Colonization and Ethnicity in East Asian History.

East Asia is among the most culturally and linguistically homogeneous regions of the earth, the result of over two millennia of conquest and colonization. This course explores how the wide diversity of cultures, languages, and ecosystems that once existed across East Asia were transformed into a few dominant cultural groups. We will cover two main topics. One is the process whereby the people now known as the Chinese (or Han) were formed through imperial conquest and cultural mixing. The second focuses on the Ainu people of Northeast Asia and how they were forcibly incorporated into the Japanese nation. This course will teach students to think comparatively about processes of colonialism and ideas of ethnicity. While the colonial practices of Western Europeans have been studied in great depth, those of other civilizations have not received as much attention. P

HIST 1962B. Life During Wartime: Theory and Sources from the Twentieth Century.

This course asks how we are to understand war as everyday experience, and what separates war from, or connects it to, the other great movements of mass social and political disruption that the twentieth century has seen. The first part of the semester will examine different frameworks scholars and thinkers have proposed for understanding war as modern experience (militarization, trauma, collective memory, states of exception, etc.) In the second part we will investigate the uses and limitations of specific types of primary sources, drawn from China's war with Japan. Students will choose their own topics for final projects.

HIST 1962C. State, Religion and the Public Good in Modern China.

In late imperial China, religion formed an intrinsic part of public life, from the cosmological ritual of the state to the constitution of family and communities of various kinds. This arrangement was challenged in the twentieth century by the fall of the dynastic system and the introduction of new definitions of religion, modernity, sovereignty, and secularism. We will explore the ramifications of this change in greater China and its border areas during the past hundred years, looking at how people have sought to create a good public and the public good. Enrollment limited to 20.

HIST 1962D. Japan in the World, from the Age of Empires to 3.11.

This seminar explores the ambitions, anxieties and mutual images that shaped Japan's relationships with China, Korea, and eventually the West, from the early modern era to the 21st century. We will examine the response to Perry's arrival in 1853, Japan's subsequent efforts to join the ranks of the great powers of the day through diplomacy, the pursuit of empire, and military force, and the emergence of radically different ways of being in the world since 1945. Other topics to be covered include the role of race in shaping US-Japan relations, and the legacies of colonialism and war in East Asia.

HIST 1962E. Print and Power in Modern Southeast Asia.

This seminar explores the relationship between print and power in the comparative histories of 20th century colonial era Southeast Asia (focus: Vietnam, Indonesia, Thailand, Burma). What are the mechanics and manifestations of 'print'? How does print communicate and symbolize 'power'? From governmental paperwork to scriptural authority, mass printed newspapers to writers and publishers, print embodies many forms and functions. We will cover the following topics: print culture and print capitalism, circulations and the publishing economy, colonial archives and mapping, the formation of 'imagined communities' and national consciousness, and debates on gender, class, and modernity expressed through popular press and novels.

HIST 1962F. Assembling Chinese History.

The goal of this seminar is to build a community of researchers in the history of China and the Sinophone world, with a focus on understanding the relationships between self, social frameworks, and human geography in the modern era. We'll discuss critical methodologies and research ethics for conducting and using oral interviews; contextualizing and reading archives and a range of published and unpublished documents; understanding material culture; and problems of interpreting evidence at scale. Students will work on their own research project, which could be a paper, film, zine, website, etc. Ability in a spoken or written Chinese language strongly encouraged.

HIST 1962G. Southeast Asian Food History.

This new course aims to introduce students to Southeast Asian history through the lens of food. Spanning the region, it will examine the economic, cultural, medicinal, and social life of food while considering, too, how food—as method and archive—opens new horizons for the study of Southeast Asian history.

HIST 1963L. Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050.

This class explores the transition from antiquity to the Middle Ages through the lens of western North Africa. Divided internally by theological disputes and inter-communal violence, and subjected to repeated conquests and reconquests from the outside, in this period North Africa witnessed the triumph of Islam over Christianity; the rise and fall of ephemeral kingdoms, empires, and caliphates; the gradual desertion of once-prosperous cities and rural settlements; the rising strength of Berber confederations; and the continuing ability of trade to transcend political boundaries and to link the southern Mediterranean littoral to the outside world. P

HIST 1963M. Charlemagne: Conquest, Empire, and the Making of the Middle Ages.

The age of Charlemagne sits at the nexus of antiquity and the middle ages. For two hundred years Charlemagne's family, the Carolingians, welded together fragments of splintered Roman imperial tradition and elements from the Germanic world to forge a new, medieval European civilization. This seminar examines that process by exposing students to the primary sources, archaeological evidence, and modern scholarly debates surrounding the Carolingian age. Topics include the Carolingians' rise to power; Charlemagne's imperial coronation; interactions with the Islamic and Byzantine worlds; the revival of classical learning; the Church; warfare; the economy; Vikings; and collapse of the Carolingian Empire. P

HIST 1963Q. Sex, Power, and God: A Medieval Perspective.

Cross-dressing knights, virgin saints, homophobic priests, and mystics who speak in the language of erotic desire are but some of the medieval people considered in this seminar. This course examines how conceptions of sin, sanctity, and sexuality in the High Middle Ages intersected with structures of power in this period. While the seminar primarily focuses on Christian culture, it also considers Muslim and Jewish experience. Enrollment limited to 20. P

HIST 1964A. Age of Impostors: Fraud, Identification, and the Self in Early Modern Europe.

Alchemists claiming to possess the philosophers' stone; basilisks for sale in the market; Jews pretending to be Catholics; women dressing as men: early modern Europe appeared to be an age of impostors. Officials responded to this perceived threat by hiring experts and creating courts, licenses, passports, and other methods of surveillance in an era before reliable documentation, photography, DNA. And yet one person's fraud was another's self-fashioning. We will examine instances of dissimulation, self-fashioning, and purported fraud, efforts to identify and stem deception, and debates about what was at stake when people and things were not what they seemed. P

HIST 1964B. The Enchanted World: Magic, Angels, and Demons in Early Modern Europe.

European fascination with the unseen world reached its highpoint alongside the Renaissance, Reformation, Scientific Revolution, and Enlightenment. Between 1500 and 1800, theologians, natural philosophers, princes, and peasants devoted enormous energy to understanding, communicating with, and eliminating a host of ethereal creatures, including ghosts, angels, demons, vampires, nature spirits, and witches. Some also sought to access the praeternatural powers that these creatures seemed to command. This course explores the intellectual, social, political, and religious origins of the interest in this unseen world, the structures Europeans created to grapple with it, as well as the factors that ultimately led to its demise.

HIST 1964D. Women in Early Modern England.

Selected topics in the social history of early modern England (c.1500-1800), with particular emphasis on the experiences of women. Themes to be addressed will include the family, working life, education, crime, politics, religion, and the early feminists. Not open to freshmen sophomores. P

HIST 1964E. The English Revolution.

Looks at the origins and nature of the English Civil War and Republican experiment in government (1642-1660) through a close examination of primary source materials. Considers not only the constitutional conflict between the crown and parliament, but also the part played by those out-of-doors in the revolutionary upheaval, the rise of popular radicalism, and the impact of events in Scotland and Ireland. P

HIST 1964F. Early Modern Ireland.

This seminar will cover various themes in the political, religious, social and cultural history of Ireland between c. 1500 and the later eighteenth century. Topics to be discussed will include the Reformation, the Irish Rebellion, Cromwell's rule, the War of the Two Kings, popular protest, the beginnings of the Irish nationalism, and the experiences of women. P

HIST 1964G. Spin, Terror and Revolution: England, Scotland and Ireland, 1660-1720.

Examines the revolutionary upheavals in England, Scotland and Ireland of the later 17th-century through a close examination of primary source materials. Topics covered include: high and low politics, the rise of the public sphere, the politics of sexual scandal, government spin, persecution and toleration, and the revolutions of 1688-91 and their aftermaths. Enrollment limited to 20. P

HIST 1964H. Race and Empire in 18th Century France.

Eighteenth-century France is remembered as the epicenter of the Enlightenment, a period in which people across Europe celebrated individual autonomy, rationality, and empathy. It was also a century of rapid expansion of the French trade in enslaved peoples and the solidification of a colonial empire fueled by enslaved labor. This class will explore the development of French thinking about the non-European world as the French sought to justify, criticize, or simply understand the country's rapidly expanding global reach. P

HIST 1964K. Descartes' World.

An exploration of history and historical fiction through the examination of the early life of René Descartes. One of the most famous philosophers of the 17th century, he was French but wrote his works while living in exile in the Dutch Republic. While his ideas are much debated, little is known about his personal life, especially before he settled in the Republic in 1628, despite many hints about his years as a soldier, his extensive travels in Europe, and his possible political and occult associations. This seminar is designed as a collective exploration into the small pieces of evidence about his early life and the lives of his friends and enemies in order to put mind and body back together rather than to treat them separately. P

HIST 1964L. Slavery in the Early Modern World.

There were multiple forms of slavery in the Early Modern world. We will look at three major systems: Mediterranean slavery and the Barbary Corsairs, Black Sea slavery and slave elites of the Ottoman Empire, and the Atlantic triangular trade. We will examine the religious, political, racial, and economic bases for these slave systems, and compare the experiences of individual slaves and slave societies. Topics discussed include gender and sexuality (e.g. the institution of the Harem and the eunuchs who ran it), the connection between piracy and slavery, and the roles of slavery in shaping the Western world. P

HIST 1964S. Islands of the Mind.

Islands command an outsized place in history and imagination. Objects of desire and fear, sites of connection and isolation, they can drive politics and economies, inspire worldviews and fantasy, and impel movements of people. The power of islands has been brought to life in myths about lost isles and in tales about fictional figures like Circe, Sinbad, and Robinson Crusoe. It has also shaped the lives of countless peoples, including premodern Pacific Ocean indigenous navigators, early modern pirates, nuclear refugees in Oceania, and contemporary migrants in the Mediterranean. Using sources ranging from ancient epics and medieval books of islands to colonial maps and contemporary film, this seminar explores the significance that islands have had over the millennia.

HIST 1965A. City as Modernity: Popular Culture, Mass Consumption, Urban Entertainment in Nineteenth-Century Paris.

Modernity as a distinct kind of cultural experience was first articulated in the Paris of the 1850s. The seminar will explore the meaning of this concept by looking at the theories of Walter Benjamin, as well as historical examples of popular urban culture such as the mass circulation newspaper, the department store, the museum, the café concert and the early cinema. Enrollment limited to 20.

HIST 1965B. Fin-de-Siècle Paris and Vienna.

We will examine two great imperial capitals facing similar set of challenges at the end of a century dominated by Europe. Austria-Hungary and France were forced to reckon with declining status as great powers, made manifest by their defeat at the hands of Prussia in 1867/1870 respectively. Both struggled with place of ethnic and religious minorities in modern states, and both responded with outbursts of political anti-Semitism that emerged. We will not only gain a basic factual knowledge of fin-de-siècle urban life but also explore some of the works and problems animating the intellectual life of the twentieth century.

HIST 1965C. Stalinism.

In this course we will examine in detail one of the deadliest and most perplexing phenomena of the twentieth century: Stalinism. During Joseph Stalin's reign the people of the Soviet Union experienced events of astonishing scale and revolutionary change. Rapid industrialization, massive collectivization, famine, purges, state terror, devastating world war, and foreign occupation brought unprecedented suffering and premature death to tens of millions of Soviet citizens. Given the size of the topic and the limited hours in a semester, this course focuses on Stalin's rise to power and his reign in the 1930s. Rather than surveying the views of a wide range of scholars, we will delve into two very long works of recent scholarship in depth. This is a reading intensive course.

HIST 1965D. The USSR and the Cold War.

This seminar will examine in detail the Soviet Union's involvement in the Cold War, the defining international conflict between the end of the Second World War and the collapse of communism in Europe. Topics include cultural phenomena, economic organizations, and ideology, in addition to diplomatic crises and the indirect military confrontations in Asian, Africa, and the Americas. Enrollment limited to 20.

HIST 1965E. Politics of the Intellectual in 20C Europe.

This course will concentrate on European thinkers' engagement with the politics of the 20th century. Discussion will cover a range of cultural and intellectual currents and ideologies—modernism, fascism, communism, "dissidence," "internal" migration, "anti-politics"—as well as genres (essays, letters, fiction, criticism, poetry, film).

HIST 1965G. Hannah Arendt and Her World.

Hannah Arendt (Hanover, Germany 1906 – New York 1975) is increasingly recognized as a pivotal thinker about her world and ours, bridging Europe and America, philosophy and politics, while taking on such key issues as migration, statelessness, the refugee experience; nationalism, totalitarianism, and Zionism; the politics of race and anti-Semitism; the relation between thinking and acting. In this seminar we will read some of Arendt's key works, including "We Refugees," "Zionism Reconsidered," *The Origins of Totalitarianism*, and *Eichmann in Jerusalem*, accompanied by other texts that inspired her or were in turn inspired by her, from Max Weber to Judith Butler.

HIST 1965H. Europe and the Invention of Race.

This upper-level seminar in European intellectual history will examine key texts from the 16th through the 20th century in which the negotiation of difference and diversity produced and questioned the organization of populations into groups and hierarchies called races. How does "race thinking," with its spectrum from racism to critical race thinking, channel and direct phenomena such as European global expansions, capitalism and slavery, religious difference and secularization, colonialism, imperialism, and fascism.

HIST 1965I. Industrial Revolution in Europe.

Europe's industrial revolution is often cited among the key drivers of global inequality between "the West and the Rest." But industrialization unfolded unevenly everywhere, including within Europe itself. Using a local perspective on a global story, this seminar explores how the industrial revolution unfolded differently and unevenly across the diverse communities, regions, and landscapes of Europe during the long 19th century. Major themes include the urban-rural divide; technology and deindustrialization; the culture of work; faith and politics; socialism, populism, and antisemitism.

HIST 1965L. Appetite for Greatness: Cuisine, Power, and the French.

France has long been synonymous with a delicious cuisine, one with no equal in the world. This seminar will examine the development of French cuisine as a tool for national greatness, beginning with its origins under the Sun King, Louis XIV. We will trace subjects such as the global dissemination of French food after the French Revolution, the food shortages common to French people as the country industrialized, and the feeling that France was losing its culinary hold in the twentieth century. Today, French food again serves as a nexus for the anxieties of the nation, including Americanization and immigration.

HIST 1965M. Double Fault! Race and Gender in Modern Sports History.

From 1936 Berlin Olympics to infamous East German swimmers of the Cold War to 1998 French soccer team, sport culture has consistently helped define overall societal values. We will examine how early modern societies defined the ideal sporting participant, and how shifts over time included and excluded various groups. These shifts, including the promotion of masculinity through duels, the fears of women's emancipation via cycling, and the exclusion of Jews from competition, were based on perceived national needs. Through the study of sports, we will study who we have been as a community—as well as who we aspire to be.

HIST 1965N. "Furies from Hell" to "Femi-Nazis": A History of Modern Anti-Feminism.

Women have faced a deep antipathy at nearly every turn in their struggles for civic and social inclusion. These denials of women's rights often take the form of commentaries—sometimes vicious ones—about women's general natures, bodies, and fitness for public life. Women are consistently tagged with various labels of otherness: opponents of women's rights deem them irrational, unnatural, traitors to society, even sexual deviants. This course will examine the dangers that women allegedly represent to social stability from the Enlightenment to today, as well as how women have fought back to assert their rights and independence.

HIST 1965O. 'Naturally Chic': Fashion, Gender, and National Identity in French History.

From its beginnings, the fashion industry in France has been synonymous with the international reputation of the nation. Similarly, being "chic," having an innate sense of discernment and style, became synonymous with French femininity. This seminar will explore the interconnectivity of the history of fashion in France, the requirements it placed on French women, and the pressures the fashion industry has borne since the 1700s. We will look at how fashion reflected and created the moods of various periods, and we will also see how French women's national belonging has been innately tied to ability to display French fashion.

HIST 1965R. The Crisis of Liberalism in Modern History.

Liberalism has flamed out before. Its collapse in the late 19c left a mark on the psychoanalytic theories of Sigmund Freud, the art of Gustav Klimt, and the fiction of Franz Kafka. Liberalism's second collapse in the 1930s, inspired the founder of neoliberal economics Friedrich Hayek and the philosopher of science Karl Popper. These men were all Austrian, a nationality they shared with the most infamous critic of liberalism, Adolf Hitler. This course wonders why this country in the center of Europe has exercised such an outsized influence on our modern experience.

HIST 1966Q. Colonial Encounters and the Creation of Latin America.

This seminar examines how interactions between Europeans and indigenous peoples shaped the formation of early Latin America. From Florida to Brazil, invasion led to widely varied outcomes, including outright failures. Students will come to see colonization as a difficult, uneven process, as Europeans struggled to comprehend and engage unfamiliar natural and human environments; the new societies that emerged reflected complex transatlantic exchanges. Our readings will consist of primary sources from the sixteenth century, supplemented by academic texts. Students will write a series of three-page response papers, along with a ten to twelve-page essay on major themes from the course. P

HIST 1967C. Making Revolutionary Cuba, 1959-Present.

In January 1959, the forces of rebel leader Fidel Castro entered Havana and forever altered the destiny of their nation and world. This seminar will consider the six decades that followed the rise of a new revolutionary order, as well as its global repercussions. We will examine how political hegemony was achieved as well as the silences and exclusions on which it rested, with particular attention to ideology, race, sexuality, and culture.

HIST 1967E. In the Shadow of Revolution: Mexico Since 1940.

This course traces political, social, and economic developments in Mexico since the consolidation of the revolutionary regime in the 1930s. The topics addressed include: the post World War II economic “miracle”; the rise of new social movements; the Tlatelolco massacre; the deepening crisis of the PRI (the governing party) in the 1980s and 1990s; the Zapatista rebellion; violence and migration on the northern border; and the war against narcotraficantes.

HIST 1967F. The Maya in the Modern World.

This seminar focuses on the Maya in postcolonial Guatemala. The main theme is the evolving relationship between indigenous peoples and the nation-state. Topics include peasant rebellions in the nineteenth century, the development and redefinition of ethnic identities, the military repression of the 1970s and 1980s, the Rigoberta Menchú controversy, and the Maya diaspora in Mexico and the United States. Enrollment limited to 20.

HIST 1967L. Politics and Culture Under The Brazilian Military Dictatorship, 1964-1985.

This course will focus on the political, social, economic, and cultural changes that took place in Brazil during the military dictatorship that ruled the country from 1964-85. We will examine why the generals took power, the role of the U.S. government in backing the new regime, cultural transformations during this period, and the process that led to re-democratization.

HIST 1967Q. Gender and Sexuality in the Modern History of Latin America.

This seminar explores how gender shaped the political and social history of 19th and 20th century Latin America. Together, we will explore some themes at the center of this growing body of scholarship, such as the role of honor and sexual morality in shaping post-independence Latin American societies, the efforts of states to regulate the family, and the role of gender in the organization of the modern labor force. Throughout the semester, we will discuss the intersections of race, gender and class that are at the heart of changing conceptions of sexual morality and ideals of modern family organization.

HIST 1967R. History of Rio de Janeiro.

From colonial outpost to capital of the Portuguese Empire, from sleepy port to urban megalopolis, this seminar examines the history of Rio de Janeiro from the sixteenth century to the present. Using an interdisciplinary perspective rooted in historical analyses, we will analyze multiple representations of the city, its people, and geography in relationship to Brazilian history, culture, and society.

HIST 1967T. History of the Andes from the Incas to Evo Morales.

Before the Spanish invaded in the 1530s, western South America was the scene of the largest state the New World had ever known, Tawantinsuyu, the Inca empire. During almost 300 years of colonial rule, the Andean provinces were shared by the “Republic of Spaniards” and the “Republic of Indians” - two separate societies, one dominating and exploiting the other. Today the region remains in many ways colonial, as Quechua- and Aymara-speaking villagers face a Spanish-speaking state, as well as an ever-more-integrated world market, the pressures of neoliberal reform from international banks, and the melting of the Andean glaciers.

HIST 1968A. Approaches to the Middle East.

When and why did the Middle East emerge as a field of study? What are the different approaches that frame our understanding of this pivotal region, and how did they change over time? This upper-level seminar explores these questions within the larger context of colonial and national and encounters that have shaped modern regimes of knowledge production. The class features visits by leading scholars from different disciplines who reflect on the questions they ask and how they go about answering them. Readings range from canonical works to innovative new scholarship. No pre-requisites but previous coursework on this region recommended.

HIST 1968F. History of Capitalism: The Eastern Mediterranean and the World Around.

This course is an analysis of where the Mediterranean region fits in the evolving capitalist world-economy in the aftermath of the so-called Age of Discovery. The context of the Mediterranean is set in our own age’s “globalization” as histories of capitalism push on the “world” in new ways challenging our mental maps for historical change. The seminar takes on a critical approach to the European historiography on the rise of capitalism and the view that the Mediterranean collapsed with the rise of the Baltic and the Atlantic.

HIST 1968M. The Worlds of Crusading.

In the spring of 1096, more than 40,000 men and women left their homes on an armed pilgrimage from Europe toward Jerusalem. This was the first of many crusading movements, eventually leading to the establishment of crusader states along the Eastern Mediterranean. While these states only lasted two hundred years, the ideological effects of crusading still linger today. This course examines historical evidence from both Christian and Muslim sources to interrogate the cultural, geopolitical, and social forces which combined to ignite crusading fervor. It also seeks to understand how the complicated memory of crusading continues to haunt Muslim-Christian relations today.

HIST 1968V. America and the Middle East: Histories of Connection and Exchange.

This seminar explores the history of connection and exchange between the diverse peoples and societies of two constructed regions: the Middle East and North America. Proceeding chronologically, we begin with the global context of Columbus’s fateful voyage in 1492, before turning to colonial Spanish, Portuguese, and English-British intersections with the Ottoman Empire and Morocco. While including Latin American, Caribbean, and Canadian case studies, the bulk of our course explores US ties to the “Mideast/MENA” region during the 19th-21st centuries. Yet, this isn’t a conventional course in diplomatic history. Rather, we’ll read closely for underlying socioeconomic, cultural, and intellectual processes—trade, migration, education, and evolving conceptions of race, religion, and citizenship—themes often overlooked by foreign relations, watershed events, or conflict. Our goal: to recognize how US-Middle East ties are far more complex, rich, and deep-rooted than is generally assumed.

HIST 1969A. Israel-Palestine: Lands and Peoples I.

The Holocaust largely destroyed the centuries-long Jewish civilization in Europe. For Zionism, originating in late nineteenth-century antisemitism and East-Central European ethno-territorial nationalism, the “final solution” proved the need for a Jewish-majority state in Palestine. Yet the majority of the population in Eretz Israel was Palestinian. The creation of Israel in 1948 was the outcome of a bitter war with the local Arab population and the surrounding states, in the course of which most of the Palestinians were expelled or fled, facilitating the establishment of a Jewish-majority state. The seminar will discuss the fraught question of the two traumatic events of the Holocaust and the Nakba (the expulsion of 1948), and propose that we can both better understand these events, and begin the long path to reconciliation, by applying the tools of empathetic first-person history.

HIST 1969B. Israel-Palestine: Lands and Peoples II.

This advanced undergraduate seminar seeks to provide a deeper understanding of the links between the region now known as Israel and Palestine and the peoples that have inhabited it or have made it into part of their mental, mythical, and religious landscape throughout history. The course will be interdisciplinary at its very core, engaging the perspectives of historians, geologists, geographers, sociologists, scholars of religion and the arts, politics and media. At the very heart of the seminar is the question: What makes for the bond between groups and place - real or imagined, tangible or ephemeral. No prerequisites required.

HIST 1969C. Debates in Middle Eastern History.

This seminar investigates the historical bases of some of the major debates which continue to dominate contemporary discussions on the Middle East. These include debates on colonialism and its legacies; problems associated with the post-colonial Middle Eastern state (the "democracy deficit": human rights; oil; political Islam); and arguments about the causes and consequences of some of the major events in Middle Eastern history (the Israel-Palestinian conflict; the Iranian revolution; the Lebanese civil war; 9/11 and the Iraq invasion; and the Arab Spring). Priority will be given to seniors, and history and MES concentrators. Previous introductory coursework in ME history is highly recommended (Hist 0244 or equivalent) for all students wishing to enroll in this course.

HIST 1969D. Palestine versus the Palestinians.

This course explores alternatives to the common view that the Palestinian-Israeli conflict is a struggle between two nationalist movements over the same land. Moving away from state-centric political discourse, it engages the questions of imperialism, settler-colonialism, and displacement from a bottom-up perspective of everyday life of Palestinian communities in historic Palestine and the Diaspora. How do these internally divided and spatially fragmented communities negotiate the present and imagine the future? Ultimately, the course asks: What does it mean to be a Palestinian? And what can the Palestinian condition teach us about the modern world?

HIST 1969F. Nothing Pleases Me: Understanding Modern Middle Eastern History Through Literature.

This seminar examines the major themes and events in the history of the Middle East in the 20th century through a close reading of literary texts and, in some cases, films. Throughout the course we will try to locate the perspectives of the "ordinary people" of the region, and will pay special attention to the voices of those who are rarely heard from in discourses on the Middle East: religious minorities, sexual minorities, women, children, but also criminals, misfits, misanthropes and others who have been deemed social outcasts.

HIST 1970A. Colonial Encounters: Indians, Europeans, and the Making of Early America.

This seminar explores Native American histories and cultures in North America, primarily through the multiple and overlapping points of contact and coexistence with Europeans from the sixteenth through the eighteenth centuries. Although we will be reading widely in the very interesting recent literature in the field, a major component of the class is to investigate in a practical way the problem of sources for understanding and writing about American Indian history. As a senior capstone seminar, the final project is a substantial research paper. Enrollment limited to 20. P

HIST 1970B. Enslaved! Indians and Africans in an Unfree Atlantic World.

This course examines the varieties of Indian and African enslavement in the Atlantic world, including North America, up through 1800. Reading widely in recent literature in the field as well as in primary sources from the colonial period, we will ponder the origins, practices, meanings, and varieties of enslavement, along with critiques and points of resistance by enslaved peoples and Europeans. Special emphasis will be given to the lived nature of enslavement, and the activity of Indians and Africans to navigate and resist these harsh realities. A final project or paper is required, but there are no prerequisites. P

HIST 1970D. Problem of Class in Early America.

This seminar considers economic inequality in colonial British North America and the new United States. Studying everyone from sailors, servants, and slaves in the seventeenth century to industrial capitalists and slaveholders in the nineteenth century, this course will look at the changing material structures of economic inequality and the shifting arguments that legitimated or challenged that inequality. Readings will explore how historians have approached the subject of inequality using on class as a mode of analysis. Students will write extended papers that place primary research in conversation with relevant historiography. Enrollment limited to: 20. Written permission required.

HIST 1970F. Early American and Atlantic Money.

The history of finance has become a crucial site for studying governance and statecraft, for recovering the organizing logic of capitalism, and for recognizing the structures of power in any given society. Topics include the recurring debates over metallic and paper currencies, the emergence of a national banking systems, and the technologies of coinage, assaying, and counterfeiting. Particular focus on the relationship among finance, colonization, and slavery, as well as the many speculative monetary systems that circled around the Atlantic world from the fifteenth century through the nineteenth century.

HIST 1970G. Captive Voices: Atlantic Slavery in the Digital Age.

The digital revolution is transforming the study of history. But is it allowing us to better recover the voices and lived experiences of people in the past? This course considers the possibilities and pitfalls of using digital tools to understand the lives of enslaved men and women in the Americas between 1500 and 1800. Each session considers a different digital humanities project, supplemented by primary sources and recent books. For their final project, students will contribute to the Database of Indigenous Slavery in the Americas, which is hosted here at Brown. There are no prerequisites for this course. P

HIST 1970H. Early American Science, Medicine, and Ways of Knowing.

This capstone seminar explores science, medicine, and ways of knowing in early America. Science and medicine in American history have largely been approached as a modern history, focusing on a few famous figures of European descent. Nineteenth and twentieth-century scientists and physicians such as Thomas Edison and Jonas Salk have embodied American values of entrepreneurship and innovation. This course argues that American science and medicine have a longer history that begins with its first colonies. Starting with English science in the era of Jamestown and Plymouth Colony and Indigenous epistemologies of the body and environment and ending in the era of America's founding, this course traces key ways of knowing while also centering important historical themes such as imperialism, slavery, and appropriation.

HIST 1971D. From Emancipation to Obama.

This course develops a deep reading knowledge of significant issues and themes that define African American experiences in the 20th century, experiences that begin with the years following Emancipation and culminates with the election of President Obama. Themes include citizenship, gender, labor, politics, and culture. The goal is to develop critical analysis and historiographical depth. Some background in twentieth century United States history is preferred but not required. Assignments include weekly reading responses, class participation and presentation, and two written papers. Enrollment limited to 20.

HIST 1972A. American Legal History, 1760-1920.

Upper-level undergraduate seminar examining the history of issues that have been contested in recent U.S. legal decisions and practices. The main period covered is 1780-1920, but we will also consider the use and misuse of the history of this period in legal decisions and debates of the past two decades. Among the topics covered are Native American sovereignty; firearms use and regulation; slavery, servitude, and emancipation; women's rights and reproductive freedom; and the meaning of citizenship. Enrollment limited. To be considered for admission, students must contact the instructor before the beginning of the semester. Instructor permission required.

HIST 1972E. Theory and Practice of Local History.

Examines the theory and practice of local history, evaluating examples from a variety of genres ranging through micro history to folk music, from genealogy to journalism. Work with primary documents, evidence from the built environment and visits to local historic sites and archives will enable students to evaluate sources and develop their own ideas about writing history and presenting it to a public audience. Enrollment limited to 20. Instructor permission required.

HIST 1972F. Consent: Race, Sex, and the Law.

In the context of recent student organizing on college campuses, the word "consent" has become headline news. But what is "consent" and what does it have to do with the history of race and sexuality in America? In this course, we will use history, law, and feminist theory to understand the origins of consent, to trace its operation as a political category, and to uncover the many cultural meanings of "yes" and "no" across time. Themes addressed include: slavery, marriage, sex work, feminism, and violence, from the founding of American democracy to the present.

HIST 1972G. Lesbian Memoir.

This capstone seminar explores the genre of lesbian memoir through lenses both historical and theoretical. We will think together whether memoir constitutes a primary source for historical study, and its place in lesbian history. We will consider feminist theoretical questions posed by this genre of writing: What (or who, or when) is a lesbian? Is the category of the lesbian rooted in gender essentialism or disruption? How (or when, or if) did the category of lesbian become marked as white?

HIST 1972H. U.S. Human Rights in a Global Age.

Examines how the U.S. has shaped or been shaped by global human rights struggles. Topics include: indigenous rights in the U.S. Early Republic; Antislavery in the early Atlantic World; anti-imperialism in U.S. wars with Mexico and Spain; U.S. and human rights conventions; the Cold War and Civil Rights; and recent U.S. policies concerning human migration. No prerequisites. Priority given to seniors and juniors and those who have not taken the related course HIST 1972A (though students may take both courses). Instructor permission required (email professor before end of registration period).

HIST 1972I. Loss, Political Activism and Public Feelings: Between Fact and Affect.

Why do political actors deploy quantitative approaches when dealing with catastrophe, while personal experiences of grief draw heavily on affective resources? Juxtaposing texts from public health, public policy, empirical political science, and law, alongside cultural and artistic responses that focus on public feelings of mourning, rage, and defiance, this co-taught course examines political action between fact and affect. Case studies will include the long afterlife of transatlantic slavery, anti-lynching campaigns, the enshrining of the Civil War and Civil Rights Movement in national memory, and political movements such as ACT UP and the Movement for Black Lives.

HIST 1972J. Racial Capitalism and U.S. Liberal Empire.

This seminar will reflect on terms that seem to trip us up: empire, capitalism, modernity. Many Americans reject the notion that the United States is an empire due to a sense of patriotism and/or an inability to distinguish colonialism from imperialism, let alone recognize settler colonialism. In this course, however, we will examine how U.S. empire and racial capitalism are inseparable and consider how liberal blinders have operated in American popular and academic discourse—and that perhaps "provincializing the United States" might offer some clarity.

HIST 1972K. American Labor and Working Class History.

Will historians remember 2023 as a turning point in the history of the organized labor movement or a momentary deviation from a decades-long decline? Public support for unions is at its highest level in years, even as hundreds of thousands of workers in the United States have gone on strike, halting production in critical industries from film and entertainment to auto manufacturing. In this advanced seminar, we will seek historical context to better understand these recent trends by examining histories of class formation, the evolution of working class politics, the development of American capitalism and the transformation of the global economy. Spanning from the history of colonial America to the 21st century, we explore the changing nature of work, and follow the identity, experience, and political activity of working class people as they evolve over time.

HIST 1972L. US Empire and Archives.

It will be a capstone seminar for the History Department that gives students hands-on experience with documents archived at Special Collections in the Hay Library. The theme of US Empire is expansive, relating to peoples, places, and events within the metropole (i.e., the United States) and the larger world in the mid-20th century to the present. Focus will be on hegemonic and counter-hegemonic ideologies and actions, especially concerning racial capitalism, settler colonialism, free trade imperialism, Third Worldism, gender and queer politics, ethnicity, and more. Archival collections include the Hall-Hoag Collection, the Mumia Abu-Jamal Collection, and others.

HIST 1973K. Modern South Asia and the Image Archive.

This seminar will look at how historians, art historians and artists have used an array of visual materials in the archive to make arguments about the past. We will read texts on the history of photography, on popular ephemera, from film studies, as well as interrogate the work of artists who draw on archives. How do we "read" images, interpret them, and how have they impacted our understanding of the past?

HIST 1973Q. Environmental Pressures of South Asia.

South Asia is one of the most densely populated geographical regions of the world. The traditional environmentalist view of separating/protecting 'nature' from human settlements often leads to conflicts of resources/land use here. This course studies the evolution of environmental governance in the diverse ecologies of South Asia across four substantive and methodological parts. Part I involves readings on environmental and agrarian systems in the Mughal Empire from the precolonial period (1526-1757) in South Asia. Part II involves readings on forestry laws from the British colonial period (1757-1947) in South Asia. Part III involves reviewing a series of books and films on environmental history in Asia. Part IV involves researching case studies focusing on local environment cultures from the postcolonial period (1947 to present) in South Asia. The course requires writing a final research paper based on a case study.

HIST 1974A. The Silk Roads, Past and Present.

The Silk Road has historically been the crossroad of Eurasia; since the third-century BCE it has linked the societies of Asia—East, Central, and South—and Europe and the Middle East. The exchange of goods, ideas, and peoples that the Silk Road facilitated has significantly shaped the polities, economies, belief systems, and cultures of many modern nations: China, Russia, Afghanistan, Uzbekistan, and India. This course explores the long history (and the mythologies or imaginations) of the Silk Road in order to understand how the long and complex pasts of the regions it touches are important in the age of globalization. P

HIST 1974B. War and Peace: A Global History.

A seminar examining how the categories of "war" and "peace" have emerged over time and place. How does a society decide that a war exists or has ended, or that there is peace, or that peace has been violated? How has the practice of war and the practice of peace changed over the course of history? We approach these questions by looking at a series of case studies, from Greek-Persian relations of the fifth century BCE to the Mongol imperial system of the thirteenth century to the twentieth-century World Wars and recent efforts (successful and failed) at global governance.

HIST 1974D. River Histories: Fishes, Floods and the Transformation of Freshwater Ecosystems.

As food sources and transportation routes, rivers have long played important roles in human societies, and people have in turn transformed them. While many histories explore the lives of people living along rivers, this course will move from the terrestrial realm into the aquatic realm to consider how fluvial ecosystems work, from the smallest microorganisms to large creatures like salmon and alligators. This will allow us to think about how rivers have changed over time as people blocked them with dams, built levees to stop them from flooding, or straightened them into shipping canals. The best documented members of fluvial ecosystems have usually been fish, so we will pay particular attention to histories of fishing. We will also discuss transportation, water power, flood mitigation, and fights between farmers, fishers, and industrialists over how rivers have been exploited.

HIST 1974E. The Intellectual History of Imperialism.

What is an empire? What does an empire do? What is the difference between imperialism and colonialism? How have historical actors as well as historians between the seventeenth and twentieth centuries answered these questions? This seminar considers the long history of intellectual debate over imperialism and its relationship with state formation, capitalism, labor, subjecthood, and the environment. We will read proponents of imperial expansion, advocates of imperial reform, and fierce critics of imperialism. Readings will include canonical texts authored by major historical figures such as John Locke and Vladimir Lenin as well as pamphlets and legislative debates that document the everyday practice of imperialism. In engaging with such primary sources, we will consider how rival visions of imperialism shaped ideological traditions as diverse as liberalism, fascism, conservatism, and communism.

HIST 1974G. Nonviolence in History and Practice.

This advanced history seminar will begin with exploring sources of Mahatma Gandhi's conception of nonviolent civil disobedience and go on to explore the transformation of those ideas in different contexts of protest and resistance in different parts of colonial India, as well as the US and South Africa. In addition to thinking historically, we will look at the details of strategies and practices that have been developed over the last half century, into the present.

HIST 1974J. Decolonizing Minds: A People's History of the World.

This seminar is an experiment in thinking a global history of the making of the modern world. We read texts that track the movement of ideas, peoples and goods, the formation of political and economic inequalities and the continuous struggles of ordinary people against them. From empires to nation-states, from anti-imperialist nationalist struggles to transnational radical movements, this seminar grapples with the politics of knowledge for drawing out "fugitive" lineages of the past that we need to shape our collective future. No overrides will be given before the semester begins. Interested students must attend first class meeting.

HIST 1974K. Maps and Empires.

The human fascination with maps is perennial, but it has been transformed in recent decades from a field for antiquarian map-lovers to a bona fide domain of intellectual inquiry. Maps are now understood as instruments of power and domination rather than value-free representations of territory. Using the world-renowned cartographic collection of the John Carter Brown Library, this seminar will examine the role of maps and other graphic representations of space in the consolidation and contestation of imperial dominions, introducing students to the idea of using maps as primary source materials for historical and cultural analysis. Winter session. P

HIST 1974L. A Global Idea: Civilization(s).

This seminar explores a global history perspective to the idea of civilization since the eighteenth century. Starting from the view that the Enlightenment was a specifically European phenomenon, a foundational premise of Western modernity, we explore how the master narrative around 'civilization' developed and crystallized through universal history and world history into today's global history. Analyzing the making of this global idea includes topics like the politics of knowledge production, and transnational exchanges of ideas and practices of progress, nationalism, periodization, and intertextuality in the West, Ottoman Empire and others.

HIST 1974M. Early Modern Globalization.

What can the experience of a minority group like the Jews teach us about roots of globalization? What were the economic, political, and cultural conditions that allowed early modern Jewish merchants to create economic networks stretching from India to the New World? We will answer these questions by examining the connections and interactions between four major Jewish centers: Ottoman Jewry in the Eastern Mediterranean, the Port Jews of Amsterdam and London, Polish-Jewish estate managers in Ukraine, and the Court Jews of central Europe. We will see how European expansion exploited - and was exploited by - these Jewish entrepreneurs. P

HIST 1974P. Modernity's Crisis: Jewish History from the French Revolution to the Election of Donald Trump.

As the modern world developed and grew, the question of the Jews' place within it became increasingly important for the majority societies and the Jews themselves to deal with. The solutions found have ranged from inclusion on equal terms through exclusion not only from society but from humanity altogether. In many ways, the debates around this issue have touched on the very meaning of modernity itself. In this advanced undergraduate seminar, we will examine the ongoing polemics on the place of the Jews from the perspectives of both the proponents of the different solutions and the Jews themselves.

HIST 1974S. The Nuclear Age.

This is a course for students interested in questions about the development of atomic weapons, their use on Hiroshima and Nagasaki, the Cold War arms race that followed, and debates over the risks associated with other nuclear technologies. We will look carefully at the scientific and military imperatives behind the Manhattan Project, the decisions that led to the use of atomic weapons on Japan, and subsequent efforts to reflect on the consequences of those choices. We will also explore how popular protest and popular culture after 1945 shaped our understanding of the terrors and promise of the nuclear age.

HIST 1974U. Race, Incarceration, and Freedom in the Americas.

This course examines the history of mass incarceration in the Americas, focusing on the relationship between race, policing, and punishment from colonial Latin America to twenty-first century United States. Together, we will explore ways of thinking about the long history of punishment and its relationship to racial and gender politics as well as different forms of labor exploitation, and think about how different temporal and geographic framings help us think in new ways about the history of incarceration and (perhaps) point to new futures. Among the topics we will explore are the ways contemporary carceral regimes have been shaped by the afterlives of slavery; the shifting meanings of rehabilitation; the experiences of incarcerated individuals; the Cold War politics and transnational roots of militarized policing in the United States; and the ways gender, sexuality, and age shape imprisonment across the hemisphere.

HIST 1974Y. Moral Panic and Politics of Fear.

What are the political uses and content of fear? This course traces the politics of panic as a window onto state, stigma, and society by pairing foundational readings in culture studies with historical monographs grounded in case studies. Over the course of the semester, we will consider such themes as: the mobilization of fear as a strategy of governance; sexuality, sickness, and disgust; the political logic of backlash; racial terror and colonialism; paranoia and conspiracy theories; popular culture and elite repression and appropriation; and the supernatural inflection of fear politics.

HIST 1975J. Portuguese Discoveries and Early Modern Global History.

This seminar introduces students to the study of Portugal and its connections to Africa, Asia and the Americas between the fifteenth and eighteenth centuries. Rather than offering a chronological or geographic overview of the topic, we will consider the shifting meanings of "discovery" as understood by early modern individuals and historians since, and how expressions of "discovery" have reflected tensions and struggles around empire, race, gender, and other social categories of difference.

HIST 1976A. Native Histories in Latin America and North America.

From Alaska to Argentina, Native people have diverse histories. Spain, Portugal, England and France established different colonial societies; indigenous Latin Americans today have a different historical legacy than Native Americans in the United States. But the experiences of conquest, resistance and adaptation also tell a single overarching story. In colonial times, Native Americans and Europeans struggled over and shared the land. After Independence, however, the new American republics tried to destroy American Indians through war and assimilation. But in the last century Native peoples (both North and South) reasserted their identities within modern states: the "vanishing Indian" refused to vanish.

HIST 1976B. The History of Extinction.

This seminar explores the history of animals and people that are no more or whose existence is threatened. To come to terms with these histories, we will study classification of species and cultures, frontiers of exploitation and appropriation, and violence against lives and ways of life. Extinction itself is also an idea: when is it just an evolutionary phenomenon and when is it a historical moment worth marking? We will consider claims about intervention for the good of humans or others. Finally, we will observe forms of mourning. Course requirements include a major independent research project.

HIST 1976C. Animal, Vegetable, Mineral: Environmental Histories of Non-Human Actors.

This course explores stories about the past that account for the character and agency of non-human actors. The triad of "animal, vegetable, and mineral" has traditionally been understood as the lower levels of the great chain of being. Here, we approach them as actors in past worlds, who should be included in the histories we write. The discipline of history will never escape the anthropocentrism of its narratives, but we can mitigate its impoverishing effects. In addition to several short written assignments, students will complete a series of steps to produce a research paper.

HIST 1976D. Powering the Past: The History of Energy.

This seminar will explore the role of energy in shaping our past, and uses energy consumption and production as an entry into central questions in environmental history. Beginning with the regimes of wood, water, and muscle in early human history, the course moves on to explore fossil fuels, nuclear power, and alternative energy sources around the world. While attentive to issues of environmental impact, we will also examine the broader implications of energy use for social, economic, and political developments and challenges. Readings are drawn from anthropology, geography, ecology as well as history. This course presumes no previous history courses.

HIST 1976E. The Anthropocene: Climate Change as Social History.

This seminar will explore ramifications of the concept of the Anthropocene. The Anthropocene has been proposed as a new human-driven geologic age that began with the increased exploitation of fossil fuels in the late eighteenth century. Its proponents emphasize transformations through anthropogenic climate change, but we will also consider the effects of population growth, pollution, habitat destruction, and extinction. To assess the historical validity of the concept, we will discuss the impact of humans on the environment before 1800, the extent of transformation since 1800, and whether human-environmental interactions can be usefully generalized to our species as a whole.

HIST 1976F. Modern Environmental Movements from Conservation to the Rights of Nature.

What are the politics of creating and maintaining a livable Earth after industrialization? How has the environment figured in movements for equality and justice? This senior seminar examines environmental issues and responses under capitalism in North America and socialism in Russia and Eastern Europe. The course covers conservation and preservation; Indigenous anticolonial movements; responses to chemical and plastic pollution; anti-nuclear protest; environmental justice; climate change and anti-fossil fuel movements; and new forms of environmental organizing including the Rights of Nature movement and degrowth. Focused on the 19th and 20th centuries, the class will situate movements in ecological, political, and economic context, assess outcomes, and examine the relationships between economic form and politics. Using primary and secondary sources in a range of media, seminars will include short lectures, discussions, and student-led case studies that build toward a substantive final research project.

HIST 1976G. Animal Histories.

Participants in this seminar are invited to explore human and non-human relations in the global past. The history of human-animal relations is huge, so rather than attempt a general survey, we situate our discussion around selected topics. We begin with one animal, the wolf, and move through established and less-familiar historical topics, building toward our final question: how does the inclusion of animals enhance the discipline? The anthropologist Claude Lévi-Strauss said, "animals are good to think with." So is history. In this seminar we think through those things together.

HIST 1976H. Environmental History of Latin America 1492-Present.

From the development of sugar as the major slave commodity of the 18th century Caribbean to the "Water Wars" in the Bolivian highlands at the turn of the 21st century, race, labor, and imperialism in Latin America have been shaped in relation to the natural environment. This course explores the role of the environment in the colonial and modern history of Latin America. Together, we will examine how the environment shaped the processes of conquest, displacement, settlement, and trade, as well as how these processes transformed the natural environment throughout the hemisphere.

HIST 1976I. Imperialism and Environmental Change.

Empires conquer and control territory to enrich their ruling elites, often transforming the environments of these regions to make them more productive and profitable. This course will examine how empires have reorganized the landscapes of the regions they conquered from the ancient empires of Rome and China to the modern overseas empires of Europe and Japan and the informal American empire.

HIST 1976J. Earth Histories: From Creation to Countdown.

This course offers a humanistic perspective on global climate change, arguably the most pressing issue facing our species today. At the heart of this issue lies the idea that human beings have been elevated to the level of a geological force, merging geological and historical time and necessitating a critical conversation between the sciences and the humanities. To that end, we will foster a collaborative dialogue about the diverse "temporalities" that inform our thinking about the earth and its history, from creation stories to the modern idea of progress. Students will also curate a group exhibition about earth histories.

HIST 1976N. Topics in the History of Economic Thought.

This reading and writing intensive seminar exposes students to the history of economic thought. Each year it is offered, we make our way through a different set of materials that touch upon a variety of topics, including theories of value, property, markets, labor, and inequality. We will also ask how ideas about the relationship between capitalism and other forms of economic production have changed over time. In the Fall of 2025, we will discuss the work of Karl Marx, focusing especially on a new translation of his magnum opus, *Das Kapital*, which has recently been published.

HIST 1976R. Histories of the Future.

This course is for students interested in how ideas about what the future of human societies would look like have developed over time, and in the impact of those ideas on cultural, social and political norms. We will look carefully at examples of early modern prophecy before turning to the more recent emergence of theories of economic and social progress, plans for utopian communities, and markedly less optimistic and often dark visions of where we're headed. We will also explore the roles capitalism, popular culture, and science have played in shaping the practices and vocabularies associated with imagining the future.

HIST 1976U. Planning the Family.

This course explores 20th-century efforts to address population growth and family planning in a variety of global contexts, ranging from macro-level initiatives to individual practices. For some women, state leaders, and international experts, contraception meant sexual liberation, increased autonomy, and the reduction of economic hardship. But for others, the same biomedical technologies were associated with colonial control and efforts to reduce "undesirable" people. How is it possible for contraception to hold such expansive and contradictory meanings? In order to assess this central question, students will engage with critical theories of gender, race, class, nationalism, and decolonization.

HIST 1976V. The History of Childhood.

Childhood is commonly assumed to be natural, universal, and unchanging. Children everywhere have certain things in common: dependence on adults in their early years, developmental immaturity, and pent-up creativity and resilience. But the lived experience and the cultural understanding of childhood are re-invented daily, and differently, across both time and geography. This course explores the long-term history of childhood in different regions of the world, through readings in history, anthropology, psychology, educational theory, and literature.

HIST 1977B. Feathery Things: An Avian Introduction to Animal Studies.

This course will provide grounding in the emerging field of critical animal studies by surveying how we know and interact with one diverse and charismatic class of animals: the Aves. Inspiring science, art, and conservation, traded as resources, kept as hunters or pets, and eaten as meat, birds provide an excellent avenue into animal studies. The diverse ways people relate to birds provides an innovative avenue into studies of social science and human existence. In addition to reading and discussion, we also will experience the many forms of birds around us through indoor and outdoor "laboratory" sessions.

HIST 1977I. Gender, Race, and Medicine in the Americas.

This course examines the relationships among sex, gender, race, disease and modern medicine in the Americas. Together, we will explore ways of thinking about disease and public health as topics of historical inquiry, and examine how health politics have been shaped by processes of imperialism, sexuality, and racial inequality. From nineteenth-century obstetrical experiments on enslaved women, to more recent debates over the disease threat posed by Haitians during the HIV/AIDS pandemic, race and sexuality have both shaped the development of medical knowledge and been used to isolate certain groups as threats. Social concerns over women's bodies and reproductive capacities have also shaped medical research and public health policy across the hemisphere. Through shared readings and guided independent research, this course gives students an opportunity to explore a wide variety of topics related to the history of medicine, race, and gender.

HIST 1977J. War and Medicine since the Renaissance.

Since the Renaissance, warfare has mainly been a mass activity organized by states, with the ability to cause mass harm growing by leaps and bounds. At the same time, states have developed methods to care for their armed forces, and sometimes the civilians entangled in their military operations. This course will deal briefly with the history of warfare, and mainly with the ways in which states, citizens, and interested parties have attempted to ameliorate the bodily effects of warfare, from the Renaissance to the late 20th century.

HIST 1978B. Bearer of Light, Prince of Darkness: The Devil in Premodern Christianity.

Satan. Lucifer. The Prince of this World. The personification of evil in the Abrahamic traditions has gone by many names and titles. To premodern Christians, the devil was not an abstract entity; they felt the real presence of Satan and his demonic army all around them. This course explores the devil as a dynamic concept evolved in accordance with cultural and political priorities. It looks at the relationship between the premodern Christian perceptions of personified evil and the Jewish and Islamic traditions. It will also look at the ways in which misogyny and racism shaped ancient and medieval demonologies. P

HIST 1978C. Women Writers in Early European History.

The Middle Ages and Early Modern periods were periods during which writing was a mode for women's self-fashioning and expression in western Europe. Women's devotional practices in particular offered a dynamic space for education, the advancement of both Latin and vernacular literacies, and the production of often highly personal texts speaking of divine matters on the level of everyday life. We will study a diverse set of writings by women in the medieval and early modern periods, and women's texts will be examined as historical evidence for women's perspectives. P

HIST 1978D. Contested Histories of Colonial Indochina: Culture, Power, Change.

This seminar explores the history of French colonial Indochina (Vietnam, Cambodia, Laos) from 1858 to 1945. Challenging Euro-centric narratives of colonialism, we will critically analyze the colonial encounter as complex exchanges, geographically diverse, and socially uneven. Rather than position colonialism as an external agent of change, this seminar dedicates attention to local agency, and social and cultural transformations. Key historical and theoretical debates addressed include the mechanisms of the colonial state, production and legacies of colonial knowledge, construction of modernity and civilization, development of civil societies, transformations of religious communities, and articulations of identities around gender, class, revolution, and nation.

HIST 1978E. Nationalism and the Nation in Modern Europe.

In the twenty-first century, it seems like nationalism might be a thing of the past. Yet the resurgence of far-right populist movements in the West and even distinctly national responses to the Covid-19 Pandemic has demonstrated the resilience of nationalism and the nation. Why is the idea of the nation so enduring? This course explores the development of nationalism and the emergence and consolidation of nation-states in modern Europe. Through case studies, scholarly and popular articles, and short works of theory on nationalism, students will gain an understanding of the origins of nationalism and European nation-states and their historical trajectory until the present day.

HIST 1978F. Climates of Inequality: The Plantation-to-Petrochemical Complex.

What is the relationship between land, labor, and global capitalist modernity? How does studying environmental injustice help resituate America's colonial past and its imperial present? This interdisciplinary course introduces students to one of the most pressing environmental justice struggles in the nation today: Cancer Alley, USA. Together, we will explore the entwined histories of slavery, settler colonialism, and racial capitalism in Louisiana and the broader Gulf South, connecting colonial history to ongoing forms of state violence. Readings draw heavily from Environmental History, Native American and Indigenous Studies (NAIS), and Black Studies to address themes of ecological devastation and embodied violence, while also highlighting practices of resistance and resurgence from historical uprisings to contemporary cultural revitalization efforts. Students will learn to critically analyze how racialized systems of power and privilege structure inequality while envisioning alternative, more just futures.

HIST 1978G. Wonders, clerics, and natives: The Construction of Mesoamerican Christianities. A political reading.

Drawing upon colonial and indigenous sources, this discussion-based seminar course considers the political implications of the Christianization of Mesoamerica, questioning: What version of Christianity spread among indigenous peoples? Who decided it? What were the effects of this process? How did changes in the pastoral methods and devotional culture during the Spanish domination reflect opposing visions of colonial society? The course explores how these imported religious expressions and their local variations served the different social groups that formed New Spain's colonial society to negotiate their place in a fluctuating social order and legitimize their struggle for political, economic, and symbolic power. Although mainly focused on Indigenous agency and native conceptions of Christian religion, the course also addresses the agency of Afro-descendants, the emergence of afro-catholic identities, and the intersection between religious identities, race, and gender in daily life and public imagination. P

HIST 1978H. When Religion meets Modernity: Tibet Enters the World System.

At a time when many former European colonies in Asia, Africa, and Latin America successfully fought to become independent nation-states, Tibet faced a different fate as it became a colony of the People's Republic of China (1959). Assuming no prior knowledge of the region, this course offers an in-depth introduction to the political trajectory of Tibet's relation with China from the nineteenth to the twentieth century. Yet, at the same time as Tibet was subsumed into a political unit within China, Tibetan Buddhism as a religious ideology continued to spread across both the Himalayan regions of Nepal and Northern India as well as Mongolia. This course explores how Buddhist knowledge systems and cosmologies continue to interact with contemporary themes of modernity, secularism, and nationalism in East/South Asia.

HIST 1978J. Laboring Against Automation.

In 2024, the possibility of total automation looms ever present: will machines replace humans? This seminar places contemporary discourse about automation in historical context, underscoring how the promises and threats of labor automation are not nearly as new as they seem. Focusing on workers' perspectives on automation, as well as their attempts to resist it, this course will highlight the unequal experience of automation across geographic, gendered and racialized hierarchies. Considering both micro-level changes in workplaces and global dynamics, we'll ask: How did textile workers in Bursa and colonial Bombay, tobacco workers in Lebanon, and autoworkers in the United States articulate and act on fears that their labor would become obsolete? And how might colonialism, migration, the offshoring of jobs and the informalization of labor in the Global South be tied to the automation of labor in the Global North?

HIST 1978K. Worlds on the Move: Migration and Exchange Across Europe and the Mediterranean, 1492–1700.

How did people travel across the Mediterranean in the early modern period? What documents and economic resources enabled their mobility? How did cities respond to migration, and what did it mean to cross borders in a world of empires, republics, and religious frontiers? This course explores the mechanisms and experiences of movement, examining how migration shaped the cultural, social, and political development of early modern societies. Drawing on the instructor's expertise, the course places special emphasis on female mobility and the influence of gender relations on migratory experiences. Students will engage with various primary sources, such as archival documents, maps, iconographic materials, and literary texts, which will provide them with essential tools and methods for practicing history and deepen their understanding of how historians work.

HIST 1978L. History of Healing, Medicine, Technology, and Global Health in Africa.

History of Healing, Medicine, Technology, and Global Health in Africa will examine the political, social, and cultural dimensions of health and healing across the African continent. Through historical case studies and contemporary debates, students will explore how indigenous knowledge, medical technologies, and public health interventions have shaped, and have been shaped by, Africans, colonialism, nationalist movements, and global health agendas. Students will be required to participate in a workshop and engage with primary and secondary sources to analyze the intersections of medicine, science, and technology and global health. Students will participate in seminar discussions and expert-led sessions, develop a research project that critically examines a historical or contemporary issue in African health and healing, and produce written reflections, reports, and oral presentations that connect historical insights to present-day challenges. The course emphasizes interdisciplinary thinking, historical analysis, and persuasive communication skills.

HIST 1978O. Enslaved: Indians and Africans in an Unfree Atlantic World.

This course examines the varieties of Indian and African enslavement in the Atlantic world, including North America, up through 1800. Reading widely in the recent literature in the field as well as in primary sources from the colonial period, we will ponder the origins, practices, meanings, and varieties of enslavement, along with critiques and points of resistance by enslaved peoples and Europeans. Special emphasis will be given to the lived nature of enslavement, and the activity of Indians and Africans to navigate and resist these harsh realities. A final project or paper is required. Enrollment limited to 20. P

HIST 1979A. Work: A Global History.

What is work and who is a worker? The industrial male wage worker stubbornly persists in historical and cultural imaginaries of what work under capitalism looks like. Yet we know that most work – and most people who work – have not fit into this narrow conception. This course examines the history of work and workers in a predominantly capitalist world economy from roughly the early nineteenth century until the late twentieth century. Taking a global perspective with a particular focus on geographies in the Global South, topics will include studies of enslavement, agrarian labor, coerced labor, informal labor, migrant labor, wage-work, labor under state socialism, reproductive labor, and the relationship between workers and political movements. We will begin with various theoretical considerations of work and labor under capitalism and then move into a roughly chronological narrative.

HIST 1979B. Empire and Everyday Life in Colonial Latin America.

What was it like to live a “regular” life in the American colonies of Spain and Portugal? How did people eat, dress, have fun, start and sustain families, pursue careers, and think about the world and themselves? Drawing upon a range of sources, this course considers how global and local forces intersected in the individual or community in myriad, yet historically contingent, ways. This micro focus provides another way of considering the broad historical forces at work in the colonies, such as religion, gender, politics, race, technology, and geography, from the “inside-out” perspective of individual and communal accounts and stories.

HIST 1979C. Putin, Stalin and “Friends”: Understanding Eurasia Today through its History and Personalities.

This course uses the past to understand the present in Russia and its neighboring states. Each week we will use a “friend” (a person drawn from current events) as a window into events past and present. We will read a few contemporary articles about these notables alongside historical works that give us the necessary background to explore key aspects of their story. In the middle of the semester, you will choose an event or theme and execute an independent research project using contemporary and historical sources. Topics explored include gender, political activism, terrorism, immigration and battles to control the past.

HIST 1979D. Ruined History: Visual and Material Culture in South Asia.

What does art, architecture and material culture reveal about South Asia's history? This course explores the significance of images, objects, architecture and other forms of material and visual culture to South Asian societies as well as their transformation during the 19th and 20th centuries under pressure from British colonial rule. We will consider how shifts in the meanings of architectural sites (like temples), images and material objects under colonial rule animated political and religious conflict in South Asia between 1880 and 1947. Topics include nationalist cartography; Hindu-Muslim violence around temples and mosques; public performance and anti-colonial activism.

HIST 1979E. Wise Latinas: Women, Gender, and Biography in Latinx History.

Last summer the Brown community reflected on Supreme Court Justice Sonia Sotomayor's autobiography that documents how her experience as a Bronx-raised Puerto Rican and “wise Latina” shaped her illustrious legal career. This course will provide historical context for reading Latinx biographies and locate them within a broader history of women, gender, and sexuality in Latinx histories of the United States. We will examine life histories, oral histories, and biographies. Units will explore the histories of Mexican Americans, Puerto Ricans, Cubans, Dominicans, and Central Americans, paying close attention to race and gender and highlighting struggles for social justice.

HIST 1979F. Sex, Gender, Empire.

Despite brutal violence at their core, European empires were imagined as families consisting of European colonials and their “native” subjects. We'll position sex, gender, family at the heart of the imperial enterprise, examining how boundaries of imperial territory were imagined in terms of a shared household. What a family was and who was part of it became a source of imperial debate which intersected with anxieties around racial mixing and sexuality. In turn, diverse formations of imperial families shaped questions of sex and gender in Europe pursuing this global history of inter-cultural relationships that continue to shape our present day.

HIST 1979G. The Unwinding: A History of the 1990s.

This course will carefully consider the history of a recent decade -- the 1990s. We will reflect on grand historical narratives -- the end of the Cold War, the two-term presidency of a centrist Democrat, and the large challenges faced by the United States at home and abroad. But we will also explore less conventional topics, including the effects of new technology, and the ways in which new media and new tactics reshaped a political consensus that had endured for decades. Finally, we will consider the decade's rich cultural expression, including its music, film, literature and journalism.

HIST 1979H. Prostitutes, Mothers, + Midwives: Women in Pre-modern Europe and North America.

Today's society often contrasts stay-at-home moms with working women. How did women in Europe and North America navigate the domestic and public sphere from the late medieval period to the start of the twentieth century? How did gender affect occupational identity? Were women excluded from the professional class? This seminar investigates gender in the workplace, looks at gender-specific employment, and considers how families functioned. Readings include passages from classical, religious, and medical texts as an introduction to medieval gender roles. Students will explore texts, images, and film to understand pre-modern work and the women who did it.

HIST 1979I. Race and Inequality in Metropolitan America from Urbanization to #blacklivesmatter.

There is nothing natural about the state of race and inequality in American cities today. Urban inequities -- around residential segregation; access to housing, schools, jobs; state violence -- are overwhelmingly the result of decades of choices made by individuals and policymakers. This course will examine this history. We will trace how race has shaped metropolitan America from the late nineteenth century to present day. The course will explore how institutions, government policies, and individual practices developed and perpetuated race and class-based inequalities. We will also examine examples throughout this history of individuals who fought collectively for racial and economic justice.

HIST 1979J. London: 1750 to the Present.

This course explores London's emergence as a major European capital in the eighteenth century, its international pre-eminence in the nineteenth, its experiences of war in the twentieth century and its encounters with immigration, social change and urban discontent in the postwar period. We will focus on themes in the social and cultural life of London, including popular culture, poverty, urban space, crime, and street life. We will discuss how scholars have approached these histories and use contemporary sources—visual and material culture, court records, newspaper accounts, and literature—to explore the lives of Londoners of the past.

HIST 1979K. The Indian Ocean World.

Oceans cover two-thirds of the surface of the earth. They are the world's great connectors. Rather than political boundaries of empire and nation-state, this course focuses on an enduring geography of water as the central shaper of history. Drawing together the history of three continents this course explores the Indian Ocean world as a major arena of political, economic and cultural contact during the nineteenth and twentieth centuries. As we map the contours of this history we study how race, gender and sexuality were shaped across the Indian Ocean. Major topics include Islam, imperialism, indentured labor migration, liberalism and anti-colonialism. HISTGlobal

HIST 1979L. Urban History of Latin America.

Latin America is the world's most urbanized region. 80 percent of Latin Americans live in cities, and iconic cities such as São Paulo and Mexico City are among the world's largest conurbations. The city has long played a key role in the region's history, serving as nodes of imperial power, as religious centers, and as markets from pre-Columbian to colonial times. The 20th century witnessed both the achievement and failure of modernization, as cities industrialized rapidly but grew haphazardly, struggling with poverty and pollution. Today, Latin American cities are multifaceted spaces where both real advancement and daunting problems coexist.

HIST 1979M. Piracy, Patents and Intellectual Property.

Intellectual ownership is one of the most intractable problems in contemporary social and economic life. This course explores the emergence and significance of intellectual ownership in the domains of art, architecture, literature, scientific innovation, media, and law. We are particularly interested in the different social, geographic and national contexts in which regimes of intellectual ownership surfaced, and how different national agencies, individuals, and corporate formations variously construct and enforce understandings of ownership and infringement. We will also canvass contemporary enforcement and implementation mechanisms, global north versus global south wealth disparities, and the fate of intellectual property in the digital world.

HIST 1979N. American Charters.

This seminar will read deeply in thirteen seminal texts from American history. Exploring the context in which each document was written, the intentions of the author(s), the medium of publication, the way audiences experienced the document, and its reception throughout history, arguing that charter documents have assumed high importance in the United States, a nation with little precedent to build upon. From John Winthrop's "City Upon a Hill" speech, which may never have been given, to Second Inaugural of Barack Obama, we'll consider the ways in which ambitious writers/speakers have tried to claim authorship for the narrative of American history.

HIST 1979O. Comparative Black Power.

Fifty years ago, in 1966, Stokely Carmichael made his legendary call for "Black Power!" That call was global, marked by its diversity. How did the idea of Black Power travel? Why did it emerge when and where it did, and what were its meanings in different contexts? This course examines the manifestations of black power movements in the Caribbean and in Africa, in the United States and in India. With the 50th anniversary in mind, this course will critically explore the dreams, international dimensions, gender politics, and legacies of Black Power.

HIST 1979P. History of Chinese Medicine.

In the past several decades consumer discontent with Western medicine has prompted an unprecedented interest in other methods of healing. As the longest continuous literate tradition on the planet Chinese culture has enduring experience in healthcare provision, making it an attractive alternative to biomedicine. In this course we survey the depth and complexity of the Chinese medical tradition through the lens of indigenous techniques and their permutations in diverse locales. Proceeding from the earliest written records on oracle bones to present day ethnographies of clinical practice, we will complement close readings of canonical texts with a focus on lived experience.

HIST 1979Q. Japanese Film and Animation of the 20th Century.

Recent years have seen an explosion of worldwide interest in Japanese popular media, including manga (comics), anime (animation), and films. Yet Japan's current success in exporting films/anime abroad is by no means just a recent phenomenon. We will explore Japanese live action film/animation from its origins through turn of 21st century. Students will learn to read films as narrative texts, and critiquing them on multiple levels. In the process, we will attempt to seek out what about Japanese cinematic art has caught the attention of Western critics, keeping our eyes on questions of identity and responses to historical events.

HIST 1979R. Scientific Controversies from Creationism to Climate Change.

This course examines scientific controversies from the mid-nineteenth century to the present. Topics will include evolution, telepathy, eugenics, lobotomy, recovered memories, vaccination, cloning, and global warming. We will study what these controversies tell us about the shifting relationship between science and society, how changes in scientific paradigms occur, why some controversies resolve, and why others persist, even in the face of long-standing scientific consensus. Students will learn to see science not as a progressive series of discoveries in the eternal pursuit of truth, but as an often messy historical process fully embedded in the politics and culture of its time.

HIST 1979S. History of Life Itself: Biopolitics in Modern Europe.

Life has long existed, but also has a history of its own. With the development of the natural sciences and state governance of its own populations, human life can be said to have entered into history. Homo Sapiens became the subject of medical science, political philosophy, and state law. In looking at the intersecting histories of science, politics, and theories of life, this seminar will examine the origins and effects of political economy, biology, public health, racism, eugenics, state violence, and ultimately democracy. We will read meta-histories from theorists, case studies from historians, and classic works of political philosophy.

HIST 1979T. Modernism and Its Critics.

This course explores how European writers interpreted modern art and manners between 1850 and 1940. As a crucial figure in emerging modern world, the cultural critic aimed to explain the meaning of style for society. Consequently, cultural critics created rich primary resources for understanding politics, beliefs, and everyday life activities. We will especially focus on anxiety about modern life expressed in controversies over avant garde movements from impressionists to expressionists, realists to the surrealists. We will cover issues like hysteria, men's fashion, music, vacations, sexuality, and advertising. In addition to lesser known figures, selected readings include Baudelaire, Nietzsche, Benjamin, Kafka.

HIST 1979U. The Business of Empire: History of Capitalism and U.S. Foreign Relations, 1900 to the Present.

This course explores the intersections between American business and American Empire during the twentieth century. From the United Fruit Company in Latin America to the arms manufacturers at Lockheed Martin, the interests of capital have shaped U.S. foreign relations. As students race this history across the twentieth century, they will learn how the rise of American business to global preeminence depended upon a supportive, interventionist government. This course will appeal to history, IR, and Economics concentrators among others.

HIST 1979V. Technologies of the Soul: The History of Healing.

Movements that sought to heal society formed a distinct counterpoint to establishment science, religion and culture throughout modernity. In this course, we will examine distinctly modern, non-medical forms of healing from the late 18th until the mid twentieth centuries. This course engages cultural history and theory, science, opera and religion asking whether movements such as Mesmerism, Wagnerism, or Anthroposophy formed a hopeful expansion of the healing role of science art and religion? Or did such developments subvert established norms that provoked anxiety? Ultimately we will probe the limits of the humanities while exploring movements that have challenged such boundaries.

HIST 1979W. Debates on the Holocaust.

Few topics in Modern European History have so heavily engaged historians while producing so little consensus as the Holocaust. Several debates have emerged in scholarship around several major issues such as motivation, collaboration, ideology, as well as larger questions around genocide itself. In this course, we will examine each debate and the links to specific methods within history such as periodization, causality and disciplinary boundaries. This course presents a unique entry to gain exposure to foundational historical categories and methods. Students will gain a knowledge of concepts critical to historical debate and foundation in a variety of approaches to history.

HIST 1979X. Modern Enchantments: Science, Religion, and Magic in Modernizing America.

Scholars have long equated modernity with "disenchantment," the subordination of magic and mysticism to the forces of science and secularization. Recent scholarship, however, has challenged this view, suggesting that the persistence of magical worldviews has been integral to the development of modernity itself. In this course, we will explore the various interactions, both conflicting and complementary, between science, religion, and magic in the nineteenth- and early twentieth-century United States. Topics will include spiritualism, hypnosis, phrenology, optical illusions, alternative medicines, stage magic, and the early psychology of religion. Throughout, we will interrogate the concept of modernity and the narrative of disenchantment.

HIST 1979Y. Peace, Justice and Human Rights in a Global Age.

This course explores the history of the major themes, problems and ideals of global peace, justice and human rights. We investigate the theoretical, social and political elements within these ideals and practices, spanning broad temporal and spatial genealogies of human thought. From biopolitics to geopolitics, we uncover attempts to demand food security, health care, and dignity as universal human rights. We highlight philosophies of peace and ethics, and unpack competing conceptions of "justice." Among other topics, the political economy of global survival plays an important role in this perspective, especially within bioethics and environmental justice.

HIST 1979Z. The World in Revolution: America and the Global South during the Long 1970s.

We'll explore varied relationships between Americans and Global South during the long 1970s—from the wave of revolutionary movements of the late 1960s to the Reagan "offensive" of 1981. As we trace these relationships across the decade, students will learn how Americans from all walks of life encountered the revolutionary "Third World." While many on the American Left—from Black Nationalists to feminists such as Bella Abzug—sought cooperation with the revolutionary movements in the Global South, others became determined to reassert U.S. hegemony abroad following the Vietnam War. We will try to understand why this latter group's antagonistic attitude towards the Global South ultimately came to define U.S. foreign policy.

HIST 1980B. Animals and Plants in Chinese History (ENVS 1916).

Interested students must register for ENVS 1916.

HIST 1980C. Histories of Global Wetlands (ENVS 1915).

Interested students must register for ENVS 1915.

HIST 1980H. Heresy Orthod. Isl (RELS1530B).

Interested students must register for RELS 1530B.

HIST 1980I. Portuguese Discoveries and Early Modern Globalization (POBS 1600D).

Interested students must register for POBS 1600D.

HIST 1980L. Islam in America: A Global History (HMAN 1973N).

Interested students must register for HMAN 1973N.

HIST 1980P. Museum Histories (AMST 1903I).

Interested students must register for AMST 1903I.

HIST 1980R. Urban Schools in Historical Perspective (EDUC 1620).

Interested students must register for EDUC 1620.

HIST 1980T. Modernity, Jews, and Urban Identities in Central Europe (JUDS 1718).

Interested students must register for JUDS 1718.

HIST 1980U. Popular Culture, 1400-1800 (ITAL 1430).

Interested students must register for ITAL 1430.

HIST 1980Y. Jews and Revolutions (JUDS 1701).

Interested students must register for JUDS 1701.

HIST 1981B. Birding Communities (ENVS 1557).

Interested students must register for ENVS 1557.

HIST 1981D. Jewish Humor and Commercial Entertainment in Early 20th-Century Europe and America (JUDS 1726).

Interested students must register for JUDS 1726.

HIST 1981F. The Anthropocene: The Past and Present of Environmental Change (ENVS 1910).

Interested students must register for ENVS 1910.

HIST 1981G. Intellectual Change: From Ottoman Modernization to the Turkish Republic (MES 1300).

Interested students must register for MES 1300.

HIST 1981H. Blacks + Jews in American History and Culture (JUDS 1753).

Interested students must register for JUDS 1753.

HIST 1981J. England without a Monarchy: Regicide and Republic, 1649-1660 (HMAN 1974Q).

Interested students must register for HMAN 1974Q.

HIST 1981K. Planning the Family: Gender, Reproduction, and the Politics of Choice (HMAN 1975G).

Interested students must register for HMAN 1975G.

HIST 1981M. A Classical Islamic Education (COLT 1310E).

Interested students must register for COLT 1310E.

HIST 1981N. Death in the West (CLAS 1420).

Interested students must register for CLAS 1420.

HIST 1981P. The Arab Renaissance (COLT 1310J).

Interested students must register for COLT 1310J.

HIST 1981Q. Early Modern Global History at the John Carter Brown Library: A Research Workshop (POBS 1601K).

Interested students must register for POBS 1601K.

HIST 1981R. Transpacific Asian American Studies (ETHN 1750D).

Interested students must register for ETHN 1750D.

HIST 1981S. African American Women's History (AFRI 1170).

Interested students must register for AFRI 1170.

HIST 1981Y. Memory and Justice in East Asia (EAST 1936).

Interested students must register for EAST 1936.

HIST 1982A. Narrating the Anthropocene (ENVS 1911).

Interested students must register for ENVS 1911.

HIST 1982B. Sex and Society in Modern China (EAST 1307).

Interested students must register for EAST 1307.

HIST 1982D. Africana Studies Junior Seminar (AFRI 1330).

Interested students must register for AFRI 1330.

HIST 1982F. Introduction to Critical Botanical Histories (ENVS 1909).

Interested students must register for ENVS 1909.

HIST 1982G. Reading the Song Dynasty (EAST 1311).

Interested students must register for EAST 1311.

HIST 1982H. Mahler's Century (MUSC 1660A).

Interested students must register for MUSC 1660A.

HIST 1982J. We The People (HMAN 1977C).

Interested students must register for HMAN 1977C.

HIST 1982K. Problem of Evil (RELS 1530J).

Interested students must register for RELS 1530J.

HIST 1983A. Islam in South Asia (RELS 1510).

Interested students must register for RELS 1510.

HIST 1990. Undergraduate Reading Courses.

Guided reading on selected topics. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIST 1992. History Honors Workshop for Prospective Thesis Writers.

Prospective honors students are encouraged to enroll in HIST 1992 during semesters 5 or 6. HIST 1992 offers a consideration of historical methodology and techniques of writing and research with the goal of preparing to write a senior thesis in history. The course helps students refine research skills, define a project, and prepare a thesis prospectus, which is required for admission to honors. Students who complete honors may count HIST 1992 as a concentration requirement. Limited to juniors who qualify for the honors program.

HIST 1993. History Honors Workshop for Thesis Writers, Part I.

All students admitted to the History Honors Program must enroll in HIST 1993 for two semesters of thesis research and writing. They may enroll in the course during semesters 6 and 7, or 7 and 8. Course work entails researching, organizing, writing a history honors thesis. Presentation of work and critique of peers' work required. Limited to seniors and juniors who have been admitted to History Honors Program. HIST 1993 is a mandatory S/NC course. See History Concentration Honors Requirements.

HIST 1994. History Honors Workshop for Thesis Writers, Part II.

This is the second half of a year-long course, upon completion the grade will revert to HIST 1993. Prerequisite: HIST 1993.

HIST 2050. Proseminar in Late Medieval History.

Macrohistory/Microhistory. A comparison of two different approaches to the study of the past, especially of late medieval and early modern Europe, focusing on the works of Fernand Braudel and Carlo Ginzburg.

HIST 2080. Seminar in European Social History in the Eighteenth and Nineteenth Centuries.

Methods of analysis for current topics in social, economic, demographic, family, and gender history. Depending on sources available, papers may be on Italian topics of the 16th-19th centuries, or on French or English topics of the 18th-19th centuries. Language requirement depends on area of specialization.

HIST 2090. Proseminar on European Social History in the Eighteenth and Nineteenth Centuries.

Selected readings on changes of social life in European cities in the period of transition from the preindustrial to the industrial economy. Primary focus is on developments in France, England, and Italy. Language requirement depends on area of specialization.

HIST 2450. Exchange Scholar Program.**HIST 2890. Preliminary Examination Preparation.**

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

HIST 2910. Reading and Research.

Section numbers vary by instructor. Please see check Banner for the correct section number and CRN to use when registering for this course.

HIST 2920. History Now.

Focused on current trends in historical writing and research, with emphasis on presenting a diverse range of cutting-edge work in historical and historiographical context. Required for all first-year PhD students in History.

HIST 2930. The Roots of History.

"The Roots of History" encourages critical thinking about some of the different ways in which historians approach thinking and writing about the past. In particular, we will explore some of the major theoretical stances that have influenced the discipline of history. Our focus throughout will be the interplay between theory and practice. By examining how historians have grappled with questions posed by influential thinkers (often working within other fields of knowledge), we will chart the trajectory of the discipline and assess its working methods. Required for all first-year PhD students in History.

HIST 2935. Historical Crossings.

"Historical crossings" is a rough translation of *histoire croisée*, referring to global configurations of events and a shared history, rather than to a traditional comparative history. This Seminar is designed to be the cornerstone of the M.A. program. It will not serve as a traditional historical methods course but instead focus on training students to read and think on various scales of historical analysis—from cross-cultural and trans-geographic to the granularity of social and cultural specificity, requiring students to think both globally and locally and introducing them to an advanced level of historical inquiry, debate, and exploration.

HIST 2940. Writing History.

Required of all 3rd semester Ph.D. students.

HIST 2950. The Practice of History.

This graduate seminar is about the professional skills, tools, and careers of historians—from hallmark best practices to new directions. We will engage different kinds of careers historians are pursuing today, the practical skills and resources necessary to meet them, and how historians are deploying those skills in multiple professional arenas, both in and beyond the academy. We shall also discuss some of the prevalent (although often unwritten) social and cultural norms of academia and university life to prepare you to navigate your training, career, and various institutional contexts that accompany and follow completion of a Ph.D. in History.

HIST 2960. Prospectus Development Seminar.

This collaborative seminar focuses on identifying and contextualizing a dissertation topic; choosing a dissertation committee and a support network; designing and executing plans for research and writing; and articulating a thesis project as a prospectus, grant proposal, and other oral and written forms. This is a required course for and open only to third-year students in the History Ph.D. program.

HIST 2970A. New Perspectives on Medieval History.

Over the past several decades, the field of medieval history has been reshaped radically. New approaches have changed the ways that medievalists think about old subjects. Our understanding of medieval society itself has expanded as previously marginal or unexplored subjects have become central to medievalists' concern. This seminar explores how the ways in which medieval historians practice their craft have altered in response to these developments. Readings in classic older works are juxtaposed with newer ones on their way to becoming classics themselves.

HIST 2970B. Race, Ethnicity and Identity in the Atlantic World.

Explores question of identity in Atlantic world from sixteenth to nineteenth century, focusing on three types of identity: 1) ethnicity; 2) race; 3) nationality. How are such identities created and maintained? Are they "natural" or "artificial"? How do they change over time, and why? Throughout the seminar, we'll consider both internal/external boundaries, how social actors - particularly subalterns - see themselves and how they are imagined by outsiders. Finally, we will examine how identity is expressed in a wide variety of media - codices, paintings, maps, oral histories, diaries, etc. - and how scholars make use of such sources.

HIST 2970C. Rethinking the Civil Rights Movement.

This graduate course encourages a rethinking of the complex components, arguments and activities that have characterized what we have come to know as the Civil Rights Movement, concentrating primarily on African American agency, actions and politics, through careful reading of recent scholarship in the field. While knowledge of U.S. history is preferred, this course asks larger thematic questions about protest movements (the role of the state, relationships with and between oppressed groups and organizations, and periodization), that will interest non-Americanists also. Some of the topics covered include: gender, organizing and strategies, the local, global ramifications and interactions, organizational structures and politics, and the recent concept of the Long Civil Rights Movement. *M*

HIST 2970D. Modernity and Everyday Culture - Reading.

No description available.

HIST 2970E. Early Modern Continental Europe - Reading.

This course is designed to introduce graduate students to some major topics and debates in early modern European history, as well as a range of geographical, methodological, and historiographical perspectives. Readings combine recent works and classics to give a sense both of where the field has been and where it is going. Topics covered include political history, religious interactions (among Christians and between Christians, Jews and Muslims), urban history, the history of the book, Atlantic history, the history of science, and the Enlightenment. The class also provides the opportunity to explore a single topic of choice in greater depth.

HIST 2970F. Problems in Modern Jewish History - Reading.

This course examines significant issues in the history and historiography of modern European Jewry from the mid-18th century to WWII. It is divided into four units each of which considers a thematic question that has been of interest to European Jewish historians, including: emancipation, integration, and acculturation; gender and the study of modern Jewish history; approaches to minority identity; and history and memory. Written permission required.

HIST 2970G. Early Modern European Empires.

This course addresses both the history and historiography of the most relevant European imperial experiences in Africa, Asia and America c. 1400-1800. It will focus on the structure and dynamics of the Iberian case(s), as well as in the profile of the so-called Second European expansion led by the Dutch, the English and a number of other (minor) European examples. Particular emphasis will be given to the relations between these imperial bodies and other (non-European) Empires, by focusing on cross-cultural contacts and conflicts, hybrid societies and images. Restricted to juniors, seniors, and graduate students only. *P*

HIST 2970H. Special Topics Seminar: American Political History.

This graduate seminar will explore a range of approaches to the study of America's political past from the colonial period to the late twentieth century, including scholarship on electoral politics, the state, political culture, grassroots politics and resistance, the politics of gender and family, and American political development. We will analyze how scholars have defined and redefined the field over time and throughout we will interrogate the question, "what is political history?"

HIST 2970I. Methodologies of the Ancient World.

No description available. Open to graduate students only.

HIST 2970J. Early Modern British History-Reading.

No description available.

HIST 2970L. Race and U.S. Empire.

No description available.

HIST 2970M. Readings in East Asian History.

This seminar reviews recent and classic works in the flourishing historiography of East Asia and related fields, with attention to underlying research methodologies. We will pay attention to developments in transnational and global history as well as to "the local turn", and explore where methods and questions in the histories of different parts of East Asia and neighboring regions intersect and where they don't. Graduate students from all backgrounds are welcome; please contact the instructor before registering so that your area of interest can be reflected in the topics on the syllabus.

HIST 2970O. Modern Latin American History - Reading.

No description available.

HIST 2970P. Nineteenth and Twentieth Century American History - Reading.

No description available.

HIST 2970Q. Core Readings in 20th Century United States History.

Major topics and themes in 20th-century U.S. history. *M*

HIST 2970R. U.S. Social/Cultural History, 1877-present - Reading.

Case studies of prominent public intellectuals spanning the century from John Reed to George Willis, Mary McCarthy to Frances Fitzgerald.

HIST 2970U. Topics in Nineteenth and Twentieth Century American History.

M

HIST 2970V. Atlantic Empires.

No description available.

HIST 2970W. Graduate Readings in Early American History.

No description available.

HIST 2970X. Topics in the History of Empire and Culture.

No description available.

HIST 2970Y. History and Theory of Secularity.

No description available.

HIST 2970Z. Core Readings in Nineteenth Century Europe.

Provides an introduction to the central issues of nineteenth-century European history. It has two purposes: first, to help you refine your abilities to think historiographically; second, to assist you in preparing for your comprehensive exams. To that end, we will read both standard interpretations and newer scholarship.

HIST 2971A. Science in a Colonial Context.

This graduate seminar will consider the politics of science in colonies societies. Subjects covered include: the relationship between science and local (indigenous) knowledges, science and the "civilizing" mission, social relations in knowledge production, science and development, racial science and subject bodies, science and nationalism. Assignments will include book review, a review essay and leading discussion.

HIST 2971B. Topics in Twentieth Century Europe.

This course will introduce graduate students to current scholarship on major issues in twentieth century European history. Topics will include (but are not limited to) the causes and consequences of the two world wars; the emergence, workings, and collapse of authoritarian societies; the spread of mass culture and consumerism; Americanization; decolonization; the European Union, and the collapse of the bi-polar political system. In the interest of introducing students to the significant historiographical debates of the field, they will read both standard historical interpretations and newer scholarship. *M*

HIST 2971C. Readings in American History.

Topics in American social and cultural history in the nineteenth and twentieth centuries.

HIST 2971D. Passion, Dispassion, and the Scholar.

What role should passion and the imagination play in intellectual endeavor? Is the dispassionate, objective, and objectifying voice the only appropriate one in the arena of scholarship? How much can or should the scholar let his or her personality and personal investment in a subject appear on the page? The seminar will explore these and related questions by examining non-traditional modes of scholarly writing (primarily but not exclusively drawing on historians and anthropologists). This is not a seminar about theory and method, although such issues will inevitably be part of our discussions. It is a seminar about writing and scholarly voice. *P*

HIST 2971E. Latin American Historiography.

This course examines the development of historical writings on Latin America produced in the United States from the late nineteenth century until the present. We will focus on themes, such as race, gender, labor, subaltern studies, dependency theory, postcolonial analysis, and post-modernism, to understand the diverse approaches to Latin American history. *M*

HIST 2971F. Gender & Knowledge in Early Modern Europe.**HIST 2971G. Notions of Public & Private in Late Modern Europe.****HIST 2971H. Politics and Society in the 20th Century.****HIST 2971I. New Perspectives on Medieval History.**

Over the past several decades, the field of medieval history has been reshaped radically. New approaches have changed the ways in which medievalists think about old subjects. Our understanding of medieval society itself has expanded as previously marginalized or unexplored subjects have become central to medievalists' concerns. This seminar explores the ways in which medievalist historians have altered how they practice their craft in response to these developments. Readings in classic older works are juxtaposed with newer ones on the way to becoming classics themselves.

HIST 2971J. Topics in 19th c. U.S. History.

This state-of-the-field course will introduce students to nineteenth-century U.S. history, with specific attention to how recent transnational, imperial, institutional, and cultural approaches have reframed older debates over the "Age of Jackson," "Manifest Destiny," and the "Market Revolution." This seminar offers core readings for students preparing a comprehensive exam field, while providing others with content knowledge to teach this period of American history.

HIST 2971L. Borderlands: Violence and Coexistence.

Readings of theoretical and empirical studies in interstate and inter-ethnic relations in borderland regions throughout the world, with an emphasis on the modern period in East-Central. Open to graduate students only.

HIST 2971M. History of Medicine.

The history of medicine is a topic that can shed light on any period and place, since all aspects of human life are intertwined parts of the story: ideas, religion, culture, material life, economy, politics, social organization and legal institutions, etc. This reading course is meant to introduce graduate students to the main subjects debated in the field, so that by the end of the semester you will be able to read in the literature and to take up any related archival trail with confidence. Open to graduate students only. *E*

HIST 2971N. Critical Perspectives on Public and Private.

No description available. Open to graduate students only.

HIST 2971O. Graduate Preliminary Readings.

No description available.

HIST 2971P. Diaspora, Displacement, Transnationalism.

This reading seminar is designed to familiarize students with the most cited and current theories on these three transhistorical terms that capture the global phenomenon of human mobility across time and space, from antiquity to the present day. Related concepts include migration, emigration and immigration; exile, expulsion, repatriation and deterritorialization. The class will examine a few exemplary case studies; then students will develop their individual reading lists around these broad themes towards an exam field or a thesis/dissertation prospectus, and share their findings with each other by circulating papers online followed by discussion and critique in class.

HIST 2971R. Approaches to Middle East History.

This course is a rare opportunity that brings together graduate students from Harvard University and Brown University who are interested in the historiography of Middle East, Ottoman, and Islamic studies. Co-taught by Cemal Kafadar (Harvard) and Beshara Doumani (Brown), the meetings will alternate between Cambridge and Providence. The course covers the early modern and modern periods and considers a wide range of canonical and recent scholarship. Special attention will be paid to social and cultural histories that draw on materialist and discursive approaches and that engage larger debates in other disciplines.

HIST 2971T. Colonial Latin America.

This seminar focuses on the historiography of colonial Latin America since the 1960s. Topics include the explosive growth of indigenous-language sources for Mesoamerican history, the histories of childhood and sexuality, the spatial turn and GIS, connections between Latin America and Asia, and the impact of anthropology's ontological turn on environmental history and the history of animals. Requirements include short essays and a literature review.

HIST 2971U. Population Displacements and the Making of the Modern World.

Forced population displacements have long been an engine for the formation of both the modern world and knowledge regimes about that world. Through the frames of racial capitalism, settler colonial and indigenous studies, and environmental justice scholarship, this course explores the histories, ecologies, and subjectivities of displacement from the 15th century to the present. It also interrogates the epistemological erasures that render certain forms of displacement invisible. Students will lead classes on specific themes and case studies that match their interests.

HIST 2971W. Readings in Environmental History.

This course will introduce graduate students to major themes and problems in the field of environmental history. Topics may include climate, animals, the Anthropocene, empire, capitalism, comparative history, marine spaces, and the intersection of cultural, social, and gender history with the environment field, but will be chosen in part based on the interests of enrolled students. Readings will draw from classics and newly published material. Geography and time period are expansive. Discussion will use these works to ground major historiographical questions in environmental history, as well as issues of method, evidence, and narrative style.

HIST 2972G. Anticolonial Lineages: Readings from South Asian History.

This reading course examines scholarship from South Asian history on colonial modernity, formations of religious communities, subaltern consciousness, anticolonial thought, caste, gender and sexuality, amongst other themes. We will consider debates in the field, theory from the south, and questions of historical method. It is open to both graduate students as well as advanced undergraduates.

HIST 2980B. Legal History.

An introduction for graduate students to the significance and methods of legal history, broadly defined. Students will engage with works in legal history from a variety of time periods and geographical areas, and they will be guided to sources related to their specific research interests. A major research essay will be required that draws from the models of legal history given and is based on original research into legal sources. *E*

HIST 2980C. Race, Ethnicity and Identity in Atlantic World.

This seminar examines the meaning of racial and ethnic identity in colonial Latin America. Our primary approach will be historiographical; we will begin with colonial concepts of racial hierarchy, then move on to national ideologies of mestizaje and indigenismo, the emergence of "race mixture" as a scholarly topic, the "caste vs. class" debate of the 1970s and 1980s, and finally recent works on the African diaspora.

HIST 2980D. Topics in Violence in Modern Europe: Interethnic Relations and Violence in Eastern Europe.

This seminar will examine recent studies on interethnic coexistence, violence, and genocide in East-Central and Eastern Europe in the 20th century. Readings will range from works on definitions of ethnicity and the making of nations to studies of communities and interpersonal relations. We will also read and listen to testimonies and analyze contemporary documents.

HIST 2980E. Social History in Early Modern England - Research.

Readings on select topics in early modern English social history. Topics include: marriage formation, crime, social unrest, gender issues, and popular culture. Open to graduate students and advanced undergraduates.

HIST 2980F. Modern British History - Research.

No description available.

HIST 2980G. Topics in Violence in Modern Europe - Research.

No description available.

HIST 2980H. Early American History - Research.

Research seminar.

HIST 2980I. Problems in American Social History - Research.

An advanced examination of the issues and methodology of American urban and social history plus primary research in specific topics.

HIST 2980J. U.S. Women's/Gender History - Research.

Focus is 20th-century history. Open only to graduate students.

HIST 2980K. Passion, Dispassion, and the Scholar.

What role should passion play in intellectual endeavor? Should the scholar's personal involvement in a subject appear on the page? What is the value of the dispassionate voice as opposed to a narrative voice of immediacy? The seminar explores such issues in modes of scholarly writing (primarily but not exclusively historical and anthropological). Although questions of theory and method inevitably arise, this is a seminar about scholarly voice.

HIST 2980L. Research and Pedagogy.

This research seminar is geared to help graduate students think about the ways in which they can incorporate their own research into the courses they will teach. The final product for the seminar is a primary source unit and an accompanying essay that can conceivably serve as a "teacher's guide." All fields and periods welcome. *E*

HIST 2980M. Nature, Space and Power: Environmental History.

No description available.

HIST 2980N. Gender and Knowledge.

No description available.

HIST 2980P. Theory of Everyday Life.

What do we mean by the "everyday" and how can we study it in the social sciences and represent it in the arts? We will focus on attempts to answer this question both on the theoretical and the empirical levels. Readings will include philosophers of everyday life and examples of recent scholarship in "everyday life studies" that have revolutionized the study of leisure, entertainment, national identity, decolonization and gender.

HIST 2980Q. Seminar in Early Modern British History.

No description available.

HIST 2980R. Cultures of Empire.

The goal of this course is to research and produce a piece of original historical scholarship, drawing on methodologies developed during the cultural turn in the study of empires. Early semester readings address approaches to studying empire (Marxian, Subaltern Studies, Cultural Studies, etc.) and various locations: British India, Japanese Manchuria, and Netherlands Indies, among others. The course then evolves into a history writing workshop for the rest of the semester, paying attention also to historical writing, including style, form, and narrative strategies. Relevant to historical inquiry into cross-cultural encounters in any time period.

HIST 2980S. Hannah Arendt and Her World.

This seminar will explore key concerns and paradigms in 20th-century intellectual history via a critical consideration of the thinking of Hannah Arendt (1906-75). In recent years, Arendt's work has earned renewed attention for its multidisciplinary, multicontinental importance as well as for its uncanny currency to the present political and academic moment. Her thinking is thus in many ways "migratory thinking." Migratory thinking involves first the diaspora and exchange of thinkers, most specifically through political exile and emigration during the Nazi period and after. It thus involves both the experience and theorization of "worldliness": the Enlightenment value that remains a key principle for Arendt, with special reference to Lessing. Migratory thinking also involves discursive movement among disciplines and cultures, for example from German philosophy to American political theory/science, and the complications of intellectual and cultural subjectivity of émigré as well as German Jewish thinking. Finally, the history and historical contingency that support this style of thinking emphasize the drive to thinking, responsibility, and judgment at a moment of danger. Readings and seminar discussions will focus on Arendt's work, read in dialogue with the work of thinkers with whom she was in dialogue (Benjamin, Broch, Heidegger, Scholem) and with the later work of thinkers whose own subject positions might be considered comparable to the concerns in the paragraph above (G. Rose, S. Neiman, S. Aschheim, J. Derrida et al.). Themes will include cosmopolitanism, nationalism, and totalitarianism, the global politics of race, capitalism, and exchange, religious/secular tensions, and the relations of society and politics to art and the imagination.

HIST 2980T. Minorities, Citizenship and Nation.

No description available.

HIST 2980U. Power, Culture, Knowledge.

"Truth isn't outside power, or lacking in power... [t]ruth is a thing of this world," wrote Michel Foucault in the mid 1970s. In this course we will read and examine Foucault's seminal works on knowledge and power, and the kinds of scholarship it has engendered at the intersections of history, art history, anthropology, political science and social theory. In addition to Foucault's major interlocutor, Edward Said, we will read Antonio Gramsci, Derrida and Walter Benjamin. We will end the semester with facing the challenge of historicizing our own political present through a number of contemporary thinkers. *M*

HIST 2980V. Early Modern Empires.

This seminar will explore various approaches to understanding the rise, expansion, and contraction of empires in the early modern period (ca. 1500-1800). Students will be required to write a major research essay based on primary sources.

HIST 2980W. First Person History in Times of Crisis: Witnessing, Memory, Fiction.

This seminar examines the relationship between History as a narrative of events and history as individual experience. Postulating that historical events as related by historians were experienced in numerous different ways by their protagonists, the seminar focuses on the complementary and contradictory aspects of this often fraught relationship at times of crisis, especially in war and genocide. While much time will be spent on World War II and the Holocaust, the seminar will engage with other modern wars and genocides across the world. Materials will include eyewitness reports, postwar testimonies and trial records, memoirs and relevant works of fiction. Open to graduate students only. *M*

HIST 2980X. History of Capitalism, 1500 to the Present.

This seminar seeks the history of capitalism at the intersection of economic history, business history, labor history, political economy, and the history of economic thought. This course does not presume that capitalism is a function of timeless human nature nor the inevitable product of market forces. Instead, the course contends that capitalism is a historically-specific and contingent system of organizing economic life, and must therefore be studied as embedded in politics, culture, and institutions. The course will run from the period of early modern global integration and the Atlantic Slave Trade through the recent era of deindustrialization and finance capitalism. Enrollment limited to 20 graduate students.

HIST 2981C. The Frontiers of Empire.

This class will look at interactions along and across imperial frontier zones throughout the world, with an emphasis on the pre-modern and early modern period. Readings will be both theoretical and empirical in nature, and will focus on themes including the conceptualization of space; practices and consequences of warfare, captive-taking, and slavery; identity- and secondary state-formation; economy and society; diplomacy and the negotiation of claims to authority.

HIST 2981E. Environmental History.

A topical seminar with global and chronologically broad scope, "Environmental History" surveys classic works and recent writing on explicitly environmental themes such as agriculture, conservation, energy, and anthropogenic change. Equally, it considers environmental treatments of major topics in other sub-fields such as war, science, imperialism, the body and senses, and animals. In examining this broad range of topics, we will seek what is distinctive about environmental history and how environmental considerations can enhance the students' own research.

HIST 2981F. The Politics of Knowledge.

How do we know what we know? What impact do social, cultural, and economic factors play in the production of knowledge? This course will introduce students to the interdisciplinary field of Science & Technology Studies by critically situating and historically contextualizing the construction of knowledge. Along the way, we will discuss some of the field's most lively debates, including science and capitalism; the global circulation of knowledge; epistemic imperialism and postcolonial science studies; as well as the relationship between scientific and Indigenous knowledge traditions.

HIST 2981I. Theory From The South.

The "global south" is a working category today for a diversity of intellectual projects centered on the non-European postcolonial world. While this category is embedded in histories of empire and culture, critical thinking since the 1970s has already done much to "provincialize Europe" and interrogate the ways in which power and knowledge have been imbricated in the making of universal claims, institutional processes and historical self-understanding. This graduate seminar will draw upon lineages of anti-colonial thought and postcolonial critique to relocate and rethink the "south" as a generative source for theory and history.

HIST 2981J. The Body.

This seminar will consider theories of the body as a site of knowledge, politics, culture, gender, and identification in a broad range of temporal and geographic contexts. We will also examine how historians have written the history of the body, and what sources they have used to do so.

HIST 2981O. Seascapes of History.

This seminar explores the recent "oceanic turn" in history, examining how and why the sea and the maritime matter to interpretations of the past. Key readings will include general works that theorize new maritime history and thalassography, and studies focused on the history of specific oceanic and maritime areas (e.g. the Atlantic, the Pacific, the Indian Ocean, the Caribbean, the Mediterranean), which illuminate sub-themes such as migration, colonization, empire building, trade, sailors' culture, piracy, cultural attitudes toward the sea, religion and sea, and maritime environmental history. Readings will be drawn from a wide range of chronologies as well as geographies.

HIST 2982A. Orientalism.

Europe's fascination with "the Orient" generated a major tradition of intellectual, literary, and artistic production, beginning in the medieval era and persisting to the present day. This seminar explores the social and intellectual history of Orientalism, considering the ways that it has intersected with the study of power, race, sexuality, religion, and language. Readings to include Edward Said's seminal work on this subject alongside several critiques, correctives, and debates that have emerged in recent years.

HIST 2982B. Perspectives on Jewish History.

Jewish history has a complex dynamic. The development of Jewish society is fed not only by Jewish tradition but also by developments in non-Jewish society. Equally, the place of Jews in the non-Jewish world is determined not only by the attitudes of non-Jews but also by the economic, social, and political agency wielded by Jews themselves. This graduate seminar will, in a broad chronological framework, examine the complicated interplay of forces which shaped both the Jewish experience in the non-Jewish world and the non-Jewish world's treatment of its Jewish minority. Among the topics to be discussed: the places of Jews in premodern Christian and Muslim societies; Jewish early modernity; the historical trajectory of Jew-hate; changing Jewish responses to non-Jewish culture; Jewish power, powerlessness, and political development; the modern Jewish experience before, during, and after the Holocaust.

HIST 2989. Black Transnational Feminism (AFRI 2010).

Interested students must register for AFRI 2010.

HIST 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

HIST 2991. History Dissertation Writing Workshop.

This seminar is for History PhD students in residence at Brown who are post-exams and are at any stage of writing their dissertations. It is intended to support dissertators by providing a structured community for setting and sharing goals, writing, and discussing chapters-in-progress. It meets every other week and is a half credit S/NC course.

HIST 2992B. Topics in Islamic Studies: Methods and Theories (RELS 2400L).

Interested students must register for RELS 2400L.

HIST 2992E. Microhistory (ITAL 2050).

Interested students must register for ITAL 2050.

HIST 2992F. History of Black Travel (AFRI 2050).

Interested students must register for AFRI 2050.

HIST 2992G. From Big Data to Lilliputians: Considerations of Scale Across the Disciplines (HMAN 2402K).

Interested students must register for HMAN 2402K.

HIST 2992H. Histories and Cultures of the Medieval and Early Modern Lusophone World (POBS 2600F).

HIST 2992J. Topics in Roman Republican History (CLAS 2080H).

Interested students must register for CLAS 2080H.

HIST 2993. Gender Matters (ITAL 2550).

Interested students must register for ITAL 2550.

HIST 2994. Roman Epigraphy (LATN 2120A).

Interested students must register for LATN 2120A.

HIST 2996. Premodern Art-Science, or the Work of Knowing in Europe before 1800 (HMAN 2400X).

Interested students must register for HMAN 2400X.

HIST 2997. Environmental Humanities (HMAN 2400I).

Interested students must register for HMAN 2400I.

HIST 2998. The World of Late Antiquity (CLAS 2100G).

Interested students must register for CLAS 2100G.

History of Art and Architecture

Work in the department of the History of Art and Architecture at Brown is conceived as an interdisciplinary undertaking, in which students are encouraged to become familiar with the variety of methodologies and practices that have historically been, and continue to be productive in our fields. We also maintain a longstanding commitment to museum studies and the study of objects through a close working relationship with the Museum of the Rhode Island School of Design. Interested students in this department have the opportunity to hold internships and (in the case of graduate students) proctorships at the museum.

For additional information, please visit the department's website: <http://www.brown.edu/academics/art-history/>

Architecture Concentration Requirements

The Architecture concentration introduces students to a broad understanding of concepts and methods for the planning and design of buildings and urban environments. It connects architectural education firmly to the humanities and provides a greater awareness of historical, global, environmental, social and economic issues in the built environment. This approach to the education of architects and urban planners aims to provide them with the tools needed in today's fractured urban society. Apart from training careful observation, critical analysis and problem solving, students will acquire skills in sketching, drafting, model-making, and digital rendering. By combining a carefully selected range of classes in architectural design, the humanities, engineering and technology, and urban life and theory, students will acquire necessary proficiency for pursuing a graduate degree in architecture after Brown.

NOTE: *The Architecture concentration is open for current concentrators and for prospective concentrators admitted to the University in Fall 2024. Starting in Fall 2025, the department will no longer offer this concentration as an option for incoming first year students. More information is available here (<https://hiaa.brown.edu/undergraduate-concentrations/architecture-concentration/architecture-concentration-update/>).*

Self-Assessment

All concentrators are required to write an essay when they file for the concentration that lays out what they expect to gain from the course of study they propose. All second-semester seniors will be required to write a final essay that takes measure of what they have learned from the concentration, including their capstone and other experiences relating to their study of architecture. The self-assessment should be submitted through ASK with a revised list of courses actually taken at least one month prior to graduation.

Summary of Concentration Requirements ¹

1 Introduction to Design Studio	1
2 Practice Courses	2
1 Double-Credit Design Studio	2
4 History of Art and Architecture lecture or seminar courses bearing the A designation	4
1 Pathway Elective in Sciences	1
1 Pathway Elective on Social Sciences / Humanities	1
1 Capstone Course	1
Total Credits	12
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HIAA 0100 Introduction to Architectural Design Studio	1
HIAA 0130 Architectural Projection	1

HIAA 0140	Structural and Architectural Analysis	1
HIAA 0150	Intermediate Architectural Design Studio	2
or HIAA 0190	Advanced Design Studio	

4 History of Art and Architecture lecture courses bearing the A designation. The courses should engage at least two different geographic regions (Africa, Americas, Asia, Europe) and two different periods (Ancient-Medieval, Early Modern, Modern-Contemporary). Individual courses can be used to fulfill either the geographic or temporal breadth requirement, but not both. Courses tagged as "Multiple Regions" and "Multiple Periods" can be used to fulfill one geographic and one temporal breadth requirement, respectively. A select number of A designated seminars may be used to fulfill this requirement.

Temporal Periods:		
Ancient/Medieval:		
HIAA 0022	The Art of Enlightenment	
HIAA 0024	Arts of Asia: Beginnings to 1300	
HIAA 0032	Art and Architecture of the Roman Empire	
HIAA 0322	The Arts of Religion and Ritual in the Ancient World	
Early Modern:		
HIAA 0660	Giotto to Watteau: Introduction to the Art of Europe from Renaissance to French Revolution	
HIAA 0063	Food and Art in the Early Modern World	
Modern/Contemporary:		
HIAA 0070	Introduction to American Art: The 19th Century	
HIAA 0072	Introduction to American Art: The Twentieth Century	
HIAA 0075	Introduction to the History of Art: Modern Photography	
HIAA 0077	Revolutions, Illusions, Impressions: A History of Nineteenth-Century Art	
HIAA 0084	Postwar to Postmodernism: Art Since 1945	
HIAA 0087	Contemporary Art	
HIAA 0089	Contemporary Photography	
HIAA 0090	The Other History of Modern Architecture	
HIAA 0820	Art and Technology from Futurism to Hacktivism	
HIAA 0850	Modern Architecture	
HIAA 0860	Contemporary Architecture	
HIAA 0861	City and Cinema	
Multiple Periods:		
HIAA 0023	South Asian Art and Architecture	
HIAA 0041	The Architectures of Islam	
HIAA 0081	Architecture of the House Through Space and Time	
HIAA 0770	Architecture and Urbanism of Africa	
Geographic Regions:		
Africa:		
HIAA 0770	Architecture and Urbanism of Africa	
Americas:		
HIAA 0070	Introduction to American Art: The 19th Century	
HIAA 0072	Introduction to American Art: The Twentieth Century	
HIAA 0089	Contemporary Photography	
Asia:		
HIAA 0022	The Art of Enlightenment	

HIAA 0023	South Asian Art and Architecture
HIAA 0024	Arts of Asia: Beginnings to 1300
Europe:	
HIAA 0032	Art and Architecture of the Roman Empire
HIAA 0075	Introduction to the History of Art: Modern Photography
HIAA 0077	Revolutions, Illusions, Impressions: A History of Nineteenth-Century Art
HIAA 0660	Giotto to Watteau: Introduction to the Art of Europe from Renaissance to French Revolution
Multiple Regions:	
HIAA 0041	The Architectures of Islam
HIAA 0081	Architecture of the House Through Space and Time
HIAA 0084	Postwar to Postmodernism: Art Since 1945
HIAA 0087	Contemporary Art
HIAA 0090	The Other History of Modern Architecture
HIAA 0322	The Arts of Religion and Ritual in the Ancient World
HIAA 0820	Art and Technology from Futurism to Hacktivism
HIAA 0850	Modern Architecture
HIAA 0860	Contemporary Architecture
HIAA 0861	City and Cinema
Seminar Courses:	
HIAA 1181	Prefabrication and Architecture
HIAA 1190	Spaces and Institutions of Modernity
HIAA 1202	Mountains and Waters: Art and Ecology in East Asia
HIAA 1212	The Pictured Text
HIAA 1213	The Bureaucracy of Hell: Envisioning Death in East Asian Art
HIAA 1307	Politics and Spectacle in the Arts of Ancient Rome
HIAA 1308	Arts of Memory in Ancient Rome
HIAA 1771	Eclectic Arts in the Global 19th Century
HIAA 1820	Abstraction in Theory and Practice
1 Pathway Elective in Sciences ²	
1 Pathway Elective in Social Sciences / Humanities ²	
1 Capstone course. Capstone projects are required for all concentrators. The Capstone is intended to challenge you with an opportunity to synthesize at a high level of achievement the knowledge and understanding you have gained by concentrating in Architecture. Capstone projects embrace many possibilities. You can perfect a studio project or seminar paper in which you have developed a strong interest. You can participate in a graduate seminar to which the instructor has admitted you. You can develop work that you do as a museum or gallery intern. You might work on an archaeological excavation. You can participate in the Honors Program. Beyond these opportunities, the Department is open to other approaches. Capstones are often completed under the auspices of an independent study course. But a capstone may be completed under the umbrella of an existing course. All capstone's must be discussed with and approved by a faculty sponsor and your concentration advisor.	
Total Credits	12

¹ A maximum of four credits may be allowed for courses taken at other universities (transfer credits or from study abroad) or courses on

architectural subjects taken in other departments. No concentration credit will be granted for AP/A-level scores.
² Electives should be chosen in consultation with your concentration advisor.

Honors

During the second semester of the junior year all concentrators will be invited to apply for admission to the Honors Program in Architecture. The honors program is an opportunity for you to mobilize what you have learned to make an original research contribution to the field.

There are two pathways to honors in the Architecture concentration: thesis and project-based.

Those pursuing the thesis option research and write a historical or theoretical essay on a topic of their choice over the course of their senior year. The thesis should be no more than 35 pages in length, plus bibliography and illustrations.

Those pursuing the project option further develop a design project that they initiated in an Intermediate or Advanced Studio in their junior year or in the first semester of their senior year. They devote a minimum of one additional semester further developing their project in regular consultation with a faculty advisor. (This can mean building an additional, more elaborate model, creating more renderings, or refining the concept.)

Students wishing to pursue Honors should have produced consistently excellent work and maintained a high level of achievement (i.e. a majority of "A" or "S with distinction" grades) in all concentration courses. Acceptance into the Honors program depends on the persuasiveness of the thesis topic and the availability of relevant faculty to advise the thesis. Students may refine their proposals by speaking in advance with potential advisors. No honors student may take more than four courses either semester of their senior year—with the honors seminar being considered one of the four courses. Students interested in honors who are expecting to graduate in the middle of the year should contact the concentration advisor no later than the beginning of their junior year.

During both fall and spring semesters you will participate in the monthly meetings of the Honors cohort, in which honors students in both HIAA concentrations share their work-in-progress with each other and with the faculty member who supervises the seminar. These monthly meetings, usually three per semester, are mandatory. Students must enroll in HIAA 1990 (Honors Thesis) in both semesters. Students are also expected to meet separately and regularly with their own thesis advisor.

Theses and projects will be due to the advisor and second reader by March 1 of the Spring semester or by November 1 of the Fall semester if you plan on graduating in December. Comments will be returned to the students for final corrections at that point. There will be a public presentation of Honors work at the end of the Spring semester.

History of Art and Architecture Concentration Requirements

The concentration in History of Art and Architecture (HIAA) introduces students to the history of art, architecture, and material culture. Students in HIAA explore a wide range of artistic traditions from around the world, and develop the skills necessary to analyze artworks, artifacts, and the built environment dating from the paleolithic to the contemporary. Concentrators are encouraged to develop familiarity with the distinctive periods, regions, sub-fields, and theoretical approaches that collectively inform the discipline, while at the same time developing an individualized program. Concentrators will receive essential training in perceptual, historical, and critical analysis.

History of Art and Architecture Requirements

To complete the concentration, you will be expected to take a minimum of ten courses. Our goal in setting out these requirements is to welcome students into a lively and diverse department that also shares a cohesive and strong commitment to the field. We as a faculty want students to cultivate their special interests and also to venture into areas that may not be so familiar but that will open new and exciting possibilities for them.

Ten courses are only the minimum requirement. Beyond that students are encouraged to take courses at RISD, participate in study abroad programs, and take courses in other Brown departments. As we are a truly interdisciplinary department, you will also find that our faculty collaborates with members of other departments to teach courses that bring together the strengths of different disciplines. We encourage both experimentation and concentration.

Since the history of art and architecture addresses issues of practice within specific historical contexts, concentrators are encouraged to take at least one studio art course. Courses in history also train students in methods and approaches that are highly relevant to the history of art and architecture. Study abroad can be a valuable enrichment of the academic work available on campus, in that it offers opportunities for first-hand knowledge of works of art and monuments as well as providing exposure to foreign languages and cultures. Study abroad should be planned in consultation with the concentration advisor in order to make sure that coursework will relate meaningfully to the concentrators program of study.

5 Lecture Courses, numbered HIAA 0001–HIAA 0999. The courses should engage at least three different geographic regions (Africa, Americas, Asia, Europe) and two different periods (Ancient-Medieval, Early Modern, Modern-Contemporary). Individual courses can be used to fulfill either the geographic or temporal breadth requirement, but not both. Courses tagged as “Multiple Regions” and “Multiple Periods” can be used to fulfill one geographic and one temporal breadth requirement, respectively. **5**

Temporal Periods

Ancient/Medieval:

HIAA 0022	The Art of Enlightenment
HIAA 0024	Arts of Asia: Beginnings to 1300
HIAA 0032	Art and Architecture of the Roman Empire
HIAA 0322	The Arts of Religion and Ritual in the Ancient World

Early Modern:

HIAA 0063	Food and Art in the Early Modern World
HIAA 0660	Giotto to Watteau: Introduction to the Art of Europe from Renaissance to French Revolution

Modern/Contemporary:

HIAA 0070	Introduction to American Art: The 19th Century
HIAA 0072	Introduction to American Art: The Twentieth Century
HIAA 0075	Introduction to the History of Art: Modern Photography
HIAA 0077	Revolutions, Illusions, Impressions: A History of Nineteenth-Century Art
HIAA 0084	Postwar to Postmodernism: Art Since 1945
HIAA 0087	Contemporary Art
HIAA 0089	Contemporary Photography
HIAA 0090	The Other History of Modern Architecture
HIAA 0820	Art and Technology from Futurism to Hacktivism
HIAA 0850	Modern Architecture
HIAA 0860	Contemporary Architecture
HIAA 0861	City and Cinema
Multiple Periods:	
HIAA 0023	South Asian Art and Architecture
HIAA 0081	Architecture of the House Through Space and Time
HIAA 0770	Architecture and Urbanism of Africa

Geographic Regions:

Africa:

HIAA 0770	Architecture and Urbanism of Africa

Americas:

HIAA 0070	Introduction to American Art: The 19th Century
HIAA 0072	Introduction to American Art: The Twentieth Century

HIAA 0089	Contemporary Photography

Asia:

HIAA 0022	The Art of Enlightenment
HIAA 0023	South Asian Art and Architecture

Europe:

HIAA 0032	Art and Architecture of the Roman Empire
HIAA 0075	Introduction to the History of Art: Modern Photography
HIAA 0077	Revolutions, Illusions, Impressions: A History of Nineteenth-Century Art
HIAA 0660	Giotto to Watteau: Introduction to the Art of Europe from Renaissance to French Revolution

Multiple Regions:

HIAA 0041	The Architectures of Islam
HIAA 0081	Architecture of the House Through Space and Time
HIAA 0084	Postwar to Postmodernism: Art Since 1945
HIAA 0087	Contemporary Art
HIAA 0090	The Other History of Modern Architecture
HIAA 0322	The Arts of Religion and Ritual in the Ancient World
HIAA 0820	Art and Technology from Futurism to Hacktivism
HIAA 0850	Modern Architecture
HIAA 0860	Contemporary Architecture

3 Seminars, numbered HIAA 1000–HIAA 1931 **3**

HIAA 1181	Prefabrication and Architecture
HIAA 1201	Brushwork: Chinese Painting in Time
HIAA 1202	Mountains and Waters: Art and Ecology in East Asia
HIAA 1212	The Pictured Text
HIAA 1213	The Bureaucracy of Hell: Envisioning Death in East Asian Art
HIAA 1305	Pre-Columbian Art + Architecture
HIAA 1307	Politics and Spectacle in the Arts of Ancient Rome
HIAA 1308	Arts of Memory in Ancient Rome
HIAA 1620	Arts Between Europe and the World: 1500-1700
HIAA 1720	The Art of Portraiture: Pre-Histories of the Selfie
HIAA 1771	Eclectic Arts in the Global 19th Century
HIAA 1810	Contemporary Art and Activism
HIAA 1811	Possible Futures: Art and the Social Network before the Internet (1950-1979)
HIAA 1820	Abstraction in Theory and Practice
HIAA 1822	Dada and Surrealism: Anarchy, Exile, Alterity
HIAA 1850G	Contemporary American Urbanism: City Design and Planning, 1945-2000
HIAA 1850H	Berlin: Architecture, Politics and Memory
HIAA 1880	Criticality and Modern Art
HIAA 1888	Exhibition as Medium

HIAA 1890G	Contemporary Art of Africa and the Diaspora	
HIAA 1900	Museum Interpretation Practices	
HIAA 1910A	Providence Architecture	
HIAA 1930	The History and Methods of Art Historical Interpretation	
HIAA 1931	Museums, Histories, Critiques	
1 Elective: This can include courses taught in the department, cross-listed courses from other departments, or courses in other departments approved by the concentration advisor.		1
1 Capstone course. Capstone projects are required for all concentrators. The Capstone is intended to challenge you with an opportunity to synthesize at a high level of achievement the knowledge and understanding you have gained by concentrating in the History of Art and Architecture. Capstone projects embrace many possibilities. You can perfect a seminar paper in which you have developed a strong interest. You can participate in a graduate seminar to which the instructor has admitted you. You can develop work that you do as a museum or gallery intern. You might work on an archaeological excavation. You can participate in the Honors Program. Beyond these opportunities, the Department is open to other approaches. Capstones are often completed under the auspices of an independent study course. But a capstone may be completed under the umbrella of an existing course. All capstone's must be discussed with and approved by a faculty sponsor and your concentration advisor.		1
Total Credits		10

¹ A maximum of four credits may be allowed for courses taken at other universities (transfer credits or from study abroad) or courses on art historical subjects taken in other departments. No concentration credit will be granted for AP/IB/A-level scores.

Self-Assessment

All concentrators are required to write an essay when they file for the concentration that lays out what they expect to gain from the course of study they propose. All second-semester seniors will be required to write a final essay that takes measure of what they have learned from the concentration, including their capstone and other experiences relating to their study of the history of art and architecture. The self-assessment should be submitted through ASK with a revised list of courses actually taken at least one month prior to graduation.

Honors

During the second semester of the junior year all concentrators will be invited to apply for admission to the Honors Program in History of Art and Architecture. The honors program is an opportunity for concentrators to mobilize what they have learned to make an original research contribution to the field.

Students wishing to write an honors thesis should have produced consistently excellent work and maintained a high level of achievement (i.e. a majority of "A" or "S with distinction" grades) in all concentration courses. It is advisable for them to have taken at least one seminar in the department and written a research paper before choosing to undertake a thesis. Acceptance into the Honors program depends on the persuasiveness of the thesis topic and the availability of relevant faculty to advise the thesis. No honors student may take more than four courses either semester of their senior year—with the honors seminar being considered one of the four courses. Students interested in honors who are expecting to graduate in the middle of the year should contact the concentration advisor no later than the beginning of their junior year.

During both fall and spring semesters you will participate in the monthly meetings of the Honors cohort, in which honors students in both HIAA concentrations share their work-in-progress with each other and with the

faculty member who supervises the seminar. These monthly meetings, usually three per semester, are mandatory. Students must enroll in HIAA 1990 (Honors Thesis) in both semesters. Students are also expected to meet separately and regularly with their own thesis advisor.

Finished drafts of the thesis, which will generally be no more than 30–35 pages in length (exceptions to be determined in consultation with the instructor), not counting bibliography and visual materials, will be due to the advisor and second reader by March 1 of the Spring semester or by November 1 of the Fall semester if you plan on graduating in December. Comments will be returned to the students for final corrections at that point. There will be a public presentation of Honors work at the end of the Spring semester.

History of Art and Architecture Graduate Program

The department of History of Art and Architecture offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/history-art-and-architecture> (<http://www.brown.edu/academics/gradschool/programs/history-art-and-architecture/>)

Courses

HIAA 0010. A Global History of Art and Architecture.

Introduction to the global history of art, architecture and material culture from cave paintings to installation art. The course is both an historical survey as well as an analysis of case study examples. In addition to examining visual strategies of representation, the course explores the varied ways in which art shapes and reflects cultural, social, religious, and political concerns. Weekly one-hour conference required. Limited to 200. A

HIAA 0011. Introduction to the History of Architecture and Urbanism.

Western architecture and urbanism from classical antiquity through the eighteenth century: patterns of development; major architects and monuments; methods of interpretation. Does not presume previous knowledge or special skills. A

HIAA 0012. Theories of Architecture from Vitruvius to Venturi.

Theories and Design from Classicism to Postmodernism: An inquiry into the ways in which the nature of architecture has been thought, both inside the profession and outside, since Vitruvius first defined its study and practice as an "interdisciplinary discipline." The seminar will study selected texts and designs in the culture of western architecture from antiquity to the present. Drawn from works in architectural, social, political, and aesthetic theory the seminar will deepen our understanding of historical architecture and open up ways of interpreting contemporary design culture. A

HIAA 0013. Introduction to Indian Art.

This course presents aspects of Indian art over a period of 2,000 years, and introduces the art of Buddhism, Jainism, Hinduism, Islam, and colonial and post-colonial India. Emphasis is placed on characteristic features, functions and socio-political contexts of stupas, temples, mosques, churches, and other architectural sites as well as sculptures, painted manuscripts, paintings, and photography. A

HIAA 0021. Arts of Asia.

From sacrificial cauldrons to sunflower seeds, and Roman Buddhas to five-toed dragons, this course introduces the incredible diversity of traditions that collectively constitute the arts of Asia. Organized around a series of case studies of exemplary objects, the course explores the temporal, geographic, material, and thematic range of Asian art through the life stories of individual things. Tracing histories of human ingenuity and value, we will examine the ways these things changed the people who saw them and were themselves changed in the process of being seen. And we will come to know them through the ways they change us.

HIAA 0022. The Art of Enlightenment.

This course surveys the history of Buddhist art-making from the earliest representations of the Buddha to the curatorial practices of modern museums. Ranging from the great mandala of Borobudur in Java to the Zen monasteries of Japan, we will examine the complex ways in which theology and scripture interacted with the particularities of time and place in the long development of Buddhist art. Throughout these inquiries, the sensorial qualities of the art will remain at the forefront of our analysis. Together, we will explore the mechanisms by which artists transformed inert matter into powerful implements of the Buddhist dharma.

HIAA 0023. South Asian Art and Architecture.

This course is an introduction to South Asian Art & Architecture, from 2500 BCE until the present, and to Southeast Asian Arts connected to them through religion, trade, or conquest. We will explore a range of media—including architecture, painting, sculpture, textiles, and photography—to ask critical questions about the nature of images and their relationship to emotions, the environment, devotion, politics, performance, and other art forms, like literature, music, and dance. The course will include regular visits to the RISD museum (A)

HIAA 0024. Arts of Asia: Beginnings to 1300.

This course surveys the history of art in Asia from the earliest times through the Mongol Empire. Organized around a series of exemplary objects, the course explores the temporal, geographic, material, and thematic range of early Asian art through the life stories of individual things. Tracing histories of human ingenuity and value, we will examine the ways these things changed the people who saw them and were themselves changed in the process of being seen. And we will come to know them through the ways they change us.

HIAA 0031. Pre-Islamic Empires of Iran.

Introduction to art and architecture of the Ancient Near Eastern empires that flourished between the 6th century BCE and the Islamic conquests of c. 630 CE. We will consider the material culture of the Achaemenids, Seleucids, Parthians, and Sasanians, empires that inhabited primarily the areas of Mesopotamia and the Persian plateau, but spread at times as far afield as the Mediterranean coast, Egypt, the Caucasus, and the Indus Valley. Lectures will prioritize close analysis of the most illuminating art and architecture, so that you leave the course knowing not only the material evidence but also current approaches to interpreting it. A

HIAA 0032. Art and Architecture of the Roman Empire.

How did a small city in central Italy grow to become one of the most powerful empires in history? This course explores the art and architecture produced in ancient Rome from its origins in the 6th century BCE to the fourth century CE. It considers a wide variety of media, including reliefs, freestanding sculpture, architectural monuments, mosaics, wall paintings, and daily-life objects. By exploring the role of art and architecture in the formation and expansion of the Empire, considering the experiences of ancient viewers, the course offers a post-colonial reading of ancient Roman history and culture. (A)

HIAA 0033. The Legacy of Roman Art from the Renaissance to Today.

Beginning in the Renaissance, European artists and scholars were eager to unearth ancient Roman art and architecture to study what they perceived to be the glory of ancient Rome. Discoveries of ancient masterpieces impacted the work of artists like Raphael and Michelangelo, and later Annibale Carracci, Peter Paul Rubens, and Gianlorenzo Bernini. In this lecture course, students will analyze how early modern artists, patrons, and scholars used the visual and cultural vocabulary of ancient Roman art to build monuments dedicated to civic virtue and imperial power, and how many of these artistic practices and cultural ideals continue to shape our society today. Examples of painting, sculpture, and architecture will all be considered. Students will also study the interdisciplinary methods employed by antiquarians and consider how contemporary art historical methodologies can be traced to early antiquarian practices. A

HIAA 0040. Introduction to Medieval Art and Architecture.

A comparative examination of the three artistic cultures of the medieval Mediterranean: Islam, the Byzantine empire, and the predominantly Christian regions of western Europe. Medieval Jewish art is also treated. Topics include medieval attitudes toward the use of images, the architecture of worship (churches, synagogues, and mosques), royal and domestic art, and instances of contact among all three cultures. Weekly one-hour conference required. A

HIAA 0041. The Architectures of Islam.

Through selected case study examples, the course examines the varied manifestations of Islamic architectures. The course spans fourteen centuries and three continents, and examines religious as well as secular buildings. We will trace the sources and 'invention' of Islamic architecture in the Umayyad dynasty of the seventh and eighth centuries, and will explore its varied manifestations up to the contemporary period. By examining cross-cultural and trans-regional interactions, we will also investigate the relationship between Islamic and non-Islamic architectural traditions. A

HIAA 0042. Islamic Art and Architecture.

The formation of an Islamic artistic expression in art and architecture and the regional manifestations of that art from central Asia and the Middle East to Sicily and Spain. Weekly one-hour conference required. A

HIAA 0050C. Illustrating Knowledge.

This seminar will investigate the history of illustration from the first manuscript maps and printed herbals to the present, including paintings, photographs, and computer imaging. We will investigate the role of pictures in the exchange of scientific ideas, and modes of representation developed in both the arts and the sciences. Enrollment limited to 15 first year students.

HIAA 0051. Roman Baroque Palaces as Theaters of Power.

The palaces of Baroque Rome were more than extravagant homes for the elite. They were centers of diplomatic and cultural exchange in which cardinals, princes, and popes sought to express their political power. Through theatrical facades, strategic floorplans, and illusionistic frescoes, the patrons of Rome used their palaces to reinforce political, religious, and cultural identities. Each week students will be introduced to a new Roman palace or villa such as Palazzo Barberini, the Apostolic Palaces, Palazzo Pamphilj, and the Villa Borghese. The impact of developments in urban planning, papal pageantry, and collection and display will be considered throughout. A

HIAA 0061. Baroque.

The course surveys the visual culture of Rome from 1564-1700. During that time Rome became the center of Artistic change in Europe, the seat of the Counter-Reformation Catholic Church and the dominant source of classical learning. All media that participated in these historical developments are included: from papal urban plans to Bernini's fountains and Caravaggio's paintings.

HIAA 0062. Dutch and Flemish Art: Visual Culture of the Netherlands in the Seventeenth Century.

Surveys the amazing art in Holland and Flanders that revolutionized all media. We will see how paintings, sculpture, and architecture formed the historical environment of life in the 17th-century Netherlands. The work of such artists as Rubens, Rembrandt, Van Dyck, and Vermeer is presented as part of this history of art in a "golden age." Weekly one-hour conference required. A

HIAA 0063. Food and Art in the Early Modern World.

"Taste" is the sensory perception of flavor and the act of judging aesthetic quality. This class asks how the taste for food and for art relate in the early modern world. From the movement of spices, scents, chocolate, and sugar to the vessels that were invented to contain them, we will investigate the trade and circulation of foods and objects across the globe. We will then turn to cities that flourished in the wake of such consumption and their rituals of feasting and fasting. Finally, we will consider the transmission of knowledge about food and eating through recipes, culinary ephemera, a set table, and dinner parties. (A)

HIAA 0065. Introduction to the Built Environment.

This course provides an introduction to the major forces and discourses that shape the built environment, with a focus on architecture and the city, but including examples from a wide range of scales and art and creative practices. The course is organized topically, with the goal of offering a general framework, precise vocabulary, and a conceptual armature for thinking critically about the shape of the built environment. This course fulfills an Architecture concentration requirement. A.

HIAA 0070. Introduction to American Art: The 19th Century.

This undergraduate lecture course traces the rise of American painting in the period from the Revolution to the dawn of modernism in the 20th century. Major figures, such as Thomas Cole, Frederick Church, Winslow Homer and Albert Pinkham Ryder, will be examined, as will significant movements, such as the Hudson River School and Tonalism. Discussion will help place American art within the context of history, the invention of national identity, and parallel developments in popular visual culture. Enrollment limited to 50.

HIAA 0072. Introduction to American Art: The Twentieth Century.

This course examines fine art in the US from roughly 1900 through the 1970s, with special attention to modernism and the rise of modern art. Through slide presentations and group discussion, most major figures of the period—Georgia O’Keeffe, Edward Hopper, Alexander Calder, Jackson Pollock, and Andy Warhol among them—will be placed in historical and cultural context. Key events, institutions, and critics of these decades will also be considered. We will look at the role of cultural episodes like the Harlem Renaissance, and the increasing prevalence of women in the art world, as markers of increasing diversity and changing values. Readings by leading scholars will allow a wide-ranging introduction to art historical methods of interpretation. Discussion in sections will help place this art within the context of social history, the invention of national identity, and parallel developments in popular visual culture.

HIAA 0074. Nineteenth-Century Architecture.

Surveys stylistic developments, new building types, and the changing conditions of architectural production through the 19th century. Special emphasis placed on the social context in which buildings were designed and used.

HIAA 0075. Introduction to the History of Art: Modern Photography.

This class will survey the history of photography as an art form and means of visual communication in the modern era. The photograph will be considered from both esthetic and social perspectives; photography’s rise as a medium of personal expression will be examined, as will technology’s role in the creation of new regimes of spectatorship, and the mass dissemination of visual information. The class follows the rise of photography’s acceptance as an art form in the twentieth century, and culminates with its prominence within the phenomenon of postmodernism. Prior coursework in modern history or art history is helpful. Enrollment limited 80.

HIAA 0076. From Turtle Island to Abya Yala: Art of the Indigenous Americas.

Before the western hemisphere was named after Amerigo Vespucci, it had many names, including “Turtle Island” and “Abya Yala.” Many people populated the Americas, from the Arctic and Pacific Northwest to the tip of Tierra del Fuego. These societies tracked days and seasons using complex calendrical systems, developed sophisticated philosophies about humankind’s relationship to nature, and created buildings, cities, monuments, and precious objects that continue to impress viewers today. This course introduces students to key aspects of the Indigenous art and architecture of this hemisphere, from their ancient origins to modern revitalizations and innovations. Over the semester, students will learn the names, characteristics, and key artistic accomplishments of the civilizations that populated the western half of the world.

HIAA 0077. Revolutions, Illusions, Impressions: A History of Nineteenth-Century Art.

Over the long nineteenth century (1789-1900) revolutions replaced kings with citizens. Capitalist and colonial expansion mobilized armies, goods, and slaves across continents. New class and gender dynamics changed patterns of sociability. Technological innovations mass produced images and goods. In this course, we will discern such social and historical factors in Europe and across the globe alongside artistic ones to interrogate what makes art in this period irrepressibly modern. We will study the turbulence that has defined the century, including the art historical swings in style from Classicism to Romanticism to Impressionism, with care. Course includes visits and assignments in museums.

HIAA 0081. Architecture of the House Through Space and Time.

This undergraduate lecture course focuses on one building type, the house, through time in Mesopotamia, China, Japan, the Islamic world, the African diaspora, India, Britain, Rhode Island, and Germany and France. Houses can be minute or monumental, vernacular or high art, provide minimal shelter or afford the material and psychic satisfaction of home. By studying houses, we can bypass some of architectural history’s biases, and explore some of the major debates in the discipline: What is architecture? Who determines what is included/excluded in this category? And on what basis do they make these claims? A

HIAA 0084. Postwar to Postmodernism: Art Since 1945.

This lecture course will survey major artistic movements and strategies that developed from the postwar period through the 1980s. Styles and schools discussed will include art informel, Abstract Expressionism, Happenings, expanded cinema, kinetic art, Fluxus, Situationists, Pop, minimalism, conceptual art, performance, Institutional Critique, video art, and appropriation. Taking a globally comparative approach, emphasis will be on the historical conditions that gave rise to such a multiplicity of practices, as well as the theoretical frameworks used to advance and understand them.

HIAA 0085. German Architecture after World War Two.

This course examines the relationship between architecture and politics in postwar Germany. During the years that immediately followed WW2, we will investigate debates over urban reconstruction and mass-produced housing. After Germany was divided into East and West, we will examine how two opposing ideological settings impacted the approach to architecture in each Germany. Towards the end of the 20th century, we will study various approaches to the design of memorials to historic crimes. Throughout the course, special attention will be given to themes such as searching for a new identity, preventing sprawl, and coming to terms with the Nazi past.

HIAA 0087. Contemporary Art.

This lecture course will survey the major movements and artistic strategies of contemporary art since 1989. Topics include installation art, new documentary, performance/re-performance, new genre public art, relational aesthetics, arte útil, critical geography, post-production, para-fiction, research-based art, and post-colonial, post-critical, and post-internet practices. As suggested by the prevalence of “posts,” our discussion will center on the persistence of history in the art of the present.

HIAA 0089. Contemporary Photography.

This course surveys the rise of photography in the art world in the period after 1960. It examines both the development of photography as an independent medium and the appropriation of lens-based imagery by Pop Art, conceptual art, minimalism, and eventually Postmodernism.

HIAA 0090. The Other History of Modern Architecture.

This lecture course presents modern architecture as the product of the cultural, technological, political, and intellectual developments associated with capitalist expansion across the globe. By exploring the trans-Atlantic slave trade and its effects on Western industrialization, European Jesuit gardeners in China, modernization efforts in 19th century Turkey and Japan, and tropical climate and colonial policy in India, Nigeria, and other global sites; the course will expose students to the “99 percent” who are frequently excluded from discussions about modern architecture, but whose labor and cultural traditions were crucial to the heroic modernism of the West.

HIAA 0100. Introduction to Architectural Design Studio.

The class introduces students to basic tools and strategies in architectural design. A warmup exercise and several design assignments guide students to explore questions about form, function, structure, and light. The semester is devoted to the design of a small house. Students are trained in rigorous, conceptual thinking and graphically and verbally clear pronunciation of consequential design logic. By the end of the semester, the proposed building design is presented in concept diagrams, plans, sections, elevations, and a model. Course is intended for first and second year students. Preference is given to actual and future architecture concentrators. To apply for this class, students are required to submit an override request and a note via CAB to specify their concentration, semester level, and previous applications for this class. Enrollment limited to 15.

HIAA 0130. Architectural Projection.

This course introduces the beginning student to the origins, media, geometries and role(s) of projection drawing in the design and construction process. The student will learn systems of projection drawing from direct experience, and be challenged to work both from life and to life. Subjects such as transparency, figure/ground, sciagraphy, oblique projection, surface development, volumetric intersections, spatial manipulation and analytic operations will build on the basics of orthographic and conic projection. The course involves line and tone drawing, hand drafting, computer drawing(Autocad) and computer modeling(Rhino).

HIAA 0140. Structural and Architectural Analysis.

This course examines in greater detail the importance of materials, structures, and processes in architecture and helps students understand how buildings are made and 'hold together.' The students will study key examples in brick, wood, reinforced concrete, and steel, and design a series of small sample structures.

HIAA 0150. Intermediate Architectural Design Studio.

Building on the skills taught in the Introductory Studio, this studio emphasizes design as a mode of critical cultural inquiry to explore the cultural, environmental, and political forces which shape relationships between cities and the buildings, landscapes that form the public realm. Questions of the meaning of materials, functions, and urban imagery will be addressed with particular emphasis on acquiring greater fluency with the graphic tools and iterative processes through which designers conceptualize, synthesize, and represent the complex conditions of site, program, tectonics, and materiality to create urban landscapes. The city of Providence usually serves as a case study for observation and testing ground for your ideas, in addition to providing a site for your imaginary project. Students will come away with enhanced proficiency in representational techniques and a greater awareness of the social conditions of architectural production.

HIAA 0190. Advanced Design Studio.

This double-credit studio course builds on the skills taught in the Introductory and Intermediate Studios and will challenge students to design a more complex building. Urban planning strategies are developed to carefully insert the proposed building into a hybrid, densely populated urban context within a city. Students will be briefed to either design a residential housing project or a large public building. Students will analyze the built environment and character of the site to create contextual building designs that strengthen a neighborhood. The final presentation will require a complete set of drawings, renderings, a shared urban context model, and a large-scale model of the proposed building design. A jury of invited architects and professors will conduct a discussion of each project in an exhibition-like setting at the List Art Center. This course can be repeated once for credit.

HIAA 0211. Art of Empire: The Early Modern Hispanic World.

This course juxtaposes artists such as Titian and Velázquez alongside frequently unnamed indigenous craftsmen living under Spanish rule across the Atlantic and Pacific oceans. We will track bi-directional artistic exchange and mobility during imperial expansion to ask: how did navigation, religion, natural resources, and trade shape the art of Spain and its colonies as preColombian visual traditions persisted and were exported to Europe? Considering how the power structures of the world's first global empire continue to shape our understanding of the past, we will propose ways to begin decolonizing the study and display of objects produced under imperial rule.

HIAA 0217. Metropolis: The Architecture and Urban Design of Global Cities.

This class serves as an introduction to global questions of urban architecture and planning, their history, present challenges and future opportunities. It is organized around comparative case studies of 20 global metropolitan centers (among them New York City, Los Angeles, London, Paris, Naples, Berlin, Madrid, Dubai, Delhi, Dakha, Tokyo, Manila, Hong Kong, Chongqing, Shanghai, Lagos, Johannesburg, Mexico City, Buenos Aires and Rio de Janeiro). A

HIAA 0311. Envisioning Monstrosity in Early Modernity.

This course introduces students to the historical analysis of visual and material culture through the charged site of the "monster" in the Atlantic World. How and why are monsters made? What can visualizations of monsters tell us about how Otherness is constructed, contested, and critiqued? What do monsters tell us about human oppression, agency, and cross-cultural encounters? Analyzing visual and textual primary sources as well as different theoretical approaches, students will hone in the course sharper visual analysis skills, a critical awareness of the many-sided discourses on monstrosity, and a deeper understanding of early modern Atlantic history.

HIAA 0321. Toward a Global Late Antiquity:200-800 CE.

Competing empires, the division of the eastern and western halves of Roman territory; long distance trade, the rise of monotheism, the spread of Buddhism: how did these factors affect the art and architecture associated with the Roman west, Constantinople, Ctesiphon, Alexandria, the Han Dynasty capitals, and Gandhara? This course takes an expanded view of Late Antiquity, extending beyond typical that associate the period with the post-classical west, to explore the dynamic creativity and intercultural connectivity of an era once considered a "Dark Age" in a world history.

HIAA 0322. The Arts of Religion and Ritual in the Ancient World.

This course explores how humans have imagined and conceptualized notions of divinity throughout the history of the ancient world (circa 3000 BCE to 1000 CE). We will consider a variety of visual representations, architectural monuments, and urban centers to investigate the types of places, natural phenomena, and individuals that were considered sacred. The class also explores how the art and architecture of temples and sanctuaries informs the nature of ancient ritual in a cross-cultural setting (A).

HIAA 0340. Roman Art and Architecture: From Julius Caesar to Hadrian.

An introduction to the major monuments in Roman art at the point when the Empire emerged up to the time of the creation of the Pantheon. No prior background required. A

HIAA 0400. Early Christian, Jewish, and Byzantine Art and Architecture.

No description available. A

HIAA 0415. The Cathedral as a Living Object.

In the Middle Ages, sometimes referred to as the "age of cathedrals," ecclesiastical buildings of incredible size, grandeur, and artistic merit were built. These constructions of glass, stone, and wood were covered in paint, gilding, and sculpture and filled with incense, music, and processions, all of which added to the overwhelming, multisensorial experience of stepping into a cathedral in this period. This course will look at the remarkable art of the cathedral – the buildings, as well as the art within them, and how these buildings changed over time. They are living objects and this course aims to help us see the many eras and changes in these buildings, to know them as they truly are – made anew over and over, to serve the evolving needs of the people who use(d) them.

HIAA 0420. Cathedrals and Castles.

The course aims to engage critically with the major architectural features of the medieval world: the cathedral and the castle. In addition to examining specific buildings as case studies, we will also interrogate the cultural context and the material culture associated with the construction, use and meanings of these important spaces. The course is arranged thematically rather than chronologically. A

HIAA 0421. Inventions and Interpretations of Landscapes in the Middle Ages.

This course examines the multiplicity of the Middle Ages. The landscapes we will explore include imaginary deserts, mental pilgrimages, rabbit warrens, enclosed gardens, and tombs for the living with examples in the Iberian peninsula, Jerusalem, northern Africa, the Alps, Scandinavia, and beyond. The period covered will extend just beyond the Middle Ages to include examples in the Americas and the commodification and dissemination of its landscape across the globe. These broad examples will engage deeply with different forms of evidence to examine how we recreate meaning in the past and to question how we know what we know.

HIAA 0432. Pilgrimage Art and Architecture in the Middle Ages.

From Santiago de Compostela to Jerusalem, the movement of religious pilgrims in the Middle Ages resulted in a rich variety of architectural spaces and material culture. The growth of the cult of relics, and the pilgrims that visited them, fueled the development of the urban landscape and religious practices across the medieval world. This course explores the roots and routes of pilgrimage, focusing on the sacred relics that attracted them and the development of architectural spaces they visited. We will examine not only the art and architectural traditions related to pilgrimage in western Europe but the deep connections and exchange of art and architecture in Byzantine, Jewish and Islamic traditions. (a)

HIAA 0440. Gothic Art and Architecture.

Examines Gothic art and architecture to explore its sources and "invention" in mid-12th-century France and to trace its varied manifestations in European art to the 16th century. Special attention is given to cathedral architecture and decoration. Weekly one-hour conference required. A

HIAA 0460. Muslims, Jews and Christians in Medieval Iberia.

The cultural diversity of medieval Spain and Portugal is proclaimed by their Christian churches, Islamic mosques and Jewish synagogues. The three distinct cultures that produced these buildings lived together for centuries in medieval Iberia, sometimes in peace, sometimes not. For almost eight centuries (711-1492) writers, scholars and artists emerged from a cultural environment of intellectual borrowing nurtured by uninterrupted contact through marriage, conversion, commerce and travel. This convivencia of Jews, Muslims and Christians will be examined from the perspectives of literature, music, art, architecture, archaeology, and history.

HIAA 0550. Painters, Builders, and Bankers in Early Modern Italy.

How close can we get to understanding, or even to seeing, the art and architecture of 15th-century Italy? Michael Baxandall proposed studying it with a 'period eye' to understand the styles and functions of art and architecture in the domestic, civic, and religious lives of early modern people. We will learn to activate a period eye in the contexts of modern conservation, notions of cultural property, wars, the market and museums to understand both the original circumstances of the production of art, and to ask how these works are seen and the functions they serve today. A

HIAA 0555. Power, Dependence, and Social Welfare in Early Modern Italy.

This seminar examines the visual and material culture of power, propaganda, and social justice during the early modern period in Italy (c.1450-1800). Noble families set the tone for art patronage in public and private spaces across Italy. Prominent silk merchants sponsored the construction of the first institutional orphanage in Florence, while local nobility housed slaves. Venetian fathers consigned unwilling daughters to convents, as nuns in Naples built 'invisible cities' and employed artists to adorn them in lavish style. 'Talking statues' in Rome advocated for the end of oppressive taxation by over-zealous popes as The Church marshalled indigenous artisans to propagate the iconography of Catholicism and conversion in the Americas. We consider a range of works (painting, sculpture, prints, woodwork, ceramics, textiles, and clothing) to flesh out emerging, often conflicting discourses of social welfare, charity, opportunity, and oppression across Italy.

HIAA 0560. Constructing the Eternal City: Popes and Pilgrims in Early Modern Rome.

Examines painting, sculpture, architecture and printing in the context of the unique urban character of Early Modern Rome: site of ancient myth, religious pilgrimage, and a cosmopolitan court with power and influence across both visible and invisible worlds. Beginning with late medieval art, and the artists Filarete and Fra Angelico, we move through the Renaissance (Michelangelo and Raphael), and Counter-Reformation (Fontana, Tempesta, Barocci), tracing the formation of modernity in artists' workshops and academies, and through the streets with expanding papal urbanization programs. A

HIAA 0570. The Renaissance Embodied.

Renaissance depictions of the body range from muscular, idealized nudes to decaying, but ambulatory, corpses. Artists dissected human cadavers and, for the first time since antiquity, reflected the use of living models in their workshops and studios. In this course, we examine art that embodied power and sexuality, death and disease, the divine and demonic, the marginalized and the fantastic. We consider a diverse set of bodies as they were represented in paintings, sculpture, drawings, decorative arts and prints in relation to contemporary religious, political and social concerns.

HIAA 0580. Word, Image and Power in Renaissance Italy.

This undergraduate lecture class is designed to introduce cultural and historical perspectives on Italy from Siena in the Middle Ages to Renaissance Florence and the early modern Veneto. Team taught by professors of Italian Art History, History, and Literature, we will move across Italy and the centuries focusing on monuments of literature, art, architecture, and history through different disciplinary lenses. In English.

HIAA 0600. From Van Eyck to Bruegel.

Artists of Flanders and Holland effected a revolution in the techniques and subjects of painting during the 15th and 16th Centuries. This course explores the roots of artistic change in religion, urban history, politics, Italian humanism, economics, and craft traditions. The focus is on the great works of such artists as Jan van Eyck, Hieronymus Bosch, and Pieter Bruegel the Elder.

HIAA 0630. Cultural History of the Netherlands in a Golden Age and a Global Age.

Between 1580 and 1690 two nations emerged in Europe from what had been one unified region. To the north, the Dutch Republic gained its independence from Spain and developed as a bastion of liberty, ideas in ferment, visual arts, Calvinist faith, science, technology, and global economic reach. To the south, the "loyal" Netherlands, now Belgium, returned to the Spanish and Catholic fold, but sustained its leading position in the arts, competed in global trade, and negotiated a new compromise of government. In this course we present an interdisciplinary, comparative view of the "two" Netherlands and their legacy in the world.

HIAA 0632. Mural Painting in Mexico.

Before Rivera, Orozco, and Siqueiros were lauded as heroes of the twentieth-century muralismo movement, artists had been painting on walls throughout Mexico for centuries for both public and private audiences. We will consider how murals were sites for elite consumption and religious contemplation, political tools, agents for social change, and nexuses of collective identity. We will examine Mexican wall painting through time from Pre-Columbian dwellings and ceremonial spaces, to the painted interiors of Spanish colonial residences and churches, to public displays uniting post-Revolutionary Mexico, ending with the Chicano mural movement and vibrant community spaces of contemporary Mexico and the U.S.

HIAA 0660. Giotto to Watteau: Introduction to the Art of Europe from Renaissance to French Revolution.

Giotto to Watteau introduces the great works of European art from the Renaissance to French Revolution. What ideas and forces enabled artists such as Leonardo da Vinci, Hieronymus Bosch, El Greco, Caravaggio, and Rembrandt to transform the visual world so profoundly that their innovations still radiate outwards through history into the present? What are the best terms and concepts to describe and understand the new styles that developed between 1300 and 1800? Lectures, discussion, reading, and direct looking consider these questions in a way that works for students at an introductory level. A

HIAA 0710. The Other History of Modern Architecture.

This lecture course presents modern architecture as the product of the cultural, technological, political, and intellectual developments associated with capitalist expansion across the globe. By exploring the trans-Atlantic slave trade and its effects on Western industrialization, European Jesuit gardeners in China, modernization efforts in 19th century Turkey and Japan, and tropical climate and colonial policy in India, Nigeria, and other global sites; the course will expose students to the "99 percent" who are frequently excluded from discussions about modern architecture, but whose labor and cultural traditions were crucial to the heroic modernism of the West. A

HIAA 0770. Architecture and Urbanism of Africa.

This course introduces African built environments from the earliest known examples to the contemporary moment. Through recent debates about heritage and preservation, we will interrogate "Africa" as both an imagined construct and a concrete geographic entity characterized by diverse cultures, contexts, and histories. We will also explore competing interpretations of Africa's architectural and urban history and their contemporary relevance. Weekly one-hour section required. A

HIAA 0771. African American and Caribbean Architectures: Domestic Space.

This course explores domestic landscapes occupied by African-Americans between the earliest years of slavery and the Second World War. We will examine some of the most common housing forms that diasporic Africans inhabited during those years—plantation slave quarters, tenant shacks, and urban tenements, to name a few. Our premise is that study of domestic life can reveal how political, economic, and social forces inform everyday life. The goals of the class are twofold: to improve our understanding of the social history of diasporic Africans and to develop sensitivity to the study of ordinary, everyday landscapes—or "vernacular architecture." A

HIAA 0801. Art After '68.

The tumultuous social unrest of the 1960s was concretized in a worldwide succession of civic revolts in 1968. Throughout this period, art was an organizing tool for various political events. In turn, the concept of 1968 generated an aesthetic response that supported, documented and historicized the period. This course will examine the art and new art forms created in the wake of 1968. We will also look closely at the strategies of contemporary art making that are influenced by the spirit of 1968.

HIAA 0810. 20th Century Sculpture.

Writing in 1937, sculptor Naum Gabo posed the question, "What are the characteristics which make a work of art a sculpture?" Gabo's question has a general resonance for the entirety of the twentieth century, where the medium of sculpture formed many of the significant debates within art. This lecture course is a survey of sculpture in the twentieth century. We will examine the medium through its definitions, material (metal, paper, plastic, stone, wood, etc.), methods (carving, casting, modeling, welding, etc.), practitioners, movements, theories and related practices, like architecture.

HIAA 0820. Art and Technology from Futurism to Hacktivism.

This course will introduce students to the central role of technological media in art of the twentieth and twenty-first centuries. From telephones to computers, the Sony Portapak to the Internet, artists have creatively engaged technology to transform how their art was made, circulated, and received. We will pay equal attention to technology as a medium and the ways artists responded to broader technological change. Looking at works from Europe, the Americas, and Japan, we will interrogate the varying social conditions and political motivations that drove artists to use technology in order to radically change the making and meaning of art.

HIAA 0830. Revolutionary Forms: 100 Years of Art and Politics in Latin America.

This course surveys Latin American art within the context of socio-political and intellectual concerns in the region. We will consider a wide variety of media with an eye to local and global events that prompted their production. We will examine how artworks embodied, challenged, and helped to shape history. We will survey major trends in art production: from photography during the Mexican Revolution to participatory and activist art in the beginning of the 21st century. Students will acquire visual and critical analysis skills in order to actively engage with their visual surroundings. Previous knowledge of art history is not required.

HIAA 0840. History of Rhode Island Architecture.

This course examines the historical development of architecture and building in Rhode Island within the larger context of colonial and national trends and with a focus on important manifestations of a distinct regional identity. Emphasis will be placed on stylistic developments, new building types and technologies, and the social and economic influences on the creation of the built environment. A

HIAA 0850. Modern Architecture.

The "classic" period of European and American modern architecture from the turn of the century to the 1950s. Presents both the established canon of masterpieces by among many others, Frank Lloyd Wright, Mies van der Rohe, and LeCorbusier, and counterbalances this approach with information about new building materials, changing conditions of architectural production, and the "mechanisms of fame." A

HIAA 0860. Contemporary Architecture.

Stylistic, technological, and theoretical developments in architecture from the 1960s to the present. Analyzes movements such as "Brutalism," "Postmodernism," and "Deconstruction" and works by architects such as Frank Gehry, I. M. Pei, and Zaha Hadid. Emphasizes the complex conditions of architectural production in different parts of the world. Complements HIAA 0850, but may be taken independently. A

HIAA 0861. City and Cinema.

An examination of the mutual influence between two of the major art forms of the 20th century: film and architecture. Concentrates on European and American film sets throughout the 20th century and explores their formal and iconographical sources in contemporary architectural discourse. Presentation and examination of sketches, paintings, still photographs, and film clips as well as writings by directors, set designers, critics, and architects (Eisenstein, Reimann, Kracauer, Bunuel and many others). A

HIAA 0870. 20th Century British Art: Edwardian to Contemporary.

The field of British art offers a wide view onto the history of art and aesthetics. This survey of British art in the twentieth century will examine the nation's art, artists, and art movements alongside its current events. Readings will be drawn from periodicals, primary documents (artist's letters and manifestos) and secondary texts (Alloway, Hall, Read and others). Architecture, literature (Martin Amis, Joseph Conrad, Lynton Kwesi Johnson and others) and music will be considered throughout the course.

HIAA 0900. City and Cinema.

An examination of the mutual influence between two of the major art forms of the 20th century: film and architecture. Concentrates on European and American film sets throughout the 20th century and explores their formal and iconographical sources in contemporary architectural discourse. Presentation and examination of sketches, paintings, still photographs, and film clips as well as writings by directors, set designers, critics, and architects (Eisenstein, Reimann, Kracauer, Bunuel and many others).

HIAA 0901A. African American Art History at Tougaloo College.

This course covers the history of the contributions of Black artists and artisans to the Art and Architecture of the United States from 1600-to the present. We examine the careers, works, and lifestyles of African-American artists positioning them within the larger canon of American art and artist. The course exposes the student to African American artists beyond the textbook, with studio visits to Clementine Hunter's former studio, and museum visits to have firsthand encounters with artworks. The course is project based with no exams and includes a research component that utilizes the Tougaloo Art Collection and the works of Edward Bannister.

HIAA 0931. Eco-aesthetics.

This course examines a movement in contemporary art and visual culture – termed “eco-aesthetics” – that works to raise awareness of global climate change and to resist forces of environmental degradation. We will begin by tracing a history of emerging artistic-ecological consciousness in the US and Europe in the 1960s and 70s, and then take a more global, interdisciplinary look at shifting methods of photographic, filmic, and new media documentation and representations of a “post-natural” landscape in the Anthropocene Age. We will analyze collective eco-aesthetic activism in the 21st century, exploring artistic collaborations in various local, regional, and global contexts.

HIAA 1001A. Constructing Memory: The Design of Monuments in the Public Realm.

This is a course about cities, people, and what we chose to recognize and commemorate through the construction of monuments and memorials in the public realm. Cities are distinguished by their public spaces, a complex hybrid of social, cultural, political, and spatial phenomena not easily studied by a single discipline, and it is the urban public realm that provides the greatest insight into the provocative interaction between the cultural values and the built environment.

HIAA 1015. Art from The Four Corners of the Early Modern World.

Between the sixteenth and eighteenth centuries, encounters between Europe, the Americas, Asia, and Africa challenged traditional worldviews as people, objects, and ideas traveled between the “four corners of the world.” These encounters resulted in distinct works of art such Dutch cabinets made from African ebony and classical architectural facades featuring carvings of Chinese peonies in Macau. In this course, we will consider how artistic styles spread across the globe and how historical forces shaped constructions of race and ethnicity. Students will also be introduced to various methodological approaches to the discipline of art history.

HIAA 1016. Museums and the Management of Mesoamerican Art.

Museums act as both a window into the world and a reflection of the cultures that create them. The way in which museums create, organize, and present their collections communicates a message that visitors absorb, whether consciously or subconsciously. In this seminar, students explore how museums both at home and abroad have engaged with objects from the ancient Americas, with particular emphasis on Mesoamerica. Topics of discussion include museum collection practices, repatriation, forgery and authenticity, multicultural representation, and curation and exhibition practices. At the end of the semester, students will submit a virtual exhibit they have designed themselves, along with an essay that justifies their object and design choices.

HIAA 1019. The Cathedral as a Living Object.

In the Middle Ages, sometimes referred to as the “age of cathedrals,” ecclesiastical buildings of incredible size, grandeur, and artistic merit were built. These constructions of glass, stone, and wood were covered in paint, gilding, and sculpture and filled with incense, music, and processions, all of which added to the overwhelming, multisensorial experience of stepping into a cathedral in this period. This course will look at the remarkable art of the cathedral – the buildings, as well as the art within them, and how these buildings changed over time. They are living objects and this course aims to help us see the many eras and changes in these buildings, to know them as they truly are – made anew over and over, to serve the evolving needs of the people who use(d) them.

HIAA 1020. Topics in East Asian Art.

Topics in East Asian Art. Topics will be listed separately.

HIAA 1051. Codicology Compared.

This seminar will critically explore select issues in the study of codicology across Christian and Islamic traditions, particularly in the Mediterranean Basin and adjacent areas of contact. Not a chronological survey, the seminar will instead investigate topics of current art historical and historiographic significance, including: the relationships between manuscript painting and textual traditions and sources; cultures of reading; the impact of religious practice on visual programs; modes of book production and reception; histories of book collecting and provenance; the rise of the professional illuminator in relationship to changes in the locales; along with the methods and means of book production.

HIAA 1070. Spanish Art in the Age of Empire.

This course examines Spanish artistic culture in the 16th and 17th centuries, when Spain ruled the Low Countries, parts of Italy, the Americas, and the Philippines. We will study foreign-born painters active in Spain (e.g., Sofonisba Anguissola and El Greco), Spanish artists who worked abroad (such as José Ribera), the court painter Diego Velázquez—raised in the global trading capital of Seville—and others. Taken together, their art encompassed intensely religious imagery and mythological scenes, humble still lifes and magnificent royal portraits—many on view at a major exhibition at the Boston Museum of Fine Arts in spring 2026.

HIAA 1090. Writing About the Arts.

Writing is a critical skill for those who engage in the practice of art history, art criticism, and art theory. This writing-intensive workshop/seminar will offer students the opportunity to encounter various kinds of art in various real-world settings, then write about them. Different genres of art writing will be explored (reviews, museum wall texts, scholarly analyses, etc.) and, through frequent short assignments, participants will learn to write with greater clarity, precision, and organization. Readings will explore the problems entailed in art historical description and what happens when visual ideas become texts.

HIAA 1101A. Illustrating Knowledge.

This seminar will investigate the history of illustration from the first manuscript maps and printed herbals to the present, including paintings, photographs, and computer imaging. We will investigate the role of pictures in the exchange of scientific ideas, and modes of representation developed in both the arts and the sciences. Enrollment limited to 19 first year students.

HIAA 1101B. Seeing and Writing on Contemporary Arts.

The purpose of this writing intensive seminar (especially designed for freshmen) is to train the students in both seeing and writing on contemporary art. The class will be based on looking at specific works of art of the twentieth century in museum context (using nearby collections, notably) and on how to translate visual observations into analytical and critical writing.

HIAA 1101C. Water and Architecture.

The seminar explores the varied ways in which water is manipulated in architecture and urban planning. It is organized in 'archaeological' order: from the most recent to the oldest. We will examine case studies, beginning with Tadao Ando's Water Temple and Frank Lloyd Wright's Fallingwater. We will examine the local examples of Slater Mill, the Blackstone River, and Barnaby Evans' Waterfire. We will then look back at historical examples: the Hoover Dam, the creation of Venice and the Grand Canal of China, the fountains at Versailles, the Islamic gardens at Isfahan, the medieval hydraulic plan for Canterbury Cathedral, and the Roman aqueduct bridge of the Pont du Gard. One of the principal aims of the course is to place the discussion of design into historical, technological and environmental contexts, and to provide students with experience in the production of architectural projects

HIAA 1104. From Treasuries to Cabinets of Curiosity: A History of Collecting Art and Artifacts.

From the Treasury of Saint-Denis in medieval Paris to Athanasius Kirchner's museum of curiosities in early modern Rome, collectors have long been fascinated by the finest objects formed by nature and human hands. This seminar will focus on the intersection of art and science and the principles of early modern collecting and display. Each week students will consider how collectors classified objects as wonders of art or science, and how the princely and scientific collections of the early modern world shaped modern museum practices. Attention will also be given to the global trade networks that made the collection of such objects possible.

HIAA 1105. Otherworldly and Other Worlds: Representing the Unseen in Early Modern Europe.

This course will examine European beliefs about vampires, witches, angels, demons, "monstrous races" and other enchanted and unseen beings between 1500-1800—the era of the famous witch hunts and a period of confrontation between belief and disbelief about these figures. Spurred by new instruments like the telescope, new technologies in printing and cartography, and unprecedented travel across the globe, knowledge about the universe increasingly expanded in this period to incorporate new discoveries and observations. Close analysis of several case studies will highlight how dramatic debates about these creatures played out in visual form in early modern Europe.

HIAA 1120B. History of Urbanism, 1300-1700.

Examines major themes in the history of urbanism by concentrating on selected towns and cities in order to explore general issues (e.g. the relationship of town and countryside and the emergence of capital cities) and characteristic urban building (e.g. fortifications, designed squares, civic monuments). No prerequisites. A short oral presentation and term paper are required.

HIAA 1120C. History of Western European Urbanism 1200-1600.

Examines major themes in the history of urbanism by concentrating on selected towns and cities in order to explore general issues (e.g. the relationship of town and countryside and the emergence of capital cities) and characteristic urban building (e.g. fortifications, designed squares, civic monuments). No prerequisites. A short oral presentation and term paper are required.

HIAA 1121. Designed in European Style: Colonial Architecture of the Global South.

In many (post)colonial cities across the Global South, colonial architecture often continues to define contemporary cityscapes. These buildings—including but not limited to monuments, commercial spaces, hotels, and houses—function as sites of negotiation for decolonial rhetoric. This course traces colonial architecture across time, linking social, political, and cultural change with specific case studies of colonial architecture across South and Southeast Asia, West Africa, and South America. We will engage both broad theoretical overviews and closely read archival documents, photographs, plans, novels, memoirs, and films to understand colonial architecture in its historical and contemporary contexts. This course provides a foundation to understand the continuous reckoning with colonial remnants in the Global South. This is a WRIT and RPP course and is open to all undergraduate students.

HIAA 1150C. El Greco and Velázquez.

This course will study the great Spanish artists El Greco and Velázquez in relation to the major developments in 16th- and 17th- century European painting and in the context of the social, political, and intellectual concerns of Habsburg Spain, as well as the particular cultural milieu in which they each worked. We will trace El Greco's career from his native Crete to Venice and Rome and finally to Toledo, and Velázquez's from the commercial metropolis of Seville to the court in Madrid. In addition, we will examine their modern reception by art historians, artists, and collectors in Spain and beyond.

HIAA 1150D. El Greco and the Golden Age of Spanish Painting.

This seminar examines the career of the Greek painter from Crete known as El Greco in Spain where he worked in the late sixteenth and early seventeenth centuries. Emphasis will be given to the interaction of various European traditions in the culture of Counter Reformation Europe. Weekly readings and discussion and individual projects required. Enrollment limited to 25 students.

HIAA 1151. Painting Indigenous Histories in Colonial Mexico.

This seminar considers the ways in which indigenous histories and cultures were represented in manuscripts made by indigenous and missionary artists/authors of colonial Mexico. Part of our corpus will include manuscripts held in the John Carter Brown Library. Of particular importance to our inquiry will be definitions of writing and literacy; configurations of space and time; modes of recounting the past; representations of indigenous identities, the evolution and invention of pictorial forms; and the role of pictures in juridical contexts. The course will culminate with the creation of an online exhibition featuring books and manuscripts from the JCB's collection.

HIAA 1170B. Twentieth-Century American Painting.

HIAA 0800 is a suggested prerequisite. Weekly one-hour section required.

HIAA 1171. Cities, Landscapes, and Design in the Age of Pandemics.

This is a course about design and public health. Over the course of the semester, we will examine design proposals by architects, landscape architects, and urban planners which respond to a range of concerns about public space and public health. As a part of our study, we will explore topics including urban planning, and policy strategies proposed by Olmsted, Howard, Burnham, le Corbusier to address to fears about urban density, immigration, and contagion; the effect of treatment protocols for infectious diseases like tuberculosis (hygiene, fresh air, sunlight) on the evolution of the work of designers including Aalto, Neutra, Eames, and others.

HIAA 1172. Words and Modern Architecture.

From its emergence against the backdrop of the industrial revolution and European imperialism, architectural modernism has been shaped by a distinct vocabulary. This course interrogates how architects and critics have used critical terms to define modern architecture in theory and practice. We will investigate the role of six of these words in the formation of architectural modernism: nature, material, structure, detail, program, space. Concentrating on the circulation of these terms in the Anglican world, we will consider their introduction from colonial encounter and French and German discourse. We will also investigate how these defining concepts are linked to mass media.

HIAA 1175. Dance and Architecture.

While debates about the importance of experiencing space through movement have only emerged in architectural theory since the late 19th Century, 'movement in space' has been planned by choreographers for centuries. This class examines the connections and theoretical debates between these two art forms through a number of European and American case studies from the 20th Century. Along the way we will encounter major 20th Century Architects, Set Designers, Dancers and Choreographers, learn about the long history and approaches to dance notations, understand about major stylistic breakthroughs and key works of choreography in space, as well as major theoretical statements. We will invite students to explore their own ideas of movements in space via an exercise in choreography for a space at Brown University. We hope to invite Beth Weinstein, author of "Architecture and Choreography" for a guest lecture. A

HIAA 1181. Prefabrication and Architecture.

Architects have been captivated prefabrication since the Industrial Revolution revealed the benefits of mechanized human labor. This undergraduate project seminar will examine the provenance and relevance of prefabrication. We will consider the prefabricated traditions of Africa and Asia as the foundation for the discipline of "vernacular architecture"; and conceptualize prefab as a technology of colonial expansion, solution to the postwar housing crisis, expression of 1960s counterculture, and response to climate change. Case studies will be drawn from Africa, Australia, Asia, Europe, and North America. A

HIAA 1182. Spaces and Institutions of Modernity.

This undergraduate seminar will explore canonical and emerging theories of modernity as they intersect with our understanding of space and the role of the built environment and designed objects within it. The seminar will be organized as a series of case studies of the iconic sites and institutions of modernity (the metropolis, the world's fair, the museum, the prison) as well as others that have also come to exemplify it (the ship, the plantation, the railroad, the colony). Class time will include analysis of primary documents and field trips to local sites. A

HIAA 1190. Spaces and Institutions of Modernity.

This undergraduate seminar will explore canonical and emerging theories of modernity as they intersect with our understanding of space and the role of the built environment and designed objects within it. The seminar will be organized as a series of case studies of the iconic sites and institutions of modernity (the metropolis, the world's fair, the museum, the prison) as well as others that have also come to exemplify it (the ship, the plantation, the railroad, the colony). Class time will include analysis of primary documents and field trips to local sites.

HIAA 1200A. Ancient Art in the RISD Collection.

The RISD Museum's ancient collection will be studied firsthand and in light of recent scholarship in Greek and Roman art and archaeology. Using the collection as a springboard, the course will explore original contexts for museum objects; issues of cultural property and museum ethics; conservation, restoration and display in museums; and notions of historical interpretation in museum display.

HIAA 1200D. Pompeii.

Pompeii and its neighboring towns are the best examples for studying the life, art, and architecture of a Roman town. This seminar covers the works of art and the life in the town as reflected in the monuments excavated over the past 250 years. Instructor permission required. A

HIAA 1201. Brushwork: Chinese Painting in Time.

How did the tenor of the individual brushstroke become the locus of value in traditional Chinese painting? What other possible standards of excellence—such as verisimilitude—were displaced in the process? This course pursues these questions by analyzing the great monuments of Chinese painting from the perspective of the aesthetic debates that defined them over the centuries. Proceeding from the famous Six Laws of Painting down to the aesthetic watershed of the Northern and Southern Schools, the course traces the fraught interplay of artistic practice and critical judgment in China over more than a thousand years. No prior knowledge required.

HIAA 1202. Mountains and Waters: Art and Ecology in East Asia.

For more than a millennium, painters and poets across East Asia have acclaimed soaring peaks astride expansive rivers as the most sublime of all subjects. Often termed "landscape" in modern English, these images of "mountains and waters" (shanshui) offer fascinating insights into the ways in which what we now call "the environment" was conceptualized in premodern East Asia. Drawing upon recent eco-aesthetic perspectives, this seminar examines these celebrated monuments of East Asian painting as ecological entities, investigating their relationships with the human and nonhuman beings that participated in their reproduction, and interrogating the moral implications of their enduring appeal. First year seminar

HIAA 1203. Patterns of Exchange: Ornament in Art and Architecture Between Local and Global.

This seminar will explore design history through the study of selected decorative motifs and design tropes (i.e., the lotus and dragon designs, floral and geometric motifs, and the concept of symmetry and repetition), examining their evolution through cultural and artistic exchange. Focusing on ornamental features found in movable art objects, such as textiles, ceramics, and metalwork, as well as architecture, students will trace the journey of these motifs across diverse cultures and time periods, observing how they adapt and transform in response to changing contexts. Through structured discussions, assigned readings, and curated museum visits, participants will critically analyze artworks that serve as prime examples of the exchange of decorative elements. This interdisciplinary course is tailored to appeal to a diverse audience, including students of design history, art history, art practitioners, individuals intrigued by the dynamics of artistic exchanges.

HIAA 1212. The Pictured Text.

Writing makes language visible, and thus concerns images. Language also delimits the legibility of imagery. Turning words into images and images into words occurs at great speed around us. This course explores the relation of text and image across world traditions—Chinese, Mayan, Egyptian, Islamic, Greco-Roman, and others, extending up to the present. Topics include: calligraphy, context, scribal practice, the form and shape of writing, including typography, hidden or pseudo-writing, graffiti, and contemporary art.

HIAA 1213. The Bureaucracy of Hell: Envisioning Death in East Asian Art.

This seminar examines the material and visual cultures of death in premodern East Asia. Topics include the materiality of funerary rites, the practice of entombing the dead with miniatures, and the visual tradition associated with the influential Scripture on the Ten Kings, which envisioned the afterlife as an infernal bureaucracy. We will discover that the way people in premodern East Asia envisioned death had a lot to do with the way in which they experienced life. By thinking through the continuities, we will use the present traces of death to envision the absent world of the living.

HIAA 1300. Topics in Classical Art and Architecture.

No description available. Topic courses listed separately.

HIAA 1301. The Palaces of Ancient Rome.

This seminar addresses the palatial art and architecture of the ancient Roman Empire. Key themes include the architectural articulation of political power; the role of international relations in expressing cultural power; the interplay of influence among palaces and villas; the art of adornment, luxury, and collecting; the interaction of architecture and landscape, including interior gardens and urban environments; the critical analysis of archaeological evidence, reconstruction, and legacy. A

HIAA 1302. Women and Families in the Ancient Mediterranean.

What was life like for the women of the ancient Mediterranean? What rights, roles, responsibilities, and expectations defined their lives? Why is the examination of art and architecture such an important source for answering these questions? This course will provide a comparative perspective exploring Greek, Etruscan, and Roman case studies.

HIAA 1303. Pompeii: Art, Architecture, and Archaeology in the Lost City.

Buried by the eruption of Vesuvius in 79 CE, Pompeii stands as a time capsule of city life in the Roman Empire of the 1st century. Exploring the city's grand public baths, theaters, and amphitheaters, its seedy bars and businesses, its temples for Roman and foreign gods, and its lavishly decorated townhomes and villas, this seminar will reconstruct a panoramic view of Roman daily life and consider the Vesuvian region's modern reception since its rediscovery in the 18th century. A

HIAA 1304. Spectacle! Games, Gladiators, Performance, and Ceremony in the Roman World.

Theaters, amphitheaters, baths, circuses, and imperial residences pepper the former territory of the Roman Empire. Modern films conjure the fantastic, yet ephemeral, events of days long past, amplifying the fascination of these ubiquitous ruins. For the Romans, however, spectacle was not only about fun and games. What really took place in these spaces, and why? Learn to separate fact from fiction as we consider artistic, architectural, and archaeological evidence to understand how and why spectacles were fundamental to Roman daily life. A

HIAA 1305. Pre-Columbian Art + Architecture.

Survey of ancient art and building in ancient America, with a focus on Mexico, Central America, and the Andes. Underlying concepts include: meaning and method, cosmos and kingship, narrative and symbol, personality and authorship, empire and royal court. Rich collections of the Haffenreffer museum will form the focus of work in the class. A

HIAA 1306. Art and Crime: The History and Hazards of Collecting the Classical.

What if almost everything you thought you knew about Classical art was wrong, or at least highly suspect? This course will introduce and debate the epistemological and ethical problems entangled in the collection, display, and study of ancient art. Topics of discussion, among others, will include: How have decontextualized artifacts shaped narratives of ancient art? How are looting and forgery intertwined? Do museums and collectors unwittingly support the illegal trade of artifacts? What should be done with the thousands of unprovenanced objects in museum collections? What is repatriation and why is it such a complex issue?

HIAA 1307. Politics and Spectacle in the Arts of Ancient Rome.

This seminar investigates the intersection of politics and spectacles in the artistic production of ancient Rome. We will explore a variety of public monuments to reveal how they codify essential aspects of Roman culture. Topics include the architecture of entertainment spaces such as theaters, amphitheaters, and circuses, as well as the social functions of spectacles such as gladiatorial games and triumphal processions. We will look at expressions of imperial propaganda in monuments such as tombs and honorific arches. The class also considers how these ideas entered the private realm in the form of domestic wall paintings, mosaics, and sculpture gardens. A

HIAA 1308. Arts of Memory in Ancient Rome.

In ancient Rome, art and architecture were important vehicles for preserving memories, both individual and collective. Works of art such as reliefs, stelae, paintings, and monumental tombs, perpetuated the memory of historical events and honored the legacies of notable individuals. This seminar will explore the multiple forms of commemoration in ancient Roman art and architecture, considering a variety of media including burials and cenotaphs, triumphal arches, honorific columns and statues, among others. We will analyze the monuments built by and for members of the Roman elite, as well as private memorials dedicated by ordinary citizens. (A)

HIAA 1310. Topics in Hellenistic Art.

Topics course . Topics listed separately.

HIAA 1360X. The Aesthetics of Color: History, Theory, Critique (GNSS 1960X).

Interested students must register for GNSS 1960X.

HIAA 1400F. Research Seminar Gothic Art.

No description available.

HIAA 1401. Objects of Devotion in the Middle Ages.

How did people in the medieval world 'do' devotion? What role did objects and architectural spaces have in engaging with the divine? This seminar explores the liminal role objects and spaces had as mediators, as foci, and even the metaphysical embodiment of saints in the Middle Ages. We will study the legacy of attitudes toward icons, relics, and martyrdom in Late Antiquity in the early and high European Middle Ages. We examine the medieval approach to materials and the meditative and performative use of devotional art. Topics to be explored include relics and bodily remains, architecture, pilgrimage, gendered devotion art, iconoclasm, and modern museum practices exhibiting devotional art. Students will have the opportunity to engage in-depth with devotional from the Hay Library and the RISD Museum.

HIAA 1410A. Topics in Islamic Art: Islamic Art and Architecture on the Indian Subcontinent.

This course focuses on architecture, manuscript paintings, and decorative arts produced under the patronage of Islamic rulers, who dominated the Indian subcontinent between 1192 and 1858. The class will examine works of art as instruments in the process of establishing an empire as well as expressions of political and religious power. A

HIAA 1410B. Painting in Mughal India 1550-1650.

The Mughal (Muslim) rulers of north India in the sixteenth and seventeenth centuries presided over what was then the richest, most cosmopolitan culture in the world. The earliest rulers were open-minded and intellectually voracious; they brought together Persian, Turkish, and a variety of indigenous Indian traditions to create a distinctive new way of representing and living in the world. This cultural interaction, and the important role played by Portuguese missionaries and English traders, will be the focus of this seminar.

HIAA 1411. Illustrating Indigenous Knowledge in European Print.

This seminar examines the transatlantic politics of publishing indigenous knowledge. In early modern Europe, pictorial prints codified paradigm shifts in geography, ecology, and medicine. Knowledge of newly conquered lands appeared in books illustrated by artists who, often, had never visited the places they pictured. Meanwhile in the Americas, indigenous and creole artists appealed to experienced printmakers and publishers in Europe while building resources and artisanal knowledge among local printmakers. How did the power dynamics of coloniality shape the way knowledge of indigenous peoples was codified? We will answer this question through study of illustrated books in special collections at Brown.

HIAA 1420. Monarchs, Gods and Demons: The Art of the Ancient Near East.

This seminar explores the art and architecture of the ancient Near East, focusing on the interconnected cultures of ancient Iraq, often referred to as Mesopotamia or the "Land Between the Rivers," and Iran from ca. 4000 to 300 BCE. We will trace the development of visual and material culture over the course of arguably the world's oldest civilization. The class will draw on methods and topics from the fields of archaeology, Assyriology, and religious studies. In exploring the "deep time" of the ancient Near East, we will ask fundamental questions about the role of the visual in human society. What is an image? What powers does it have over our lived reality? What makes an image divine? What is a monument? How do art and architecture participate in defining institutions such as the city, religion, or the state?

HIAA 1430A. The Visual Culture of Medieval Women.

Considers women as patrons and producers of medieval art and architecture, and examines the imaging of women in medieval works of art. Topics include: feminist perspectives in medieval history and art history, patronage by royal and aristocratic women, costume and textile production, and the art and architecture of female monastic communities. Optional FLAC French conference offered.

HIAA 1432. Borderlands: Art and Culture between Rome and Iran.

We tend to think of borders as hard and fast lines on a map, separating two distinct spheres of territory under different political authorities. In the ancient world however, borders formed regions of uncertain control, places defined by zones of influence projected from cities, with authorities and actors adept at playing both sides. This was especially true in the Classical and Late Antique Middle East, a region contested by the great empires of Rome and Iran. This class examines the art and architecture produced both by and between Rome and Iran. By studying the depictions (and appropriations) of the other, and the visual and material record of liminal places such as Palmyra, Commagene, Hatra, and Dura-Europos, this course investigates the forms of cultural expression in contested places, and how they forged an international visual language of power, prestige, and sacrality.

HIAA 1440B. The Architecture of Solitude: The Medieval Monastery.

Religious men and women, as well as their patrons, sought to establish places of devotion and learning across the medieval landscape. This course examines the rise and development of the medieval monastery from its late antique beginnings in the deserts of Africa to the rise of the preaching orders in early thirteenth-century Europe. Emphasis will be placed upon the material expressions of western monasticism and upon the notion of the monastery as an architectural, archaeological and historical research problem through examination of individual case study examples. Instructor permission required. Enrollment limited to 12. A

HIAA 1440D. The Gothic Cathedral.

A

HIAA 1440E. The Body and the Senses in Medieval Art.

The seminar considers the contradictory aspects of embodiment in the visual and material culture of the Middle Ages. We will examine the veneration of holy bodies through living holy individuals, and through body parts (relics) and the Eucharist enshrined in sumptuous containers. We will look at the iconography of death and resurrection, the representation of the body in painting and sculpture, attitudes toward sexuality, the performance of identity through clothing, and the sumptuary laws that governed clothing and behavior. We will investigate funerary rituals and burial, and the movement of living bodies in dance and in civic and religious processions. A

HIAA 1440F. Architectural Reuse: The Appropriation of the Past.

This seminar will consider the survival, revival and adaptive reuse of older objects, texts and built spaces in the visual and material culture of successor cultures. We will look critically at the literature on the archaeology of memory, "Renaissance and revival" spolia studies and adaptive reuse. The seminar will examine selected case studies, including the reuse of sculptural elements in the Arch of Constantine, the conversion of Pantheon into a church and Hagia Sophia into a mosque, appropriated elements in the Qutb mosque in Delhi and the adaptation of the Bankside Power Station as the Tate Gallery.

HIAA 1460. Topics in Medieval Archaeology.

No description available.

HIAA 1470. The Lactating, Menstruating Christ: Constructing and Depicting Gender in Late Medieval Europe.

Throughout the long span of the Middle Ages, gender was a mutable category, dangerous and at times powerful because of its instability. This seminar explores the conceptualization, creation, and demarcation of medieval gender, drawing from both medieval texts and the physical record — art, architecture, archaeology, and objects — for evidence. In the first half of the course, we will discuss how gender was defined, bounded, and represented. We will draw from the resulting grasp of how gender was constructed and performed in the second half of the course to complicate, nuance, and interrogate how gender operated in particular contexts and for particular purposes.

HIAA 1550A. Prints and Everyday Life in Early Modern Europe.

Uses the resources of the RISD Museum in graphics and decorative arts (weaponry, embroidery, textiles, and ceramics) from the early modern period. Examines the use of ornament and mythological and sacred themes as they relate to crafts and the transmission of culture, focusing on the making, distribution, materiality, and histories of objects of everyday life.

HIAA 1550B. Topics in the Early History of Printmaking: Festival and Carnival.

This course looks at the printed festival books made for recording ideal versions of royal entries, funerals, weddings and other printed expressions of regal celebration, alongside printed, painted and otherwise recorded evidence of popular celebrations such as carnival, and civic and religious festivals such as the Sienese palio. Although beginning with circulated prints and books, we will also look at the material culture of these events in their widest sense to investigate the advertisement and control of festival cultures. The class will focus on early modern Italy but students are welcome to broaden our geographic horizons. Enrollment limited to 20.

HIAA 1550C. Dreaming of Food in the Early Modern World.

Floods, wars, trade, climate change, class distinctions, carnivals and public feasts kept food at the forefront of the early modern imagination. Focusing on Italy, but including its global connections, we will look at the cultures of food as the material of art and literature in markets, vineyards, courts, recipe books, medicine, kitchens, and the dreams of the hungry. Investigating the cultivation, presentation and consumption of food through related arts and the evolution of manners allows us to consider the design of tableware, food sculpture, and tapestries alongside more canonical arts. Some previous art history required, languages helpful. Upperclass seminar.

HIAA 1560A. Italy and the Mediterranean.

Sicily, Venice, and Rome were Medieval and Renaissance international centers whose populations of pilgrims, traders, soldiers, and diplomats occasioned opportunities for cultural cooperation and violence between East and West. We will study mosaics and architecture of the multi-ethnic Norman rule following the Islamic conquest of Sicily; Venetian relations with the Ottoman Empire and its Greek colonies in goods, painting styles, architecture and atlases; and in Rome obsessions with Egyptian engineering, the vitality of Arabic studies, and reports of travelers resulting from papal efforts to incorporate Eastern Christians under the umbrella of the Roman church. Enrollment limited to 20 juniors and seniors.

HIAA 1560B. Mannerism.

This class provides an opportunity to study courtly painting, sculpture, prints, drawing and architecture of the movement that became known as Mannerism. The material will focus most strongly on the art of Florence and Rome, but we will also be looking at France and Bohemia, and at the history, literature and literature of art of those centers.

HIAA 1560C. Renaissance Venice and the Veneto.

This course explores the visual culture, theater, ritual, architecture, and urban development of Venice and the Veneto from the late medieval period through the 16th century, tracing the development of painting, sculpture, architecture and a literature of art within the city's unique physical configuration and relationship with the East. For advanced students, written permission required and given at first meeting. A

HIAA 1560D. Siena from Simone Martini to Beccafumi.

This course will focus on the art and architecture of republican Siena over the 250 year period before its annexation to Tuscany in 1555. We will study the relationships between piety, work, and politics in a rich period of building and decorating that has determined the look and, to an extent, the culture of the city until the present day.

HIAA 1560E. The Arts of Renaissance Courts.

Courts were active patronage centers in the areas of secular and religious painting, sculpture and architecture, book illumination, rich narrative textiles for interior use and ornamental ones for costume, as well as ephemeral works for theatrical productions, triumphal entries and festivities. Artists working at court were able to ignore guild regulations, and acquired a status for themselves that set them apart from other urban practitioners. Centering our investigation on primary sources as far as possible, we will study a wide range of works, materials, ideologies and practices that contributed to the reputation of the Italian courts as centers of opulence and power. Final project and weekly class meetings required. Enrollment limited to 20. Instructor permission required.

HIAA 1560F. Topics in Italian Visual Culture: The Visible City, 1400-1800.

We will look at the image of the city in all media, attending to the contexts in which they are illustrated, the technologies of representation and the reasons for imagining cities, taking into account iconic and symbolic representations, personifications, maps and views, and comparing visual and textual descriptions of the places of early modern urban life.

HIAA 1600A. Bosch and Bruegel: Art Turns the World Upside Down.

An in-depth look at the work of these two enigmatic Netherlandish artists. After seeing how art history uses various methods to establish what they actually painted and drew, we will move outwards to interpretation and historical study of their images of comedy, proverbs, religion, and landscape. Artworks in local museums will be important focuses of discussion. Prerequisite: Any history of art and architecture course numbered below 1000.

HIAA 1600B. Caravaggio.

Caravaggio is one of the great revolutionary artists and a real cultural phenomenon in his own time and ours. This seminar considers in-depth the nature of his work, the different historical strategies used to explain it, and possible new approaches.

HIAA 1600C. Italian Baroque Painting and Sculpture.

Examines developments in painting and sculpture in 17th century Italy with focus on the impact of the Catholic church and the rediscovery of antiquity on church and palace decoration, public and private commissions, and the rhetoric of Baroque style and iconography. Study of individual artists, including Caravaggio, Artemisia Gentileschi, and Gianlorenzo Bernini, as well as art academies, the mechanics of patronage and writings about art and artists.

HIAA 1600D. The Art of Peter Paul Rubens.

The seminar will study the seminal work of Rubens in all its aspects.

HIAA 1600E. The World Turned Upside Down.

Seminar examining the comic and satirical traditions in Netherlandish art, including works by Hieronymus, Bosch, Pieter Bruegel the Elder, Adriaen Brouwer, and Jan Steen. How do visual images connect with writers such as Erasmus and Rabelais, with polemical satires of the Reformation, and with popular literature along the lines of *Renard the fox*. What historical developments were at play in the formation of comic stereotypes and the representation of charged events such as the celebration of carnival?

HIAA 1600F. Antwerp: Art and Urban History.

No description available.

HIAA 1600G. Art + Religion in Early Modern Europe.

In this seminar we will reconstruct the various ways in which visual communication participated in the practice and changes of religious life during the early modern period (1400-1800). Topics will range from the role played by prints in the spread of the Reformation to the design of new kinds of architecture for the implementation of the Catholic Counter Reformation. Close attention will be given to the significance of iconoclasm (destruction of images), ideals of visual communication for religious persuasion, the invention of new methods of meditation with visual focus, and the relationship between sacred words and images. Enrollment limited to 20.

HIAA 1600H. Comedy in Netherlandish Art From Hieronymus Bosch to Jan Steen.

No description available.

HIAA 1600I. Collections and Visual Knowledge in Early Modern Europe: 1400-1800.

Examines the ways in which collections organized and developed new kinds of knowledge and practices. Collections were decisive in the formation of art, history, science, religion, politics, and international relations. We will discuss the rationales behind these different kinds of collections, the order in which things were placed, the visual organization and architecture that created the first museums, and the economics of collections. Attention to the collections of kings, artists, natural scientists, middle class citizens, humanists, and the devout will provide examples from a wide variety of perspectives. Enrollment limited to 20.

HIAA 1600J. Rembrandt.

This seminar will concentrate on art of Rembrandt. We will study his technique, development, and varied subject matter in all media from drawings to etchings and paintings. Rembrandt's work will be related to the historical contexts in which it was created and displayed. Prerequisite: previous courses in History of Art and Architecture. Enrollment limited to 20.

HIAA 1620. Arts Between Europe and the World: 1500-1700.

How did arts and visual objects of all kinds mediate between Europe and regions of the world opened to contact through trade, conquest, religious conversion, and the exchange of knowledge? This seminar will search for the major contexts of these exchanges and for the best methods to understand their histories. What conditions enabled or prevented mutual recognition? How were foreign materials imported and integrated, as with Chinese porcelain in the Netherlands or European glass in China? What balances of power determined exchanges, from the colonial extinction of Pre-Columbian art to the adaptation of western perspective in Japanese prints?

HIAA 1621. Abolition Architecture.

This graduate/undergraduate seminar introduces students to histories of abolition through constructed environments and artistic, material, and spatial practices. We study abolition of slavery, prisons, and borders during a period from the eighteenth century to the present. Attending to the distinct social movements and discourses sparked by these very different abolitionist targets, we examine the political, ethical, and aesthetic intersections that emerge. We investigate these problems through architecture, landscapes, material culture, and art, studying primary works, secondary texts, and methods. The course emphasizes study through historical reasoning as well as analysis of sensorial and affective material. This multimodal approach is necessary in studying forms of injustice in order to comprehend unfreedom, a paradoxical concept that produces cognitive dissonance and counters liberal reason. (A)

HIAA 1625. Native American Architecture.

Academic disciplines that discuss Native American pasts (such as archaeology, anthropology, and history) have historically characterized Indigenous peoples of North America by what they supposedly "lack." Architectural history is no exception. Despite a deep continental history of Native American constructions—whether monumental earthen mounds or effigies, village complexes, roads, or megaliths—Native architecture is often ignored in histories of architecture. Combining archaeological, ethnographic, archival, and oral-historical sources, this course exposes the erasure of Native Americans from architectural history and celebrates the diversity and complexity of Indigenous built environments. We first examine how different academic disciplines have historically studied (and sometimes erased) Native American architecture. Then we will survey Indigenous architecture before settler colonialism. We end the course studying the violence of and resistance to colonialism in North America and how contemporary Indigenous architectural traditions have been shaped in response.

HIAA 1626. Settler-Colonial Placemaking: From Vikings to the Homestead Act.

The term "settler colonialism" has become popular in recent years to define a spatialized structure of inequality between settler societies and Indigenous peoples. What exactly defines a "settler" in this context? What motivates the movement of people to "new" lands? What forms of violence do settlers enact on Indigenous land? And how has the contemporary landscape been shaped by settlement? To answer these questions, this course examines material and ideological transformations of space, architecture, infrastructure, and landscape that comprise the built environments of European settlements in the North Atlantic World. How might Colonial homesteads, plantations, fields and fences, mines and factories, mills and suburbs, capitals and museums, pipelines and railroads be considered built environments of settler colonialism and capitalism? How do these places come about, and what kinds of relations do they attempt to impose on Indigenous land?

HIAA 1627. Material Histories of American Capitalism.

Political upheavals of the last decade have re-centered capitalism as a social ill, at the root of our current climate crisis, racial and gendered inequality, and the alienating experience of work and life in the 21st century. But how did we get here? A historical approach to capitalism can help us better understand our current conditions. But this history is more than a timeline of events. This course will examine capitalism mainly in North America from 1750-1950 through three types of material culture: Landscapes/Architecture, Objects, and Infrastructure. We will examine concepts argued to be associated with "capitalism": modernity, individualism, industrialization, waged work, enslavement, dispossession, consumerism, and patriarchy. Methodologically, we will examine these concepts through specific material histories tied to spatialized and object forms, such as factories, lumber, plantations, mines, railroads, teacups, or greenbacks.

HIAA 1631. Authority, Identity, and Visual Culture in Colonial Latin America.

After the Spanish invasion, indigenous cultures of the Americas endured profound changes including the suppression of religious practices and reconfiguration of socio-political systems. During the succeeding centuries of colonial rule, diverse members of a highly stratified society relied upon cultural objects to contend for social, economic, political, and religious authority. This course considers the ways in which objects of visual culture in Mexico and Peru functioned as leveraging tools, means to assert authority and identity, ways to maintain the status quo, and forms of resistance with emphasis on the roles various participants played in artistic production and reception.

HIAA 1632. Re-Reading Architecture in Latin America.

This course intends to explore the history of post-independent Latin American architecture, including some aspects urban design, in the light of new theoretical positions that reveal omissions, hesitations and contradictions in existing historiographical registers. In order to undertake this historical exploration, the course offers an opportunity for students to create interdisciplinary connections between traditional architectural history and recent developments in other disciplines such as sociology, geography, and cultural theory.

HIAA 1650A. About Face: English Portraiture: 1600-1800.

About Face: English Portraiture, 1660-1800: This course will consider the function and meaning of portraiture in England from Sir Peter Lely's 'Beauties' of Charles II to James Gillray's social and political satires. We will pay particular attention to the interrelationships between official portraiture and unofficial forms such as caricature.

HIAA 1650B. Visualizing Revolutionary Bodies 1785-1815.

The French Revolution was accompanied by crisis in representation that was both political and cultural. This seminar will examine the problem of how artists and their publics sought to image, or literally to "embody" new forms of individual and communal identity in painting, prints, public festivals, and sculpture. Students will be encouraged to draw on the resources of the John Hay Library, the RISD museum, and other local museums and archives for their research projects.

HIAA 1650C. Visual Culture and the Production of Identity in the Atlantic World, 1700-1815.

This seminar will examine the production, reception and circulation of visual culture within the vortex of the 18th century Atlantic world (including such sites as Britain, France, colonial America, Mexico and the Caribbean). Enrollment limit 20.

HIAA 1650D. Souvenirs: Remembering the Pleasures and Perils of the Grand Tour.

Examines visual image and objects, ranging from portraits, landscape watercolors and graphic satires, to cork models of antiquities, which served to remind and remake travelers' ideas of Italy and other sites on the eighteenth century Grand Tour of the European continent. We will examine the role of anxiety, laughter, pleasure and danger in a rite of passage that was designed to elevate and educate young men, artists, and increasingly, women and men from the middling orders. Enrollment limited to 20.

HIAA 1711. Black and White: Imagining Africans and African Americans in Visual Culture.

Examines forms of visual culture—paintings, prints, photographs, sculpture—that participate in the formation of racial, social, and national identity in the U.S. from c. 1776-1930. Focuses on how visual culture figured African and African Americans in their interrelationships with each other and with other social groups in the U.S.

HIAA 1720. The Art of Portraiture: Pre-Histories of the Selfie.

The selfie is ubiquitous today, but posing for a portrait has a history. This seminar examines the art of portraiture—from the celebrity to the beloved pet to its medium in paint, print, and stone—during the period of its modern formation in the eighteenth century. How are new concepts of the self represented through expression, environment, and stuff? How do people fake it in portrayal to redeem or elevate their pasts? How can a portrait serve as a stereotype and how can it visualize a more equitable society? Course includes visits and assignments in museums.

HIAA 1721. Real and Unreal Landscapes.

This seminar is about how artists imagine the land, and the relationship between people and the places that they inhabit. We will think broadly about how people have conceptualized "nature," the "landscape," and "colonization" from the eighteenth century to today as well as hone in on specific artistic traditions, including those in Africa, Europe, and South Asia and across the Atlantic, Indian, and Pacific oceans. This class will investigate materials that come from the land, such as oil, clay, and pigments; other aspects of the environment, like waterways and clouds; and other art forms, including music, fiction, and dance. A

HIAA 1770. Architecture and Visual Culture of Empire.

This combined undergraduate and graduate seminar examines important urban and architectural concepts and practices that accompanied the expansion of colonial rule across much of the world during the 19th and 20th centuries. Topics to be considered include: how early cultural encounters prefigured later representations of colonizing/colonized communities and their corresponding material cultures; colonial spatial orders and their implied relationship to forms of governance; debates on colonial domesticity and the proper arrangement of the home; and post-colonial architectural developments that grew out of the historical experience of de-colonization. We will consider primarily territories formerly under British, French, and German rule. A

HIAA 1771. Eclectic Arts in the Global 19th Century.

How does art motivate the economy, participate in political action, develop society, and aspire to beauty? In this introduction to the arts of South Asia, 1650 to the present, we will consider these questions. From the floral designs adorning the Taj Mahal to popular clay figurines, and from the British colonial production of turning raw cotton into patterned cloth to Gandhi's movement for independence based on the hand-spun, we will examine the arts of painting, sculpture, and monumental architecture alongside the decorative arts of textiles, furniture, ceramics, and bronze, and modern artists' contemplation of earlier traditions to create the contemporary.

HIAA 1810. Contemporary Art and Activism.

This seminar will trace the ways that art has been conceived as a form of political activism since 1989. We will analyze strategies such as social practice, relational aesthetics, new genre public art, tactical media, critical geography, useful art, and the interactions among artists and Occupy. Emphasis will be on these recurrent issues: the relationship between aesthetics and politics, conceptions of community and the public, and the practical aims of art, both intended and actual. Close readings, class discussion, and weekly response papers will culminate in a final research paper interrogating the political implications of a single artist or artwork.

HIAA 1811. Possible Futures: Art and the Social Network before the Internet (1950-1979).

Decades before the invention of the Internet, artists used computers, cybernetics, and systems theory to envision and engender social networks in their art. This seminar will examine these creative and conceptual experiments with new media, from programmable objects that invite audience participation, to interactive installations accentuating viewers' connection to the environment, to televisual and video works that illuminate how media structure identity and society alike. We will grapple with the extent to which this period gave birth not only to the technologies of the present but ideas about what society can and should be.

HIAA 1820. Abstraction in Theory and Practice.

This seminar will examine the proliferation of abstraction in the first half of the twentieth century. Looking closely at artworks and primary texts from movements such as Cubism, Futurism, Orphism, Expressionism, Suprematism, Constructivism, the Bauhaus, and De Stijl, our discussion will emphasize the politics of form—that is, how artists understood their artworks to directly engage with and even restructure their audiences and the world. enrollment limited to 20

HIAA 1822. Dada and Surrealism: Anarchy, Exile, Alterity.

This seminar will examine the experimental practices of Dada and Surrealism with a focus on the historical conditions, theoretical influences, and political ambitions that shaped them: the trauma of war; experiences of exile and displacement; uses and abuses of psychoanalysis, anthropology, and political theory; Communist allegiances; as well as anti-colonial projects and counterparts in the Caribbean, Latin America, and North Africa. We will consider a range of artistic practices (performance, assemblage, the "readymade," photomontage, poetry, painting, sculpture, exhibitions) with the aim of complicating our understanding of these movements and assessing the relevance of their subversive project today.

HIAA 1850A. Frank Lloyd Wright.

Seminar concentrating on the architecture of Frank Lloyd Wright—usually considered the most important architect in American history—and the critical discourse surrounding it. Selected scholarship serves as a paradigm for broader discussions about the history, contemporary roles, and shortcomings of architectural criticism and historiography. Examines the Frank Lloyd Wright Foundation's approach to critical scholarship and the commercialization of Wright's oeuvre.

HIAA 1850D. Film Architecture.

Since the 1920s, a far-reaching discussion about the mutual influence between the two most important art forms of the 20th century - film and architecture - has engaged set designers, architects, cinematographers and critics. Apart from a fascination with the impact that the techniques of the new medium, such as montage, slow motion, close-ups and camera movements, would have on the perception and presentation of architecture, there continuously has been an enormous interest in the potential of film sets as a realm where visionary, historic, mystical or psychological space could be developed. This seminar will study selected chapters in the history of cinematic set design through the twentieth century and examine masterpieces, major movements, protagonists, and crucial theoretical debates. In addition, the course looks at the depiction of the city through film and the role of the movies as a reflection, commentary, and experimental laboratory for contemporary architecture. A

HIAA 1850E. Architecture, Light and Urban Screens.

This seminar explores the history, theory and practice of architectural illumination and the notion of electric light as a "building material." We will also consider the current interest in urban screens and media facades. The course will follow a historic trajectory from ca. 1900 to the present and will introduce the students to the most important techniques, protagonists and critical debates over the past 100 years. We will critically examine the broader implications of lighting design, the tension between luminous advertising and architectural illumination, the relationship to stage lighting, the implications of a "nocturnal modernity" and the use of light for propaganda purposes. Enrollment limited to 20. Instructor permission required. A

HIAA 1850G. Contemporary American Urbanism: City Design and Planning, 1945-2000.

Examines the history of American urban planning from the canonization of the modernist tradition following WWII to its effect on urbanism over the remainder of the twentieth century. We will examine the influence of the modernist tradition on major urban processes of the time period, including urban renewal, sprawl, suburbanization, and downtown revival. The class considers how modernism was received and will include discussion on postmodern urban analysis and contemporary approaches to green planning. No prerequisites, but prior courses in twentieth century architecture, art, or visual culture will be helpful. Enrollment limited to 20. Instructor permission required. A

HIAA 1850H. Berlin: Architecture, Politics and Memory.

This course deals with the architecture and urbanism of the German capital and the way the city's traditions of commemoration in different phases of its history and under different political regimes. Students will research historic structures and sites of the 19th through 21st Centuries and engage with the intense German debate about historic preservation and commemoration. The course will travel to Berlin during spring break. There we would meet with local architects, politicians and artists to discuss the city's engagement with its dramatic past. Course enrollment by application. A

HIAA 1850I. Architectures of the Sea: Space and Place in the Maritime Cultural Landscape.

This course charts the spatial histories of maritime architecture, from the 18th century to present. Casting a wide net, we will explore the global network of seaborne vessels and the attendant architectural and urban environments that together produced the modern world. Venturing beyond architectural history, this seminar questions how we conceive of space and place in light of the many disciplines invigorated by the spatial turn, among them: Cultural Geography, Anthropology, Marine Archaeology, History, and Cartography. Themes include: the spaces of the transatlantic slave trade, the ocean liner and mass migration, seaside holidaymaking and postwar leisure, and naval and imperial mobilities.

HIAA 1850J. Mies van der Rohe: An Architect and his Time.

This seminar introduces students to the work of Ludwig Mies van der Rohe (1886-1969) one of the most influential architects of the 20th Century. His 65-year career produced a comparatively small number of buildings (and an equal number of unexecuted projects), but among those are exemplary solutions for several building types that are still influential the world over today. The course will introduce students to skills in reading and understanding architecture, to archival research, and in critically assessing the tool of an architect's biography. This will include a critical, comparative analysis of a number of recent biographies on Mies. We will discuss which contextualizing questions to ask and put Mies at the center of a framework of artistic, social, legal, structural and critical conditions. (A)

HIAA 1870. Cannibalism, Inversion, and Hybridity: Creative Disobedience in the Americas.

This seminar examines how artists and intellectuals have depicted, constructed, and defied the notion of "America". While focusing on Latin America in the 20th and 21st centuries, we will also consider Chicano/a artistic production in the U.S. We will look at a series of concepts—cultural cannibalism, inversion, hybridity, in-betweenness, and tropicity—that shape our present understanding of the continent and subvert the legacy of colonialism and imperialism. This seminar considers these terms as current theoretical modes of inquiry and as recurring themes in cultural production, including literature and the visual arts.

HIAA 1870B. SoCal: Art in Los Angeles, 1945 to the Present.

Recent exhibitions, scholarship and media have turned to Los Angeles as a site of exploration of both American art and the larger frameworks of the Americas and international contemporary art. The character of media is directly connected to the circumstances of Los Angeles as a creative community built around an industry of visuality (film). This undergraduate seminar will examine postwar architecture, exhibitions, installation, land art, painting, performance, photography, public art and sculpture in Los Angeles and its impact on art history. This course may be open to a limited number of graduate students.

HIAA 1880. Criticality and Modern Art.

This seminar will interrogate a central way of understanding the politics of twentieth-century art: criticality. The notion that art's relationship to society is one of negation, diagnosis, and destabilization pervades modern art history. This seminar will trace the development of criticality as an artistic practice and art-historical methodology. Alongside texts on critique in philosophy and theory, we will examine artists for whom criticality is paramount: Dada's ballistic mission, repetitions of the neo-avant-garde, anti-art, institutional critique, critical postmodernism, art as undercommons. We will end with recent claims of critique's collapse and assess the viability of criticality in art of today.

HIAA 1881. Architectural Replicas in the Modern and Contemporary Eras.

From World's Fairs to Disney World, copies of buildings are an important part of the architecture of entertainment in the modern and contemporary eras. But replicas, once valued as part of 'serious' architectural practice, also exist outside of the world of theme parks. This seminar will explore what it means to build an architectural replica in a discipline focused on originality. What forms do these replicas take? What might propel an architect to copy part or all of a building in their own work? What place might these replicas occupy in the canon of architectural history?

HIAA 1882. Indigenous Art, Issues and Concepts.

This seminar will map out the field of indigenous art with an emphasis on artworks from English-speaking settler colonial countries, concentrating on Native North American and Aboriginal Australian artists. We will approach indigenous art theoretically, outlining major issues and concepts of this global topic. Units will include defining indigeneity and indigenous art terms, anthropology in relation to art, and curatorial practice. We will begin by addressing the concept of indigeneity through legal and sociopolitical frameworks, continuing with museological display of indigenous art across time, and seeing how museums are working to better contextualize their anthropological collections.

HIAA 1888. Exhibition as Medium.

This seminar will examine "the exhibition" as a medium for artists in the modern and contemporary period, with particular focus on developments since the 1960s. We will look at artists who have staged alternative exhibitions in non-traditional spaces, worked within museums and galleries to dismantle curatorial conventions, and, most of all, created exhibitions that stand alone as single works of art. Emphasis will be on the relationship between form and content, the definition of audience and the public, and the intersections and tensions between art and history.

HIAA 1890E. SoCal: Art in Los Angeles, 1945-Present.

Recent exhibitions, scholarship and media have turned to Los Angeles as a site of exploration of both American art and the larger frameworks of the Americas and International contemporary art. The character of media is directly connected to the circumstances of LA as a creative community built around an industry of visibility (film). This UG seminar will examine postwar architecture, exhibitions installation, land art, painting, performance, photography, public art and sculpture in LA and its impact on art history. This course may be open to a limited number of graduate students.

HIAA 1890G. Contemporary Art of Africa and the Diaspora.

Will explore the art of contemporary Africa and its diaspora with an eye towards understanding the political and economic context in which it is produced and consumed. Our approach will be interdisciplinary, putting key theoretical texts from anthropology on the political economy of Africa in dialog with the works of contemporary artists. However, the intent here is not to reduce creativity to an economic activity alone, though we will be addressing the topic of art markets. Rather, we will explore artistic practices that surmount "the tyranny of the 'already,'" as Malian writers Konate and Savane have eloquently said. Enrollment limited to 20 juniors, seniors, and graduate students.

HIAA 1900. Museum Interpretation Practices.

This course examines current interpretive practices and offers students the opportunity to participate in creating interpretation for the museum context. Questions of material and form, power and identity, models of attention and perception, the relationship between language and vision; and what constitutes learning through experience will be considered. Throughout the semester students will develop their interpretive practice through a series of workshops, exercises, site visits, and critical discussions. This course takes place at the RISD Museum.

HIAA 1910A. Providence Architecture.

Seminar examining selected aspects of the architecture of downtown Providence from the late 19th century to the present. Projects require research at local archives, libraries, and architectural drawings collections. Instructor permission required. A

HIAA 1910B. Project Seminar: The Architecture of Bridges.

No description available.

HIAA 1910D. Water and Architecture.

The seminar explores the varied ways in which water is manipulated in architecture and urban planning. We examine several case studies, including Roman aqueducts such as the Pont du Gard, medieval urban and monastic hydraulic systems, Renaissance and early modern garden (and fountain) design, and the local examples of Slater Mill and the Providence water supply. A

HIAA 1910E. Project Seminar for Architectural Studies Concentrators.**HIAA 1910F. City Senses: Urbanism Beyond Visual Spectacle.**

Architecture and urbanism provide synesthetic experiences of space that don't necessarily privilege visual perception. This project seminar explores alternative approaches to design and an understanding of the city through explorations of all the senses. We will examine case studies of cities through the sounds of church bells, traffic, and water fountains; the smells of foods, plants, and sewers; or even the feelings of light and shade. Students are encouraged to work on projects that map the city through unconventional sensory markers, record sounds, distill scents, or film different corporal means of navigating the urban environment.

HIAA 1920. Individual Study Project in the History of Art and Architecture.

Reading and reports on an approved topic, supervised by a member of the staff. Project proposals must be submitted and approved no later than the first week of the semester. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 1930. The History and Methods of Art Historical Interpretation.

This seminar provides an overview of the methods and theories used by art historians and introduction to the history of the discipline. Through readings and discussions, we will examine how art history emerged as an intellectual pursuit and humanistic discipline in the modern era, and review its foundations in the Western philosophical tradition. The transformations wrought by the advent of critical theory and the incorporation of approaches from outside the discipline of art history will receive particular attention in the second half of the course. Open to juniors and seniors concentrating in History of Art and Architecture or Architectural Studies.

HIAA 1931. Museums, Histories, Critiques.

This course offers a historical and theoretical examination of the art museum from its eighteenth century inception to contemporary expectations and institutional critiques. We will explore the philosophical and social implications of collection and classification, architecture and display practice; institutional mission and audience experience; interpretive strategies and educational goals; curatorial practice and the artist as curator. This critical framework will offer a means to examine the museum's role in structuring knowledge and facilitating experience and its place within intellectual discourse and public life.

HIAA 1990. Honors Thesis.

The subject of the thesis and program of study will be determined by the needs of the individual student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 1991. Independent Study - WRIT.

This course should be taken in place of HIAA 1990 if students will receive substantive feedback on their prose -- on at least two assignments of any length. Completion of this course may be used to satisfy the writing requirement.

HIAA 2121. Buildings, Space, Power: Postcolonial and Decolonial Histories of the Built Environment.

This seminar examines the state of the field in historical studies of modern colonialism and imperialism and built environments. By reading and discussing recent publications in architectural history, urban studies, anthropology, history, literary studies, and colonial and postcolonial studies, the course identifies new approaches in the field, including a focus on intersections between colonialism and ecological disaster, development and the redistribution of land during and after colonialism, distinctive forms of labor that emerged in colonial built environment contexts, consumption practices and their role in nurturing new markets and new social classes, and strategies for navigating the contemporary material legacies of colonialism such as monuments and toponymy. Our study revolves around two principal questions: How was the built environment leveraged to support and sometimes challenge colonial and imperial ideologies? In turn, how have postcolonial societies worked to transform colonial built discourses?

HIAA 2210. Asian Reprographics A Long History of Impression.

This seminar examines the early history of reprography in East Asia. Defining reprography broadly to encompass all pre-photographic technologies of graphic impression, it explores the transfers that occurred within and between piece-mold bronze casting, ceramic molding, sealing, rubbing, and woodblock printing as they developed in succession and tandem over the past four millennia. In particular, the seminar considers the extent to which technics of transfer facilitated the movement of images across medium and time.

HIAA 2212. The Pictured Text.

Writing makes language visible, and thus concerns images. Language also delimits the legibility of imagery. Turning words into images and images into words occurs at great speed around us. This course explores the relation of text and image across world traditions—Chinese, Mayan, Egyptian, Islamic, Greco-Roman, and others, extending up to the present. Topics include: calligraphy, context, scribal practice, the form and shape of writing, including typography, hidden or pseudo-writing, graffiti, and contemporary art.

HIAA 2214. Art & Architectural History Publishing Seminar.

Search online and you will discover a plethora of short courses, blogs, information about ChatGPT, and many types of advice about how to write well. This course will be tailored to graduate students in the history of art and architecture. It will offer individual support, critique and advice, bringing you into a community of academic writers. Wendy Laura Belcher's "Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success," will provide structure to the course. A focus on methods will help identify the type of writing that both feels right for you and provides a suitable perspective for your research.

HIAA 2300B. Research Seminar in Roman Art and Architecture: Topography of Rome.

Major monuments of the city of Rome from the Republic to the rise of Christianity.

HIAA 2300C. Allegories/Symbols in Roman Art, Origins in Hellenistic Art, Augmentation in Early Christian Art.

Roman historical relief sculpture.

HIAA 2301. Finding the Viewer: The Reception of Ancient Art and Architecture.

This graduate seminar will explore the role of viewers in the creation of meanings for ancient art and architecture. The perspectives of the makers of a work of art, patrons and artists, tend to get greater attention in art historical inquiries, in large part because those agents leave more visible traces in the literary and material records. Yet the agency of viewers, although less apparent, can be recovered through careful examination of diverse types of evidence—textual, archaeological, visual—and by relying on viewer-centered theoretical models such as phenomenology and reception theory. A

HIAA 2400A. The Visual Culture of Medieval Women.

The course treats the history of women as commissioners, creators and subjects of medieval art. Case studies will be drawn from western Europe, Byzantium and Islam. Weekly seminars consider feminist perspectives in medieval history and art history; imaging of women in medieval art; archaeological approaches to gender and the analysis of gendered spaces; and the art and architecture of female spirituality.

HIAA 2402. Trace and Absence: Comparative Perspectives on the Past in Things.

Long before there were archaeologists, there were people who knew how to interpret traces of the past. Those traces have always been in flux, subject to changing cultural, environmental, and technological factors. While stone carvings, bones, ruins, and other durable objects have long encouraged reflections about the beings who created them, there are also those who have considered smells, flowers, dreams, and other seemingly ephemeral phenomena to be traces of distant pasts. What can be a trace of the past? How have people followed these traces? And how might the insights and oversights of these past ways of knowing the past inform our own efforts to identify or create traces for an uncertain future? This course explores some of the many ways in which individuals and communities have found and followed traces of earlier times.

HIAA 2410C. Representing the Past: Archaeology Through Image and Text.

The archaeological past exists for us through intermediaries that may be written or visual. Drawings, descriptions, photographs, graphs, charts and computer visualizations all display a considered image of the past. This seminar takes a critical look at the literature on visualization, and at the strategies by which scholars have re-presented the archaeological past of a range of cultures.

HIAA 2430B. The Afterlife of Antiquity.

Examines the survival and revival of classical art and architecture in the Middle Ages. Discussion focuses on selected case studies from across Europe and critically engages the secondary literature on classical revival.

HIAA 2440A. Recent Approaches to the Gothic Cathedral.

No description available.

HIAA 2440B. Architecture of Solitude: The Medieval Monastery.

Religious men and women, as well as their patrons, sought to establish places of devotion and learning across the medieval landscape. This course examines the rise and development of the medieval monastery from its late antique beginnings in the deserts of Africa to the rise of the preaching orders in early thirteenth-century Europe. Emphasis will be placed upon the material expressions of western monasticism and upon the notion of the monastery as an architectural, archaeological and historical research problem through examination of individual case study examples. Instructor permission required. Enrollment limited to 12.

HIAA 2440C. Recent Approaches to the Gothic Cathedral.

No description.

HIAA 2440D. Architectural Reuse: The Appropriation of the Past.

This seminar will consider the survival, revival and adaptive reuse of older objects, texts and built spaces in the visual and material culture of successor cultures. We will look critically at the literature on the archaeology of memory, "Renaissance and revival, spolia studies and adaptive reuse." The seminar will examine selected case studies, including the reuse of sculptural elements in the Arch of Constantine, the conversion of Pantheon into a church and Hagia Sophia into a mosque, appropriated elements in the Qutb mosque in Delhi and the adaptation of the Bankside Power Station as the Tate Gallery. Limited to 15.

HIAA 2450. Exchange Scholar Program.**HIAA 2540A. Book Illustration in the Early Modern Period.**

This course will examine book illustration in the early modern period, seeking to identify the ways visual information is produced and how it relates to information in the text. Relationships between decoration in illustration and in architecture and painting will also be explored with an eye to the roles of pattern and visual convention in overtly didactic visual material.

HIAA 2540B. Print Culture in Early Modern Europe.

Examines the uses of prints, book illustration, and other pictorial printed schema in the early modern period, seeking to explain some of the ways visual information was produced and reproduced. Relationships between the prints and other arts are explored, with an eye to the roles of visual convention in overtly didactic materials such as maps and charts.

HIAA 2540C. Illustrating Knowledge in Early Modern Europe.

We will look at the history of scientific illustration in the age of the first printed books, using works in special collections libraries to investigate the exchange of ideas and the development of specializations in the arts and sciences from about 1450-1800. Focusing primarily on Italian examples, comparative projects may be chosen from any country in which the student can read the language.

HIAA 2540D. The Theater that was Rome.

"The Theater that was Rome" is a digital research site uniting text and images to portray the development of Rome (1500-1800) in the flood of printed information that proceeded from interest in the physical and mythological city. Our goal is to provide historical and critical interpretation of these illustrated books and prints that created Rome as a theater for the most advanced technological and decorative feats of an international group of artists, architects, engineers, authors, and publishers, looking at their productive collaborations, and using original materials, often in languages other than English, at the Hay Library and on the website. For graduate students; qualified upper-level undergraduates should contact the instructor. Enrollment limited to 15.

HIAA 2550A. The Visual Cultures of Southern Italy.

A workshop devoted to the visual cultures of Southern Italy, a geographical location with an unstable ruling population and sense of cultural identity from the late medieval through the early modern period. Projects about any aspect of art/architecture of Italy from south of Rome to Sicily are welcome. Research requires reading ability in Italian, Spanish, or French.

HIAA 2550B. Art and Charity in the Renaissance.

This seminar looks at the roles of art and architecture in commissioning charitable works in the service of maintaining a healthy civic body, including the design and decoration of hospitals, orphanages, ghettos, homes for women, immigrants and the poor, in the context of institutional structures that provide for marginal people. Examples will be from Italy, but students may work in other areas.

HIAA 2550C. Color.

How do we understand color as an integral part of a visual object? How shall we think about the artist's decision and the viewer's responsibility? This seminar will look at color (and its purposeful repression) in painting, sculpture and the decorative arts of the early modern period, also considering the discourses of color in 20th-century painting and other eras, such as antiquity, when color was a profitable topic through which to discuss the senses. We will also look at the economy and science of pigments, and the value of color in different discourses and objects. Graduate students, or by permission.

HIAA 2600B. Flemish Art.

No description available.

HIAA 2600C. Rubens.

No description available.

HIAA 2600D. The Visual Culture of Religion in Antwerp: 1585-1794.

The seminar will study the central role of visual culture in Counter Reformation Antwerp.

HIAA 2600E. Jesuit Global Strategies in Art and Conversion.

The purpose of this seminar is to examine the first global strategy to use art for the purpose of persuasion and conversion. In Europe, Asia, and the Americas during the early modern period, the Jesuits adapted their messages of visual communication, in architecture, prints, paintings, maps, dress, and rituals, to meet what they calculated would be the conceptual frameworks and customs of their target audiences, whether Chinese court officials, Flemish peasants. The seminar will search for the deeper historical roots of this strategy which up to now have not been traced. Open to graduate students only.

HIAA 2620. Arts Between Europe and the World: 1500-1700.

How did arts and visual objects of all kinds mediate between Europe and regions of the world opened to contact through trade, conquest, religious conversion, and the exchange of knowledge? This seminar will search for the major contexts of these exchanges and for the best methods to understand their histories. What conditions enabled or prevented mutual recognition? How were foreign materials imported and integrated, as with Chinese porcelain in the Netherlands or European glass in China? What balances of power determined exchanges, from possible the colonial extinction of Pre-Columbian art to the adaptation of western perspective in Japanese prints?

HIAA 2621. Abolition Architecture.

This graduate/undergraduate seminar introduces students to histories of abolition through constructed environments and artistic, material, and spatial practices. We study abolition of slavery, prisons, and borders during a period from the eighteenth century to the present. Attending to the distinct social movements and discourses sparked by these very different abolitionist targets, we examine the political, ethical, and aesthetic intersections that emerge. We investigate these problems through architecture, landscapes, material culture, and art, studying primary works, secondary texts, and methods. The course emphasizes study through historical reasoning as well as analysis of sensorial and affective material. This multimodal approach is necessary in studying forms of injustice in order to comprehend unfreedom, a paradoxical concept that produces cognitive dissonance and counters liberal reason. (A)

HIAA 2650A. Visual Culture and Cicum-Atlantic Exchange in the Long Eighteenth Century.

This course examines art and other forms of visual representation that imaged the colonial exchange between Europe and the Caribbean from the late 17th through the early 19th centuries. Readings include current scholarship in postcolonial theory devoted to theorizing colonial relationships in terms of transculturation and exchange. Students are encouraged to select research topics that allow them to take advantage of the rich trove of primary resources at the John Carter Brown and John Hay libraries.

HIAA 2721. Real and Unreal Landscapes.

This seminar is about how artists imagine the land, and the relationship between people and the places that they inhabit. We will think broadly about how people have conceptualized "nature," the "landscape," and "colonization" from the eighteenth century to today as well as hone in on specific artistic traditions, including those in Africa, Europe, and South Asia and across the Atlantic, Indian, and Pacific oceans. This class will investigate materials that come from the land, such as oil, clay, and pigments; other aspects of the environment, like waterways and clouds; and other art forms, including music, fiction, and dance.

HIAA 2760C. Paris in the 1860s.

No description available.

HIAA 2780. Artists and the East India Company.

This collaborative seminar examines artists' innovations amidst the commercial ambitions of the East India Company at major ports and centers of trade across Asia. Within the period of the Company's relentless pursuit of profits, artists trained in India, China, and Britain forged relationships across cultures and experimented with materials and techniques to produce striking artworks. This course interrogates the relationship between these artists and a corporation. It asks whether "style" links such disparate arts through subjects of colonial interest—including portraits and ethnographic types, landscapes and architectural drawings, plants and animals—or if the description holds only through the terminology of "Company" art that developed as the British empire waned. Students will engage with these arts in Brown's collections, and in the exhibition, *Painters, Ports & Profits: Artists and the East India Company, 1760-1830*, at the Yale Center for British Art.

HIAA 2850A. Architectural Theory in the Nineteenth and Twentieth Centuries.

Examines key texts in the history of architecture since the 1800s. Contrasts texts by architects with their actual work and places them into the social, political, and art historical context of their time. Texts by Schinkel, Semper, Ruskin, Viollet-le-Duc, Louis Sullivan, Frank Lloyd Wright, Otto Wagner, Le Corbusier, Walter Gropius, Mies van der Rohe, Louis Kahn, Robert Venturi, and others.

HIAA 2850B. Architecture of Frank Lloyd Wright.

A seminar concentrating on the architecture of Frank Lloyd Wright and the surrounding critical discourse. Wright is usually considered the most important architect in American history. Selected scholarship serves as a paradigm for broader discussions about the history, contemporary roles, and shortcomings of architectural criticism and historiography. Examines the Frank Lloyd Wright Foundation's approach to critical scholarship and the commercialization of Wright's oeuvre.

HIAA 2850C. Architecture, Urbanism, and Post-Colonial.

This graduate seminar explores the relationship among architecture and urban design, colonial empire, and national development, via a comparative analysis of cultural interactions between Europe and its non-western "others" from ca. 1800 to the present. We will draw upon recent critical debates on orientalism, colonialism and empire, and politics of representation as well as interdisciplinary studies of modernity and identity.

HIAA 2850D. Ludwig Mies van der Rohe.

This seminar will explore the work of Ludwig Mies van der Rohe, one of the most influential architects of the 20th Century. While Mies has been continually discussed and exhibited (the Museum of Modern Art alone held 7 exhibitions about him since 1947, most recently in 2001), to this day, his work has neither been contextualized sufficiently nor has its reception been critically examined. Apart from studying and understanding Mies van der Rohe's work in its context, this seminar will explore responses by contemporary critics and compare those to later interpretations.

HIAA 2850E. Architectural History's Future.

Through readings of new, cutting edge texts, this graduate seminar will reconsider how we write and teach architectural history. We will explore provocative recent frameworks such as the "global," the shift from considering objects to thinking about processes, systems, networks, institutions etc. Our goal is to develop a self-reflexive praxis as historians, teachers, designers, and cultural workers.

HIAA 2860A. The Museum and the Photograph.

This graduate seminar examines the relationship between two rapidly evolving modern institutions: the history of photography and the modern art museum. Through readings, discussions, and independent research, we will look at how the history of photography has been affected by its unique association with the museum, and what this means for it as a field of intellectual inquiry. Enrollment limited to 18.

HIAA 2860B. Photographic Origins.

Through a series of directed readings and discussions, this seminar explores the origins and implications of photography's invention in the wake of Enlightenment philosophy, the industrial revolution, and Romanticism in Europe. No prerequisites, but background in the history of photography and/or 19th century Western art is encouraged.

HIAA 2860C. Roland Barthes.

In the past few decades, the ideas of the French philosopher Roland Barthes have been indispensable to our understanding of the photograph as a theoretical object. This graduate seminar will critically examine Barthes' writings on the subject, from *Mythologies* to *Camera Lucida*, placing them within the larger context of Barthes' structuralist project as a whole and contemporary analyses of photography and lens-based imagery.

HIAA 2860D. Photography and Objectivity.

From the moment of its arrival in Western culture, the photograph has been characterized as the product of a machine, of optics and chemistry. The mechanical nature of the medium seemed to guarantee it a special relation to its subject: the photograph showed something real, through an analog technology that was essentially objective. This graduate level seminar will investigate the notion of objectivity, as it has been analyzed in the history of science and other fields, and as it has been discussed in relation to photography. Enrollment limited to 15 graduate students.

HIAA 2860E. Topics in the History of Photography: Photography and Philosophy.

Throughout its history, the photograph has posed a special problem—and special opportunity—for thinkers. As a technology, an artform, and a ubiquitous aspect of modern culture, photography has also been an object of theoretical speculation; as a form of pictorial representation perceived to stand in unique relation to "truth" and "reality," the photograph has invited the attention of philosophers. This graduate seminar will survey the ways philosophy and critical theory have handled photography, from its origins in Enlightenment thought to the most recent speculations about its essence. Enrollment limited to 20.

HIAA 2860G. Photography in Theory and Practice.

Photography's advent in 1839 brought into the world two inventions: a practical, functional means of making images with a camera, and a suggestive idea. This idea took many overlapping forms—the concept of nature automatically reproducing itself, of a picture radically dissimilar from the hand-made art that preceded it, of an analogic trace of the real world. This graduate-level seminar will use selected readings and class discussion to interrogate the relationship of photography as it has been theorized with its actual deployment in society and the world. Issues like medium specificity, ontology, the "index," and cultural memory will be explored.

HIAA 2870H. What is Contemporary Art History.

Contemporary art history is a field in formation. As such, it is often contested and embraced, misunderstood and championed. Is contemporary art history a radical new field with a discrete set of practices, methodology and historiography? Or is contemporary art history simply a study of the present? Is the study of the contemporary relevant to other areas of art history? Is contemporary art history a model for other disciplinary approaches to the present? Throughout the term, this graduate seminar will discuss each of these questions. This course is open to students of all art historical periods.

HIAA 2880. Architecture and the Making of Human Difference.

This seminar will explore race—"a concept of human difference that established hierarchies of power and domination between Europe and Europe's others"—and architecture from its earliest appearance to the present. Architecture has long reinforced the hierarchies embedded in western epistemology and presented narrow visions of the world, reproducing cultural assumptions about space, place, city, comfort, etc., while assimilating race without acknowledging its impact. For its part, architectural history has largely uncritically conveyed the culture, norms, and values of architecture.

HIAA 2881. Criticality and Modern Art.

This seminar will interrogate a central way of understanding the politics of twentieth-century art: criticality. The notion that art's relationship to society is one of negation, diagnosis, and destabilization pervades modern art and its historiography. This seminar will trace the development of criticality as both an artistic practice and art-historical methodology. Alongside foundational texts on critique in philosophy and cultural theory, we will examine artists for whom criticality is paramount: Dada's ballistic mission, repetitions of the neo-avant-garde, antiart, institutional critique, critical postmodernism, art as undercommons. We will end with recent claims of critique's collapse and assess the viability of criticality in art of today.

HIAA 2920. Methods of Research and Art Historical Interpretation.

Required of first-year and second year history of art and architecture A.M./Ph.D. students. Enrollment limited to 12. Instructor permission required.

HIAA 2930. Museum of Possibilities.

The 2025 Practicum will consider the history and possibilities of the museum with the artist Dayanita Singh, a renowned photographer, book- and museum-maker. The course will refract from a simple question: what is a museum? Often a museum contains four qualities: a space defined by architecture, a valuable collection, a mechanism for display, and a reserve or storehouse for objects. From this framework, we will consider value, permanence, scale, curation, memory, archives, form, and intimacy, among other topics. Over the term, we will imagine what museums are and can be through a series of projects, including writing essays, making shoe-box museums, and developing a two-week syllabus on the museum. Our final project will culminate in an exhibition on the possibilities of museums, scheduled for the Cohen Gallery in Fall 2026.

HIAA 2930D. Graduate Practicum.

This practicum will be housed at the Center for Netherlandish Art of the Museum of Fine Arts, Boston. Its focus will be a series The Five Senses signed and dated 1650 by the Brussels painter Michaelina Wautier. Graduate Practicum course

HIAA 2940. Master's Qualifying Paper Preparation.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2980. Individual Reading (Single Credit).

Single credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2981. Individual Reading (Double Credit).

Double credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2982. Individual Reading for the Doctoral Candidate.

Single Credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2983. Dissertation Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2990. Preparation for Qualifying Examination.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

HIAA 2991. Dissertation Preparation.

For graduate students who are preparing a dissertation and who have met the tuition requirement and are paying the registration fee to continue active enrollment.

HIAA 2992. Master's Thesis Preparation.

For students preparing a terminal MA thesis, may be repeated in the following semester. Sign up for sections according to individual primary advisor.

HIAA XLIST. Courses of Interest to Concentrators.**Fall 2025**

The following related courses, offered in other departments, may be of interest to students concentrating in the History of Art and Architecture. Please see the course listing of the sponsoring department for times and locations.

Archaeology and the Ancient World

ARCH 0030: Art in Antiquity: An Introduction

Egyptology/Ancient Western Asian Studies

ASYR 1090 Iconoclasm: Destroying Images in the Near East and Beyond

Humanities

HMAN 2402E Trace and Absence: Comparative Perspectives on the Past in Things

Judaic Studies

JUDS 0050P Sacred Spaces: Synagogues, Churches, Mosques

Slavic Studies

RUSS1050 Russian Culture: from Peter the Great to Putin

RUSS 1530 Russian Orientalism in the Visual, Literary and Performing Arts, 1760-1940

Spring 2026

The following related courses, offered in other departments, may be of interest to students concentrating in the History of Art and Architecture. Please see the course listing of the sponsoring department for times and locations.

Archaeology and the Ancient World

ARCH 0030: Art in Antiquity: An Introduction

Egyptology/Ancient Western Asian Studies

ASYR 1090 Iconoclasm: Destroying Images in the Near East and Beyond

History

HIST 0150K Curators, Hoarders and Looters: The Long and Curious History of Collecting

Humanities

HMAN 2402E Trace and Absence: Comparative Perspectives on the Past in Things

Judaic Studies

JUDS 0050P Sacred Spaces: Synagogues, Churches, Mosques

Slavic Studies

RUSS1050 Russian Culture: from Peter the Great to Putin

RUSS 1530 Russian Orientalism in the Visual, Literary and Performing Arts, 1760-1940

Italian Studies

Italian Studies at Brown not only teaches language and literature to students but guides their research toward problems that are cross-disciplinary in both content and method, rather than merely confirming a fixed canon or predetermined field of study. To investigate these problems, we can draw at Brown on traditional alliances with Anthropology, Art History, Classics, Comparative Literature, History, Musicology, and Philosophy, but we also join forces with disciplines such as History of Science, Film Studies, Cultural Studies, and Gender Studies.

For additional information, please visit the department's website: <https://www.brown.edu/academics/italian-studies/>

Italian Studies Concentration Requirements

Inherently interdisciplinary, the Italian Studies concentration allows students to strengthen their language skills in Italian and deepen their knowledge of Italian literature, history, art, and culture. Most concentrators have some background in Italian language. However, it is possible to concentrate in Italian studies without having studied the language before coming to Brown, although doing so requires an early start. After fulfilling the language requirement by completing up to ITAL 0600 (or the equivalent), students enroll in a variety of advanced courses, reflecting the interdisciplinary nature of the concentration. Junior concentrators often study abroad in the Brown Program in Bologna. All senior concentrators participate in the "senior conference" by delivering brief presentations on academic topics of their choice in Italian Studies. Concentrators might also pursue capstone research, writing, or multimedia projects.

The concentration requires that students demonstrate proficiency in the Italian language by completing up to ITAL 0600 (or the equivalent in Bologna). ITAL 0400 is the first language course that counts toward the ten required courses for the concentration (except for students who

place out of ITAL 0400, who will need to complete a total of nine courses). At least four of the ten courses should be taken in Italian.

ITALIAN STUDIES COURSES

ITAL 0600	Advanced Italian II
ITAL 0750	Truth on Trial: Justice in Italy
ITAL 0751	When Leaders Lie: Machiavelli in International Context
ITAL 0950	Introduction to Italian Cinema: Italian Film and History
ITAL 0975	Let's Eat, Italy: Italian History and Culture through Food
ITAL 0981	When Leaders Lie: Machiavelli in International Context
ITAL 1000B	Reading Recent Italian Fiction
ITAL 1000D	Italian National Identity: Criticisms and Crises
ITAL 1000E	Masterpieces of Italian Cinema - Capolavori del cinema italiano
ITAL 1010	Dante in English Translation: Dante's World and the Invention of Modernity
ITAL 1029	World Cinema in a Global Context
ITAL 1030A	Fellini
ITAL 1320	Great Authors and Works of Italian Renaissance: Ariosto's Orlando furioso
ITAL 1340	The Panorama and 19th-Century Visual Culture
ITAL 1350A	Transmedia Storytelling and the New Italian Epic.
ITAL 1400B	Fascism and Antifascism: Culture and Literature between the Two World Wars
ITAL 1400D	Photography and Literature: Italian Examples of an Uncanny Relationship
ITAL 1400F	Twentieth Century Italian Culture
ITAL 1400H	Early Modern Italy
ITAL 1400M	Giorgio Agamben and Radical Italian Theory
ITAL 1400P	The Southern Question and the Colonial Mediterranean
ITAL 1420	Sex and the Cities: Venice, Florence, and Rome, 1450-1800
ITAL 1550	Italian Representations of the Holocaust
ITAL 1580	Word, Image and Power in Early Modern Italy
ITAL 1590	Word, Media, Power in Modern Italy
ITAL 1610	The Divina Commedia: Inferno and Purgatorio
ITAL 1620	The Divina Commedia: Dante's Paradiso: Justifying a Cosmos
ITAL 1920	Independent Study Project (Undergraduate)
ITAL 1990	Senior Conference
ITAL 2100	Introduction to Italian Studies
ITAL 2190B	Fascism and Antifascism: Culture and Literature between the Two World Wars
ITAL 2190G	Letteratura Italiana del Novecento
ITAL 2220	New Perspectives on Fascism

COURSES IN OTHER DEPARTMENTS

HIAA 0340	Roman Art and Architecture: From Julius Caesar to Hadrian
HIAA 0550	Painters, Builders, and Bankers in Early Modern Italy
HIAA 0560	Constructing the Eternal City: Popes and Pilgrims in Early Modern Rome

HIAA 1200D	Pompeii
HIAA 1301	The Palaces of Ancient Rome
HIAA 1302	Women and Families in the Ancient Mediterranean
HIAA 1303	Pompeii: Art, Architecture, and Archaeology in the Lost City
HIAA 1550B	Topics in the Early History of Printmaking: Festival and Carnival
HIAA 1560A	Italy and the Mediterranean
HIAA 1560C	Renaissance Venice and the Veneto
HIAA 1560D	Siena from Simone Martini to Beccafumi
HIAA 1560F	Topics in Italian Visual Culture: The Visible City, 1400- 1800
HIAA 1600C	Italian Baroque Painting and Sculpture
MUSC 0071	Opera

Italian Studies Concentration and the Brown Program in Bologna

Concentrators who enroll in the Brown in Bologna program should fulfill the requirements according to the following sequence: prior to departure, the student should complete the level of Italian language study required (ITAL 0300) and enroll in one of the courses in the four distribution areas -- Italian literature; Italian History; history of Italian art and architecture; film or performance. Upon return from Bologna, the student should enroll in at least one advanced course offered by the department, preferably a course taught in Italian. Any student returning from the Bologna program must enroll in a course above the language level of ITAL 0600.

Credits toward the Italian Studies concentration may also be transferred from the Brown in Bologna Program. Concentrators may count three courses per semester toward the concentration (or six courses total for the year), although the course content must focus on Italy if the student wishes to count the course toward the concentration requirements. Concentrators should consult the concentration advisor to know which courses may or may not transfer as credits toward the concentration.

Honors in Italian Studies

Concentrators are encouraged to expand their understanding of Italian language, history, or culture through independent research that will result in a thesis, a translation, or a multimedia project, developed in consultation with the undergraduate concentration advisor and the individual faculty member who will advise the student's project. The Honors thesis in Italian Studies is a two-semester thesis. Students who intend to complete an honors project should enroll for the first semester in ITAL 1920 (Independent Study), and have their project approved by their advisor by October 15. During the second semester, honors students enroll in ITAL 1990 and continue to work with their advisor to complete the project. ITAL 1990 does not count as one of the eight courses required for the concentration.

Capstone Experiences in Italian Studies

A Capstone experiences in Italian Studies would consist of a course or project that a student, in consultation with the undergraduate advisor, feels would integrate the various intellectual engagements of this interdisciplinary concentration, and constitute a culminating experience in Italian Studies at Brown. Such experiences are strongly encouraged, and should be arrived at through conversations with the concentration advisor or a professor in the department. This could include the Brown Program in Bologna, typically taken in the Junior year, and/or the honors thesis in the senior year. However, students may also apply early in the Fall or Spring semester of their senior year for permission to designate one of their courses (1000-level or above) a Capstone course. In consultation with the professor, students in Capstone courses complete an independent research, writing, or multimedia project that is well beyond the required assignment for the course. ITAL 1920 (Independent Study) may also be designated a Capstone course with the permission of the instructor.

Italian Studies Graduate Program

The department of Italian Studies offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree.

Italian Studies at Brown not only teaches language and literature to students, but guides their research toward problems that are cross-disciplinary in both content and method, rather than merely confirming a fixed canon or predetermined field of study. The interdisciplinary program in Italian Studies offers students the opportunity to study the literature, history and culture of Italy under the guidance of internationally renowned scholars in Anthropology, History, History of Art, Literature and Media. Our program draws on traditional alliances with Comparative Literature, Musicology, and Philosophy, but we also join forces with disciplines such as History of Science, Film Studies, Cultural Studies, Women's Studies, and the use of Computers for the Humanities. Recent Ph.D. graduates have consistently published their dissertations on topics ranging from medieval to contemporary literature and culture, and currently teach at such institutions as the University of Massachusetts, the University of Pennsylvania, Stanford University and Wellesley College.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/italian-studies>
(<http://www.brown.edu/academics/gradschool/programs/italian-studies/>)

Courses

ITAL 0100. Elementary Italian.

This first semester of a yearlong course emphasizes the development of speaking, listening, reading, and writing skills. When you have completed this course, you will be able to engage in some basic face to face and online interactions in Italian. You will be able to greet people and introduce people; you will know how to describe yourself, your life, and your likes and dislikes; you will be able to ask questions of and interact with others and you will have begun to learn how to describe events in the past. The course will introduce you to Italian culture through authentic materials including films, songs, videos, newspaper articles. Note: this is a yearlong course, no credit for one semester only.

ITAL 0105. Accelerated Elementary Italian.

This is an intensive elementary language course designed for students with no previous knowledge of Italian. Knowledge of another Romance language, although not required, is recommended. The course develops basic communication skills in Italian and explores practices, products, and perspectives of Italian culture. Four meetings a week plus one conversation hour. This course is ideal for students interested in fast-tracking their language learning to meet Brown-in-Bologna requirements. Enrollment is limited to 15. Students in the Remote Study / Study Abroad cohort may not enroll.

ITAL 0110. Intensive Elementary Italian.

Covers the same material presented in Italian 100-200. One semester equivalent to the standard two-semester sequence. Daily meetings plus audio and video assignments.

ITAL 0200. Elementary Italian.

See Elementary Italian (ITAL 0100) for course description.

ITAL 0300. Intermediate Italian I.

In this intermediate course we will draw on multiple authentic materials - short stories, songs, newspaper articles, movies - to place the language in a contemporary cultural context. By the end of the semester, you will have gained mid- to high-intermediate level of language proficiency. You will be able to communicate with greater fluency; you will be able to express your opinion on a variety of issues and defend your positions; you will have acquired a deeper and more sophisticated understanding of Italian cultural practices and products; you will be able to read and comprehend a wide variety of authentic texts. Stress on oral interaction in class plus weekly compositions, presentations, and a final paper. Prerequisites: ITAL0200 or ITAL0110, or placement by examination. Required for enrollment in the Brown-in-Bologna program.

ITAL 0400. Intermediate Italian II.

Review of specific grammar problems. Reading of one novel and newspaper articles. Compositions and oral presentations. Three Italian films. Prerequisite: ITAL 0300, or placement by examination.

ITAL 0500. Advanced Italian I.

This course will reinforce your linguistic abilities and cultural understanding using a variety of sources, including a novel, poems, short stories, newspaper articles, academic essays, and films. You will discuss these works in class and will reflect on them in essays. By the end of this course, you will have discussed global themes in the context of contemporary Italy and you will have learned to think critically about the notion of Italian Identity. Prerequisites: ITAL0400 or placement by examination. WRIT COURSE.

ITAL 0550. Gold, Wool and Stone: Painters and Bankers in Renaissance Tuscany (HIAA 0550).

Interested students must register for HIAA 0550.

ITAL 0560. Constructing the Eternal City: Popes and Pilgrims in Renaissance Rome (HIAA 0560).

Interested students must register for HIAA 0560.

ITAL 0600. Advanced Italian II.

A sixth semester course with intensive practice in speaking and writing. Short stories, poems, music, and movies will be used to discuss Italian Society from the Second World War through the present. We will explore some important themes—family, religion, gender, and politics. Class discussion, compositions, oral presentations, and a final paper. Prerequisite: ITAL 0500, placement by examination.

ITAL 0701. Simulating Reality: The (Curious) History and Science of Immersive Experiences..

Can an experimental approach enhance our critical-historical understanding of immersive experiences? We will look at the history of 3D vision from an interdisciplinary perspective combining the science of perception and the cultural history of technology. Through a series of collaborative activities and team experiments, we will learn how popular, pre-digital optical devices (such as camerae obscurae, magic lanterns, panoramas or stereoscopes) foreshadow contemporary VR, AR, or XR experiences designed for education and entertainment. Among the themes explored: virtual travel, social voyeurism and surveillance, utopian and dystopian imagination.

ITAL 0750. Truth on Trial: Justice in Italy.

This seminar analyzes controversial trials in Italy between 1500 and 1800. From the persecution of heretics to the trial of Galileo and the increasing use of courts by marginal members of society, the judicial arena was crucial in defining political, social, scientific, and religious truth. Were law courts successful sites for the resolving what constituted deviance, legitimate knowledge and individual rights?

ITAL 0751. When Leaders Lie: Machiavelli in International Context.

This course examines the writing of Niccolò Machiavelli, a Renaissance author praised and condemned for his insistence on analyzing the realities of politics, rather than the ideals of political behavior. Machiavelli's view of the tenuous relationship of ethics to politics has cast him as the founder of political science and the proponent of "consequential morality" or the notion that the ends justify the means. We will also examine precedents for his ideas in the Greek and Islamic world and conclude by examining the relevance of Machiavelli's insights for understanding political practices and ethics in the twenty-first century. Enrollment limited to 19 first year students. Instructor permission required.

ITAL 0810. Performing Italy - Body, Voice and Politics: a Journey within Italian Theatre.

How does performance comment on, interact with, and influence society? And to what extent is this question culturally specific? Performing Italy focuses on Nobel-prize-winner Dario Fo, Franca Rame, Commedia dell'Arte, and Teatro di Narrazione. Engaging with theatrical materials, we will conduct comparative work driven by the students' own experiences and explore how Italian theater intervened in historical and political discourses within Italian society between the 1960s and the 2000s. Topics will include: the years of lead (1970s terrorism); the influence of the Catholic church on Italian society; the Italian State and organized crime; gender and sexuality in modern Italian society.

ITAL 0820. Pinocchio Unstrung: Story of a Puppet in the New Millennium.

In this course we will first explore the historical background surrounding Pinocchio, including its publication history and the state of Italian children's literature in the unification period. We will then look at various approaches to the text, from (post)structuralist, psychoanalytic and theological interpretations, to then connect the novel to contemporary issues related to ecocriticism, animal studies, posthumanism, and the digital revolution. After reading the novel, the focus will shift to scrutinizing various modern and contemporary retellings, aiming to unravel the relevance of the "Pinocchio myth" today. This prompts an inquiry into the persisting presence of Pinocchio in Western culture and invites contemplation on the reasons behind its continual resurgence. Taught in English.

ITAL 0821. Opera: Italy Onstage and Backstage.

Opera is one of Italy's most enduring contributions to the cultural world – but just exactly what is opera? How does it work and how has it been used throughout history to propose, support, and undermine ideas about topics as broad as nationalism, race, gender, and class? Through a focus on some of the most influential operas written in Italian, we will consider how this unique art form is both in dialogue with itself and the world around it. This course has no prerequisites and does not require prior knowledge of music nor opera.

ITAL 0910. Italian EcoCinema Earth Ecologies and Cinema: The Anthro/Bio/Geo/Morphic Machine.

Starting from the recognition that human activity has indelibly altered the planet on a scale of geological epoch, constituting an existential crisis for all life forms, this course explores the theory and practice of cinema as artistic endeavor immersed in cultural discourse, human creativity, fossil fueled technology and its material carbon footprint. Contemporary Italian films will be addressed in the frame of eco criticism and feminism, sound ecology and affect theory. Through the work of major filmmakers (Michelangelo Antonioni, Matteo Garrone, Alice Rohrwacher) and transnational productions (the latest Disney Pixar's Luca directed by Enrico Casarosa) we will query the crucial (direct and indirect) agency of filmmaking to create, critique, alter and foster imaginaries of new/old ways to inhabit the earth in the twenty-first century.

ITAL 0950. Introduction to Italian Cinema: Italian Film and History.

How do we visualize the past? How has cinema influenced our understanding of contemporary history? The course will focus on how key moments of 20th-century History (Fascism, WWII, the Mafia and Terrorism) have been described or fictionalized by major Italian filmmakers (including Benigni, Bertolucci, Cavani, Fellini and Pasolini). Subtitled films, readings and discussion groups. Reserved for First Year students. Enrollment limited to: 19.

ITAL 0960. Bella Ciao: Resistances in Contemporary Italian Culture.

What does it mean to resist? This course explores the concept of resistance in its multiple cultural representations. Starting from the partisan Resistance against the Nazi-Fascist regime (1943-45), we will touch upon several historical uprisings: civil rights movements, feminist movements, the so-called Years of Lead, anti-mafia activism, anti-globalization movements, antiracist activism. From literature to film/tv series, from photography to visual art to poetry, artists have politically engaged, challenged and modified the idea of resistance embedded within the identity of contemporary Italians. We look at artistic expressions of resistance performed against different forms of power (nationalism, the colonial state, the patriarchal family, the Mafia, the Church, police violence). We interrogate how the idea of resistance comes to structure Italian culture today and how it reverberates in mainstream narratives of what it means to be Italian.

ITAL 0974. From No Food to Slow-Food: Famine and Feasting in Italian Culinary Culture.

In this team-taught, interdisciplinary seminar, we will sample and taste the symbolic and material history of Italian food, focusing in particular on literary, artistic and cinematic representations. How did famine and plenty inspire medieval poetry and Renaissance art? How was a single "Italian" cuisine born out of many "regional" ones? How did Italian migrants shape the image of Italian food around the world? What does Futurist cuisine look and taste like? How did an Italian-born food philosophy turn into a global environmentalist movement?

ITAL 0975. Let's Eat, Italy: Italian History and Culture through Food.

We are what we eat. This course focuses on Italian traditions and its daily culinary practices to understand how food shaped and continues to shape Italian culture and identity. We will explore the historical, economic and social factors that have influenced the development of a national cuisine. How does food connect memory and identity? Sources considered are family memoirs and cookbooks; political programs of Futurism and Fascism and their relationship to Italian foodways; food representations in literature and cinema. Course will look at Italian - American cuisine and its key role in shaping identities in the new world.

ITAL 0981. When Leaders Lie: Machiavelli in International Context.

This course examines the writing of Niccolò Machiavelli, a Renaissance author praised and condemned for his insistence on analyzing the realities of politics, rather than the ideals of political behavior. Machiavelli's view of the tenuous relationship of ethics to politics has cast him as the founder of political science and the proponent of "consequential morality" or the notion that the ends justify the means. We will also examine precedents for his ideas and conclude by examining the relevance of Machiavelli's insights for understanding political practices and ethics in the twenty-first century.

ITAL 0986. Race on Film. Italian Colonial and Empire Cinema.

This course examines a selection of ethnographic and documentary films seeking to comprehend the significance of the visual during the Italian colonial period. We will analyze the images, the message and the political dimension underlying the films. It is crucial the question of how we interpret the significance and the political ramifications of what the images denote, and how the films and their portrayal of the "colonized other" mirror the variations of the different phases of Italian colonial history. We will pay attention to the ways forms of power and privilege constructed racial and identity formations in the Italian African territories. To this aim, we will compare films from the earlier phase of colonialism to those released after the Italian-Ethiopic conflict. Conducted in English with the possibility for students interested in practicing Italian to do so in groups and sessions.

ITAL 0991. Intensive Language and Culture Proseminar.

The Intensive Language and Culture Proseminar is a mandatory course designed to prepare students enrolled in the Brown-in-Bologna program to function well within the academic and social context of Bologna and to deepen their knowledge of the political, cultural and social environment in which they will be living for the duration of the semester. The Proseminar includes three components: (1) Intensive Language and Culture; (2) Bologna hidden town; (3) a number of activities organized by the program throughout the semester and a number of individual mandatory activities. At the end of the Proseminar course students will attain an in-depth and experiential knowledge of the Italian society.

ITAL 1000B. Reading Recent Italian Fiction.

Readings of contemporary Italian fiction. The course aims to develop students written and oral expression in Italian. A broad range of themes will be discussed. Prerequisite: ITAL 0600, a semester in Bologna, or by placement.

ITAL 1000D. Italian National Identity: Criticisms and Crises.

This course investigates Italian identity since its inception in 1860 to the present through multiple perspectives: literature, history, politics, film, music and art. We will focus on important crisis points in this trajectory: the founding of the national state, the collapse of liberalism and the fascist experiment, the birth of the republic and Italy in the new Europe. In English.

ITAL 1000E. Masterpieces of Italian Cinema - Capolavori del cinema italiano.

The course will consist of a broad and varied sampling of classic Italian films. We will consider the works which typify major directors such as Rossellini, De Sica, Visconti, Fellini, Pasolini, Antonioni, Germi, Risi, Scola, Olmi, and Rosi. The aims of the course is offering a historical survey, and discuss the way how Italian cinema has reflected, amplified, and criticized important moments of Italian history, books and national identity. Classes will include close visual analysis of films, and its relations with the sister arts (literature, painting, music). The course will be taught in Italian. Prerequisite: ITAL 0600.

ITAL 1000F. 20th Century Italian Poetry.

This course examines representative poets and poetic movements of Italy from the late 19th through the 20th centuries within and cultural and historical context. We will read works by internationally renowned poets such as D'Annunzio, Montale, Quasimodo, Marinetti, Ungaretti and Pasolini, and look into the development of Italian poetry through the major literary and artistic movements of the 20th century, including Crepuscularism, Futurism, Hermeticism, Neo-Realism and the Neo Avant-garde. We will address issues related to the shaping of a literary canon and consider the ways in which poetry reflects and defines a culture. The course will also incorporate translation and composition exercises as a technique of text analysis. Intensive practice in spoken and written Italian is an essential component of this course. Conducted in Italian. Advanced knowledge of Italian required. Prerequisites: ITAL 0600 or permission by the Director of the Italian Language Program.

ITAL 1010. Dante in English Translation: Dante's World and the Invention of Modernity.

Primarily for students with no knowledge of Italian. Given in English. Concentrators in Italian should enroll in ITAL 1610; they are expected to read the material in the original. Close study and discussion of Dante's deployment of systems of retribution in the *Inferno* and rehabilitation in the *Purgatorio* with a view to imagining a society based on love and resistant to the effects of nascent capitalism and the money economy. Dante's work summarizes and transforms the entire ancient and medieval tradition of literature, philosophy, and science.

ITAL 1020. Boccaccio's Decameron.

In Boccaccio's *Decameron*, seven Florentine women and three men and leave their city, struck by the great plague of 1348, to tell tales in hillside villas; the hundred (and one) stories they relate over ten days form one of the most influential collections of short narratives in world literature. The devastation wrought by the plague is the backdrop to a deliberate re-imagining of civil society through the regime established by the tale-tellers, and through the interactions of the characters in the tales they tell. Each Day's group of stories, on a subject prescribed by the Queen or King of the day, is an ordered macrotext within the collection as a whole: the Day's themes emphasize how Fortune (II), love (III, IV-V, VII), verbal wit and trickery (I, VI, VII, VIII-IX), and moral virtue (X) shape human affairs.

ITAL 1029. World Cinema in a Global Context.

Introduction to World Cinema and history through an original lens: The Cinema Ritrovato film festival at the Cineteca of Bologna, one of Europe's most renowned film restoration centers. Looking at World Cinema as a polycentric global phenomenon, students will become acquainted with recently restored mainstream, art house, alternative, experimental and avant-garde films, ranging from the silent period to world classics and Italian neorealism. Students will also attend a production workshop at the Bologna Cineteca, with one of Italy's young award winning directors. Lectures and seminars in English by Brown and University of Bologna scholars and screenings.

ITAL 1030A. Fellini.

The career of one of the undisputed masters of 20th-century film, revisited on the 20th anniversary of his death: from his contributions to neo-realism (Oscar nomination as screenwriter of Rossellini's *Open City*) to the "magic" realism of the 1950s (Fellini's first of four Oscars for *La strada*); and from his modernist masterpieces (*La Dolce Vita*, *8 1/2*) to his meta-cinematic fictions (*Intervista*, *The Voice of the Moon*). In reviewing Fellini's oeuvre, we will focus on issues of authorship, art film and psychoanalysis, myth and memory, realism and hyperrealism. Taught in English with a discussion group in Italian.

ITAL 1030B. Modernity, Italian Style. Class, Gender, Race, Ideology in the Cinema of the Economic Miracle.

Grappling with migration, class struggle, ethnic, gender and generational conflicts, environmental upheavals, counter-cultural movements and a profound ideological polarization, Italy in the 1960s provides a striking historical laboratory for our contemporary predicaments. We will watch a selection of films from the golden decade of Italian cinema, focusing in particular on how modernist masters such as Antonioni, Fellini and Pasolini, and young auteurs such as Bellocchio, Bertolucci and Cavani, forged original styles and expressive techniques in order to capture and denounce the contradictions of a neo-capitalist society. Taught in English (an Italian discussion session will be activated if enough students enroll).

ITAL 1100. Fissare Il Tempo. Scrittura E Fotografia/Freezing Time. Writing and Photography.

With the invention of photography, writing too, whether philosophical or literary, inaugurates a new way of freezing time, looking at the world, and confronting memory. From Italo Calvino to Giorgio Agamben, from Leonardo Sciascia to Mario Praz, from Lalla Romano to Antonio Tabucchi or more recent authors (Helena Janeczek or Paolo Maurensig), writing negotiates with photographic images, thematizing them or incorporating them into its textual body. This course will seek to interrogate how enduring images of things are imprinted in writing or, conversely, how writing invents its own photographic gaze. This course will be taught in Italian. Prerequisite: Italian 0600, Brown in Bologna Program or placement. Contact the instructor to verify your proficiency if you have not taken Italian at Brown. WRIT. DIAP.

ITAL 1101. Scene Di Famiglia Nel Cinema Italiano Family Scenes in Italian Cinema.

This course aims to explore "family scenes" in Italian cinema. On the one hand, it will seek to illustrate the various representations that cinema offers of family groups and the kinship ties that constitute them. On the other hand, the expression "family scenes" can be understood in a different sense, that is, as the "scenata" or scene that the family makes and that cinema brings to the screen. From Luchino Visconti to Emma Dante, from Marco Bellocchio to Alina Marazzi, the course will focus on films that stage the family and its crisis, critically questioning the complex centrality of the female role, which is exposed at the heart of the family anomaly. Course taught in Italian. Prerequisite: Italian 0600, Brown in Bologna Program or placement. Contact the instructor to verify your proficiency if you have not taken Italian at Brown.

ITAL 1215B. Criticality and Modern Art (HIAA 1880).

Interested students must register for HIAA 1880.

ITAL 1215C. Illustrating Knowledge (HIAA 1101A).

Interested students must register for HIAA 1101A.

ITAL 1220. Nationalism and Nationalities (RUSS 1220)..

Interested students must register for RUSS 1220.

ITAL 1260. Truth on Trial: Justice in Italy, 1400-1800.

Why do we think that one human being can judge another? How did this activity, enshrined in legal and political systems, profoundly shape society? This course examines the changing face of justice, from the medieval ordeal to judicial torture; the expansion of inquisitorial and state law courts; and the critical role the judicial system played in shaping Italian society. Using Italy as a focus, the course explores how law courts defined social, political, scientific, and religious truth in the early modern period. Taught in English.

ITAL 1260A. Truth on Trial: Justice in Italy, 1400-1800 (HIST 1262M)..

Interested students must register for HIST 1262M.

ITAL 1262. Women, Gender, and Feminism in Early Modern Italy.

The variety of Italian women's histories, issues of genders and sexualities, and women's ingenious responses to circumvent the limitations placed upon them are the focus of this course. During a Renaissance of flourishing debate on women ranging from the theater of Machiavelli to the dialogue of Castiglione, women themselves transformed historical feminism, the intellectual and cultural movement that advanced the idea of equality and equal opportunity across genders. Materials include archival documents, treatises, letters, literature and the visual arts. This course is the same as HIST 1931L. (P) Taught in English.

ITAL 1320. Great Authors and Works of Italian Renaissance: Ariosto's Orlando furioso.

This class will read the most successful narrative poem of the Early Modern European period, Ariosto's *Orlando furioso* ("The Madness of Orlando," 1516-32), a work so popular it increased European literacy and rivaled the Bible in editions published. It combined the genres of chivalric romance, the crusading epic, and the classic heroic epic, but features ladies-errant along with knights and shrewdly satirizes hypermasculine late feudalism (the philosopher Hegel claimed it had destroyed chivalry). It helped drive Cervantes' *Don Quixote* mad, fueled a fierce debate in relation to Tasso's crusade epic *Jerusalem Delivered*, and in England influenced Sidney, Spenser, Shakespeare, Lord Byron, and Virginia Woolf (*Orlando*, 1928). Depending on enrollment, we will read/discuss in Italian and/or English. Readers in English will field-test a new translation by Ariosto scholar Albert Ascoli to be published by Oxford University Press.

ITAL 1340. The Panorama and 19th-Century Visual Culture.

Throughout the 19th-century, the Panorama was a wildly popular 'vision machine,' the model for many later attractions from theme park rides to immersive educational spectacles like IMAX movies. In this course, we will use 21st-century vision technology to study the role of these cultural artifacts, optical media and storytelling devices in the shaping of 19th-century "virtual reality." We will focus on three case studies: the Garibaldi panorama at the Brown library; the panorama of the Pilgrim's Progress at the Saco, Maine museum; and the Whaling Voyage 'round the world, at the New Bedford Whaling Museum. Taught in English.

ITAL 1350A. Transmedia Storytelling and the New Italian Epic..

Transmedia Storytelling and the New Italian Epic. "New Italian Epic" describes a network of stories blending fiction and non-fiction across a variety of media, from books to blogs and zines, from feature or documentary films to TV/YouTube series and video games. These Unidentified Narrative Objects often explore conflictual aspects of contemporary society, such as migration, organized crime, trafficking and corruption, environmental upheavals, from a militant perspective. We will look at the way these UNOs both exploit and evade technological and industrial constraints in order to shape their realistic, utopian or dystopian strategies. Sections in both Italian and English.

ITAL 1390. Modern Italy.

A look at the dramatic events that transformed Italy over the past two centuries and the ways that this history has been represented in film. For the nineteenth century, the focus is on the violent birth of the modern Italian nation-state. For the twentieth century, the course focuses on the drama of Benito Mussolini and the birth, life, and death of Italian Fascism. In addition to examining the transformation of Italian history, the course investigates the many issues involved in turning a book of history into a commercial film.

ITAL 1400B. Fascism and Antifascism: Culture and Literature between the Two World Wars.

Introduces and examines the most significant aspects of literary, cultural, and political life in Italy between the two world wars. The most significant tendencies in the various literary genres (novel, descriptive prose, mass market fiction, propaganda, poetry) are considered against the backdrop of a general historical and literary overview and situated in the context of the debate carried forward by the most important literary periodicals of the '20s, '30s, and '40s, from *La Ronda* to *Solari*.

ITAL 1400D. Photography and Literature: Italian Examples of an Uncanny Relationship.

The course will explore the interrelation of Italian Literature and Photography from early Modernism (Luigi Pirandello) to post- Modernism (Antonio Tabucchi). Major theoretical essays on photography (Sontag, Barthes) will set the stage for close readings of narrative texts by two of the most important authors of Twentieth Century Italian literature.

ITAL 1400F. Twentieth Century Italian Culture.

This course will explore the interweaving of literature and politics in modern and contemporary Italy. We will investigate the intricate ways in which literature reflects and shapes the nation's identity, addressing profound themes such as war, family, religion, race, and sexuality. Through the lens of both celebrated and lesser-known Italian authors like Elena Ferrante, Pier Paolo Pasolini, Elsa Morante, and Italo Calvino, we will delve into the narratives that have influenced Italy's sociopolitical landscape. Complementing our literary exploration, film adaptations offer a vivid counterpoint, illustrating the pervasive influence of literariness in Italian culture. From Italy's rapid industrialization to its experiences with democracy, totalitarianism, and imperialism, this course invites you to traverse the transformation of a nation and the powerful stories at its heart. This course is taught in Italian.

ITAL 1400H. Early Modern Italy.

A survey of Italian history between 1500 and 1800. Italy's varied political cultures from absolutism to republicanism; impact of Catholic reformation and the baroque; the woman's question and transformations in family life and the social order; the contribution of Italian writers to the debates of the Enlightenment and ordinary people to social change in the eighteenth century.

ITAL 1400M. Giorgio Agamben and Radical Italian Theory.

This course is dedicated to a close reading of the work of the Italian philosopher Giorgio Agamben and to an analysis of what has come to be known as "radical Italian theory." We will read the major works by Agamben, some key texts by other thinkers who were influential for Agamben (Carl Schmitt, Walter Benjamin, Michel Foucault etc), as well as other theorists who play an important role today in Italy: Roberto Esposito, Antonio Negri, Paolo Virno among others.

ITAL 1400N. Italian Orientalism(s).

The focus of the seminar is to investigate the concept of "orientalism" in the Italian and Mediterranean context, an urgent question because Italy is at the center of recent crisis of migration, emigration and immigration. In a reading of texts that are theoretical, historical and literary, we will explore the complexities of national identity, structures of exclusion and racism, and as well the subtending rhetoric that has made Italy into a complex formation. We will analyze complexities of the concept of "orientalism" in the context of the Mediterranean generally and Italy specifically. The course is also open to graduate students, who will fulfill requirements by writing a final research paper. Undergraduates will write two papers: the first at mid semester, the second at the end.

ITAL 1400P. The Southern Question and the Colonial Mediterranean.

This course examines Antonio Gramsci's interpretation of the Southern Question (questione) in an attempt to better understand the politics and culture informing the colonial Middle East. Through an analysis of Gramsci's critique of Southernism –the representation of Southern Italy as a semi-barbarous territory inhabited by "biologically inferior beings"– and his sociological description of pre-World War II Italy, we will acquaint ourselves with some of the key-concepts characterizing his political thought. Next, we will examine how critics of European colonialism in the Mediterranean have adopted this rich epistemological and analytical vocabulary.

ITAL 1400S. Il Femminismo in Italia/Italian Feminism.

From the first feminist wave to Rosi Braidotti's nomadic subject, from the work of Carla Lonzi to Adriana Cavarero, the course aims at covering the major texts of Italian feminist theory. Starting from the movement for the women's suffrage in the second half of the 19th century, we will look more closely at the themes that are at the core of the feminists' political struggles in the 20th century: abortion, divorce, labour, prostitution... Taught in Italian.

ITAL 1400T. From the Hypernovel to Paranoid Fiction.

How can storytelling help us cope with complexity? How can novels help us detect and debunk conspiracy theories? Is "paranoia" a delusional mental disorder or a vital critical tool, in the age of post-truth, fake news and infowars? We will dissect the double meanings of "plot" in major novels by Italian masters Italo Calvino (*If On A Winter's Night A Traveler*, 1979) and Umberto Eco (*Foucault's Pendulum*, 1988). We will then tackle the paradoxes of paranoid fiction and conspiratorial evidence, from literature to the internet: from Luther Blissett's Q (1999) to Q'Anon, Unfiction and ARG (Alternate Reality Games). Taught in English with a discussion section in Italian.

ITAL 1400U. L'aperto e Le Sue Chiusure / The Open and its Closures.

Echoing the confinement due to the Covid pandemic, this course will explore the idea of the "open" and its structural opposite, "closure," as they are expressed in Italian culture, between theory, literature, and cinema. From confinement (Boccaccio's Decameron) to prison (Gramsci's Prison Notebooks), from the sanatorium (Bufalino's Diceria dell'untore) to the psychiatric hospital (Basaglia), from the brothel (with the Merlin Law) to the border crossed by migrants, we will interrogate various figures of the open and its closures. The philosophical reflections of Agamben (The Open) and Esposito (on community and its immune closure) will accompany our path. Course is taught in Italian.

ITAL 1400V. Nationalism and Nationalities (RUSS 1220).

Interested students must register for RUSS 1220.

ITAL 1400W. Mammamia Figure Italiane Del Materno / Italian Figures of Motherhood.

The "mamma," with her strong and inborn maternal instinct, is so deeply rooted in our collective imagination that it ended up being a cliché we cannot separate from the Italian cultural context. This course will explore the historical and theoretical complexities of such a commonplace by focusing on various figures of motherhood in literature, feminist theory, psychoanalysis, and cinema. From the Virgin Mary to the surrogate mother in recent feminist debates, the course will inquire into the rhetorical strategies on which the myth of motherliness has been built.

ITAL 1400X. The Female Gaze in Italian Cinema.

Since the dawn of cinema, directing has been considered a predominantly male sphere. Italian cinema is certainly no exception: at the beginning of the twentieth century, directors such as Elvira Notari and Elvira Giallanella were considered anomalies. Only in recent decades has the presence of women become less rare, even though they remain a minority. Exploring the film corpus of various Italian directors (from the aforementioned Notari and Giallanella to Lina Wertmüller, Cecilia Mangini, Roberta Torre, all the way down to Emma Dante), the course will ask if there is such a thing as a female gaze, a specific way of looking at the world, at things, at people.

ITAL 1400Y. Representations of Italian Fascism.

This seminar is a Global Experiential Travel and Learning (GELT) course. There are no prerequisites. The first two weeks will be taught online, for now planned to meet between 12-2PM (EST). Two central questions drive this course: First: how did Italian fascism represent itself? And after its defeat: how was fascism represented by its critics and its supporters? Second: did Italian fascism produce consent, in the sense that it produced a culture? On the latter, many critics believe that fascism was an event produced from above, an imposition, and therefore without traces of a culture. This course will take on these questions, both in class and on the ground. At home we will delve into these problems analytically. In Rome, for a week, we will explore on the ground how Italian fascism imprinted itself in the past and the present.

ITAL 1411F. Medicine and Disability in Shakespeare and Early Modern Drama (COLT 1411F).

Interested students must register for COLT 1411F.

ITAL 1420. Sex and the Cities: Venice, Florence, and Rome, 1450-1800.

This course examines the politics of sexuality and the sexuality of politics in Italy between the Renaissance and the Enlightenment. Italy's urban settings saw the development of some of the most sophisticated political systems in Europe, and issues of gender identity and sexual practices figured prominently in the political symbolism, political criticism, legal and social orders of these regimes. Lectures and course discussions also explore everyday practices and their implications for defining and defying the social and political norms of gender and sexuality in early modern Italy. Suggested prerequisites are HIST 0010 or any Italian Studies course at level 1000 or above. No prerequisites are required. Lectures in English. Discussion groups in English and Italian.

ITAL 1431. Truth on Trial: Justice in Italy, 1400-1800 (HIST 1262M).

Interested students must register for HIST 1262M.

ITAL 1435. Theater, Spectacle and the City in Italy, 1400-1600.

Renaissance Italian playwrights adapted dramatic models from the ancient world for their comedies and tragedies. At the same time, designers and architects created spaces for drama that imitated ancient models but also adopted innovative concepts of pictorial space pioneered by 15th century painters. All the participants were in turn conditioned by the various social and political contexts in which the plays were conceived and produced. How the mutually conditioning factors of the play-text, the stage space, and the larger civic or court context work together will be the focus of the course.

ITAL 1550. Italian Representations of the Holocaust.

A survey of some of the most important texts (fiction, history, philosophy, films) that deal with both the Holocaust in Italy, and representations of the Holocaust by Italians. Readings include Levi, Bassani, Loy, Agamben; films those of Benigni, Cavani, Wertmüller. There will also be discussion of the aesthetic and political complexities regarding portrayals of the Holocaust, such as trauma, witnessing, historical truth, kitsch. Taught in English, with the possibility of a section in Italian.

ITAL 1550B. Topics in the Early History of Printmaking: Festival and Carnival (HIAA 1550B).

Interested students must register for HIAA 1550B.

ITAL 1560A. Italy and the Mediterranean (HIAA 1560A).

Interested students must register for HIAA 1560A.

ITAL 1580. Word, Image and Power in Early Modern Italy.

This undergraduate lecture class is designed to introduce cultural and historical perspectives on Italy from Siena in the Middle Ages to Renaissance Florence and the early modern Veneto. Team taught by professors of Italian Art History, History, and Literature, we will move across Italy and the centuries focusing on monuments of literature, art, architecture, and history through different disciplinary lenses. In English.

ITAL 1590. Word, Media, Power in Modern Italy.

The role of media (print, news, art, music, photography, cinema, radio, television) in shaping national identity, nationalistic agendas, imperial aspirations, democratic revivals and populist consensus in Italy, from the post-Risorgimento age to the Fascist regime, and from the post-WW2 renaissance to the "decadent" Berlusconi era. The most influential genres and trends in Italian culture, from opera to futurism, from neo-realist cinema and literature to post-modern fashion and industrial design, will be analyzed against the backdrop of the most important social and political turning points of Italian and European history.

ITAL 1610. The Divina Commedia: Inferno and Purgatorio.

A close reading of the first two canticles of Dante's poem in the light of contemporary European and American critical interpretations. Enrollment limited to 40.

ITAL 1620. The Divina Commedia: Dante's Paradiso: Justifying a Cosmos.

Close study of the third and final part of Divine Comedy, in which Dante unfolds how, in his view, the planetary and stellar spheres condition human life and fashion the Providential plan of history. There will be ancillary readings from Dante's other works: Convivio, the Monarchia, and the Epistles. In Italian. Prerequisite: ITAL 0500 or 0600, or instructor permission. Enrollment limited to 40.

ITAL 1800. Cultures of Fascism.

It has often been stated that fascism, as a totalitarian political system, could not produce a culture of its own but only propaganda or at best ideology. In this course we will explore this proposition by exploring some of fascism's products in texts, film, art and architecture through the lens of critics and theorists of fascism such as Arendt, Benjamin, Kracauer, Gramsci, Bataille, Primo Levi (among others). Our focus will be on the Italian and German examples.

ITAL 1920. Independent Study Project (Undergraduate).

Undergraduate Independent Study supervised by a member of the Italian Studies Faculty. Students may pursue independent research in order to prepare for their honors thesis or honors multimedia project, or they may enroll in the course in order to work individually with a faculty member on a specific area of Italian Studies not covered in the current course offerings. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ITAL 1990. Senior Conference.

Special work or preparation of an honors thesis under the direction of a member of the staff. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ITAL 2050. Microhistory.

Microhistory emerged in the 1970s in Italy, but was quickly embraced by scholars across the globe. Microhistory questioned totalizing explanations of historical change; rejected anachronism in all forms; and recovered the voices of individuals left out of traditional historical narratives. This course explores and critiques the method. Participants write an article in their area of interest, informed by microhistory. The course is taught in English.

ITAL 2100. Introduction to Italian Studies.

This seminar, a requirement for graduate students in Italian Studies, has three objectives: 1) to provide a panoramic view of the current research in the interdisciplinary field of Italian studies (literature, history, arts and media); 2) to provide a picture of the professional state of the field, within the framework of more global developments in academia and the job markets; 3) to provide useful information about the resources and the new tools and techniques for research available to students at Brown and elsewhere (special collections in the Brown libraries, digital resources such as data bases, electronic journals, web projects, etc.).

ITAL 2130A. Dante's *Paradiso*.

A close reading of the third canticle of the *Commedia* in its medieval context. While not essential, a knowledge of the *Inferno* and the *Purgatorio* would be desirable. Open to qualified undergraduates.

ITAL 2130B. The Lyric of Petrarch.

The style and structure of Petrarch's *Canzoniere* and *Triumphs* and their relationship to Latin and Romance precedents. In Italian.

ITAL 2150C. Monographic Studies in Major Sixteenth- and Seventeenth-Century Authors.

Renaissance thought. From Pico della Mirandola to Giordano Bruno.

ITAL 2160. Family History: Early Modern Methods and Sources.

This course examines the world's oldest institution during the early modern period (1500-1800). Italian scholars have been especially innovative in advancing our understanding of the early modern family, relying on legal, quantitative, religious, literary, and visual sources in their efforts. Students may concentrate in their longer essay on controversies in family history currently debated in or beyond the Italian context.

ITAL 2170A. Seminar on Giacomo Leopardi.

Word and image, thought and feeling in the poetry (*Canti*), dialogues (*Operette Morali*), and philosophical writings (*Pensieri*, *Zibaldone*) of one of the major figures of European Romanticism. In Italian.

ITAL 2170B. Italian Modernity and the Novel: Twelve Great Books from the Long Nineteenth Century.

This seminar is designed as a survey of the Italian contribution to the novelistic genre. The course will be structured around 11 great Italian novels in 12 weeks and supplemented by theoretical, methodological and historical considerations that pertain to questions of reading and interpretation, to the novel as a literary genre, and to those problems centered on the specificity of Italian modernity. We will read novels by Foscolo, Manzoni, Verga and Pirandello, among others. Reading knowledge of Italian required.

ITAL 2190A. Carducci, Pascoli and D'Annunzio.

Close textual reading of the poetic works of the three great Italian Victorians. In Italian.

ITAL 2190B. Fascism and Antifascism: Culture and Literature between the Two World Wars.

No description available.

ITAL 2190C. La Poesia del Novecento (Twentieth-Century Italian Poetry).

No description available.

ITAL 2190D. Non Fiction.

What is fiction and what is nonfiction? How to read a nonfictional text (diary, description, memoir, etc). Examples from well-known Italian writers (Campana, Ortese, Delfini, Calvino, Celati, Bompiani) and further examples from photo and documentary cinema. All texts, films, and lectures are in Italian.

ITAL 2190E. Problems and Figures from 1860 to the Present.

Modern Italian poetry.

ITAL 2190F. Reading Recent Italian Fiction.

"Reading" here implies a special kind of attention to the linguistic formulation of the text and the construction of an imaginary hypertext based on the stimuli the text provides. The instructor exemplifies the process and students construct hypertexts of their own based on the texts. Of particular interest is the openness and interpretive richness derived from the readers not belonging to the cultural context in which the texts were produced.

ITAL 2190G. Letteratura Italiana del Novecento.

In questo seminario, leggeremo e discuteremo alcune delle più significative opere di narrativa e poesia novecentesca, da Svevo a Calvino e da Montale a Zanzotto, sullo sfondo delle grandi trasformazioni della società e della cultura italiana, dal fascismo alla seconda Guerra mondiale e alla prima repubblica, alla luce delle teorie critiche più influenti, dal futurismo all'ermetismo e dal neo-realismo al post-modernismo. Taught in Italian.

ITAL 2220. New Perspectives on Fascism.

Examines the new light shed by recent research on Italian Fascism, placing Italy's Fascist ventennio (1922-45) in a larger European context. Among the questions to be addressed: What explains Mussolini's rise to power and his ability to stay in power? To what extent did Italians become Fascist? What role did force play in ensuring popular allegiance to the regime? What role did the Church play? Did Fascism remake concepts of gender? Attention will be paid to the role of the media, writers, intellectuals, and the arts. Comparison with Nazi Germany and other regimes labeled "Fascist" will be explored.

ITAL 2300. Seminar in Italian Literature, Culture, and Criticism.

Thinking Life: Italian Theory and Feminism. The notion of life is pivotal in Italian Theory, which one of its most prominent representatives, the philosopher Roberto Esposito, describes as a "living thought." This course will provide an introduction to the fundamental texts of Italian biopolitical thought (Agamben, Negri, Esposito) and confront them with a feminist tradition (Cavarero, Braidotti, Putino, Federici) that contributes an alternative conception of life to the philosophical debate. (Taught in Italian)

ITAL 2301. Emergence of the Vernacular: Prestige and Critique (Spanish & Italian).

Using pertinent sources drawn primarily from Latin, Spanish, Italian, and their early variants, this class will study the emergence and development of the vernacular from its beginnings through the Early Modern period. We will consider theorizations of vernacularity alongside some of its most pressing debates as they circulated throughout Spain, Italy, and the Americas, in particular. To this end, we will examine historical sources that exemplify the wide reach of the sociopolitical, linguistic, and identity anxieties and violences surrounding linguistic development, while concentrating our attentions on literary sources (prose, drama, poetry) and didactic manuals and epistles that directly comment upon the status of language(s), vilifying, defending, redefining, or reaffirming them. Students should be proficient in either Spanish or Italian, and have advanced reading abilities in the other.

ITAL 2450. Exchange Scholar Program.

ITAL 2540D. The Theater that was Rome (HIAA 2540D).

Interested students must register for HIAA 2540D.

ITAL 2550. Gender Matters.

This course examines the impact of gender as a category of analysis, focusing upon its varied repercussions on the study of history, with Italian history serving as one field of focus. Participants interested in other geographical, chronological, and disciplinary areas will have ample time to pursue their interests. The study of gender has profoundly shaped the practice of history in the last half century, and the course outlines its impact and its transformations. The course places in conversation diverse but overlapping historical developments: the impact of the study of gender on history; influences from beyond history that have shared or shaped historians' approach to gender and sexuality; the particular inflections of the study of gender in the case of Italy (1400-1800); the impact of the turn to the study of sexuality and queer studies. The course explores and critiques the limits of our gender constructs (theoretical, methodological, and modern) for explaining the culture of people in the premodern world and beyond the western hemisphere, fields of scholarship where the universality of contemporary notions of gender have been challenged. In English.

ITAL 2820. Italian Studies Colloquium.

The Italian Studies Colloquium is a forum for an exchange of ideas and work of the community of Italian scholars at Brown and invited outside scholars. Graduate students present their work in progress, and engage the work of faculty and visitors. They are expected to come prepared with informed questions on the topic presented. Presentations in both Italian and English. Instructor permission required.

ITAL 2900. Theory and Methods of Foreign Language Teaching.

Theory and practice of foreign language learning and teaching (theory of language, language learning and acquisition, approaches, methods and techniques, curriculum design, materials development, testing and evaluation). In English.

ITAL 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ITAL 2980. Reading and Research.

Courses on special subjects individually planned and supervised. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ITAL 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

John Nicholas Brown Center for Advanced Study

John Nicholas Brown Center (JNBC)

Effective July 1, 2023, the JNBC became a center for advanced study focused on promoting the broad public discussion and dissemination of academic research and scholarship across the full range of disciplines.

This new plan expands the JNBC's scope and mission significantly by transforming it from a center that offers programming and a degree in the field of public humanities to one that communicates the value of academic scholarship as such to the public at large. This new mission for the JNBC is designed to enhance Brown's reputation and visibility as a research university in the thematic areas that are targeted for investment in the *Building on Distinction* strategic plan while also positioning it as a leader in the vitally important effort to communicate the significance of this academic work to the general public.

A key component of the plan, which is to be implemented over the next two years, is the creation of a new Visiting Faculty Fellows Program. The JNBC will provide space in the Nightingale-Brown House and time for scholars from across the full range of academic disciplines to pursue their research and to interact among themselves and with their peers at Brown over the course of an academic year. The Visiting Faculty Fellows Program will be open to faculty working in all of the Integrative Scholarship themes included in *Building on Distinction*, from the arts and humanities to the social, physical, and biological sciences. Programming by the JNBC will be organized in collaboration with Brown faculty working in aligned fields, including colloquia, a monthly public lecture by one of the visiting faculty fellows, and workshops with experts and journalists from digital media and trade publications. The JNBC's new mission to promote the public dissemination of academic research and scholarship in Brown's specific areas of academic strength expands upon the JNBC's long-standing tradition of public engagement and brings it into alignment with the Building on Distinction strategic plan as well as with the recently approved Operational Plan for Investing in Research. The transformation of the JNBC emerged out of discussions conducted over the past year about Brown's ambitious goals for increasing the strength of its research enterprise across the humanities and the social, physical, and biological sciences. The new plan for the center was presented to the Academic Priorities Committee and Faculty Executive Committee earlier this fall for comment.

The first two years implementing the new plan for the JNBC will be devoted to robust programming (colloquia, lecture series, etc.) involving prominent visitors, along with internal and external discussions about the future of the center. Details of the new Visiting Faculty Fellows Program will be announced in the coming years. As this new program is developed, the JNBC will continue to support scholarship on American cultural history, and to manage, preserve and afford access to the Nightingale-Brown House.

Since its founding in 1979 as the JNBC, the Center has had a history of evolving and transforming to remain at the cutting edge of changes in Brown's approach to public engagement. This new plan for the JNBC represents the next chapter in the center's pursuit of this mission that expands and builds on its focus on public humanities over the past two decades.

Starting July 1, 2023 **Kevin McLaughlin**, former Dean of the Faculty at Brown and George Hazard Crooker Professor of English, Comparative Literature, and German Studies, was named the inaugural Director of the new JNBC. As Dean of the Faculty from 2011 to 2022, Professor McLaughlin collaborated with the senior leadership team of the University to grow and diversify the faculty and focused consistently on enhancing the academic strength of departments, centers, and institutes across the University. He will continue this work as the Director of the JNBC.

For additional information please visit the Center's website at: <https://jnbc.brown.edu/>

Joukowsky Institute for Archaeology and the Ancient World

The Joukowsky Institute for Archaeology and the Ancient World (JIAAW) is dedicated to the academic study and public promotion of archaeology and the ancient world. Archaeology pertains to the material study of the human past. The ancient world, as used here, refers to a wide temporal expanse of human history that encompasses the globe prior to the intensification of European colonialism in the sixteenth century. The nexus

of archaeology and the ancient world is at the core of the JIAAW's mission, particularly these areas pertain to the study of the ancient Mediterranean, Egypt, and southwest Asia (i.e., the Near East). Nevertheless, the JIAAW embraces all scholarship that advances archaeology in any time and place. Moreover, the JIAAW supports all methods that are engaged with advancing our understanding of the ancient world.

The goal of the Institute is to foster an interdisciplinary community of interest in archaeology and the ancient world. At Brown University this includes, but is not limited to, scholars from the Departments of Anthropology, Classics, Egyptology and Assyriology, History, History of Art and Architecture, and Religious Studies. The mandate of the JIAAW is to promote research, fieldwork, teaching, and public outreach, with the Institute's associated faculty, students, and facilities serving as a hub for this activity. While much of the research focus is oriented towards understanding the past, faculty and students associated with the JIAAW are also engaged with understanding how the past is (re)produced in the present and the broader social implications of the work that is performed by scholars of archaeology and the ancient world.

In order to promote archaeology and the ancient world, the primary activities of the JIAAW are: education, research, postdoctoral training, conferences and lectures, public outreach, and initiatives that collaboratively advance these activities in new directions.

For additional information, please visit the Institute's website: archaeology.brown.edu (<https://archaeology.brown.edu>).

Archaeology and the Ancient World Concentration Requirements

The undergraduate concentration in Archaeology and the Ancient World provides students with an opportunity to explore the multi-faceted discipline of archaeology, and encourages an interdisciplinary approach to engaging with the ancient world. While the core focus of Archaeology and the Ancient World at Brown University is archaeology and art of the ancient Mediterranean, Egypt, and the Near East, this concentration encourages students to reach beyond this geographic area, to engage with Brown's many strengths in history, epigraphy, art, ethics, engineering, religious studies, and the sciences – to name just a few. The concentration, with its three distinct but overlapping tracks, is intended to allow students flexibility in structuring their own path through this diverse field of study.

It is expected that, in completing the requirements for this concentration, students will incorporate courses that offer new perspectives on the complex dynamics of social inequity, exclusion, and difference, and which encourage engagement with the community – both by enrolling in classes designated as Race, Power, and Privilege (RPP) or Community-Based Learning and Research (CBLR), and through other classes that explore similar themes. Research opportunities, through summer fieldwork, internships, museum experience, or independent study projects, are strongly encouraged.

Within this concentration, the three tracks are:

- **Archaeology and the Ancient World:** the most flexible of the concentration tracks, allowing students to explore any region or time period, and to develop their own areas of focus, such as museum studies, ethics and politics of the past, engineering and materials analysis, cultural heritage, or environmental studies.
- **Classical Archaeology:** for those interested chiefly in the 'classic' civilizations of the Mediterranean (especially Greece and Rome), as well as for those interested in both earlier (prehistoric) and later (medieval) periods in that geographic region.
- **Egyptian and Near Eastern Archaeology:** for those interested chiefly in the cultures of Egypt and the ancient 'Near East' – Anatolia, the Levant, Mesopotamia – from prehistoric through Islamic times.

All three tracks begin with the same foundation. Students are then expected to experiment with and define their own areas of specialty, establishing expertise in topics such as cultural heritage, archaeological theory, or materials analysis, or in particular regions or time periods. The concentration is also designed to allow students to build progressively

upon what they have learned, moving from introductory courses to upper-level seminars.

The student must take a total of 10 courses, including:

CORE REQUIREMENTS:

All three tracks share four Core Requirements: two introductory courses providing an overview of archaeology's two central aspects (field methodologies, and art history); and two introductory courses in the core geographical focus of the Joukowsky Institute (Classical/Mediterranean archaeology and Egyptian/Near Eastern archaeology).

One introductory course in archaeological methodology and/or scientific approaches, preferably:

ARCH 0100	Field Archaeology in the Ancient World	
ANTH 0500	Past Forward: Discovering Anthropological Archaeology	

or a course that addresses similar methodological/scientific topics, which must be approved by the Director of Undergraduate Studies. Appropriate courses could include, for example:

ARCH 1900	The Archaeology of College Hill	

One introductory course in ancient art history, for example:

ARCH 0030	Art in Antiquity: An Introduction	
ARCH 0150	Introduction to Egyptian Archaeology and Art	

ARCH 0520	Roman Archaeology and Art	

One ARCH course in Egyptian or Near Eastern archaeology, art, and/or architecture, for example:

ARCH 0440	Archaeologies of the Ancient "Middle East"	
ARCH 0600	Archaeologies of the Muslim World	
ARCH 1625	Temples and Tombs: Egyptian Religion and Culture	

One ARCH course in Classical or Mediterranean archaeology, art, and/or architecture, for example:

ARCH 0230	Myriad Mediterraneans: Archaeology, Representation and Decolonization	
ARCH 0270	Troy Rocks! Archaeology of an Epic	
ARCH 0420	Archaeologies of the Greek Past	

TRACK REQUIREMENTS:

In addition to the Core Requirements above, each of the three tracks requires six additional courses, which allow students to define their own areas of geographic and/or topical specialty.

Archaeology and the Ancient World:

One ARCH course, of any level, that focuses on a particular thematic or theoretical topic pertaining to archaeology, for example:

ARCH 0315	Heritage In and Out of Context: Museum and Archaeological Heritage	
ARCH 0755	Engineering and Technology in the Ancient World	
ARCH 1774	Microarchaeology	

One ARCH course, of any level, that focuses on a part of the world OTHER than Mediterranean, Egyptian, or Near Eastern, for example:

ARCH 0160	Buried History, Hidden Wonders: Discovering East Asian Archaeology	
ARCH 0330	Archaeology Under the Volcano	
ARCH 0335	Archaeology of the Andes	

Two additional ARCH courses, on any aspect of archaeology and art, at the 1000 level (or above). Students are encouraged to use these upper-level courses to define a particular core specialty or track, such as a focus on archaeological theory, museum studies, archaeological ethics, materials analysis, cultural heritage, or climate change, for example:

ANTH 1720	The Human Skeleton	
ARCH 1792	The Archaeology of Slavery	
ARCH 1870	Environmental Archaeology	

Two non-ARCH courses which EITHER relate to the study of the ancient world OR to the discipline of archaeology. Outside courses are chosen with the approval of the Director of Undergraduate Studies from appropriate 1000 level (or above) offerings in other departments such as, but not limited to: Anthropology, Classics, Egyptology and Assyriology, Environmental Studies, Geological Sciences, History, History of Art and Architecture, Religious Studies. One term of language study, in any relevant (usually ancient) language, may also be counted toward this requirement.

Total Credits 10

1 All formally cross-listed courses, regardless of home department, can be considered ARCH courses and can fulfill the relevant concentration requirement(s). There is no limit on the number of cross-listed courses that can count toward the completion of a concentration.

2 Students who are doing a double concentration are allowed up to two courses that are also counted toward (i.e., overlap with) their second concentration to fulfill Archaeology concentration requirements.

Fieldwork and Study Abroad

Students are strongly encouraged to consider participating in a field project, most typically after sophomore or junior year. The Director of Undergraduate Studies and other faculty members can provide suggestions about how to explore and fund possible field projects.

With the permission of the Director of Undergraduate Studies, up to three successfully completed courses from relevant and accredited study abroad programs may be counted towards the concentration requirements. Field school courses that provide formal university transfer credit, and official transcripts, can be considered a form of study abroad and may also be used to fulfill concentration requirements.

Classical Archaeology:

One course in ancient Greek or Roman history, for example: 1

CLAS 1210	Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC	
CLAS 1220	The Fall of Empires and Rise of Kings: Greek History 478 to 323 BC	
CLAS 1310	Roman History I: The Rise and Fall of an Imperial Republic	
CLAS 1320	Roman History II: The Roman Empire and Its Impact	

One course in either Ancient Greek or Latin, at a level beyond the first year of study, for example: 1

GREK 0300/0400	Introduction to Greek Literature	
LATN 0300/0400	Introduction to Latin Literature	

Two courses in Mediterranean (prehistoric, Greek, Roman, medieval) archaeology and art, at the 1000 level (or above), for example: 2

ARCH 1125	Building an Empire: The Sacred and Civic Architecture of Ancient Rome	
ARCH 1155	Cities, Colonies and Global Networks in the Western Mediterranean	
ARCH 1250	Minoans and Mycenaeans: Greece in the Bronze Age	
ARCH 1765	Pandemics, Pathogens, and Plagues in the Greek and Roman Worlds	

One ARCH course, of any level, that focuses on a part of the world OTHER than Mediterranean, Egyptian, or Near Eastern OR focuses on a particular thematic topic pertaining to archaeology, for example: 1

ARCH 1490	The Archaeology of Central Asia: Alexander in Afghanistan, and Buddhas in Bactria	

ARCH 1515	The Fair Sex: Female Body and Sexuality in the Ancient World	

ARCH 1570	Cold Hard Cash: The Materiality of Money in Ancient and Modern Finance	

ARCH 1710	Architecture and Memory	

One non-ARCH course which EITHER relates to the study of the ancient world OR to the discipline of archaeology. Outside courses are chosen with the approval of the Director of Undergraduate Studies from appropriate 1000 level (or above) offerings in other departments such as, but not limited to: Anthropology, Classics, Egyptology and Assyriology, Environmental Studies, Geological Sciences, History, History of Art and Architecture, Religious Studies. 1

Total Credits 6

Egyptian and Near Eastern Archaeology:

Two courses in Egyptian and Near Eastern archaeology and art at the 1000 level (or above), for example: 2

ARCH 1616	Between Sahara and Sea: North Africa from Human Origins to Islam	

ARCH 1620	Conquest to Conversion: The Formation of the Islamic World	

ARCH 1630	Fighting Pharaohs: Ancient Egyptian Warfare	

ARCH 1642	Queering Ancient Egypt	

Two terms of course work in a pertinent ancient language (such as Akkadian, Coptic, Classical Hebrew, Middle Egyptian). 2

One ARCH course, of any level, that focuses on a part of the world OTHER than Mediterranean, Egyptian, or Near Eastern OR focuses on a particular thematic topic pertaining to archaeology, for example: 1

ARCH 0340	Bad Things: Archaeologies of New World Vices	

ARCH 1170	Community Archaeology in Providence and Beyond	

ARCH 1178	Archaeology and Social Justice: Undisciplining the Past, Changing the Present	

One non-ARCH course which EITHER relates to the study of the ancient world OR to the discipline of archaeology. Outside courses are chosen with the approval of the Director of Undergraduate Studies from appropriate 1000 level (or above) offerings in other departments such as, but not limited to: Anthropology, Classics, Egyptology and Assyriology, Environmental Studies, Geological Sciences, History, History of Art and Architecture, Religious Studies. 1

Total Credits 6

Honors Concentrations

An Honors concentration in any of these tracks requires the successful completion of all the standard requirements with the addition of an Honors thesis. In order to qualify for Honors, students must have received more A's than B's in concentration courses completed, and successfully complete an Honors thesis in their final two semesters at Brown. For the preparation of this thesis, students will ordinarily enroll in ARCH 1970 (<https://bulletin.brown.edu/search/?P=ARCH%201970>) during the first semester of the senior year and ARCH 1990 (<https://bulletin.brown.edu/search/?P=ARCH%201990>) during the second semester of the senior year. These courses may not be taken S/NC, nor may they be used to satisfy the standard requirements of the concentration.

Honors concentrations are recommended for students considering graduate work in the discipline of archaeology. Any student interested in a course of graduate study should speak to the Director of Undergraduate Studies and faculty members as soon as possible, not least for advice

about additional forms of preparation. Graduate work in the archaeology of the ancient world, for example, requires knowledge of appropriate ancient, as well as modern, languages. Students should start work on acquiring these skills as early as possible.

The Honors Thesis

The Honors thesis is an extended essay, usually of between 40 and 60 pages in length, researched and written under the supervision of a faculty advisor and second reader during the senior year (during which the student must be enrolled in ARCH 1970 (<https://bulletin.brown.edu/search/?P=ARCH%201970>) in the Fall and ARCH 1990 (<https://bulletin.brown.edu/search/?P=ARCH%201990>) in the Spring semester).

Students considering writing an Honors thesis should, in their junior year, identify a faculty member who will serve as thesis advisor, and a second faculty member to serve as second reader. Where appropriate, the advisor or the reader, but not both of them, may be in a unit other than the Joukowsky Institute for Archaeology and the Ancient World. During their junior year, students should also identify a specific topic and approach of the thesis, in consultation with the thesis advisor. A preliminary title and one page outline of the proposed Honors thesis is due to the Director of Undergraduate Studies and the thesis advisor by **May 15th** of the junior year.

In the Fall semester of their senior year (semester 7), students must register for ARCH 1970 (<https://bulletin.brown.edu/search/?P=ARCH%201970>): Individual Study Project in Old World Archaeology and Art, selecting the section taught by their thesis advisor. The schedule and frequency of meetings between the student and advisor should be determined during the first two weeks of classes. On **October 15th**, a complete outline of the thesis project and a detailed bibliography are due to the advisor and Director of Undergraduate Studies. A full chapter must be turned in to the advisor, second reader, and Director of Undergraduate Studies no later than **December 15th**. Students who do not meet the thesis deadlines in the Fall, or whose work is not considered worthy of Honors as determined by the thesis advisor, will not be able to register for ARCH 1990 in the Spring and will not be permitted to continue work on an Honors thesis.

In the Spring semester of their senior year (semester 8), students must register for ARCH 1990 (<https://bulletin.brown.edu/search/?P=ARCH%201990>): Senior Honors Thesis in Archaeology and the Ancient World, selecting the section taught by their thesis advisor. Students must turn in a complete draft of their thesis to their advisor, second reader, and the Director of Undergraduate Studies by **March 15th**. The revised, final version of the thesis is due to the advisor, second reader, and the Director of Undergraduate Studies by **April 15th**.

The completed thesis will be evaluated by the advisor and second reader, who will discuss its strengths and weaknesses in a joint meeting with the student; they will then make a recommendation concerning Honors, and also agree a grade for ARCH 1990 (<https://bulletin.brown.edu/search/?P=ARCH%201990>).

The Honors concentrators will be asked to make a short public presentation about their work, in a joint event usually occurring in early May.

An electronic version of the final thesis must be submitted to the Joukowsky Institute via email to joukowsky_institute@brown.edu and to the Director of Undergraduate Studies by **May 1st**. A printed and bound copy of the thesis must be delivered to the Joukowsky Institute by **May 15th**.

Evaluation

The Director of Undergraduate Studies will review the student's overall record, in addition to the thesis evaluations. If all requirements have been successfully met, the recommendation will be made that the student graduates with Honors.

Archaeology and the Ancient World Graduate Program

The Joukowsky Institute offers graduate study leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) in Archaeology and the Ancient World.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/archaeology-and-ancient-world-0> (<http://www.brown.edu/academics/gradschool/programs/archaeology-and-ancient-world-0/>)

Courses

ARCH 0030. Art in Antiquity: An Introduction.

What went into the creation of the Parthenon? Who lived in the Tower of Babel? Why do we still care? This course offers an introduction to the art, architecture, and material culture of the ancient world. Things of beauty and of power will be explored, from Egyptian pyramids and Near Eastern palaces, to the 'classical' art of Greece and Rome.

ARCH 0033. Past Forward: Discovering Anthropological Archaeology (ANTH 0500).

Interested students must register for ANTH 0500.

ARCH 0050. Archaeological Field Work.

Focuses on the aims, scope, and tools of field archaeology, and the nature of archaeological evidence. Emphasizes interdisciplinary field work techniques and the composition, function, and responsibilities of an excavation staff. Examines systematic versus ad hoc excavations and their respective problems of preservation. Students excavate model sites in a laboratory and present a team report upon completion.

ARCH 0100. Field Archaeology in the Ancient World.

Always wanted to be Indiana Jones? This course, focusing on the Mediterranean world and its neighbors in antiquity, interprets field archaeology in its broadest sense. In addition to exploring "how to do" archaeology - the techniques of locating, retrieving, and analyzing ancient remains - we will consider how the nature of these methodologies affects our understanding of the past.

ARCH 0113. Inequality in the Ancient World (RELS 0021)..

Interested students must register for RELS 0021.

ARCH 0150. Introduction to Egyptian Archaeology and Art.

An introductory survey of the archaeology, art and architecture of ancient Egypt, ranging in time from the prehistoric cultures of the Nile Valley through the period of Roman control. While the course will examine famous features and characters of ancient Egypt (pyramids, mummies, King Tut!), it will also provide a wide-ranging review of the archaeology of this remarkable land.

ARCH 0152. Egyptomania: Mystery of the Sphinx and Other Secrets of Ancient Egypt.

The pyramids, tombs, and mummies discovered during the first excavations in Egypt created a colorful but highly romanticized image of this Land of the Pharaohs. More recent archaeological research has unearthed new details about the daily lives of the workers who built those pyramids, or Egypt's cultural and economic connections throughout the Mediterranean. This course will explore how both early and recent archaeology has enriched our perception of the Gift of the Nile, while still leaving more mysteries yet to solve.

ARCH 0153. The Pyramids in Context: Archaeology of Life and Religion of Death in Old Kingdom Egypt (EGYT 0500).

Interested students must register for EGYT 0500.

ARCH 0154. Black Pharaohs: Nubian Kings and Queens of Ancient Egypt (EGYT 0550).

Interested students must register for EGYT 0550.

ARCH 0155. People Without History: Archaeology of Atlantic Africa and the Diaspora.

Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion also refers to peoples who cultures do not, or possess few formally written histories. This class employs archaeological evidence in order to dismantle the colonial library, exploring local histories that have been erased, silenced and marginalized, investigating histories of imperialism, colonialism, genocide, slavery, resistance and black nationalism. Enrollment limited to 50.

ARCH 0156. Architecture and Urbanism of the African Diaspora (HIAA 0770).

Interested students must register for HIAA 0770.

ARCH 0160. Buried History, Hidden Wonders: Discovering East Asian Archaeology.

What do Peking Man, human sacrifice, buried armies, lost cities, and silk routes have to do with one another? All are part of the rich and varied legacy of East Asian archaeology, which is today being re-written by spectacular new discoveries little known to the West. Beginning with Asia's earliest hominin inhabitants, this course will explore the origins of agriculture, early villages and cities, ancient writing systems, and changes in ritual practice through time. We will also discuss the current state of archaeological research in Asia, focusing on site preservation and the political roles of archaeology.

ARCH 0161. Arts of Asia (HIAA 0021).

Interested students must register for HIAA 0024.

ARCH 0162. Introduction to Chinese Art and Culture (HIAA 0040).

Interested students must register for HIAA 0040.

ARCH 0172. South Asian Art and Architecture (HIAA 0023).

Interested students must register for HIAA 0023.

ARCH 0200. Sport in the Ancient Greek World.

Athletics and sports were as popular and significant in the ancient Greek world as they are today, and so offer an excellent introduction to its archaeology and history. This class will discuss the development of Greek athletics, the nature of individual events, the social implications of athletic professionalism, women and athletics, and the role of sport in Greek education.

ARCH 0201. Sport in the Ancient Greek World (CLAS 0210O).

Interested students must register for CLAS 0210O.

ARCH 0201L. Who Owns the Classical Past? (CLAS 0210L).

Interested students must register for CLAS 0210L.

ARCH 0203. Who Owns the Past? (ANTH 0066D).

Interested students must register for ANTH 0066D.

ARCH 0207. Curators, Hoarders, and Looters: The Long and Curious History of Collecting (HIST 0150K).

Interested students must register for HIST 0150K.

ARCH 0220. Fake! History of the Inauthentic.

What is a fake? Who gets to decide what is authentic? Greek statues, Chinese bronzes, Maya glyphs. Have fraudulent objects always existed? Galileo's signature, a centaur's skeleton, Buddhas bearing swastikas. Are all fakes the same? If not, how are they different? Why do people make forgeries? This course revolves around the history of the inauthentic through a diachronic exploration of objects.

ARCH 0230. Myriad Mediterraneans: Archaeology, Representation and Decolonization.

As debates rage about the Classical roots of Western society, the ancient Mediterranean itself is largely overlooked and continues to be seen in stereotypes. Because the ancient Mediterranean was not just white, male and colonizing, this course will explore the extensive archaeological evidence for cultural, gender, ethnic, economic and other forms of diversity during the first millennium BCE. Can archaeology contribute to current debates about decolonization? Conversely, can contemporary debates about indigenous ways of being shine a fresh light on ancient evidence?

ARCH 0250. Intimate Stories, Imagined Landscapes.

Stories carry us to imaginary worlds other than our own. An arresting story engages us deeply, opening the doors to fantastic places and times. Such enthralling narratives have even shaped archaeology's assumptions about places and the people who inhabit them -- and, in turn, archaeological discoveries have influenced ideas about real landscapes through fiction. This course explores novels and narrative fiction as a way of understanding how people and cultures imagine landscapes and these places' roles in human lives past and present.

ARCH 0255. Monsters and Fantastic Creatures.

This course probes the origins and histories of creatures such as dragons, centaurs, mermaids, kappa, and nine-tailed foxes, using textual and material evidence from the ancient world. We survey the cultural domains in which these and similar monstrous creatures held sway, and we reflect about their impact on ancient (and modern) ideas about "nature", "race", "gender", "identity", and what it means to be "human".

ARCH 0270. Troy Rocks! Archaeology of an Epic.

What do Brad Pitt, Julius Caesar, Dante, Alexander the Great, and countless sports teams have in common? The Trojan War! This course will explore the Trojan War not only through the archaeology, art, and mythology of the Greeks and Romans but also through the popular imaginings of cultures ever since, to figure out what "really" happened when Helen ran off and Achilles got angry and the Greeks came bearing gifts. Enrollment limited to 19 first year students.

ARCH 0293. Postcolonial Matters: Material Culture between Colonialism and Globalization (ANTH 0066T).

Interested students must register for ANTH 0066T.

ARCH 0295. Crafts and Production in the Ancient World: Making Material Culture.

The manufacture of artifacts distinguishes us from all other species. However, archaeologists often struggle with interpreting material culture without understanding its origins and production. This course will examine how things are made, considering craftsmanship and agricultural production, from raw materials to finished objects: sculpture and mosaics, bricks and concrete, ceramic and glass, metallurgy, tanneries, oil, wine, and perfumes. Through case studies and hands-on activities, students will consider the importance of the technological processes that produce artifacts for archaeology's investigation of our human past.

ARCH 0297. Material Culture: Material Nature.

We are living in a material world (Madonna, 1984). Why do you love your phone, or car, or shoes so much? Each week this course explores a moment in the human experience: childhood and coming of age, marriage and divorce, home-making and transience, grief, death, and burial. In thinking about the material culture of past societies, we will challenge archaeological concepts of acculturation and cultural appropriation. And, in examining our own everyday objects we will contemplate how style impacts identity -- or vice versa.

ARCH 0300. 13 Things: Archaeology, Material Culture, Science Studies and Design.

The course will explore a range of approaches -- material culture studies, science studies, design studies, consumption studies, the sociology of technology, archaeology, phenomenology -- in dealing with 13 things: the wheel, a Neolithic Megalith, an Ancient Greek perfume jar, the castle of Acrocorinth, Greece, a Moroccan watermill, a map, the pocket watch, barbed wire, the light bulb, a surgical blade, the portable radio, a Leica IIIc 35mm camera, and the personal computer. Returning to the etymology of a thing, the course argues that things are best conceived as gatherings of achievements that are neither wholly exclusive to any single era nor any immediate set of relations.

ARCH 0302. Object Histories: The Material Culture of Early America (HIST 0550A).

Interested students must register for HIST 0550A.

ARCH 0303. tiny: Miniature Might and Meaning.

Egyptian pyramids, Roman aqueducts, Easter Island heads—colossal artifacts are immediately recognizable as embodiments of power. The diminutive—though less theorized among archaeologists, anthropologists, and art historians—is just as potent and alluring. Even across vast stretches of space and time, tiny things enchant and incite wonder. A microscopic Bible, a Renaissance micro-mosaic, a sculpture of hell complete with sinners carved out of a human tooth. This course is a cross-cultural exploration of the power of the miniature, the undersized, the teeny-weeny.

ARCH 0305. Glass from the Past: Glimpses into the History, Technology, and Artistry of Molten Material Culture.

Glass is unquestionably a fundamental part of modern life, but what is the story of glass and what makes it special? We will trace the 5000-year history of glass, from its discovery in the third millennium BC to its mass production in the 19th-20th centuries, exploring themes like technology, innovation, and craft. Archaeological and art historical evidence will be combined with anthropological and ethnographic approaches, including discussions with artisans, museum visits, and trips to the RISD "hot shop" to see glassblowers in action. Enrollment limited to 20.

ARCH 0307. Gold: The Culture of a "Barbarous Relic" (ANTH 0250).

Interested students must register for ANTH 0250.

ARCH 0309. Human Evolution (ANTH 0310).

Interested students must register for ANTH 0310.

ARCH 0310. Interactions with the Dead: Past and Present.

Eventually, face it, you are going to die. Death is an inevitable, and an inescapable component of life. There are, however, certain moments that bring the living closer to the dead, which this course will explore by analyzing interactions between the dead and the living in a range of contexts -- including religious, cultural, commercial, legal, and ethical. We will survey the diversity of human reactions to death and dead bodies by considering examples from the ancient and modern world.

ARCH 0311. Death and the Afterlife in the Ancient World (RELS 0750).

Interested students must register for RELS 0750.

ARCH 0312. History of Medicine I: Medical Traditions in the Old World Before 1700 (HIST 0286A).

Interested students must register for HIST 0286A.

ARCH 0313. Sacred Bodies (RELS 0420).

Interested students must register for RELS 0420.

ARCH 0314. The Body: Medieval Perspectives (MDVL 0360).

Interested students must register for MDVL 0360.

ARCH 0315. Heritage In and Out of Context: Museum and Archaeological Heritage.

We understand the past in part through a complex blend of artifacts, monuments, and landscapes. Yet each of these categories poses major issues regarding their preservation, conservation and curation, and how we use them to educate and to indoctrinate. This course will not preach any specific line, but encourage students to debate these highly complicated issues. Case studies will include the international diaspora of antiquities from the Enlightenment to the present, the impact of war and revolution, and numerous aspects of museum practice. Enrollment limited to 50.

ARCH 0317. Heritage in the Metropolis: Remembering and Preserving the Urban Past.

Urban heritage – from archaeological sites and historic architecture to longstanding cultural practices – is increasingly threatened by the exponential growth of cities around the globe. Most critically, the complex histories and lived experiences of the diverse communities who have inhabited and shaped cities are often in danger of being erased and forgotten today. This course examines how we might remember and preserve this urban past – and the tangible sites and artifacts that attest to it – in light of the social and political dynamics of cities in the present.

ARCH 0320. Media in Archaeology, or Archaeology in Media?.

Indiana Jones, Lara Croft, the Discovery Channel: media has, to an unprecedented degree, shaped public perceptions of the discipline of archaeology, its practices and its values. This course will build critical awareness of how the media uses archaeology and how archaeologists use the media, for good and ill. Students will create digital narratives from their own research, and become competent ambassadors for presenting archaeological research and work in a scientific and engaging way. Enrollment limited to 40.

ARCH 0322. Somewhere Back in Time: Archaeology, the Ancient World, and Heavy Metal Music.

Iron Maiden's "Alexander the Great", Ex Deo's "The Rise of Hannibal", Septic Flesh's "Prometheus" – few musical genres are as interested in history as heavy metal. The sounds, lyrics, images, films, and live performances of many bands from around the world center on stories and mythologies from past cultures. This class examines these phenomena from an archaeological and historical point of view, centering discussion on the music and its stories while contextualizing these modern elements within an archaeologically and historically accurate past.

ARCH 0325. Dead White Guys: Greco-Roman Civilization and American Identity.

Why does classical antiquity matter? How did a group defined as white and European come to represent America's ancestors? And by emphasizing this "heritage," who do we exclude? This course looks at film, popular non-fiction, education policy, public art, architecture, and archaeology, to understand how the myth of Greco-Roman origins was adopted by America's founders, and how this affects issues of race and belonging today.

ARCH 0330. Archaeology Under the Volcano.

Disasters, lava, explosions! Communities from around the world throughout the history of our species have had to contend with the hazards, risks, and benefits of living in the shadow of active volcanoes. This class will take you on a tour of some of the most exciting and archaeologically important examples of human-volcano interactions from around the world – including Pompeii, of course! Students will be introduced to the anthropological, archaeological, and scientific methods that have been utilized to study human-volcano interactions, beyond just doomsday scenarios.

ARCH 0332. Classic Mayan Civilization (ANTH 0520).

Interested students must register for ANTH 0520.

ARCH 0334. Introduction to South American Archaeology (ANTH 0505).

Interested students must register for ANTH 0505.

ARCH 0335. Archaeology of the Andes.

Provides a survey of the archaeology of the Andean region of South America (parts of modern-day Peru, Bolivia, Ecuador, Chile, Colombia, and Argentina). From the arrival of the first Americans to the transformation of indigenous societies under Spanish rule, the course will introduce vital "new World" civilizations such as the Moche and Inka. The course will also explore the politics and practice of archaeological research in the region today. Enrollment limited to 55.

ARCH 0338. An Archaeology of Native American Art (ANTH 0066U).

Interested students must register for ANTH 0066U.

ARCH 0340. Bad Things: Archaeologies of New World Vices.

Drinking, smoking, prostitution, gambling, chocolate, and witchcraft – this may sound like a lot of fun, but are these bad things? Since the first European contact in the Americas, colonists were introduced to new substances, practices, and worldviews and brought their own vices to new territories. This course will use material culture to analyze the everyday lives of these New World inhabitants who were so good at being so bad; we will also discuss how colonial discourse and histories affect our lives today.

ARCH 0351. Introduction to the Ancient Near East (ASYR 0800).

Interested students must register for ASYR 0800.

ARCH 0353. Thunder-godsDragon-slayers: Mythology + Cultural Contact - Ancient MediterraneanNear East(ASYR 0310).

Interested students must register for ASYR 0310.

ARCH 0360. East Meets West: Archaeology of Anatolia.

The crossroads between East and West in the ancient Mediterranean, Anatolia (modern Turkey) gave rise to the great Hittite Empire, the legendary kings Croesus and Midas, and was the scene of battles between Greeks, Persians, Romans, Byzantines, and Turks for world supremacy. In this course, we survey the archaeological history of human settlement in Anatolia from the Ice Age to the Middle Ages, tracing changes in art, economy, landscape, and religion.

ARCH 0370. Before the Islamic State: The Archaeologies of Ancient Mesopotamia.

Front-page news stories report the often-horrific actions and assertions of the Islamic State of Iraq and Syria (ISIS). This part of the world -- ancient Mesopotamia, the "cradle of civilization" -- is home, however, not only to modern geopolitical conflict, but to the world's often equally violent earliest states and empires. This class introduces students to the archaeology and history of this extraordinarily rich region, whose cultures also pioneered the development of writing, astronomy, mathematics, urbanism, and beer.

ARCH 0372. Meeting with Mesopotamia.

This is a class about first impressions. Since the 19th century, excavations in and around Iraq have provided us with significant finds that both enlighten us and challenge us with new insights on life in the ancient world. Using some of these finds, such as the Code of Hammurabi and the Cyrus Cylinder, this class will explore thousands of years of Iraq's culture, power relations, religion, and science. We will also discuss how these finds have been used and abused in modern contexts, and how our own experiences color our understanding of their world.

ARCH 0380. Archaeology of Iran.

An archaeological survey of the origins and development of the Iranian civilizations. Analysis of settlements, history, art, architecture, and characteristics of specific archaeological sites and their artifacts ranging from prehistoric to the Hellenistic period.

ARCH 0382. Pre-Islamic Empires of Iran (HIAA 0031).

Interested students must register for HIAA 0031.

ARCH 0390. Archaeology of Palestine.

Traces the prehistory of Palestine (modern Israel, Syria, Lebanon, Jordan) from its beginnings in the Paleolithic to end of the Byzantine period. Surveys history of archaeological research in this area, emphasizing significant excavations and their artifacts. Develops an understanding of the art, architecture, and modes of life of humankind from age to age, the changes introduced from one period to another, and causes and effects of those changes.

ARCH 0396. Sacred Spaces: Synagogues, Churches, Mosques (JUDS 0050P).

Interested students must register for JUDS 0050P.

ARCH 0400. City and Sanctuary in the Ancient World.

Examines the physical dimensions of the ancient city and the ancient sanctuary through archaeological evidence with special attention to aesthetic planning, urban planning and management, and the concept of public monumental art as developed in the ancient world.

ARCH 0402. Muslims, Jews and Christians in Medieval Iberia (HIAA 0460).

Interested students must register for HIAA 0460.

ARCH 0404. Cathedrals and Castles (HIAA 0420).

Interested students must register for HIAA 0420.

ARCH 0405. State of Siege! Walls and Fortifications in the Greek and Roman World.

Warfare was endemic in the ancient world, and walls were therefore ubiquitous. This course will examine the most spectacular fortifications of the Graeco-Roman world, from Bronze Age citadels in Greece to the Roman frontiers. We will learn how to build walls and fortresses, how to defend them, and how to breach them by studying some of the best walls and famous sieges of Antiquity. Enrollment limited to 50.

ARCH 0407. Hadrian's Wall: Soldiers and Civilians on Rome's Northern Frontier.

Explore the archaeology of one of Great Britain's grandest monuments, Hadrian's Wall, and follow its path through the history and archaeology of Roman Britain. Using the fortification as both inspiration and guide, students will learn about the life on Rome's northern frontier, from Rome's first occupation in the Iron Age to Roman withdrawal centuries later. The wall's symbolic and real impact will illuminate the tangible ways archaeology can teach us about religion, race, the military, politics, art, architecture, and the everyday lives of people in one of Rome's most distant provinces.

ARCH 0410. Mediterranean Bronze Age.

Snake goddesses and bull leaping, labyrinths and gold masks, Linear B and Homeric heroes: these are only some of the most famous things about the Minoan and Mycenaean cultures of Bronze Age Crete and Greece. This class will also explore questions about the historicity of the Trojan War, trade and exchange; ritual landscapes; the origins of writing; death and burial; the eruption of the Thera volcano; and the collapse of the Mycenaean palaces.

ARCH 0412. From Gilgamesh to Hector: Heroes of the Bronze Age.

Swift-footed Achilles, god-like Hector, and Gilgamesh the tall, magnificent, and terrible! They are heroes of the Bronze Age, which produced the world's first cities, empires, and texts. This class explores the concept of "hero" by placing it within its eastern Mediterranean Bronze Age context, using archaeological evidence alongside contemporary and later textual evidence.

ARCH 0420. Archaeologies of the Greek Past.

The Onion once reported that ancient Greek civilization was a complete modern fraud, since obviously no one culture could have invented so much, not least all that Great Art and Architecture. But they did. This course will explore the material world of ancient Greece, from the monumental (the Parthenon) to the mundane (waste management), and everything in between. Enrollment limited to 50.

ARCH 0423. Monuments and Monsters: Greek Literature and Archaeology (COLT 0811H).

Interested students must register for COLT 0811H.

ARCH 0424. Greek Mythology (CLAS 0900).

Interested students must register for CLAS 0900.

ARCH 0425. The Agora: History at the Heart of Athens.

Part city hall, part church, part mall, part stadium, part law court, part red light district, the Agora of ancient Athens has seen it all, from Neolithic to modern times. This "marketplace" is most famous for its Classical history, when figures such as Pericles, Socrates, and Demosthenes walked and talked there. This course, however, will consider the long life and impact of this civic space, including its ongoing and often problematic archaeological heritage. Enrollment limited to 50.

ARCH 0440. Goats, Grains, and Gilgamesh: Archaeology of the Ancient Near East.

Ziggurats of forgotten gods, epics in lost languages, cosmopolitan cities bustling with traders from distant lands: the ancient Near East features the world's earliest agriculture, writing, and empires. From these developments grew diplomacy and commerce -- but also inequality and conflict. This course offers an introduction to the ancient Near East through art and archaeology spanning modern Turkey, Iraq, Iran, the Arabian Peninsula, and Central Asia. It also explores the influence of archaeology within modern nationalism, colonialism, Orientalism, memory, geopolitics, and the use of Near Eastern antiquity in contemporary pop culture.

ARCH 0446. War and Peace in the Hebrew Bible and its Environment (JUDS 0670).

Interested students must register for JUDS 0670.

ARCH 0450. Archaeology of Jerusalem.

Examines the archaeology of the city of Jerusalem from David's conquest in ca. 1000 B.C.E. through the Crusaders' defeat in 1187 A.D. The contemporary literary sources as well as the more recent scholarly debates and discoveries help us understand the material remains of the relevant periods.

ARCH 0520. Roman Archaeology and Art.

Anyone who has ever watched 'Gladiator', 'Spartacus', 'Life of Brian' or 'Bugs Bunny: Roman Legion Hare' has some image of Rome, the Romans and their empire. This course, while exploring and assessing these influential popular preconceptions, introduces a more balanced view of Roman archaeology and art, examining not only the 'eternal city' of Rome, but its vast and diverse imperial domain.

ARCH 0523. Roman Art and Architecture: From Julius Caesar to Hadrian (HIAA 0340).

Interested students must register for HIAA 0340.

ARCH 0524. Art and Architecture of the Roman Empire (HIAA 0032).

Interested students must register for HIAA 0032.

ARCH 0525. The Other Side of Rome: Daily Life in the Roman Empire.

What did the Romans ever do for us? Toilets, bars, firefighters, and dry cleaning, to name just a few things. Surprisingly, daily life in the Roman empire was not too different from our own. This course will examine numerous aspects of Roman life – including housing, street life, shopping, military, sanitation, and even sex – largely from the perspective of the archaeological evidence, especially from some of the best preserved cities, Rome and Pompeii.

ARCH 0526. Behind Closed Doors? Domestic Life in the Roman World.

This course explores the archaeological remains of domestic life across the Roman world from Pompeii to Britain to Syria and attempts to reconstruct the private lives of Romans, particularly the women, children, servants, and slaves who were less visible in more public spheres. We will consider the methodological complexities of interpreting artifact assemblages and reflect on our own houses and notions of private lives both as sources of inspiration and stumbling blocks for understanding Roman domestic life as we open doors and re-people Roman houses.

ARCH 0528. Living on the Edge: The Archaeology of Frontier Communities in the Roman Empire.

The Roman Empire was surrounded by over 3,100 miles of frontier that marked the end of Roman territory. These regions are often discussed solely from a military standpoint, but soldiers were only a small part of a much larger frontier community that included women and children, locals and foreigners, and Romans and non-Romans. This course explores how these communities, often marked by asymmetrical power relationships between the Roman State and local communities, developed, investigating social structures, religion, art and architecture, and economies in order to understand what it was like to live on the edge of the Roman world.

ARCH 0529. Swords, Sandals, and Saunas: The Roman Army in War and Peace.

The Roman legionary is often seen as synonymous with the power of the Roman Empire: heavily armored, spear and shield in hand, marching unrelentingly forward against enemies. But the military was more than a menacing State institution, and this class shifts the focus to the lives of the men who filled the ranks, exploring their languages, religions, clothing, equipment, and fighting styles. We will draw upon evidence of all sorts, including archaeological material from fortifications and battlefields, inscriptions on tombstones and other monuments, and iconographic depictions.

ARCH 0529A. The Roman Army in Peace and War (CLAS 0529).

Interested students must register for CLAS 0529.

ARCH 0530. Hannibal ad portas! Fact and Fiction on Carthage and the Punic World.

"Hannibal stands at the gates": Roman parents would terrify their children with these words. And many others have been haunted by Hannibal Barca: the Carthaginian general still fascinates the European imagination, not least his epic trek over the Alps with three dozen elephants. This course explores fact and fiction about Hannibal and his world, holding up historical and mythical records against hard archaeological evidence. Enrollment limited to 50.

ARCH 0535. Labor and Technology in the Roman World.

Recent television programs like the History Channel's "Engineering an Empire" depict the Romans as geniuses pursuing a "remarkably advanced" lifestyle, but who were the people behind these technological accomplishments and what were the implications for the average Roman? This course investigates the implications of Roman technology on daily life and labor. Topics include transportation and trade, agriculture, crafts production, mining, sanitation, and warfare. We will also explore issues concerning ancient and modern perspectives on Roman technology and labor. Enrollment limited to 20.

ARCH 0537. Making and Unmaking the World: Ancient Empires and Their Aftermath.

The Romans built a world of their own: they constructed infrastructure that spanned the empire, built cities, roads, aqueducts, and monuments, and even reshaped the natural environment itself – often at great cost. By looking at the impact of such imperial projects on the built environment and the natural world, this course highlights the costs of building ancient civilizations and the aftermaths they left behind. We will learn about how these features were built, what they became after the empire's fall, and how they changed the world for better... or worse.

ARCH 0540. Ancient Rome: Art, Archaeology and Civic Life from the End of the Republic through the Early Empire.

This survey course will familiarize students with the art and architecture of Rome during the early Imperial era (ca. 40 BC – AD 140), through investigation of significant sites, monuments and museum collections in Rome and locations throughout southern Italy. Items considered will include both monumental and domestic architecture, wall painting, mosaics, sculpture, coins, epigraphic evidence, as well as maps and ancient sources.

ARCH 0542. The Visual Culture of Early Modern Rome (HIAA 0560).

Interested students must register for HIAA 0560.

ARCH 0550. Late Roman and Early Christian Art and Architecture.

An introduction to the relationship between Roman art and the art of emerging Christianity. The course begins with the Pantheon and ends with the Hagia Sophia.

ARCH 0563. Toward a Global Late Antiquity: 200-800 CE (HIAA 0321).

Interested students must register for HIAA 0321.

ARCH 0600. Archaeologies of the Muslim World.

Muslim societies are built upon a rich archaeological heritage that spans a region from Spain to China. Since the spread of Islam in the 7th century, its legacy of cities, monuments, and artifacts trace more than a millennium of cultural transformations among the various peoples and traditions of the Mediterranean, Middle East and beyond. Through discussion of major sites and hands on work with a collection of artifacts this course explores that heritage for what it can tell us about the social practices and historical processes that have formed the Muslim world.

ARCH 0643. The Architecture of Islam (HIAA 0041).

Interested students must register for HIAA 0041.

ARCH 0650. Islamic Civilizations.

This introduction to early Islamic civilization will examine the interrelationship between the emerging Islamic religious tradition and the development of specifically Muslim social institutions, the role of ethnic and religious minorities, and the flowering of Islamic thought and material culture. Students will study archaeology, political and social histories, visual arts, and textual traditions to explore the evolution and institutionalization of Islam from Spain to Central Asia.

ARCH 0666. Cult Archaeology: Fantastic Frauds and Meaningful Myths of the Past.

The pyramids and Stonehenge built by aliens? The power of the Mummy's Curse? These myths couldn't be true... or could they? Cult Archaeology examines popular and fantastic interpretations of archaeological remains presented in the press and popular media. This course finds the logical flaws in pseudoscientific explanations and the biases that underlie them. Discover the "truth" about archaeology!

ARCH 0676. Pirates of the Caribbean: Scalawags, Sailors, and Slaves.

Avast ye scurvy dogs! Come study the barbarous buccaneers that roved the high seas of the Caribbean from the sixteenth to the eighteenth century: their daily lives and plundered goods, their ships and hideaways. We will explore the havoc piracy caused, and the legends left behind -- Blackbeard, Captain Morgan, and even Captain Jack Sparrow. Just as importantly, we will investigate the economics and geopolitics behind the rise of piracy, with an emphasis on the trans-Atlantic slave trade.

ARCH 0677. Pirates! Archaeologies of Piracy in the Atlantic World (ANTH 0515).

Interested students must register for ANTH 0515.

ARCH 0678. Underwater in the Mediterranean: An Introduction to Maritime Archaeology.

Shipwrecks, sunken cargoes, coastal ports: all contribute to our understanding of the maritime world of the past, not least that of the Mediterranean Sea. This course will explore the Mediterranean's ancient seafaring heritage over time, in particular by studying ancient ships and harbors as remarkable examples of social and technological innovation and enterprise. The methodological challenges faced by archaeologists working on underwater and coastal 'sites' will also be examined. Enrollment limited to 50.

ARCH 0679. The Ocean in Global History (HIST 0150J).

Interested students must register for HIST 0150J.

ARCH 0680. Water, Culture and Power.

Water is the source of life. In the midst of global climate change, environmental crises over water resources, and increasingly ubiquitous political debates over water, we are beginning to recognize humans' complete dependence on water. This course investigates our long-term attachment and engagement with water from the point of view of archaeological, environmental, visual, literary, and historical sources. From flowing rivers to churning seas and from aqueducts to public fountains, we will explore the cultural and environmental aspects of water in the Near East, Mediterranean, and Europe beginning with the Last Ice Age and ending in the modern day.

ARCH 0682. Powering the Past: Environmental Histories of Energy Use and Social Change (ENVS 0710).

Interested students must register for ENVS 0710.

ARCH 0683. From Fire Welders to Empire Builders: Human Impact on the Global Environment before 1492 (HIST 0270A).

Interested students must register for HIST 0270A.

ARCH 0717. Architecture of the House Through Space and Time (HIAA 0081).

Interested students must register for HIAA 0081.

ARCH 0720. Pilgrimage and Travel in the Ancient World.

From Canterbury to Mecca, Rome to Lake Titicaca, throughout history people have traveled far and wide, often under difficult conditions, to visit sacred places. But who were these people, where and why did they go, and how did they get there? This course will explore the practice and pragmatics of pilgrimage, relying on material and literary evidence from modern and ancient case studies around the world. Enrollment limited to 20.

ARCH 0730. The Secrets of Ancient Bones: Discovering Ancient DNA.

New analyses of ancient DNA preserved for millennia in bones and soils have revolutionized the field of archaeology. Suddenly, archaeologists have gained new insight into human origins and migrations, diseases, agriculture, and even the slave trade. Recent genetic case studies will provide a lens for learning about the archaeology of diverse world regions and time periods, from Oceania to Mesoamerica and from the Paleolithic through recent history. Topics will include: genetic relationships between humans, Neanderthals, and Denisovans; the peopling of the globe; diasporas; extinction and de-extinction; and plant and animal domestication.

ARCH 0740. Revolutions and Evolutions in Archaeology.

Humankind has had a revolutionary past -- or so archaeology would lead us to believe. The earliest evidence for language, ritual, and the arts -- dating back to the extinction of the Neanderthals -- is known as the "Human Revolution". The time when hunter-gatherers became farmers? The "Neolithic Revolution". And when they started living in cities? The "Urban Revolution". This course will explore the historical reasons for these revolutionary labels, and consider instead these "revolutions" as gradual processes (or evolutions). Enrollment limited to 50.

ARCH 0750. Women in the Ancient Mediterranean World.

Women represent half of humanity, but they have been greatly underrepresented in studies of past cultures. This course examines not only what women of the Near East, Egypt, Greece, and Rome actually did and did not do, but also how they were perceived in society. Focusing on material and visual cultures, but also incorporating historical and literary evidence, we will investigate the complexities of women's lives in the ancient Mediterranean, as well as the roots of modern conceptions and perceptions of women.

ARCH 0755. Engineering and Technology in the Ancient World.

Enter the world of Greek and Roman engineers whose monumental works and technologies impressed audiences, both ancient and modern. Explore the technologies of art and construction that led to some of the most extensive building programs undertaken by pre-modern states. Through case studies ranging from particular structural elements and technologies (e.g. columns, domes, cranes, catapults) to overall structural systems (palatial complexes, temples, infrastructure), this class investigates the history of materials, methods, and knowledge behind ancient innovations, and the role of art, architecture, and engineering in shaping socio-cultural and political identity.

ARCH 0760. Palaces: Built to Impress.

Ancient palaces capture the imagination as grand, breathtaking manifestations of power and wealth. These were the residences of kings, queens, and courtiers, built to impress with their echoing halls, exquisite paintings and statuary, fragrant gardens, and sumptuous reception rooms. This course explores the palaces of ancient Egypt, Sudan, Syria, Israel, Turkey, Greece, and beyond, delving into how these monumental structures manipulated the senses, the body, behavior, and the mind. We also visit "palaces" in and around Providence, exploring firsthand how such architecture is designed to inspire awe, respect, and subservience.

ARCH 0763. The Private Life of the Privy: A Secret History of Toilets.

It's usually unspoken, but we all know the truth: everybody poops. This class starts with some basic questions: what is poo; what are toilets, cesspits, and latrines; and how have these changed over time. But where we go, what "equipment" we use, what goes into the loo, and the morals and ideals imbued in that act vary vastly between cultures -- touching on complex questions of gender, religion, disease, technology, and science. Combining advanced scientific approaches with material and cultural analyses, this course will demonstrate that even a seemingly simple biological act can reveal a culture's most fundamental secrets.

ARCH 0767. Aromas of Antiquity: The Fragrant World of the Ancient Mediterranean.

Have you ever wondered how something as unassuming as smell can shape entire civilizations? Through scent walks, hands-on experiences, and chemical experiments, students in this course will discover how fragrance shapes our daily lives and contemporary ideas about medicine, relationships, and wealth. We'll then shift to the ancient Mediterranean, exploring how the ancient Egyptians, Mesopotamians, Early Christians, Greeks, and Romans perceived scent and examining its entanglement with their belief systems, social lives, and power dynamics.

ARCH 0770. Archaeology of Eating and Drinking.

Everybody eats -- but patterns of eating and drinking vary dramatically from culture to culture. This course will examine the social roles and meanings of eating and drinking from prehistory to the present, using case studies from the Mediterranean and other parts of the world. How are identity, gender, and power negotiated through food and drink? What are the roles of the body, the senses, and memory? What does a history of humanity look like from the point of view of the consuming body?

ARCH 0771. Anthropology of Food (ANTH 0680).

Interested students must register for ANTH 0680.

ARCH 0775. Farm to Table: Foodways and Gastro-Politics in the Ancient Near East.

This course provides an introduction to the culture, economy, and politics of food in the ancient Near East. We will not only investigate the day-to-day mechanics of food production, cooking, and consumption; we will also develop an appreciation for changing food fashions, for the etiquette of eating and drinking, and for the complex world of gastro-politics. We will even explore the ancient kitchen using our own hands, mouths, and stomachs as a guide.

ARCH 0785. Of Dice and Men: Games in Human Societies Past and Present.

From ancient dice games, marathons, and gladiator battles to virtual worldbuilding and mobile phone games, students in this course will explore the roles of competition and play in cultures. But, equally importantly, students will play games! We will consider games through the lenses of anthropology, archaeology, psychology, and philosophy. And by playing games, both ancient and modern, students will question how games are a distinctly human phenomenon and play essential parts in human lives, in ways that are not entirely obvious or expected.

ARCH 0800. Alexander the Great and the Alexander Tradition.

This course focuses on a single historical figure, Alexander the Great, using him as a point of departure for exploring a wide range of problems and approaches that typify the field of Classical Studies. How knowledge of Alexander has been used and abused provides a fascinating case study in the formation and continuous reinterpretation of the western Classical tradition.

ARCH 0801. Alexander the Great and the Alexander Tradition (CLAS 0810A).

Interested students must register for CLAS 0810A.

ARCH 1049. Settler-Colonial Placemaking: From Vikings to the Homestead Act (HIAA 1626)..

Interested students must register for HIAA 1626.

ARCH 1050. Old World and New World Perspectives in Archaeology.

This course examines how archaeologists working on different sides of the world study the past. Archaeology in the Old World and New World has developed on parallel, but separate, trajectories. While these approaches share methods and theories, they often interpret archaeological data in alternative or even contradictory ways. In this course we will view archaeological topics from both perspectives, using examples from the Mediterranean and Mesoamerica, to try to better understand, and perhaps bridge the gap between, some of our differences. Prerequisite: An introductory course in archaeology, either through the Joukowsky Institute or the Anthropology department.

ARCH 1051. Archaeology of Settler Colonialism (ARCH 1622).

Interested students must register for ANTH 1622.

ARCH 1051A. Settler Colonial Cities: Indigenous Histories, Presents, and Futures (HMAN 1977D)..

Interested students must register for HMAN 1977D.

ARCH 1052. Global Historical Archaeology (ANTH 1620).

Interested students must register for ANTH 1620.

ARCH 1053. Global Origins of Plant and Animal Domestication (ANTH 1670).

Interested students must register for ANTH 1670.

ARCH 1054. Indians, Colonists, and Africans in New England (ANTH 1624).

Interested students must register for ANTH 1624.

ARCH 1056. Indigenous Archaeologies (ANTH 1125).

Interested students must register for ANTH 1125.

ARCH 1100. Archaeology in the Age of Augustus.

Rome's first Emperor, Gaius Octavian Augustus, ruled an empire stretching from Spain to Syria, from Britain to Egypt. Students will explore the social, artistic, and political successes and failures of this "golden age" of Rome's past. The course will assess a broad range of topics -- such as the creation of empire, art as propaganda, and the role of women -- within the context of Augustan ideology and history.

ARCH 1101. Age of Augustus: Topography, Architecture, and Politics (CLAS 1120T).

Interested students must register for CLAS 1120T.

ARCH 1105. The Face of Power: Representing Roman Emperors.

The infallible Augustus; Nero fiddling as Rome burns; Constantine the Christian emperor: the roster of Roman rulers includes some of ancient history's most beloved and notorious characters. Meet the men (and women!) who ran the Roman state, discover how art and architecture were used to craft a public impression of imperial power, and learn how material and literary sources have shaped emperors' post-classical reputations. This course will give special attention to how emperors attempted to appeal to diverse factions at home, while ensuring their power was legible to enemy competitors abroad.

ARCH 1107. Spectacle! Games, Gladiators, Performance, and Ceremony in the Roman World (HIAA 1304).

Interested students must register for HIAA 1304.

ARCH 1108. Politics and Spectacle in the Arts of Ancient Rome (HIAA 1307).

Interested students must register for HIAA 1307.

ARCH 1109. Games and Spectacles of Ancient Greece and Rome (CLAS1120N)..

Interested students must register for CLAS 1120N.

ARCH 1120. Under Pompeii's Ashes: Contesting Roman Identities.

Everybody knows Pompeii, the city that was buried under the ashes of the Vesuvius in AD 79. No site, it seems, preserved the daily life of the Romans as well. But how "Roman" was Pompeii? This course will challenge existing views on Roman cultural and social identities and material remains, using Pompeii as a case study. Pompeii, in fact, offers a unique playground to test ideas about the relationships between material culture, style, and societies in the past and the present.

ARCH 1120L. Archaeology of Feasting (CLAS 1120L).

Interested students must register for CLAS 1120L.

ARCH 1121. Pompeii: Art, Architecture, and Archaeology in the Lost City (HIAA 1303).

Interested students must register for HIAA 1303.

ARCH 1122. Pompeii: Life and Death in the Shadow of Vesuvius (CLAS 1750S).

Interested students must register for CLAS 1750S.

ARCH 1125. Building an Empire: The Sacred and Civic Architecture of Ancient Rome.

The Colosseum, Pantheon, and imperial palaces loom large in our impression of Roman civilization. Roman architecture set the standard for some of the most iconic buildings in the West. This course will examine the rise and development of Roman architectural principles and analyze how they were employed to create such a lasting image of empire. We will consider technological advancements and territorial expansion, as well as the shifting political and religious dynamics that shaped Rome's buildings.

ARCH 1127. Arts of Memory in Ancient Rome (ARTS 1127)..

Interested students must register for HIAA 1308.

ARCH 1128. The Long Fall of the Roman Empire (HIST 1205).

Interested students must register for HIST 1205.

ARCH 1130. A Burglar's Guide to Rome.

The Roman city, epitome of order or a burglar's delight? On the surface we see grid-planned cities with demarcated city centers governed by endless rules: who was allowed in a space, what time one could use the baths, drive down main streets, and on and on. What if we take a different view? This course explores Roman cities through the eyes of those who broke the rules and lived off the grid. From sneaking in to steal a trinket to sacking an entire city, the burglars of the ancient world show how cities functioned and where they broke down.

ARCH 1140. The Death of the Ancient City? Roman Cities After the Fall of Rome.

As in our own increasingly urban-based world, cities were the engines driving the political and economic success of the Roman empire. But what happened to such places after the empire disintegrated and "fell"? This course will explore the varied fate of Roman cities in Late Antiquity (4th-7th centuries C.E.), a period witnessing numerous changes — from political fragmentation and "barbarian" invasion to "Christianization" — that directly impacted both the roles of cities and the organization of urban space.

ARCH 1143. Experiencing the Roman Empire: Life in the Roman Provinces (CLAS 1120P).

Interested students must register for CLAS 1120P.

ARCH 1150. Cities and Urban Space in the Ancient World.

Using contemporary approaches to cities and urban space, this course will explore cities of the ancient Near Eastern and Mediterranean world. What makes a city and how do we define "urban"? How do cities start? Do cities die? What are the primary factors that affect their development? We will analyze not only how the development of cities responded to specific historical and geographical conditions, but also how cities in different times and places were surprisingly similar in form and social activity.

ARCH 1151. Provisioning Cities.

Urbanism goes hand-in-hand with increased population and demand for provisions, so how did cities feed their residents? This course explores subsistence strategies used by residents of ancient urban areas through case studies that span the Old and New Worlds. We explore topics such as sustainable food raising, the role of markets in cities, water management, trash disposal, cuisine as environmental adaptation, and diet as identity. We will also investigate cities as multispecies biomes, in which urban dwellers shared their space with the animals and plants that eventually landed on their plates.

ARCH 1152. Bandits and Barbarians: Exploring Subaltern Resilience and State Power (ANTH 1145).

Interested students must register for ANTH 1145.

ARCH 1153. Cities by the Sea: An Economic, Structural, and Social Examination of Mediterranean Ports.

Athens, Alexandria, Carthage, Ostia. Ports circled the ancient Mediterranean, and the sea infused these cities' hierarchies, structures, and daily patterns. This course will analyze the architecture and economy of key harbor cities of the Roman Empire by discussing their genesis or antecedents, their dynamics, and their role in the imperial era. To contextualize urban maritime landscapes across both time and space, we will consider issues pertaining to urbanism, trade, production, infrastructure, epigraphy, and iconography. Students will evaluate the traditional "port model" and other theoretical approaches, to reach a more complex understanding of these cities by the sea.

ARCH 1155. Cities, Colonies and Global Networks in the Western Mediterranean.

How did cities develop? This course will explore the connections between colonialism and urbanism in the West Mediterranean of the first millennium BCE. Should we see the profound changes in Iron Age societies of the western Mediterranean primarily as a response to external contacts and colonial interference, or did they represent long-term indigenous developments? How can we understand regions, where urban development was much more limited or absent?

ARCH 1160. The World of Museums: Displaying the Sacred.

This course will examine critically the collection and display of ancient objects, especially those of a sacred nature. Through functional, historical, material and aesthetic lenses an analysis of the relationships between the cultural contexts of objects will be examined. Case studies, guest lectures and site visits (virtual and real) will be used to demonstrate evolving theory, practice, and ethical implications of displaying archaeological objects. Enrollment limited to 15 undergraduates.

ARCH 1161. Museum Collecting and Collections (AMST 1510).

Interested students must register for AMST 1904U.

ARCH 1162. Anthropology in/of the Museum (ANTH 1901).

Interested students must register for ANTH 1901.

ARCH 1163. The Art of Curating (MCM 1700R).

Interested students must register for MCM 1700R.

ARCH 1164. Methods in Public Humanities (AMST 1550).

Interested students must register for AMST 1550.

ARCH 1167. Museum Histories (AMST 1903I).

Interested students must register for AMST 1903I.

ARCH 1170. Community Archaeology in Providence and Beyond.

Modern archaeology is about far more than just digging in the dirt. During this seminar, we will discuss how archaeologists can engage with the public—including collaborations with indigenous and local communities, increased multivocality in interpretations, the mass media, museums, educational outreach programs, and the use and abuse of the past by governments and others in power. Much of the learning for this course will come as part of hands-on projects undertaken in collaboration with community partner organizations. These engaged scholarship projects are designed to link students with community members and practitioners as co-learners and co-creators to create positive change in our community, and to help students form deep ties to Providence and Rhode Island beyond the walls of Brown University, and to offer students a hands-on perspective on how archaeology can effect change in our communities.

ARCH 1175. Archaeology Matters! Past Perspectives on Modern Problems.

This is not the first era to face many of today's global problems — rising temperatures, sea-level change, sustainability, pollution, fire, water scarcity, urban blight, social violence, and more. Archaeology is more than the understanding of peoples long ago and far away, but a discipline whose long-term perspective could offer potential solutions to current crises. Through case studies and discussion of key issues, this class asks how archaeology — and archaeologists — might just change the world.

ARCH 1177. Occupy Archaeology! Interrogating Inequality, Past and Present.

We are the 99%! Black Lives Matter! These rallying cries bring inequality to the front-and-center of western political and media discourses. Yet a social system dividing the haves and have-nots is hardly a modern phenomenon. This course considers injustice diachronically and on a global scale, examining ways in which the material world studied by archaeologists creates — and is created by — social divisions, and critiquing the ways that archaeology as a discipline is a part of the problem.

ARCH 1178. Archaeology and Social Justice: Un-disciplining the Past, Changing the Present.

The contemporary world is at a breaking point. Deepening social inequality, environmental crises, and neo-colonialism exacerbate global injustices. The stories that archaeologists tell about the past, more often than not, contribute to these injustices. In this course, we will use global case studies to explore the possibilities for other, decolonial archaeologies which can liberate the material past from its colonial/racial disciplinary straightjacket, and at the same time provide essential tools for the necessary struggles for social justice today.

ARCH 1200A. Early Italy.

Focuses on the Bronze Age background to the emergence of Greek, Roman, and Etruscan Italy in the Iron Age. Emphasizes the results of recent excavations, the problems of contact between the Aegean and Tyrrhenian areas in the Bronze Age, Greek colonization, and the urban development of the Etruscan/Latium region.

ARCH 1200B. Pompeii (HIAA 1200D).

Interested students must register for HIAA 1200D.

ARCH 1200C. Roman Iberia.

The archeology, art, and architecture of Iberia during the Roman presence from the Punic Wars to the beginning of the Arab conquest. The artifacts and monuments discussed will not only represent artistic production from Roman administrative expressions, but also a mixture of styles between indigenous art (such as Celtic) or expressions of syncretism or other cultural symbioses.

ARCH 1200E. Topography and Monuments of Rome.

Rome has been the scene of notable recent discoveries. This course will concentrate on the evidence for the so-called "regal period" but other topics, among them commemorative arches, the topography of the Campus Martius, and Christian basilicas, will also be taken up. A reading knowledge of Italian is highly recommended.

ARCH 1200F. City and the Festival: Cult Practices and Architectural Production in the Ancient Near East.

This course will explore urbanization, formation of urban space, and architectural projects in relation to cult practices and commemorative ceremonies in the Ancient Near East. Investigating case studies from early cities of fourth millennium BC Mesopotamia to Iron Age Syria and Anatolia, we will study the processes of the making of urban and extra-urban landscapes in the socio-religious context of festivals.

ARCH 1200G. Arabia and the Arabs: The Making of an Ethnos.

This course will survey the archaeology and history of the Arabs and Arabia from before their emergence in the historical record to the modern period. Our particular focus concerns their relationship with the rise of Islam as well as the imperial politics of the pre-Islamic Near East. A major issue that frames these inquiries is the concept of ethnicity and its projection into the past.

ARCH 1200H. Islamic Landscapes: Cities, Frontiers and Monuments.

This course will examine the built environments of the Islamic Period Middle East through the growing archaeological and historical record of its cities, monuments, and other spaces. We will explore what these landscapes tell us about the diverse nature of Muslim societies, relations between Muslim and non-Muslim inhabitants, and ways in which cultures engage with space and place through their physical, emotional, and intellectual resources. Prerequisites: At least two courses in either archaeology, anthropology, art history, or Middle East studies.

ARCH 1200I. Material Worlds: Art and Agency in the Near East and Africa.

This course investigates technological processes of artifact production in the material culture of ancient and contemporary Near East and Africa. Archaeological and ethnographic case studies will be explored to understand the social relations behind skilled craftsmanship in architecture and "art". Circulation of craft knowledge, cultural biography of artifacts, constitution of cultural identities and memory through material processes will be central topics. Enrollment limited to 20.

ARCH 1209. The Visual Culture of Medieval Women (HIAA 1430A).

Interested students must register for HIAA 1430A.

ARCH 1211. The Body and the Senses in Medieval Art (HIAA 1440E).

Interested students must register for HIAA 1440E.

ARCH 1213. The Medieval Monastery (HIAA 1440B).

Interested students must register for HIAA 1440B.

ARCH 1214. The Viking Age (HIST 1210A).

Interested students must register for HIST 1210A.

ARCH 1220. Byzantine Archaeology and Art: Material Stories of a Christian Empire.

The world of Byzantium is often considered as a dark age separating the glories of Rome and the Renaissance. Yet Byzantium was among the longest living empires in world history, with an artistic and cultural impact felt far beyond its borders. The course will introduce students to a series of art works, architectural masterpieces, and archaeological discoveries that illuminate our understanding of the much underestimated, and much misunderstood, Byzantine Empire. Enrollment limited to 50.

ARCH 1231. Kings, Courts, and Aristocracy (ANTH 1231).

Interested students must register for ANTH 1231.

ARCH 1232. The City, the Maroon and the Mass Grave (ANTH 1630).

Interested students must register for ANTH 1630.

ARCH 1233. Ancient Maya Writing (ANTH 1650).

Interested students must register for ANTH 1650.

ARCH 1234. Lost Languages: The Decipherment and Study of Ancient Writing Systems (ANTH 1820).

Interested students must register for ANTH 1820.

ARCH 1235. Vertical Civilization: South American Archaeology from Monte Verde to the Inkas (ANTH 1505).

Interested students must register for ANTH 1505.

ARCH 1236. Maize Gods and Feathered Serpents: Mexico and Central America in Antiquity (ANTH 1640).

Interested students must register for ANTH 1640.

ARCH 1237. Pre-Columbian Art and Architecture: A World That Matters (ANTH 1030).

Interested students must register for ANTH 1030.

ARCH 1238. Classic Mayan Civilization (ANTH 1031).

Interested students must register for ANTH 1031.

ARCH 1242. Amazonia from the Prehuman to the Present (HIST 1360).

Interested students must register for HIST 1360.

ARCH 1250. Minoans and Mycenaeans: Greece in the Bronze Age.

This class offers an introduction to the archaeology and art of the civilizations that arose on mainland Greece, Crete, the Aegean and Cyprus in the third and (especially) the second millennium B.C. The principal emphasis is on understanding the rise and collapse of palatial/state-level societies in these regions, with consideration of their sociopolitical, ideological and economic organization, and their interactions with neighboring cultures.

ARCH 1278. Greeks and 'Others' in the Mediterranean (CLAS 1120S).

Interested students must register for CLAS 1120S.

ARCH 1282. Mediterranean Culture Wars: Archaic Greek History, c. 1200 to 479 BC (CLAS 1210).

Interested students must register for CLAS 1210.

ARCH 1283. The Fragility of Life in Ancient Greece (CLAS 1130).

Interested students must register for CLAS 1130.

ARCH 1287. Holy Places and Sacred Spaces in Ancient Greece (CLAS 1750R).

Interested students must register for CLAS 1750R.

ARCH 1300. Greek Architecture.

This course will trace the history of Greek Architecture from the Bronze Age through the Hellenistic Period. Emphasis is placed on the Archaic and Classical Periods and on the formation and implementation of the three major Greek orders (Doric, Ionic, Corinthian). Importance is placed on understanding construction techniques and the intricate relationship between form and function of the Greek orders.

ARCH 1305. Myth and Narrative in Greek Art.

From Homeric epics to Athenian tragedies, masterpieces of mythological narrative form the backbone of Greek literature. But myth and storytelling were also powerful forces in Greek art — from vase painting to monumental sculpture. This class asks how myth in art responded to social realities or political developments, and what was the role or agency of the artist as a creator of content? How did myths evolve over time or take on new meanings in different contexts? Our class will look at many mythological stories in art and learn to "read" Greek visual narrative within its artistic, social, economic, and political setting.

ARCH 1310. Ancient Painting.

Examines selected topics in ancient painting with emphasis on the remains of ancient fresco decoration. Topics are Palaeolithic Painting, Aegean Bronze Painting, Etruscan Painting, Greek Painting of the Fifth and Fourth Centuries (text evidence), Roman Painting, Roman Painting as reflected in Mosaic.

ARCH 1430. The Philistines.

The Philistines were long considered to be trouble-makers and uncultured; however, recently their true character has been revealed. The origin, culture, social organization, political affiliations, religion, artwork, and technology of the Philistines, who inhabited Palestine during the Iron Age (ca. 1200-734 B.C.E.), will be elucidated through the examination of archaeological data and some textual evidence and pictorial representations.

ARCH 1434. Jews, Chrstns, Muslm (UNIV1003).

Interested students must register for UNIV 1003.

ARCH 1436. The Archaeology of Jerusalem: From the Origins to the Ottomans (JUDS 1610).

Interested students must register for JUDS 1610.

ARCH 1437. The Archaeology of Palestine (JUDS 1615).

Interested students must register for JUDS 1615.

ARCH 1438. Jerusalem since 1850: Religion, Politics, Cultural Heritage (JUDS 1620).

Interested students must register for JUDS 1620.

ARCH 1439. Jerusalem Divided: Politics and Cultural Heritage (URBN 1870K).

Interested students must register for URBN 1870K.

ARCH 1440. Synagogues, Churches, and Mosques.

Reviews the discoveries and related scholarship of ancient synagogues, churches, and mosques in ancient Palestine. Focuses on their architectural and decorative as well as their spiritual and religious characteristics, and examines how those institutions influenced each other throughout their history of development.

ARCH 1441. Ancient Synagogues, Churches, and Mosques in Palestine (JUDS 1670).

Interested students must register for JUDS 1670.

ARCH 1443. Pilgrimage and Sacred Travel in the Lands of Islam (RELS 1520).

Interested students must register for RELS 1520.

ARCH 1448. Digging for the Bible: Science, Religion, and Politics (JUDS 1974).

Interested students must register for JUDS 1974.

ARCH 1450. Qumran and the Dead Sea Scrolls.

Examines the scholarly interpretations of the site and the scrolls. Attempts to determine the relationship between the archaeological and textual evidence.

ARCH 1475. Petra: Ancient Wonder, Modern Challenge.

The rose-red city of Petra in southern Jordan is a movie star (Indiana Jones and the Last Crusade). It is a tourist mega-hit (over half a million visitors annually). It was recently voted one of the New 7 Wonders of the World. This class will explore the history and archaeology of Petra and debate how best to present and preserve the site, as well as discussing (and planning!) Brown's ongoing fieldwork at this beautiful, but fragile, place. Enrollment limited to 15. Not open to first or second year students.

ARCH 1481. The Silk Roads, Past and Present (HIST 1974A).

Interested students must register for HIST 1974A.

ARCH 1482. Power, Profit, and Pillage: The Rise and Fall of Trading Kingdoms in Asia (ANTH 1540).

Interested students must register for ANTH 1540.

ARCH 1484. Attachment to Objects in Chinese Literature (EAST 1950P).

Interested students must register for EAST 1950P.

ARCH 1486. The Bureaucracy of Hell: Envisioning Death in East Asian Art (HIAA 1213).

Interested students must register for HIAA 1213.

ARCH 1487. Environmental History of East Asia (HIST 1820B).

Interested students must register for HIST 1820B.

ARCH 1490. Ancient Central Asia in the Shadow of Alexander.

Popular imagination frames Central Asia as a marginal area whose relevance emerged only after the conquest of Alexander the Great – a faulty interpretation influenced by Orientalist bias. In contrast, this course turns its focus to the global and lasting impact of ancient indigenous cultures of Central Asia – Afghanistan and the former Soviet Republics – before and after the arrival of Greco-Macedonian colonialism, through the lenses of archaeology, art, and history. We will also consider Central Asia as a case study for broader approaches to issues around state power, identity, migration, resilience, and inequality in the ancient world.

ARCH 1492. The Priest-Kings and Village Life of Ancient Pakistan and India.

The Indus Civilization was the largest culture in the Bronze Age, extending over Pakistan and much of India. It produced sculptures of priest-kings and dancing girls, seals imprinted with magical beings, vast water systems, and monumental structures. But it remains such a mystery that archaeologists can't even read its texts: the Indus script is still undeciphered. This course will look at the remarkable material culture of the Indus and famous sites like Harappa and Mohenjo Daro, but will also introduce current research examining grassroots change effected by villagers in their daily lives.

ARCH 1494. Southeast Asia's Entangled Pasts: Excavated, Curated, and Contested.

Behind the caricature of Southeast Asia as an exoticized land of temples and tradition lies a conflicted past entangled with competing claims to power, identity, and territory. This course explores the history of that region (Indonesia, Singapore, Malaysia, Thailand, Myanmar, Cambodia, Laos, Vietnam, and the Philippines), examining how ancient ruins were used to justify postcolonial national states; how museums and monuments have bolstered authoritarian regimes and sparked democratic protests; and how circulation of artifacts and artworks sets off diplomatic disputes and connects diasporic communities. Students will also engage with relevant material cultures and artistic practices in the Providence area.

ARCH 1500. Classical Art from Ruins to RISD: Ancient Objects/ Modern Issues.

Our class will use RISD Museum's ancient Greek and Roman collection as a framework to discuss art history, museum studies, heritage management, and world affairs. We will move beyond the pleasing aesthetics of classical art to grasp the objects' social and cultural contexts, and their role in structures of power, privilege, and colonialism – particularly examining issues of race, class, gender, sexuality, migration, and cross-cultural contact. What are the ethical responsibilities of museums – and universities – within this discourse?

ARCH 1501. Islamic Art in the RISD Museum: Thinking With Objects (HIAA 1418).

Interested students must register for HIAA 1418.

ARCH 1515. The Fair Sex: Female Body and Sexuality in the Ancient World.

Maidens, wives, goddesses, prostitutes, monsters. This course examines constructed concepts and stereotypes of "femininity", "gender", and "sexuality" and considers how – or even whether – they might be applied to art, archaeology, and literature of the ancient Mediterranean and Near East. Topics include representations of the female body and sexuality in art; notions of aesthetics, beauty, and perfection; nudity and taboo; women in myth, literature, and ritual; burials and funerals; gender roles and tropes of femininity; zones of female agency and authority; and multiply marginalized women (immigrants, enslaved workers).

ARCH 1517. Growing Up Ancient: Childhood, Gender, and Identity in the Ancient World.

How were childhood and femininity culturally constructed in the ancient world? How did factors like class, race, religion, and imperialism shape the actual bodies and perceived identities of women and children?

This course will explore these questions by incorporating perspectives from archaeology, biological anthropology, and social history. Through analyses of ancient material culture and texts, readings from contemporary scholarship, and hands-on activities, students will draw connections between women and children of the past and present, in diverse cultural contexts. Case studies range from the Wari and Inca to the Roman world, medieval Europe, and Indigenous North America.

ARCH 1518. Women and Families in the Ancient Mediterranean (HIAA 1302).

Interested students must register for HIAA 1302.

ARCH 1520. Encountering the Foreign: The Archaeology of Diplomacy.

Human societies have long been both intrigued and frightened by the foreign and exotic, from objects, peoples, and practices that appear "different". Out of these encounters with the unknown evolved a way to manage these interactions: what we now call diplomacy. This course focuses on the earliest forms of diplomacy in the societies of the Bronze Age eastern Mediterranean, examined through the lens of material culture, texts, and art, while also considering how disciplines such as sociology, psychology, and anthropology might expand our understanding.

ARCH 1525. Struggle and Domination in the Prehistoric Mediterranean: Sex Power God(s).

Humans seek to survive, adapt, develop, and thrive. Yet our species is also prone to power struggles, violence, and domination. This strife can be seen in the findings of the latest archaeological and ethnographic research – which casts doubt on the peaceful, egalitarian societies sometimes imagined in the prehistoric past. This course will examine power and inequality in the prehistoric Mediterranean, considering such vectors as religion, human-nonhuman relationships, monument building, technological innovations, death, and sexuality.

ARCH 1536. Archeological Ethnographies: Heritage and Community in the Mediterranean (ANTH 1126).

Interested students must register for ANTH 1126.

ARCH 1538. Heritage Under Fire: From Conflict to Understanding, Memory, and Reconciliation.

This course examines the intricate relationships among the past, politics, and contemporary archaeology in conflict zones, particularly in the Middle East and North Africa regions. Discussions will include the political and moral agendas entangled in cultural heritage advocacy, the biases inherent in interpreting cultural heritage, and the use of history and archaeological evidence to legitimize societal divisions, as well as how factors such as colonialism, nationalism, terrorism, and armed conflicts impact heritage. How can archaeology contribute to fostering reconciliation and healing?

ARCH 1540. Cultural Heritage: The Players and Politics of Protecting the Past.

From Antarctica to Zimbabwe, cultural heritage encompasses the very old and the still in use, the man-made and the natural, the permanent and the ephemeral – even the invisible and the edible. This course will explore issues of modern threats to cultural heritage such as tourism and development, questions of authenticity and identity, and archaeology's intersection with law, ethics, public policy, and economics.

ARCH 1541. Cultural Heritage in Crisis (HIAA 1010).

Interested students must register for HIAA 1010.

ARCH 1543. Decolonizing Classical Antiquity: White Nationalism, Colonialism, Ancient Material Heritage (MGRK 1220).

Interested students must register for MGRK 1220.

ARCH 1544. Heritage in the Metropolis: Remembering and Preserving the Urban Past (URBN 1871A).

Interested students must register for URBN 1871A.

ARCH 1549. Art and Crime: The History and Hazards of Collecting the Classical (HIAA 1306).

Interested students must register for HIAA 1306.

ARCH 1550. Who Owns the Classical Past?

The purpose of this course is to offer a forum for informed discussion of a variety of difficult questions about access to the classical past, and its modern-day ownership and presentation, seen primarily from the perspective of material culture (archaeology, art, museum displays, etc.).

ARCH 1570. Cold Hard Cash: The Materiality of Money in Ancient and Modern Finance.

Now more than ever we are in need of new perspectives on the value and meaning of money. This course examines the origins of a metal-based financial system in ancient Mesopotamia and the development of finance over time -- including not only the valuation of metal but also of gifts and other commodities. We will prioritize archaeological and anthropological approaches as a way to offer both time depth and insight into today's troubled financial climate. Enrollment limited to 50.

ARCH 1572. Economy of Ancient Greece: New Approaches (CLAS 1930E).

Interested students must register for CLAS 1930E.

ARCH 1575. Lost and Found: Coinage and Culture in the Roman Empire.

Coins tend to be overlooked as sources of information about the ancient world, being used principally to date other objects. This is quite short sighted, for coins are themselves rich and revealing archaeological artifacts. Evidence of how coins were made, used, and lost will be explored during the seminar, in connection with recent debates about the ancient economy, the expression of identity through material culture, Roman colonialism and ethics of collecting cultural property.

ARCH 1600. Archaeologies of the Near East.

Writing, urbanism, agriculture, imperialism: the ancient Near East is known as the place where earliest agriculture flourished, cities were developed and writing was invented. This course offers a detailed examination of the region's archaeological history and current archaeological practice, in connection with its political engagements including Western colonialism and the formation of nation states. The social and cultural history of the Near East from prehistory to the end of Iron age (300 BC) will also be discussed. Studying the material remains of the ancient past, we will investigate various interpretive approaches and concepts used within Near Eastern archaeology. The main goal of the course is to develop a critical understanding of ancient societies and their material culture from an interdisciplinary, post-colonial perspective.

ARCH 1602. The Age of Empires: The Ancient Near East in the First Millennium BC (ASYR 1300).

Interested students must register for ASYR 1300.

ARCH 1603. Color and Culture in the Ancient Near East (ASYR 1160).

Interested students must register for ASYR 1160.

ARCH 1604. Borderlands: Art and Culture between Rome and Iran (HIAA 1432).

Interested students must register for HIAA 1432.

ARCH 1605. Holy Spirits: Ancestor Worship in the Ancient Near East and Beyond.

Looking at ancestor veneration in both the ancient and the modern world – from Mesopotamia and Egypt, to the Classical World and the Americas – this course will focus on three different angles: individual, communal, and material. We will consider grief, mourning, loss, and death's impact on families, kin, or elites. How did ancestors shape communities' social memories, identities, and religious practices? Finally, we will explore spirits' material traces, examining specific ancestral monuments and landscapes.

ARCH 1606. Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia (ASYR 1100).

Interested students must register for ASYR 1100.

ARCH 1609. Ancient Babylonian Magic and Medicine (ASYR1500).

Interested students must register for ASYR 1500.

ARCH 1612. The Persian Empire and Achaemenid Culture (CLAS 1230).

Interested students must register for CLAS 1230.

ARCH 1615. Art/Artifact: The Art and Material Culture of Africa.

The course introduces students to the central ideas and controversies in African art and material culture (pre-colonial, colonial and post-colonial). We will explore visual and spatial representations of Africa, such as personal adornment, utilitarian objects, sculpture, textiles, painting, masquerade, rock art, and architecture. Paying attention to issues such as identity, religion, politics, collecting practices, and activist art, students will examine African material culture through the multiple lenses of cultural biography, primitive art, tourist art, heritage ethics, and repatriation. Students will have the opportunity to study, handle, and curate African objects from the Haffenreffer Museum's collections. Enrollment limited to 20. First year students require instructor permission to enroll.

ARCH 1616. Between Sahara and Sea: North Africa from Human Origins to Islam.

From the early stages of human evolution to the present, this course explores the deep past of North Africa. Rejecting the colonialist perspectives typical of the study of the region, we will study its indigenous peoples and their long-term relationships with the Mediterranean, the Near East, the Sahara and Tropical Africa. Students are encouraged to bring their own interests (art, music, literature, technology) to their experience of the class.

ARCH 1618. Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050 (HIST 1963L).

Interested students must register for HIST 1963L.

ARCH 1620. Conquest to Conversion: The Formation of the Islamic World.

How did the Arabs, originally a small group of tribes, come to conquer and rule a vast region from Spain to Iran? And how did their faith – Islam – become a major world religion? Moving between past to present, we will use the evidence of texts, landscapes, architecture and images to examine how an Arab state emerged, to explore what it meant to be Muslim and/or Arab, and to follow the spread of Islam.

ARCH 1621. Pyramids, Power, Propaganda: Ancient Egyptian History to 1300 BCE (EGYT 1430).

Interested students must register for EGYT 1430.

ARCH 1623. Ancient Egyptian Art and Architecture (EGYT 1500).

Interested students must register for EGYT 1500.

ARCH 1624. Ancient Egyptian Art II (EGYT 1510).

Interested students must register for EGYT 1510.

ARCH 1625. Temples and Tombs: Egyptian Religion and Culture.

Religion was central to life in ancient Egypt, and this course will examine Egyptian religion through its material culture. Students will explore temples and tombs as the physical settings for priestly ritual and private devotion, including feeding and clothing the gods and communication with the dead. The course will also address evidence for private domestic cult and the overlap between religious and magical practice.

ARCH 1627. Daily Life In Ancient Egypt (EGYT 1465).

Interested students must register for EGYT 1465.

ARCH 1630. Fighting Pharaohs: Ancient Egyptian Warfare.

When and why did the ancient Egyptians engage in war? Who was fighting? What were their weapons like and what were their military strategies? What were the political situations that caused them to go to war? How did warfare impact Egyptian society? In studying Egyptian history and society through the pervasive motif of war, we will gain an understanding of the forces that shaped Egyptian culture. Enrollment limited to 55.

ARCH 1633. Black Pharaohs: Nubian Rule over Egypt in the 25th Dynasty (EGYT 1455).

Interested students must register for EGYT 1455.

ARCH 1635. The Great Heresy: Egypt in the Amarna Period.

At the height of Egypt's power in the New Kingdom, King Amenhotep IV initiated a religious revolution that affected all aspects of Egyptian high culture. Declaring the sun-disc, Aten, to be the sole god, this king changed his name to Akhenaten and moved the capital city to a new site at Amarna. Along with this move came massive shifts in everything from temple worship to art, international relations to funerary religion. This course will set the Amarna period in its context, examining remains from the reign before Akhenaten to the restoration of traditional Egyptian religion under his immediate successors, including King Tutankhamun. Enrollment limited to 50. Not open to graduate students.

ARCH 1636. Collapse! Ancient Egypt after the Pyramid Age (EGYT 1030).

Interested students must register for EGYT 1030.

ARCH 1637. Egypt After the Pharaohs: Archaeology and Society in the Coptic and Early Islamic Periods (EGYT1470).

Interested students must register for EGYT 1470.

ARCH 1642. Queering Ancient Egypt.

Queering history is a means of challenging heteronormative narratives of the past. In this course, we will critically examine the archaeological evidence for concepts such as gender, sexuality, and the body in ancient Egypt. The goal of this class is to discover what archaeology can reveal about identity formation in the past, but also to explore how modern conceptions of identity impact our writing of history. Thus, this course will address both the marginalization of gendered identities in historical research about ancient Egypt, as well as the reception of ancient identities in contemporary society.

ARCH 1650. The Etruscans: Italy before the Rise of the Romans.

The Etruscan people dominated the Italian peninsula for centuries before the Romans became a Mediterranean power, but left behind little textual evidence of their culture. Focusing on architecture, artistic production, and funerary practice, we will study the "enigmatic" Etruscans and their contacts with the Greeks and early Romans, and consider their impact on Rome and on modern Italian archaeological scholarship.

ARCH 1666. Archaeologies Out of the Mainstream: Representing the Past from Ancient Aliens to Modern Nationalism.

Have you ever wondered what's beyond academic archaeology? Have you ever watched "Ancient Aliens" or "Searching for the Lost Giants", or read "Chariots of the Gods"? "Alternative" archaeologies are the most popular form of presenting the human past. This course will take a critical look at different types of alternative archaeologies, both past and present, to understand how they intersect and interface with academic understandings of archaeology and human history. Be prepared to quell academic prejudices and rattle your comfort zone.

ARCH 1670. The Beginning of the End? Neolithic "Revolutions" and the Shaping of the Modern World.

How did the first farmers and settled human communities live their lives? How did they reshape the landscape, invent new forms of elaborate dwelling, and establish new relationships with plants and animals? And are the roots of some of our contemporary problems, including social inequality and patriarchy, to be found in the Neolithic? These are some of the questions we will be exploring in this course, using material from the European and Anatolian Neolithic and other, global, contexts.

ARCH 1700. Architectural Sculpture of Ancient Greece and Rome.

What would Times Square or Rockefeller Center have looked like in antiquity? What would have been advertised, and by whom? This course examines the themes, style, and contexts of the sculptural programs that decorated public buildings from the Greco-Roman world, their connections to other visual media and to the landscape, and their reflections of different cultural, civic, and elite identities.

ARCH 1703. Water and Architecture (HIAA 1910D).

Interested students must register for HIAA 1910D.

ARCH 1703A. Water and Architecture (HIAA 1101C).

Interested students must register for HIAA 1101C.

ARCH 1705. The Palaces of Ancient Rome (HIAA 1301).

Interested students must register for HIAA 1301.

ARCH 1707. Seven Wonders of the Ancient World (CLAS 1120Q).
Interested students must register for CLAS 1120Q.

ARCH 1708. Sacred Sites: Law, Politics, Religion (RELS 1610).
Interested students must register for RELS 1610.

ARCH 1709. Places of Healing: Memory, Miracle, and Storytelling (HMAN 1970D).
Interested students must register for HMAN 1970D.

ARCH 1710. Architecture and Memory.
Buildings and monuments have been mediators of the past, with their powerful presence and often turbulent histories. Stories cling to their stones, which become residues of the human lives that shape them. Memories, imaginations and experiences, collectively shared or individual, give meaning to architectural spaces. This course explores the intersections of memory and architecture through various archaeological case studies from the ancient world.

ARCH 1711. Iconoclasm: Destroying Images in the Near East and Beyond (ASYR 1090).
Interested students must register ASYR 1090.

ARCH 1713. Architectural Reuse: The Appropriation of the Past (HIAA 1440F).
Interested students must register for HIAA 1440F.

ARCH 1715. Building Big! Supersized Architectural and Engineering Structures From Antiquity.
Sometimes size does matter. The need and desire to "build big", to create colossal architectural or sculptural things, was a constant feature of antiquity, from temples to portraits, from tunnels to fortifications. Who and what lay behind this apparent architectural megalomania? What practical challenges to construction had to be overcome? And how have such monuments affected our understanding, both of the ancient world and of modern means of self-representation? Enrollment limited to 50.

ARCH 1720. How Houses Build People.
Archaeologists usually worry about how people in the past built houses. This course will flip the question on its head and ask: how do houses build people? Just what is a 'house'? What is a 'home'? Making use of an array of regional case studies, from different time periods, we will question how cultural values and norms can be extracted from, and explore the idea of the domestication of humans through architecture. Enrollment limited to 50. Not open to first year students.

ARCH 1764. Under the Microscope: 250 Years of Brown's Material Past.
An archaeologist will tell you that to learn a university's history, you must uncover and investigate its treasures, trash, tools and toys. An engineer will tell you that to understand such objects, you must study how these things were made, in what materials and with what technologies. This co-taught course unites these two disciplines for a unique exploration of Brown's past, combining interdisciplinary discussions, hands-on laboratory work, and individual historical and material analysis of an artifact selected from 250 years of life on College Hill.

ARCH 1765. Pandemics, Pathogens, and Plagues in the Greek and Roman Worlds.
Terror of mass illness is nothing new; as long as there have been humans, there has been disease. These pandemics and plagues have had mortal impacts on past societies, much as contemporary plagues affect today's economies, social and political structures, and populations. This class considers disease and society in the ancient Greek and Roman worlds, beginning with the Plague of Athens in 430 BC and continuing to the outbreak of the 'first pandemic' of bubonic plague in AD 541. We will examine these case studies through archaeological material, written accounts, DNA analysis, palaeoclimate reconstruction, and palaeopathology.

ARCH 1768. Death in the West (CLAS 1420).
Interested students must register for CLAS 1420.

ARCH 1769. Unearthing the Body: History, Archaeology, and Biology at the End of Antiquity (HIST 1835A).
Interested students must register for HIST 1835A.

ARCH 1770. Grave Matters: The Archaeology of Death, Decay, and Discovery.

How do archaeologists study coffins, tombs, and human remains to learn about ancient societies? This course will explore the theory and practice of the archaeology of death. Topics will include the inference of social organization from mortuary remains, the experience of death and dying, social memory, identity, and others. Students will learn approaches to mortuary excavation and consider the politics and ethics of conducting burial archaeology globally. Enrollment limited to 55. Not open to first year students.

ARCH 1771. Archaeology of Death (ANTH 1623).
Interested students must register for ANTH 1623.

ARCH 1772. The Human Skeleton.
More than simply a tissue within our bodies, the human skeleton is a gateway into narratives of the past -- from the evolution of our species to the biography of individual past lives. Through lecture and hands-on laboratories, students will learn the complete anatomy of the human skeleton, with an emphasis on the human skeleton in functional and evolutionary perspective. We will also explore forensic and bioarchaeological approaches to the skeleton. By the course's conclusion, students will be able to conduct basic skeletal analysis and will be prepared for more advanced studies of the skeleton from medical, forensic, archaeological, and evolutionary perspectives.

ARCH 1773. Bioarchaeology and Forensic Anthropology (ANTH 1750).
Interested students must register for ANTH 1750.

ARCH 1774. Microarchaeology.
Sediment -- informally called 'dirt' or 'soils' -- is a rich source of untapped information on ancient natural, animal, and human activity: the foundations of microarchaeology. This course will introduce students to key microarchaeological concepts including site-formation processes, human-environmental interactions, and chemical and microremain assemblages. Case studies will include the geoarchaeological fingerprints of destruction; lifeways in cave shelters, pastoral encampments, and urban households; origins of agriculture and use of fire; and -- everyone's favorite topic -- what can be learned from human and animal excrement. Hands-on archaeological experiments, field collection, and laboratory methods will be introduced.

ARCH 1775. Animals in Archaeology.
Food, foe, friend: animals play all these roles, and more, in their relationship to humans, in the past as well as the present. This course will explore how zooarchaeology -- the study of animal remains (bones, teeth, and shells) -- allows us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and analytical techniques, including hands-on sessions for the identification and quantification of faunal remains. Additional topics will include ancient DNA in zooarchaeology, bone stable isotope analyses, human-caused extinctions, animal domestication, bone artifact production, and animal sacrifice. Enrollment limited to 20. Not open to first year students.

ARCH 1776. Animal Acts (ERLY 1150).
Interested students must register for ERLY 1150.

ARCH 1777. Animals in the Ancient City: Interdependence in the Urban Environment (ERLY 1155).
Interested students must register for ERLY 1155.

ARCH 1778. Animal, Vegetable, Mineral: Environmental Histories of Non-Human Actors (HIST 1976C).
Interested students must register for HIST 1976C.

ARCH 1780. Violence and Civilization: A Deep History of Social Violence.
Why do we do violence to one another? This course will foster a sustained and critical reflection on social violence, history and humanity. We will explore social orders through time, together with their practices and moral economies of permissible and impermissible violence. Different conceptions of violence ("symbolic," "structural," and "routine") will be considered, in conjunction with their intersections with the many, ambivalent meanings of "civilization." No prerequisites required.

ARCH 1787. Alcohol in the Ancient World.

From the earliest Neolithic experiments with fermentation to the elaborate drinking cultures of the Classical world, alcohol has infused and influenced social life for thousands of years. This course provides an introduction to the production and consumption of beer, wine, and other beverages in the ancient world. Case studies from across the globe demonstrate that alcohol was (and is) a uniquely potent form of material culture, embedded within complex webs of social, political, economic, and ritual activity.

ARCH 1790. The Nature and Culture of Disaster.

Our view of nature forms the basis of environmental studies, ecotourism, heritage management, and contemporary debates over global warming that impact both public policy and the very way we lead our lives. This course draws from theorists (such as Douglas, Latour, Strathern and Spivak), as well as recent anthropological test cases from Amazonia, Papua New Guinea, and South Africa to look at how humans in the 21st century view nature in terms of stability, instability and disaster. How should we assess the 'risk culture' in which we currently live?

ARCH 1791. Slavery, Materiality, and Memorialization (AFRI 1050X).

Interested students must register for AFRI 1050X.

ARCH 1792. The Archaeology of Slavery.

No one would question that slavery leaves invisible and painful marks on all individuals and societies touched by it. But slavery leaves behind many physical, recoverable traces as well: plantations, slave forts, slaving wrecks, burial grounds. From such evidence, this course will explore four centuries of slavery in the Atlantic world, asking not only about how people coped in the past, but about the legacy of slavery in our world today.

ARCH 1793. Slavery in the Ancient World (CLAS 1120E).

Interested students must register for CLAS 1120E.

ARCH 1794. Questions of Remembrance: Archaeological Perspectives on Slavery in the New World (ANTH 1625).

Interested students must register for ANTH 1625.

ARCH 1795. Living and Material Landscapes of the African Diaspora (HIAA 1191).

Interested students must register for HIAA 1191.

ARCH 1797. A Migration Crisis? Displacement, Materiality, and Experience (MGRK 1210).

Interested students must register for MGRK 1210.

ARCH 1800. Contemporary Issues in Archaeological Theory.

Why does archaeology matter? Archaeology, the study of the human past through the analysis of material remains, has historically been entangled with various social or political agendas. Who "owns" the past? What is an "expert"? Theory allows us to clarify the lenses through which we view the past to account for subjectivity in our research as we work to answer such questions. In this course, we engage with multiple theoretical approaches, such as queer theory, phenomenology, agency, and post-colonialism, as a means for understanding archaeology's impact across disciplines.

ARCH 1805. The Archaeology of Us: A Material Approach to the Contemporary World.

Archaeology is traditionally seen as exclusively concerned with the past. However, the budding field of contemporary archaeology considers that our own material culture and built environment are equally important to examine archaeologically. This course explores materially-oriented approaches to analyzing our contemporary world, from the study of garbage to the destruction of heritage sites by ISIS. Course material will examine geopolitical crises including migration, militarism, inequality, and environmental devastation. Students will engage with local communities and the Providence area.

ARCH 1810. Under the Tower of Babel: Archaeology, Politics, and Identity in the Modern Middle East.

Present-day political ideologies profoundly impact our understanding of the past. Here we will explore the use and abuse of archaeological pasts in the modern nation states of the Middle East. What do pharaohs mean to modern Egyptians? Why did Saddam Hussein consider himself the last Babylonian king? This course will explore the role of imagined ancient pasts and cultural heritage in the making of collective identities and state ideologies.

ARCH 1816. The Ancient Body: Past Ideas about Human Physicality (ANTH 1660).

Interested students must register for ANTH 1660.

ARCH 1817. Ancient Christianity and the Sensing Body (RELS 1300).

Interested students must register for RELS 1300.

ARCH 1821. (De)Constructing the Other: The Subjectivity of Objects.

Archaeologists rely on interpretation of material remains to construct conceptions of humans in the past. This course explores this creation of archaeology's subjects, with a critical eye toward the inherently political nature of this inventive process. Topics include the deconstruction of the "pots to people" analogy, racial and gendered disciplinary bias, and exposing the problems of unequal representation in the discipline. In connecting past, present, and future, this course seeks to develop strategies for building a more equitable and inclusive brand of archaeological method and thought.

ARCH 1822. Anthropology of Place (ANTH 1910B).

Interested students must register for ANTH 1910B.

ARCH 1830. Fake! History of the Inauthentic.

What is a fake? Who gets to decide what is authentic? Greek statues, Chinese bronzes, Maya glyphs. Have fraudulent objects always existed? Galileo's signature, a centaur's skeleton, Buddhas bearing swastikas. Are all fakes the same? If not, how are they different? Why do people make forgeries? This course revolves around the history of the inauthentic through a diachronic exploration of objects. WRIT

ARCH 1835. Inventing the Past: Amulets, Heirlooms, Monuments, Landscapes.

Long before archaeology and art-history were academic disciplines, individuals and communities manipulated the physical traces of the past in order to imagine and explain their own antiquity. Who cared about these objects and why? What did pre-modern excavations, catalogues, and collections look like and what do they tell us about our own engagements with antiquities? This course delves into the origins of antiquarianism and archaeology, from pre-history to the Renaissance. Enrollment limited to 50.

ARCH 1850. Comparative Empires and Material Culture.

The political, military, and cultural unit of "empire" has, by now, been the subject of numerous and varied studies. This seminar will explore the tangible effects of empires, that is, the art and architecture created when societies are engaged in what can be viewed as asymmetrical power relationships. In order to understand how conditions specific to empire influence the creation, dissemination, and reception of material culture, this course will examine the artifacts of a range of different empires -- the Roman, the Chinese, the British, and the American -- and their unique political, social, and cultural contexts. Enrollment limited to 25.

ARCH 1852. Material Culture Practicum (ANTH 1621).

Interested students must register for ANTH 1621.

ARCH 1854. Handmade: An Archaeological Exploration of Materials and Making.

This interactive course provides an introduction to the archaeology of materials and making. With the goal of developing an embodied appreciation for the archaeological record, we will engage in a series of hands-on activities, each dedicated to the exploration of a different type of material (e.g., clay, stone, wood, and bone). We will also examine theoretical perspectives on the topic and archaeological case studies that highlight the range of techniques employed to transform these materials into objects of use and value. Enrollment is limited to 15.

ARCH 1855. Archaeology and Craft: Experimental Archaeology and the Materials Science of Ancient Technologies.

How did people in the past make the things that archaeologists find today? How can archaeologists learn about processes of design, engineering, and technological change from ancient objects? Students will approach production questions cross-culturally through firsthand involvement with craft processes and materials analysis - from raw materials to finished objects. Practicums will range from participation in blacksmithing and kiln design to learning about pyrotechnology, mechanical properties, and archaeometric techniques. The final class project will be an exhibit affiliated with the Haffenreffer Museum. Enrollment limited to 15. First year students require instructor permission.

ARCH 1860. Engineering Material Culture: An Introduction to Archaeological Science.

Unlikely bedfellows? No way! This course demonstrates how well archaeology (the humanities) and engineering (the hard sciences) can do business together. An introduction to the world of archaeological science, presented from the dual perspectives of material culture studies and materials science. Students will be introduced to a range of methodologies, instrumentation, and interpretive approaches through a combination of hands-on laboratory work, guest lectures, and interdisciplinary group research. Student must have already completed at least two university courses in archaeology, engineering, or any related discipline. Enrollment is limited to 20. Priority will be given to admitting a proportional number of students from archaeology, engineering and related fields.

ARCH 1865. Environmental Amnesia: How to Navigate Losses in Nature by Looking at the Past (ENVS 1879)..

Interested students must register for ENVS 1879.

ARCH 1867. Pastoralism and Power: Lush Lives of Arid Landscapes.

Deserts are often viewed as harsh, unwelcoming landscapes. However, human activity flourishes on these arid margins of civilization. Beginning with the physical landscape – the geology, geography, and hydrography – this class will then trace its influence on deserts' social and political landscapes: communities, kinship and tribes, pastoral nomadism, trade, and territorial power struggles. Through case studies from the Negev, Sinai, and Arabian Deserts, we will explore how archaeology and archaeological science inform us about desert people, their world views and ideologies, and their strategies for thriving in arid landscapes.

ARCH 1868. River Histories (HIST1974D).

Interested students must register for HIST 1974D.

ARCH 1870. Environmental Archaeology.

From Neanderthals on the brink of extinction to the smog of the Industrial Revolution, humans have been impacted by the environment for millions of years. How has climate change affected the development of human society? How have people adapted to their environments in the past? What does "sustainability" mean over the long term? Environmental archaeology is the study of these questions through the use of scientific techniques to analyze soils, plants, artifacts, and human and animal remains from ancient archaeological contexts. These methods will be introduced with an eye toward how they allow us to interpret human-environmental interactions in the past, as well as the present and future.

ARCH 1873. Imperialism and Environmental Change (HIST 1976I).

Interested students must register for HIST 1976I.

ARCH 1874. The Anthropocene: The Past and Present of Environmental Change (ENVS 1910).

Interested students must register for ENVS 1910.

ARCH 1875. Sustainability - Past and Present.

Our daily lives -- and our national politics -- are increasingly impacted by both fears and effects of global warming and climate change. However, ours is not the first society that has struggled with issues of conservation, governance, infrastructure, and resilience. This course will introduce students to the social and ecological challenges of sustainability, past and present, through the lenses of archaeology and political ecology -- including scientific, technological, and social strategies. This includes asking, "sustainable for whom?" -- who benefits from (or is harmed by) environmental policies and transformations?

ARCH 1877. The Pictured Text (ANTH 1830).

Interested students must register for ANTH 1830.

ARCH 1878. Illustrating and Interpreting the Past: Visual Representation in Archaeology (ANTH 1470).

Interested students must register for ANTH 1470.

ARCH 1879. A World in Color: Seeing and Experiencing Colors in Ancient Times.

Filtered through the lens of western aesthetics, history books often describe the past in black and white. Scholars even receive death threats for asserting that marble statues were not pristine white in antiquity. But imagining the ancient world in all its colors is to see a fuller picture of the art, fashion, values, and struggles of the past. This class investigates the meaning of color as a culturally mediated and charged phenomenon, using not just art historical approaches, but contemporary critical theory, linguistics, and economics.

ARCH 1880. Archaeo-Geophysical Survey and Visualization.

Geophysical survey data act as primary information for locating archaeological sites, and contribute new perspectives when investigating existing sites. This course will develop students' understanding of basic geophysical processes, through hands-on field-based data acquisition with ground penetrating radar, magnetometry, and resistance survey techniques. We will also experiment with approaches to data management and visualization. The course will conclude with students conducting a comprehensive multi-technique field survey of an archaeological site. Enrollment limited to 20 juniors, seniors, and graduate students.

ARCH 1881. Introduction to Geographic Information Systems and Spatial Analysis (ANTH 1201)..

Interested students must register for ANTH 1201.

ARCH 1882. Introduction to Geographic Information Systems for Environmental Applications (EEPS1320)..

Interested students must register for EEPS 1320.

ARCH 1883. Global Environmental Remote Sensing (GEOL 1330).

Interested students must register for GEOL 1330.

ARCH 1884. Remote Sensing of Earth and Planetary Surfaces (EEPS 1710).

Interested students must register for EEPS 1710.

ARCH 1887. Illustrating Knowledge (HIAA 1101A).

Interested students must register for HIAA 1101A.

ARCH 1892. Non-Destructive Archaeology: Reconstructing the Past from Geophysics to Drones.

Archaeology is not just digging! As archaeologists have become more cautious about excavation, technological developments have transformed our ability to detect the past. We can now analyze entire settlements through the aid of drones, spy satellites, magnetometers, and ground penetrating radar. Yet such technologies come at a social and ethical cost -- particularly pertaining to indigenous rights, private property, and mass surveillance. Through hands-on training, lectures, and discussion, this course explores the methods and theory behind archaeological remote sensing and geophysics, and the legal framework and ethical issues around these approaches.

ARCH 1900. The Archaeology of College Hill.

A hands-on training class in archaeological field and laboratory techniques. Topics include the nature of field archaeology, excavation and survey methodologies, archaeological ethics, computer technologies (such as GIS), and site and artifact analysis and conservation. Students will act as practicing archaeologists (i.e., actually dig and analyze the results!) through the investigation of local historical and archaeological sites in the College Hill area (e.g. the First Baptist Church of America and Brown University's Quiet Green).

ARCH 1902. Material Culture Practicum (ANTH 1621).

Interested students must register for ANTH 1621.

ARCH 1970. Individual Study Project in Old World Archaeology and Art.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 1990. Senior Honors Thesis in Archaeology and the Ancient World.

Honors students in Archaeology and the Ancient World who are completing their theses should enroll in this course in their final semester. The subject of the thesis and program of study will be determined by the needs of the individual student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2000. Mediterranean and Near Eastern Archaeologies: Research Traditions and Practices.

This course offers an overview of the history and practice of archaeology in and of the Mediterranean and Near East for the past two centuries. What impact have national and linguistic boundaries, foreign schools, and colonialism had on the archaeology of the region? Through surveys of research and analysis of original publications (site reports, syntheses, autobiographies, etc.) and primary documents (personal letters, diaries, photographs, sketches, notes, etc.), students will be exposed to the theories, methods, and purported goals of archaeological endeavors in the Mediterranean, as well as to the major academic and political debates that have shaped the field.

ARCH 2006. Principles of Archaeology (ANTH 2501).

Interested students must register for ANTH 2501.

ARCH 2010A. Ancient Numismatics.

Deals with problems in ancient numismatics from these topics: introduction of coinage, major coinages of archaic Greece, coinage of 4th C.B.C. in the Greek west and Roman coinage of 3rd C.B.C.

ARCH 2010B. Approaches to Archaeological Survey in the Old World.

Recent decades have witnessed a marked development of interest in regional approaches to the ancient world and its landscapes. This seminar will explore the history of this development, as well as survey's impact on the work of both ancient historians and archaeologists. Topics to be covered include survey design and methodology, and the wider implications and lessons of regional analysis.

ARCH 2010C. Architecture, Body and Performance in the Ancient Near Eastern World.

This seminar investigates the relationship between bodily practices, social performances, and production of space, using case studies drawn from ancient Mesopotamia, Anatolia, and Syria. Employing contemporary critical theories on the body, materiality, and social practices, new theories of the making of architectural spaces and landscapes will be explored with respect to multiple geographical, historical contexts in the Ancient Near East.

ARCH 2010D. Archaeology and Religion: Excavating the Sacred from Prehistory to Islam.

This course explores methodological approaches and theoretical underpinnings of scholarly (and sometimes unpopular) interpretations of the archaeological record as evidence for the religious life of past societies, considering how archaeologists have treated the analytical categories of ritual, religion, ideology, and the sacred. These discussions will be examined through Mediterranean case studies as a key region in the archaeology of religion.

ARCH 2010E. Archaeology in the Information Age.

Archaeology must circulate the material past in two dimensions. The right combination of image (maps, plans, photographs) and text has long defined professional archaeology. However, the current explosion of digital media has spurred profound shifts in all domains of archaeological practice and documentation. This course encourages reevaluation of archaeological media, which pertains to information technology across the humanities and sciences.

ARCH 2010F. GIS and Remote Sensing: Advanced Applications in Archaeology.

Geographical Information Systems (GIS) and various forms of remote sensing are increasingly essential components of good archaeological practice. This advanced course is intended primarily for students with some background in GIS software, and who have evolved a relevant research project to develop over the course of the term. Less advanced graduate students may enroll with permission of the instructor and will be provided with additional tutorial instruction.

ARCH 2010G. Ethical Issues in Archaeology.

Graduate students will certainly confront ethical, legal, and professional issues in the course of their own doctoral research and subsequent careers. This seminar offers a forum for open, but well-informed, discussion of a variety of significant ethical problems and dilemmas currently facing the discipline of archaeology worldwide. We will give attention to practical matters arising from archaeological field research, as well as a wide range of difficult questions concerning ownership and presentation of the past. Open to graduate students only.

ARCH 2020A. Greek Vase Painting.

No description available.

ARCH 2020B. Topography of the City of Athens.

No description available.

ARCH 2020D. Greek Painting.

Major developments in the history of Greek painting with special emphasis on archaic and classical Greek culture as reflected in vase painting. There will be field trips to area museums which may take longer than class time.

ARCH 2020E. Economy and Trade in the Later Bronze Age Aegean and East Mediterranean.

Beginning with an examination of the workings of the Mycenaean palace economy, including the evidence of Linear B documents, this seminar will then turn to a more inclusive consideration of trade and exchange involving Aegean states and their counterparts further east, and of the nature and extent of cultural interaction between them during the later Bronze Age (ca. 1600-1100 BC).

ARCH 2030A. Late Roman and Early Christian Mosaics.

Study of Christian, Jewish, and secular mosaics of the Late Roman period.

ARCH 2030G. Wall Paintings from Pompeii.

Interpretations of Campanian frescoes.

ARCH 2040D. Genealogies of Complexity in East Asia (3000-221 BCE).

Despite East Asia's rich archaeological and historical record, its early political (pre)histories have been more sites for theoretical projection than theoretical innovation. Focusing on mainland East Asia, we will engage political theory and its applications in case studies from the Neolithic to the first Empires. Topics will range from mortuary rituals to practices of social violence and sources include both material culture and text.

ARCH 2040E. International Cultural Heritage: Creating a Future for the Past.

From the Parthenon to Puccini to pizza, cultural heritage can be defined as places, objects, and ideas from the past that have survived to the present. This course will examine the theories, methods, and questions that shape the effort to protect and interpret cultural heritage today as well as responses to them. We will explore issues such as current threats to cultural heritage, the role of tourism and impacts of development, questions of authenticity and identity, international law, ethics, and emerging and non-traditional areas of the field.

ARCH 2040F. Public Culture and Heritage in Postapartheid South Africa.

This course examines the complex processes whereby issues of culture, race, identity/ subjectivity, globalization, memory and heritage are being reframed and rethought in post-apartheid South Africa. We will be guided by three broad themes: public histories; archives and knowledges; and questions of performance. Of all possible settings, post-apartheid South Africa may present one of the most challenging - at times troubling - contexts through which to consider such public negotiations and meanings.

ARCH 2040G. Designing Heritages: From Archaeological Sensibilities to Relational Heritages (AMST 2654).

Interested students must register for AMST 2654.

ARCH 2040H. Imperial Cities.

What does Athens have to do with Jerusalem? Tenochtitlan with London? Beijing with Rome? Cuzco with Persepolis? All are capital cities of imperial systems, each shaping and reflecting the nature of the empire, its ruling ideology, and its social and economic infrastructure. The category of "imperial cities", however, must extend beyond these primate centers, to consider the urban networks in play across each empire's territorial reach, and beyond.

ARCH 2041. Mesoamerican Archaeology and Ethnohistory (ANTH 2520).

Interested students must register for ANTH 2520.

ARCH 2100. Things! The Material Worlds of Humanity.

This course explores the relationships between people and things. From archaeology to material culture studies, from philosophy to science studies, we will examine a wide variety of approaches to the world of objects, artifacts, and material goods. Perspectives will include materialist approaches, consumption studies (including notions of fetish), phenomenology, social constructivism, cognitive approaches, actor-network-theory, and more.

ARCH 2101. Material Matters (ANTH 2515).

Interested students must register for ANTH 2515.

ARCH 2103. Trace and Absence: Comparative Perspectives on the Past in Things (HMAN 2402E).

Interested students must register for HMAN 2402E.

ARCH 2105. Ceramic Analysis for Archaeology.

The analysis and the interpretation of ceramic remains allows archaeologists to accomplish varied ends: establish a time scale, document interconnections between different areas, and suggest what activities were carried out at particular sites. The techniques and theories used to bridge the gap between the recovery of ceramics and their interpretation within anthropological contexts are the focus of this seminar. This course will include hands-on, lab-based materials analysis of ceramics and their raw materials.

ARCH 2110F. Greek Palaeography and Premodern Book Cultures (GREK 2110F).

Interested students must register for GREK 2110F.

ARCH 2112. Roman Epigraphy (LATN 2120A).

Interested students must register for LATN 2120A.

ARCH 2114. Archaeologies of Text (ASYR 2800).

Interested students must register for ASYR 2800.

ARCH 2140. The Marriage of Archaeological Science and Social Theory.

What do ceramics, lithics, building materials and metals tell us about the people who used them? Do high-tech analytical methods contribute to a deeper understanding of the past or simply muddy the waters? Theoretically, we will challenge the objectivity of 'science' and the value of archaeological taxonomies, as they relate to the construction of archaeological narratives. The ultimate objective in this course is to access the symmetrical social relationships between people and things, through the medium of the archaeological materials, as understood through the application of scientific techniques. Enrollment limited to 15.

ARCH 2141. Biomolecular Approaches in Archaeology.

This seminar will focus on the key principles of biomolecular techniques used in archaeological research. Topics will include residue analysis, collagen fingerprinting, stable isotopes, and ancient DNA. We will discuss recent advancements in these scientific methods, best practices for collecting samples, how to build collaborations between archaeologists working in the field and in the laboratory, and new possibilities for using cutting-edge methods to address archaeological and anthropological research questions.

ARCH 2143. Asian Reprographics A Long History of Impression (ARCH 2143).

Interested students must register for HIAA 2210.

ARCH 2145. Technology and Production in Archaeology: Anthropological Foundations and Contemporary Theory.

An intensive focus on theoretical approaches to technology and production that have shaped archaeological thinking over the past century and have formed the basis of many of the contemporary issues in the field. Students will read and critically assess key works about concepts of production and technology in various cross-cultural archaeological contexts. Seminar themes include political economy, specialization, technology transfer, cross-craft production, power dynamics, ritual, and tool use. Enrollment limited to 20 seniors and graduate students.

ARCH 2150. Theoretical Issues in Archaeology.

The goal of this seminar is to examine the state of archaeological theory, with special emphasis on archaeological practice and interpretation in the Mediterranean, Egypt and ancient western Asia. While providing some measure of historical overview, the class chiefly offers an opportunity for students to read and critique recent writings that exemplify the variety of contemporary approaches to this subject.

ARCH 2151. Slow Archaeology: Thinking Things through in Archaeological Theory and Philosophy.

This course questions the so-called paradigm shifts in archaeology -- "the spatial turn", "the material turn", or the "the ontological turn" -- and analyzes the way archaeological theory has developed in our discipline. Students will explore theoretical angles other than the "usual suspects" in archaeological theory to creatively rethink individual research. We will take a philosophical approach to critically and carefully discuss academic archaeology and our roles, our engagement, and future as scholars within an institutional culture that often seems to be dominated by individual achievement, speed, and efficiency. What ideas might emerge if we all just slowed down?

ARCH 2153. Archaeological Ethnography: A Multi-Temporal Contact Zone.

In this course, we will examine the emerging field of archaeological ethnography, a shared space of interaction between social anthropologists and archaeologists, and between scholars and the various local communities around archaeological sites. Our main focus will be the Sanctuary of Poseidon on the island of Poros in Greece, the epicenter of a long-term archaeological ethnography project, started in 2007. We will place the site in global comparative perspective, and debate together the challenges in producing an archaeological ethnography monograph.

ARCH 2155. History, Anthropology, and Archaeology: Disciplinary Dialogues.

Archaeology has always occupied an uneasy space between the fields of anthropology and history. This seminar examines the interplay of theories and methods in all three spheres of scholarship, with an emphasis on current inter- and trans- disciplinary research. Several fundamental 20th century dialogues between anthropologists and historians will be reviewed, and key topics in contemporary archaeology explored in relation to those debates.

ARCH 2157. Subaltern Communities: Archaeological Perspectives Beyond Domination and Resistance.

Mediterranean (pre)history is usually cast in terms of an inexorable rise of state domination and colonial exploitation under the euphemistic label of 'social complexity'. This seminar will examine and highlight the role of 'people without history' not by simply pitching them as rebels against dominant powers but by exploring the subtle and manifold connections that interweave subaltern communities with hegemonic groups.

ARCH 2160. The Archaeology of Democracy: Social Transformations in Ancient Greece, ca. 900-323 BCE.

Between 900 and 600 BCE, profound social transformations took place in Greece, setting the stage for a revolution in political form: by 500, Athens was collectively governed by its citizen body. This course engages with the everyday materialities underlying Greek democracy of this era. Focusing on relationships among people and things, students will reassess the composition of the demos from the ground up.

ARCH 2165. The "Second Sophistic": Archaeological and Literary Approaches.

The cultural phenomenon of the "Second Sophistic" affected both the material fabric and the intellectual life of the eastern Roman empire of the second/third centuries CE. This course will examine how awareness of "Greek" learning (*paideia*) and the "Greek" past informed people's literary and artistic tastes, as well as their responses to changing political and religious pressures, affecting everything from civic coinage to elite dining habits and even bodily comportment. Enrollment limited to 15.

ARCH 2170. Archaeology of Greek and Punic Colonization.

This course investigates cultural interaction at local and regional scales between 'colonists' and locals, introducing students to a range of case study material across the Mediterranean. This will focus on material from the eighth to sixth centuries BC from Iberia, France, Italy, North Africa, and the Black Sea. Examples of Etruscan colonization will also be explored. The concept of 'colonization' will be critically examined, along with how it has been treated by archaeologists and ancient historians over the past century. Enrollment limited to 15 juniors, seniors, and graduate students.

ARCH 2176. The World of Late Antiquity (CLAS 2100G).

Interested students must register for CLAS 2100G.

ARCH 2178. Architectural Reuse: The Appropriation of the Past (HIAA 2440D).

Interested students must register for HIAA 2440D.

ARCH 2180. Memory and Materiality.

What is the difference between memory, facts, and knowledge? This course uses memory as a lens through which to view recent critical theory and questions how theories of memory and materiality can be used by archaeologists to better understand the past.

ARCH 2184. Material Culture and the Bodily Senses: Past and Present.

How do the senses shape our experience? How many senses are there? How do ancient and modern art and material culture relate to bodily senses? What is material and sensorial memory, and how does it structure time and temporality? Using media and objects, including archaeological and ethnographic collections at Brown and beyond, this course will study how a sensorial perspective on materiality can reshape and reinvigorate research dealing with past and present material culture. Furthermore, we will explore how sensoriality and affectivity can decenter the dominant western modernist canon of the autonomous individual.

ARCH 2185. Sensing Antiquity: New Approaches to Ancient Aesthetics and Sensoria.

How did the Greeks and Romans perceive and discuss the beautiful and the ugly? The fragrant or malodorous? The ticklish and the tart? These may seem like difficult questions, even bizarre, and yet, in many ways, those past opinions inform our own experience of the world. This course is an exploration, through archaeological and literary primary sources, of the many ways in which ancient men and women interacted through their senses with the world around them and how they reflected upon that interaction.

ARCH 2225. Beyond Decline and Fall: New Perspectives on the Late Antique Mediterranean.

This seminar will examine the Mediterranean from the fall of Rome to the Arab conquests (AD400-700), interrogating models of decline, catastrophe and transformation through the most recent archaeology of the region. We will explore key themes such as decline and fall, post-Roman state-formation, urbanism, rural settlement, Christianization and ethnic, social and religious identities, and compare the different trajectories of Europe, Northern Africa and the Eastern Mediterranean in this period.

ARCH 2232. Moving in the Mediterranean: Mobility in Archaeology, Science, and Text.

Human mobility presents one of the key issues for archaeology — not to mention contemporary culture and politics. This seminar will explore theoretical and methodological approaches to the study of human mobility and its role for Mediterranean societies, from long-distance migration to intra-regional population circulation. We will do so through a multidisciplinary lens incorporating material-based, scientific, and textual approaches, to grapple with the question of how different sources of information — collected, analyzed, and theorized — can be integrated. Case studies such as Greek "colonization", mercenaries in Egypt, and businesswoman in the Aegean will guide our discussions.

ARCH 2235. One Sea for All: Economic, Social and Artistic Interaction in the Medieval Mediterranean.

This seminar explores the phenomenon of interaction in the Medieval Mediterranean. We will study how, even in times of conflict, Byzantines created and maintained networks of ideological, commercial and artistic communication with the Arabs, the Slavs, the Latins, and the Ottomans. How did such encounters, among people of such different faiths, languages, and world-views, influence the political, economic and social transformations of the Medieval world? Enrollment limited to 15 juniors, seniors, and graduate students.

ARCH 2240. Key Issues in Mediterranean Prehistory.

This course's scope is the entire Mediterranean basin, from its first peopling until ca. 500 BC. The focus is on key transformations in economic, social, and political structures and interactions; on explanations for these changes; and on current issues where fresh data or new approaches are transforming our understanding. This seminar is intended for students both with and without prior knowledge of this field, and particularly for those preparing for the Joukowsky Institute's Mediterranean Prehistory field exam. Enrollment limited to 15 juniors, seniors, and graduate students.

ARCH 2245. Rural Landscapes and Peasant Communities in the Mediterranean.

The aim of this course is to explore rural settlement and agrarian production in the Mediterranean, both in the ancient and the recent past. The archaeological starting-point is provided by the numerous scatters of surface remains that archaeological surveys across the Mediterranean have collected and that are usually interpreted as 'farmsteads' broadly datable to Classical Antiquity. We will look beyond these scatters to examine the social and economic significance of rural settlement through comparison with ethnographic and historical rural studies from across the Mediterranean and to explore household and community organisation and agrarian production in Classical Antiquity. Enrollment limited to 15.

ARCH 2250. Island Archaeology in the Mediterranean.

The Mediterranean is a world of islands, *par excellence*, and the island cultures that have developed there over the millennia have great archaeological distinctiveness. This seminar will consider the concept of insularity itself, in cross-cultural archaeological, anthropological, and historical perspective. We will then turn to the rich, specifically Mediterranean literature on island archaeology (exploring issues of colonization, settlement, interaction).

ARCH 2255. Coastal Values: Archaeology and Paleoecology of Coastal and Island Environments.

People like to live by the water. What characteristics (social, economic, environmental) make coastal environments so attractive? What are the effects of human settlement on these environments? How do societies adapt (or not) to changing coastal environments? This seminar takes an interdisciplinary approach to these questions, applying the lessons of the past to the challenges of the present through an explicitly diachronic, cross-cultural, and data-driven approach to examining human-environmental interaction in coastal settings. Enrollment limited to 15.

ARCH 2265. Nature and Society in the Ancient World.

What is 'nature'? Is human society separate and distinct from the 'natural' world, or a closely-entwined part? Historical investigations often simplify this relationship to one-sided explanations of social or environmental determinism, missing the lived reality of people in their landscapes. This class explores the ecological reality of the 'natural' world in Antiquity, using archaeological, historical, and palaeo-environmental data to investigate these questions, focusing especially on the Roman and late-Roman periods.

ARCH 2300. The Rise of the State in the Near East.

A seminar on the origins of food production and complex societies in the period from ca. 9000 to 2200 B.C. Topics will include: the first domestication of plants and animals, the earliest village communities in the Levant, Anatolia, and Mesopotamia, and the economic and social transformations accompanying the emergence of urbanized state societies in fourth and third millennia B.C. Mesopotamia.

ARCH 2310. Cities in the Sand: The Archaeology of Urbanism in Mesopotamia.

Images of legendary Mesopotamian cities, now wired with explosives or pockmarked with looters' pits, flit daily across our screens. For more than a century, archaeologists have been working to uncover these early urban centers in Iraq and Syria, where the very idea of the city was first imagined. This seminar offers an introduction to the archaeology of urbanism and a detailed examination of the cities of Mesopotamia – from Uruk and Ur to Babylon and Baghdad.

ARCH 2320. Household Archaeology in the Ancient Near East and Beyond.

House, home, household, family: defining these terms is not as easy as it might seem, especially across space and through time. After introducing the principles of household archaeology, this class will explore the state of this growing archaeological subfield in the Near East and eastern Mediterranean. We will also draw on developments in New World archaeology in analyzing the potential and problems of household archaeology and in articulating its future directions.

ARCH 2330. Roman Asia Minor: The Empire Goes East.

If one is curious about the dynamics of life within the Roman empire, the province of Asia makes an excellent case study. Its numerous urban centers and rural landscapes were socially and economically differentiated and frequently monumentally elaborated, as an increasing amount of varied archaeological data reveal. Asia offers a rich laboratory for exploring issues of provincial development, and ultimately decline, over the course of the empire.

ARCH 2335. In the Wake of Empire: Anatolia After the Hittites, Before Alexander.

Kings Croesus, Midas, and the much lesser known Warpalawas... Who were these people, when and where did they rule, and why does any of this matter? During the first millennium BCE, Anatolia was an astonishingly varied, multicultural and multilingual environment. This course will tackle head on the myriad archaeological, historical, and even linguistic challenges posed by this fascinating, but often-overlooked period in the history of the region. Enrollment limited to 15 juniors, seniors, and graduate students.

ARCH 2340. The Archaeology of the Assyrian Empire: Cities, Landscapes and Material Culture.

Ritual, war and conquest! The Assyrian Empire was a powerhouse in the ancient Near East with fearsome military expeditions, sumptuous cult festivals, grand cities, and complex governing systems. This course investigates the archaeology of Assyria from the trading center of Ashur in the second millennium BCE to the collapse of the empire in the 7th c. BCE. Using published excavations, surveys, and texts, we will explore Assyria's material culture, landscape, cult practices and state ideology. Enrollment limited to 15 seniors and graduate students.

ARCH 2350. Archaeology of the Caucasus.

The goal of this seminar is to provide students with an overview of the long-term archaeological record from the Caucasus and its near neighbors, as well as an understanding of the history of research in this area during Imperial Russian, Soviet, and contemporary times. Readings will cover a range of periods, prehistoric and historic, following the interests of the class.

ARCH 2400. Sacred Space: Archaeological and Religious Studies Perspectives.

Innumerable cultures, past and present, have singled out specific locales and even whole landscapes as powerful vectors for communicating with the divine. This course will analyze such spaces for their ability to transform body, escape the material plane, and reconstitute social relations and bodily practice. Case studies will largely be drawn from the Mediterranean world and will employ an archaeological attention to the materiality of these sacred spaces. Key concepts will include: ritual practice, landscape production, memory and agency. Prerequisites: three upper-level courses in Archaeology and the Ancient World, Religious Studies, or Anthropology.

ARCH 2406. The Body in Medieval Art and Architecture (HIAA 2440E).

Interested students must register for HIAA 2440E.

ARCH 2407. Lived Bodies, Dead Bodies: The Archaeology of Human Remains (ANTH 2560).

Interested students must register for ANTH 2560.

ARCH 2410. Archaeologies of Place.

Places are understood as sites of human interaction in and with the material world. This course explores how archaeological and ethnographic research addresses material complexities and cultural meanings of places in the context of broader landscapes. We will investigate critical theories of place and landscape, while working with fieldwork data from the ancient Near East, particularly Hittite Anatolia. Enrollment limited to 20.

ARCH 2412. Space, Power, and Politics (ANTH 2590).

Interested students must register for ANTH 2590.

ARCH 2425. In Ruins: Traces of the Past in the Present.

Ruins -- the debris and skeletons of monuments from the past -- constitute the leftovers of people and places that once were. Yet archaeologists have not thought critically about this seemingly essential concept. Ruins and ruination are fundamental to deeper understandings of culture contact, the rise and fall of civilizations, state power and political factionalism, urbanism, colonialism, capitalism, and deindustrialization. This course will examine, across a broad geographic and temporal scope, ruins as things, as well as ongoing processes, that affect the landscape.

ARCH 2450. Comparative Empires and Material Culture.

The political, military, and cultural unit of "empire" has, by now, been the subject of numerous and varied studies. This seminar will explore the tangible effects of empires, that is, the art and architecture created when societies are engaged in what can be viewed as asymmetrical power relationships. In order to understand how conditions specific to empire influence the creation, dissemination, and reception of material culture, this course will examine the artifacts of four different empires - the Roman, the Chinese, the British, and the American - and their unique political, social, and cultural contexts. The creation of a "virtual exhibit" of a range of illustrative artifacts is currently envisioned as an outcome of the class.

ARCH 2500. Art and Archaeology of Civic Identity.

Every urban community in the Greco-Roman world presented itself in a specific way to other communities and to foreign entities. Looking at coins, public monuments, programmatic sculpture, and epigraphic and textual evidence, we will address different concerns related to the formation and propagation of civic identities. Comparative material from other historical periods and theoretical and anthropological literature on group identity, social cohesion, and empire will contextualize the visual and archaeological evidence. Prerequisites: three previous courses in Archaeology and the Ancient World.

ARCH 2501A. Problems in Archaeology: Archaeology of Colonialism (ANTH 2500A).

Interested students must register for ANTH 2500A.

ARCH 2501C. GIS and Remote Sensing in Archaeology (ANTH 2500C).

Interested students must register for ANTH 2500C.

ARCH 2502. Historical Archaeology: From Colony to City (ANTH 2540).

Interested students must register for ANTH 2540.

ARCH 2535. The Levant and Egypt: Cultural Contacts and Connections.

A land steeped in story and history, the Levant (now Syria, Lebanon, Israel, Palestine, and Jordan) was a dynamic crossroads of ancient civilizations, from Mesopotamia and Anatolia and stretching across Europe. But this region is nearly always viewed through the lens of its larger, well-known neighbor: Egypt. This course will shift this viewpoint by exploring the nature and agency of trade, colonization, diplomacy, migration – and even war – between the Levant and ancient Egypt, paying particular attention to the archaeological record in reconstructing these interactions and cultural interconnections.

ARCH 2540. Roman, Byzantine and Early Islamic Jerusalem.

Jerusalem constitutes one of the most important archaeological sites connected to the origins of Judaism, Christianity, and Early Islam. Early and recent studies and discoveries, as well as old and new theories, will be examined in the seminar with special emphasis on the Roman, Byzantine, and Early Islamic periods. Prerequisite: knowledge in archaeological methodology.

ARCH 2550. Qumran and its Archaeological Context.

This course is structured as a seminar on the archaeology of Qumran and the Dead Sea Scrolls. The site will be examined in its larger geographical, historical, and archaeological context. The goal is to become familiar with the different scholarly interpretations of the site. Prerequisites: solid background in at least one of three fields: archaeology, Judaism, and Early Christianity.

ARCH 2551. Archaeological Research Methods, Theory and Practicum (ANTH 2550).

Interested students must register for ANTH 2550.

ARCH 2552. Museums in Their Communities (AMST 2220D).

Interested students must register for AMST 2220D.

ARCH 2553. Introduction to Public Humanities (PHUM 2010).

Interested students must register for PHUM 2010.

ARCH 2554. Decolonizing Public Humanities: Intersectional Approaches to Curatorial Work + Community Organizing (AMST 2694).

Interested students must register for AMST 2694.

ARCH 2555. Museum Interpretation Practices (PHUM 2014).

Interested students must register for PHUM 2014.

ARCH 2556. Museum of Possibilities (HIAA 2930).

Interested students must register for HIAA 2930.

ARCH 2557. Critical Approaches to Architectural Preservation and Cultural Heritage (AMST 2685).

Interested students must register for AMST 2685.

ARCH 2558. Methods in Public Humanities (PHUM 2020).

Interested students must register for PHUM 2020.

ARCH 2559. Finding the Viewer: The Reception of Ancient Art and Architecture (HIAA 2301).

Interested students must register for HIAA 2301.

ARCH 2600. Gender and Sexuality in Roman Art.

The study of the body and embodiment in Roman art encourages us to make use of multiple theoretical models for interrogating both the art and the bodies involved. Gender and sexuality provide the lenses through which this course will explore a variety of topics (for example, the homoerotic gaze, sexualized spectacles of pain, gendered architectural typologies, and the body in rabbinic imagery) in Roman imperial art. Open to graduate students only.

ARCH 2601. Approaching Women and Gender in Roman Culture.

Gender as a hierarchical concept was a fundamental basis of Roman culture, but women often played active roles in shaping political, religious, and social ideologies in both public and private contexts. Drawing on material, visual, and literary evidence, as well as theoretical concepts of gender in the ancient world, this course will examine not only how the concepts of women and gender were constructed and perpetuated, but also how they were simultaneously resisted and subverted.

ARCH 2610. From Hilltop to Caput Mundi: The Archaeology of the Roman World.

From an iron age village atop a hill overlooking the Tiber to the largest land empire prior to the Mongols of the 13th century, Rome has a deep and storied past. This class examines the current methods, theories, and major debates in Roman archaeology. We especially focus on material from outside the city of Rome and emphasize the geographical and chronological breadth of the Roman Empire. Topics may include colonialism, imperialism, Romanization, settlement, economy, religion, environmental change, violence, technology, and military life.

ARCH 2620. All Italia: City and Country in Ancient Italy.

This seminar approaches the urban and rural landscapes of peninsular Italy from the Early Iron Age until the Gothic Wars, with the goal being to examine key points of intersection (and departure) between the spheres of 'town' and 'country'. Overall the seminar aims to contextualize Italian landscapes across both time and space and to that end we will consider issues pertaining to urbanism, economy, production, infrastructure, administration, architecture, and iconography. Enrollment limited to 20 seniors and graduate students.

ARCH 2622. Roman Topography (CLAS 2010B).

Interested students must register for CLAS 2010B.

ARCH 2635. An Empire without Bounds: The Roman Empire in Its 'Global' Context.

The Roman world did not stop at the Empire's borders; its influence spread through sub-Saharan Africa, the Middle East, India, central Asia, China, and northern Europe – and these interactions shaped the Roman Empire, in turn. This course aims to de-center the Roman and Mediterranean experience of Antiquity by considering archaeological and historical evidence from places as far-reaching as Parthian Mesopotamia, Kushan India, and Han China, as well as the Saharan oases, the Indian Ocean monsoon routes, and the many intertwined land routes of the 'Silk Road(s)' across central Asia.

ARCH 2640. Hispania: the Making of a Roman Province.

How were Roman provinces created and incorporated into the Roman Empire? What traces exist in the archaeological record of the bonds between the provinces and the metropolis? This course approaches the complex issue of colonialism, material culture, change and continuity in connection with the Roman conquest of new territories in the Mediterranean, taking as an example the impressive pool of new archaeological data available from Roman Spain. Restricted to Juniors, Seniors, and Graduate students.

ARCH 2710. The Archaeology of Nubia and Egypt.

Egypt and Nubia share the distinction of ancient civilizations along the Nile river, but Nubia remains much more poorly known than Egypt. This seminar will examine the archaeology of Nubia, including its relationship to Egypt, from the introduction of ceramics and agriculture to the medieval period. This long-term perspective will allow comparative study of issues such as state formation, imperialism and religious change. Enrollment limited to 15 graduate students.

ARCH 2720. Abydos: The Layered Pasts of a Sacred Site.

The site of Abydos in southern Egypt played a pivotal role at almost every period of Egyptian history: burial place of the first kings, location of the earliest monumental temples and — centuries later — beautifully decorated New Kingdom temples, pilgrimage site for followers of Osiris, an urban center, nurturing home for early Christian monasticism. This seminar allows students to learn deeply the material culture of a single place of singular importance over time, to examine the layered effects of various pasts upon the ideas and practices around the study of ancient Egypt.

ARCH 2725. The Making of Egypt.

In the late 4th millennium, a state and culture recognizably pharaonic in structures rose in the Nile Valley. How was Egypt made, and how can we study the process? This seminar will examine this exceptional convergence of the development of monumental architecture, writing, canonical art, and kingship during Egypt's formative centuries from c. 3200-2600 BC. We will study the rapid changes at the start of the First Dynasty in the context of state formation over the longer span of late-Predynastic to Old Kingdom Egypt.

ARCH 2740. Social Life in Ancient Egypt.

This course will draw upon recent discussions in anthropology and sociology that explore issues of identity by examining hierarchies of difference - age, sex, class, ethnicity. We will focus on linking theory with data and on discussing modern and ancient categories of identity. Taking the lifecycle as its structure, the course covers conception to burial, drawing on a range of data sources, such as material culture, iconography, textual data and human remains. The very rich material past of ancient Egypt provides an excellent framework from within which to consider how identity and social distinctions were constituted in the past.

ARCH 2741. Social Life in Ancient Egypt (EGYT 2510)..

Interested students must register for EGYT 2510.

ARCH 2851. Skills Training in Material Culture Studies I.

When dealing with material culture, one must possess a solid foundation in a range of skills. How does one document and analyze artifacts, architecture and landscapes; what techniques are appropriate in what cases? How should all this information be securely stored and promulgated? This "hands on" class, intended for students in multiple disciplines, will consider the study of particular types of material or bodies of evidence (e.g., pottery, lithics, epigraphy, numismatics). This is a half-credit course, meeting for the first seven weeks of the semester only. S/NC.

ARCH 2852. Skills Training in Material Culture Studies II.

When dealing with material culture, one must possess a solid foundation in a range of skills. How does one document and analyze artifacts, architecture and landscapes, what are the appropriate techniques? How should all this information be securely stored and promulgated? This "hands on" class, intended for students in multiple disciplines, will revolve around techniques of documentation and analysis (e.g. architectural drawing, GIS [Geographic Information Systems], data bases and digital media). This is a half-credit course, meeting for the first seven weeks of the semester only. S/NC.

ARCH 2950. Intensive Readings in Ancient Language for Archaeologists.

In this course, students with some previous training in an ancient language will have an opportunity to hone their linguistic skills while reading ancient texts that are specially relevant to archaeologists. The primary purpose of the course is to prepare students to take doctoral ancient language exams and to identify weak spots in individuals' knowledge of the ancient language. Emphasis will be placed on identification and justification of morphology and syntax, as well as on reading comprehension and idiomatic translation.

ARCH 2970. Preliminary Examination Preparation.

Reading, research, and preparation of one of the three Preliminary Exam Essays required for doctoral students in Archaeology and the Ancient World. Students are expected to enroll in this course three times, each with the appropriate instructor by topic. Can be taken three times for credit. Section numbers vary by instructor. Please check course listings for the correct section number and CRN to use when registering for this course.

ARCH 2975. Primary Field Exam Preparation.

Reading, research, and preparation for, and completion of, the Field Exam in the primary field of study for doctoral students in Archaeology and the Ancient World. Section numbers vary by instructor. Please check course listings for the correct section number and CRN to use when registering for this course.

ARCH 2976. Secondary Field Exam Preparation.

Reading, research, and preparation for, and completion of, one of the two Field Exams in a secondary field of study for doctoral students in Archaeology and the Ancient World. Students are expected to enroll in two sections of this course, each with the appropriate instructor by topic. Section numbers vary by instructor. Please check course listings for the correct section number and CRN to use when registering for this course.

ARCH 2980. Individual Reading.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2981. Thesis Research.

Individual reading for the Master's degree. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2982. Individual Reading for Dissertation.

Reading leading to selection of the dissertation subject. Single credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2983. Dissertation Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2990. Thesis Preparation.

For graduate students who are preparing a thesis and who have met the tuition requirement and are paying a registration fee to continue active enrollment.

Judaic Studies

The Program in Judaic Studies provides students with an excellent opportunity to explore a wide range of social, cultural, political, religious, and psychological concerns reflected in the historical development of Jewish civilization throughout the ages. Christianity and Islam have deep roots in Judaism, and the Western world has been profoundly shaped by deep and abiding interactions with both Jewish religious traditions and the Jewish communities in its midst. Therefore, the Program includes the study of relations between Jews and non-Jews in the ancient, medieval, and modern periods. The analysis of texts, from the Hebrew Bible to contemporary Israeli literature, from the Kabbalah to modern Jewish autobiography, from philosophical treatises to communal record books, is central to courses offered by the Program. In the Program in Judaic Studies courses students develop their understanding of a wide variety of disciplines which our faculty members practice in their study of Jews and Judaism—history, philosophy, religious studies, literary studies, and archaeology—and how those disciplines facilitate the growth of knowledge. The history and culture of Israel and its place in the Middle East is another focus of study in the Program. Students are given the opportunity to study up to six semesters of modern Hebrew with the goal of fluency in the language. A two-semester sequence of courses in biblical Hebrew is also offered. These course sequences enable students to develop the skills necessary to make use of Hebrew as a means of understanding Jews and Judaism throughout history.

For additional information, please visit the department's website: <http://www.brown.edu/academics/judaic-studies/> (http://www.brown.edu/Departments/Judaic_Studies/)

Judaic Studies Concentration Requirements

Jews have lived and flourished over thousands of years in a variety of social contexts, stretching from the Land of Israel and the eastern Mediterranean to Asia, Africa, Europe, and the Americas. Concentrators will have the opportunity to study Jews in these contexts, getting to know their social structures, and what they have created. The subjects of study cover an astonishing range, including history and society, Jewish law and philosophy, and Jewish literature and ritual. Students will learn to unlock this wealth in both the ancient and the modern worlds through a number of academic disciplines - History, Religious Studies, and Literature. These

also provide tools for studying and analyzing human societies and cultures in general, for which Jewish experiences provide an important perspective.

Program in Judaic Studies

Required Coursework

A concentration in Judaic Studies includes the following requirements:

1. All students are required to take a total of 10 courses that count toward the concentration.
2. All students must take one full year of modern Hebrew (two of the 10 required courses for the concentration) or fulfill the Hebrew requirement through examination. Usually, the Hebrew requirement is fulfilled by taking HEBR 0100 and HEBR 0200. Fulfillment of the Hebrew requirement through examination does not reduce the total number of 10 courses required for the concentration.
3. Students choosing to continue with Hebrew language study may count up to two additional Hebrew courses (HEBR 0300, HEBR 0400, or HEBR 0500) toward fulfillment of the concentration requirements. HEBR 0600 is counted as a regular, non-language course for the purposes of fulfilling concentration requirements.
4. Of the courses required for a concentration in Judaic Studies, students must fulfill both a historical and a methodological breadth requirement. For example, students primarily studying ancient Judaism must enroll in at least one course in medieval or modern Judaism, and students studying primarily modern Judaism must enroll in at least one class focusing on the ancient or medieval period. In addition, at least one course should offer training in a discipline different from the student's primary disciplinary interest (e.g., a student whose main interest is Jewish history will take at least one course in Jewish thought, literature or religion). These two breadth requirements ensure that the student gains a broader perspective on Judaic Studies as an interdisciplinary/multidisciplinary field of study concerned with Jews and Judaism over three millennia of history.
5. Subject to the approval of the concentration adviser, up to two courses outside of Judaic Studies that relate directly to the concentration may be counted toward the concentration (e.g., a course on a particular historical context, in a particular discipline, or on a relevant topic, including courses taken abroad that are approved by Brown for transfer credit).
6. After consultation with the concentration adviser, each senior concentrator who is not writing a senior thesis in Judaic Studies to fulfill the capstone requirement will designate an advanced course (1000 level) in Judaic Studies as that student's capstone course. Alternatively, seniors may choose to do an independent study with a Judaic Studies faculty member that will function as the capstone course. Within the context of the capstone course, the student will conduct independent research and write a substantial paper of 20-25 pages on a topic in Judaic Studies that displays in an appropriate way the theoretical and methodological approaches, as well as the interpretive issues, most of interest to the student, thereby engaging the student's particular disciplinary focus/foci in a serious and substantive way. The student, in consultation with the capstone instructor, will complete the capstone form by the end of the second week of classes of the semester during which the capstone will be undertaken and submit the form to the concentration adviser for final approval. The form includes questions about the capstone course, the topic of the paper, the disciplinary approach(es) the student intends to utilize, and how the paper will fulfill the goals of the capstone. The capstone is an opportunity for students to hone their writing skills, to enhance their ability to undertake independent research, to learn more about and experience Judaic Studies as an interdisciplinary/multidisciplinary field, to make well-considered choices with regard to the topic or problem to be examined and the disciplinary approach(es) to be utilized, and to make use of language skills where appropriate.
7. Double concentrators may count up to two courses that deal with Jewish history, society, culture or religion that they have used to complete the requirements of their other concentration toward their Judaic Studies concentration.
8. Each student who opts to write a senior thesis to fulfill the capstone requirement will approach a potential thesis adviser in Judaic Studies before the end of the second semester of the junior year and secure

that faculty member's agreement to advise the thesis. The thesis will be written over two semesters during the senior year and constitute two of the 10 required courses for the concentration. By the end of the second week of classes of the senior year, the student will present the concentration adviser with a succinct thesis plan approved by the thesis adviser. The second reader of each thesis will be chosen by the concentrator in consultation with the thesis adviser before the end of September of the senior year. Once the second reader has agreed to participate, the second reader will read a draft of each chapter of the thesis and provide feedback after it has been approved by the thesis adviser. In no case will the second reader be invited to participate after the thesis has been completed.

9. Study Abroad or Elsewhere in the US: Students who study at other institutions, either in the United States or abroad, may apply up to two topical courses (non-language study) toward completion of the concentration's requirements as long as Brown approves the courses for transfer credit. These approved courses will count as the two courses taken outside Judaic Studies. Students who study in Israel are required to enroll in a one month Summer/Winter Ulpan (a Hebrew language and cultural immersion course) prior to the beginning of the semester as well as a Hebrew language course during their semester in Israel. Students will receive one transfer credit toward the concentration for both of these language courses combined. Students whose level of proficiency allows them to enroll in a university course conducted in Hebrew are exempt from the Ulpan requirement.

1.

Student Goals

Students in this concentration will:

- Have an opportunity to explore aspects of the history, culture, literature, religion, politics, thought and societies of the Jews from ancient times to the present
- Acquire at minimum an elementary proficiency in Hebrew
- Complete a capstone course or honors thesis
- Have an opportunity to explore some of the ways in which more than one discipline contributes to the study of Jews and Judaism through time and space
- Have an opportunity to learn about the often complex dynamics characteristic of the interactions of Jews with others in their larger environment as well as the reciprocal influences of Jewish and non-Jewish cultures.

Further Information

Students who are interested in further information about the concentration should contact the Judaic Studies Office at 163 George Street to make an appointment with the undergraduate concentration advisor. [Tel: 401.863.3910] or judaic@brown.edu.

Courses

Biblical Hebrew

BHBR 0100. Introduction to Biblical Hebrew.

An intensive introduction to the fundamentals of biblical Hebrew grammar and vocabulary intended to prepare students to read biblical texts in the original language. For students with little or no prior knowledge of Hebrew.

BHBR 0200. Readings in Biblical Hebrew.

An introduction to the reading of biblical texts in Hebrew. Reading of selected texts from narrative, law, and poetry in the Hebrew Bible, with a few texts in post-classical Hebrew (the Dead Sea Scrolls and the Mishnah) introduced late in the semester. Intended for students who have completed BHBR 0100; others should consult the instructor.

Hebrew

HEBR 0100. Elementary Hebrew.

An introduction to the skills of reading, writing, and conversing in contemporary Israeli Hebrew. Students also read Hebrew texts adapted for their level of Hebrew based on biblical, rabbinic, and modern Hebrew literature, which introduce them to the approaches of Hebrew writers in various periods and to a variety of cultural issues. If registration is closed, please contact the professor and a wait list will be created. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special permission. Enrollment limited to 20.

HEBR 0200. Elementary Hebrew.

This is the second half of a year-long course, an introduction to the skills of reading, writing, and conversing in contemporary Israeli Hebrew. Students also read Hebrew texts adapted for their level of Hebrew based on biblical, rabbinic, and modern Hebrew literature, which introduce them to the approaches of Hebrew writers in various periods and to a variety of cultural issues. Prerequisite: HEBR 0100. Students must have taken HEBR 0100 for credit to receive credit for this course. Exceptions must be approved by both the academic department and the Committee on Academic Standing. Enrollment limited to 20.

HEBR 0300. Intermediate Hebrew.

Develops the skills of reading, writing, and conversing in contemporary Israeli Hebrew at the intermediate level and of reading Hebrew texts of the biblical, rabbinic, and modern periods (biblical stories, rabbinic legends, modern Hebrew poems, stories, essays, newspaper articles). Discussions and compositions focus on the psychological, cultural, political, and social issues reflected in the Hebrew sources that we study. Prerequisite: HEBR 0200 or equivalent. Enrollment limited to 20. If unable to enroll because of closed registration, please contact the professor and a wait list will be created.

HEBR 0400. Intermediate Hebrew.

Develops the skills of reading, writing, and conversing in contemporary Israeli Hebrew at the intermediate level and of reading Hebrew texts of the biblical, rabbinic, and modern periods (biblical stories, rabbinic legends, modern Hebrew poems, stories, essays, newspaper articles). Discussions and compositions focus on the psychological, cultural, political, and social issues reflected in the Hebrew sources that we study. Prerequisite: HEBR 0300 or equivalent. Enrollment limited to 20. If unable to enroll because of closed registration please contact the professor and a wait list will be created.

HEBR 0500. Writing and Speaking Hebrew.

Enables students to improve their skills in speaking and writing Hebrew on a variety of topics. Features advanced work on language structure and active language practice in the classroom. Class discussions of Israeli current events draw on Israeli stories, poems, television programs, and films and on the Israeli press. Students also compose essays and stories in Hebrew. Prerequisite: HEBR 0400 or equivalent. Enrollment limited to 20.

HEBR 0600. Issues in Contemporary Israeli Society, Politics, and Culture in Hebrew.

An exploration of current issues in contemporary Israeli society, politics, and culture: the Israeli-Palestinian conflict, tensions between ultra-orthodox and secular Jews, religion and state, Israel as a Jewish and democratic state, the economic gap between rich and poor, the integration of citizens from a variety of backgrounds (Jews of Middle Eastern, North African, Russian, and Ethiopian origin; Arab citizens of Israel), gender relations. Sources include films, television programs, Internet news, works of literature. Conducted in Hebrew. Emphasizes strengthening Hebrew reading, writing, and speaking skills. Prerequisite: HEBR 0500. Students who have not taken HEBR 0500 should see instructor for permission to enroll.

Judaic Studies

JUDS 0050A. Believers, Agnostics, and Atheists in Contemporary Fiction and Memoirs.

In recent decades, there has been a resurgence of religiosity in contemporary society, while at the same time many have been skeptical and even hostile to religious belief and practice. Others are just not sure what to believe. We will study selections of fiction and memoirs by writers of Christian and Jewish background that explore such situations as the affirmation or negation of the existence of God, the role of religious ritual in a person's life, and the positive and negative impacts on society of religious institutions and the clergy who lead them. Enrollment limited to 19 first-year students.

JUDS 0050E. From Amsterdam to Istanbul: Christians, Muslims, and Jews.

This course combines text, picture, and music to study the history of Europe and the wider world in the early modern period through the eyes of a minority. Examines the new Jewish centers in the Atlantic world, the Ukrainian steppe, and the Middle East from 1500-1800, and how they shaped these environments. Students study cultural revolutions, such as the spread of printing, the renaissance and new religious movements. See how the development of the modern state and the blurring of social, religious, and gender boundaries created new definitions of religious and cultural identity. Enrollment limit: 19 first year students.

JUDS 0050H. Israel's Wars.

Israel's history has unfolded under the shadow of its prolonged conflict with the Palestinians and its Arab neighbors. This first year seminar will survey the military aspect of this conflict. The major aim of the course is to present an historical survey of the Israeli-Arab wars and Jewish-Palestinian encounters in the 20th century. This will provide some of the necessary background for understanding the present phase of the Arab-Israeli conflict in the Middle East, and help in comprehending the roots and causes of contemporary controversies between Israel and the Palestinians and/or its Arab neighboring states. Enrollment limited to 19 first year students.

JUDS 0050J. Friendship in the Ancient World (RELS 0090F).

Interested students must register for RELS 0090F.

JUDS 0050K. Hope, Despair, and Longing in Jewish Thought.

What does messianism try to name in Jewish thought? From the divergence with Christianity, to the disappointed expectation of the 17th-century messiah Sabbatai Zvi and the rise of Hasidism and its reverence for the saintly (zaddik); from questions of justice, equality, and revolution to the interpretation of Jewish Statehood through the lens of supernal redemption, the messianic idea provides a window onto how Jews have made sense of exile and suffering, hope and longing. This class will introduce students to the history of Jewish thought through the lens of messianism, asking about the emotions and attachments that have become identified with the messianic idea and how this idea might help us understand political and ethical despair and longing in a world of human suffering.

JUDS 0050L. The Jew in the Modern World.

How have Jews come to terms with dynamic nature of the Modern World? How has life in new places and new times affected Jewish life? We will look at the changing structures of Jewish identity in the modern period as the Jews came to terms with their new, and ever changing situation in society. Each week a different form of Jewish identity will be examined in its specific historical setting. Among others we will look at a Court Jew, an Enlightened Jew, a Jewish Nationalist, a Jew in a Nazi Ghetto, an Israeli Jew, and a contemporary American Jew. Enrollment limited to 19 first year students.

JUDS 0050M. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present.

Jewish and Christian identity in Europe has traditionally been closely connected to the ways the two religions view each other. Mutual admiration, influence, and hatred have combined together in a difficult relationship, fundamental to European history. In this course, we will survey that relationship, examining some key issues and events which shaped it. The Jews' attitudes and actions will be examined alongside those of their Christian neighbors. Topics covered include: medieval revulsion and attraction; early modern re-evaluations of Judaism and Christianity; modern Christian anti-Semitism, Jewish diplomacy, and the Holocaust; the effects of Vatican II; Israel and the contemporary Christian world.

JUDS 0050N. Death and Afterlife in the Biblical Tradition (RELS 0090J).

Interested students must register for RELS 0090J.

JUDS 0050P. Sacred Spaces: Synagogues, Churches, Mosques.

In this seminar we will examine the architecture and art of synagogues, churches, and mosques from antiquity through the present. We will learn how different building traditions evolved over time, and how sacred spaces reflect beliefs and practices of Jews, Christians, and Muslims. Of interest will be both unique regional and chronological trends—characteristics that are indicative of a specific religious community—but also the parallels and shared features common to all Abrahamic religions. Special attention will be given to questions of gendered space and the role of patriarchy and women's agency in shaping religious architectures.

JUDS 0060. The Bible and Moral Debate.

How was the Bible employed in past moral debates that divided American society, e.g., debates over the legitimacy of slavery? How is the Bible used in contemporary moral discourse, e.g., concerning abortion, capital punishment and gay rights? What does the Bible really have to say about such issues? This course will consider these and other questions through a close reading of pertinent texts which address topics such as abortion, homosexuality, capital punishment, immigration, gender, family violence, race and slavery, disability, genocide, the environment and inequality of wealth. No prerequisites.

JUDS 0061. Foreigners, Refugees, and the Ethics of Minority.

This class interrogates the legal and ethical definitions of persons and homelands by examining the relationship between concepts of native and foreigner, hospitality and neighbour, refuge and exile, minority and majority. We will adopt historical, philosophical, and legal perspectives and take the Jewish historical experience of exile and minority as a jumping off point for discussing the contemporary refugee and migration crisis. The goal of this class is to contextualize liberal democratic debates over rights to migration and mobility with historical religious and moral sources as well as to explore the possibilities for social integration of difference within pluralism.

JUDS 0062. Intro to the New Testament (RELS 0022).

Interested students must register for RELS 0022.

JUDS 0063. Antisemitism: A History.

Antisemitism is sometimes called the "longest hatred," and from Pittsburgh to Paris it is on the rise. This course will examine the history of antisemitism and antisemitic tropes; theoretical approaches to its persistence; and individual case studies. Topics will include: Christian and Muslim anti-Judaism; racism; economic stereotypes; and modern manifestations in the U.S. and Europe.

JUDS 0064. Angels and Demons: Past and Present.

What are angels and demons, what roles do they play in religious thought, and how do their roles change or remain consistent over time? These are only a few of the questions this course seeks to address. Texts to be considered include the Hebrew Bible (Old Testament), the New Testament, the Dead Sea Scrolls, rabbinic literature, the Kabbalah, records of the Salem Witch Trials, Milton's *Paradise Lost*, Goethe's *Faust*, the Book of Mormon, contemporary Evangelical literature and New Age writings, and representations of angels and demons in film and television. No prior knowledge of the Bible, Judaism or Christianity is assumed.

JUDS 0065. Ancient Israelite and Jewish Narrative and Artistic Image.

Ancient Israel produced a great body of narrative art that is preserved in the Bible—Genesis, Exodus, the warriors of Judges, the story of David's founding of Israel and the succession to Solomon. The Jewish culture that followed extended the story-telling tradition in new directions—Daniel, the "novel women" of Esther, Susanna, and Judith. These brilliant and powerful stories inspired equally powerful images in art and sculpture. Both story and image still affect us. This course will explore the ancient narratives as story and the art they inspired as visual image.

JUDS 0066. The Lower East Side and Beyond: American Jewish History 1880-2000.

In this course we will explore the forces that have shaped American Jewry and made it what it is today. We will ask how the Jews who came to America as immigrants created a unique form of Jewish life that combined the political and social traditions of their old countries with the ethos and values they found here. Another key question is the place of American Jews in the Jewish world prior to World War II and how this affected the American Jewish public arena. We will then examine the post-Holocaust years focusing on the creation of a new American Judaism, as well as the cultural, literary and ideological accomplishments of American Jews. We will also examine the complex relationship between American Jews and the State of Israel and how it has shaped Jewish life in the United States.

JUDS 0067. Jesus (RELS 0014).

Interested students must register for RELS 0014.

JUDS 0068. Happiness and the Pursuit of the Good Life (RELS 0010).

Interested students must register for RELS 0010.

JUDS 0069. Exodus: Freedom in the Modern Black and Jewish Religious Imaginations (RELS 0085A).

Interested students must register for RELS 0085A.

JUDS 0071. Jews and Muslims: Their Contacts through the Ages (RELS 0089).

Interested students must register for RELS 0089.

JUDS 0080A. Ethics After Auschwitz?

Can we still speak of a "human condition"—a moral term—when human beings are capable of genocide? Does ethical responsibility have meaning if another's death can be manufactured by the state? Can traditional morality and religion still find a place in a world of which it cannot make sense? In this class, we will take the Holocaust as the beginning of a tragic account of contemporary humanity and examine the possibilities for human life and morality in light of the social and political orchestration of mass killing and oppression. Authors include, Adorno, Agamben, Arendt, Fackenheim, Foucault, Levi, and Levinas.

JUDS 0090C. Intermediate Biblical Hebrew.

An intermediate course for those who have completed JUDS 0090A and 0090B, the introductory level courses. Focus on reading a single biblical book (translation, grammar and syntax, interpretation).

JUDS 0090D. Intermediate Biblical Hebrew II.

An intermediate course, the continuation of JUDS 0090C. Focuses on reading a single biblical book (translation, grammar and syntax, interpretation). Intended for students who have completed JUDS 0090C; others should consult the instructor.

JUDS 0601. Authority and Autonomy.

This course will introduce the history of Jewish thought, focusing upon the problems of authority and autonomy, normativity and agency, law and freedom. We will investigate the relationship between legally mandated actions and an individual's responsibility to tradition and community and question whether the concept of revealed "law" imposes a "necessary" obligation upon ethical agency or rather serves a pedagogical function (virtue). By focusing upon Jewish philosophical critiques and endorsements of the modern conception of autonomy, we will ask whether "I" am the legitimate authority of my own actions or whether I require tradition or community to set an example.

JUDS 0602. Gender in Early Jewish and Christian Texts (RELS 0195).

Interested students must register for RELS 0195.

JUDS 0603. Race, Religion, and the Secular (RELS 0817).

Interested students must register for RELS 0817.

JUDS 0606. Gender in Early Jewish and Christian Narratives.

Many of the favorite narratives of Jews and Christians in the ancient period (for this course, about 400 BCE to 300 CE) featured women characters or emphasized issues of gender: Esther, Judith, and Susanna; Mary Magdalene and other gospel women, or Thecla, the perhaps legendary companion of Paul. Both Jewish and Christian texts used gender to explore new ways of constructing heroic women and men that either re-inscribed or challenged traditional roles. This seminar takes up a close reading of narrative texts, compared also with wisdom texts (Proverbs, Ben Sira, Wisdom of Solomon, Avot).

JUDS 0607. Defense Against the Dark Arts in the Ancient World (RELS 0290H).

Interested students must register for RELS 0290H.

JUDS 0608. The Parting of the Ways?: Questioning Jewish/Christian Difference.

How did a small apocalyptic Jewish movement from the backwaters of the Roman Empire turn into something that “we” might call Christianity? In other words, how and when did Judaism and Christianity “part ways?” While such questions might present themselves as straight-forward investigations into a historical event, they are not, in fact, as innocent as they might first appear. In this course, we will not seek to answer the question of the “Parting of the Ways” as much as we will critique it. Our aim is to reframe this crucial question by reflecting on the categories of religion, conversion, origins, narrative, and history, among others. We will read through a wide variety of ancient literature (including canonical and non-canonical Christian texts, rabbinic literature, Jewish poetry) and broach modern forms of “Jewish Christianity.”

JUDS 0609. American Jewish History from the Great Migration to the Contemporary Resurgence of Antisemitism.

In this course we will explore the forces that have shaped American Jewry and made it what it is today. We will ask how the Jews who came to America as immigrants created a unique form of Jewish life that combined the political and social traditions of their old countries with the ethos and values they found here. We will explore the place of American Jews in the Jewish world prior to World War II and how this affected the American Jewish public arena. Our examination of the post-Holocaust years will focus on the creation of a new American Judaism, as well as the cultural, literary, and ideological accomplishments of American Jews. Finally, we will discuss the development of antisemitism in the US from the 1920s to its contemporary resurgence.

JUDS 0617. Jewish Women: Between Conformity and Agency.

This undergraduate seminar studies Jewish women in different temporal and geographical contexts, internally within their own communities and externally with other neighboring religious groups. Visual and material sources (iconography, artefacts, architectures, film) are examined in dialogue with texts (biblical and Talmudic writings, medieval and modern commentaries, contemporary literature) to explore the binary of male authority and female agency. Case studies will encompass the Middle East and Europe from antiquity to the present. Two field trips will complement the visual and theoretical focus in class.

JUDS 0625. Israelite Religion (RELS 0320).

Interested students must register for RELS 0320.

JUDS 0630. The Old Testament/Hebrew Bible and Its World.

An introduction to the historical-critical study of the Hebrew Bible and a reconstruction of the history of Israel to the end of the Persian period (332 B.C.E.). Topics include biblical source criticism; Israel's obscure origins; reconstructing the settlement period; an imperial Israel under David and Solomon; institutions-law and authority, covenant, prophecy, temple cult and priesthood. All readings in translation. No prerequisites.

JUDS 0651. Race, Sexuality, and the Jews.

This seminar offers an interdisciplinary and intersectional examination of the historical and contemporary experiences of Jews from antiquity through the present. We will learn about social and cultural constructions of race, ethnicity, gender, and sexuality, focusing on Jews and other neighboring minority and majority communities; we will study how in different geographical and temporal spheres these communities have defined or blurred boundaries, shaping both distinctly visible and invisible characteristics; we will examine how perceptions of race and ethnicity have changed over time and across circumstances and how the traditional binary of men and women has been reinforced throughout but also how it has been challenged and altered in various contexts.

JUDS 0670. War and Peace in the Hebrew Bible and its Environment.

An examination of the role of war and peace in the Hebrew Bible and in texts and art of ancient Israel's neighbors. Topics include divine beings, war and peace-making; peace treaties; explaining defeat and victory; ideologies of warfare; the treatment of prisoners, corpses and captured bones; the warrior as masculine ideal; civil war and coups; treaty obligations; ritual dimensions of war and peace (e.g., mourning, animal sacrifice, child sacrifice, divination, memorializing war); visual representations of war as propaganda; the idea of a future, eschatological war between the forces of good and the forces of evil. No prerequisites.

JUDS 0671. Sex and Gender in Ancient Israel.

An investigation of Israelite views of the sexes, restrictions on sexual expression, and the construction of gender as evidenced by biblical sources and archeological data. Topics include creation stories on human origins and the human condition, including the origin of the two sexes and reproduction; marriage and family life (inheritance, intermarriage, divorce, the widow, status of the fetus); sexual boundaries (adultery, rape, incest, prostitution, homoeroticism); purity and sexual expression; male and female religious professionals and votaries; constructing gender: masculine and feminine behaviors.

JUDS 0680. Judaism, Christianity, and the Bible.

No book in human history has exercised as much influence as the Bible. Over the past 2,000 years, people have killed and died for the Bible, and it continues to exercise a powerful if contested role in modern politics. Yet how did it achieve this power? This course will trace the development of the Hebrew Bible (Old Testament) from its origins in ancient Israel to its development about five hundred years later as a foundational text of both Judaism and Christianity. The focus will be on how Jews and early Christians throughout antiquity understood and ascribed authority to the Bible.

JUDS 0681. Great Jewish Books.

A survey of classic Jewish texts, from the Bible to modern literature. Each text will be discussed from the perspective of both its own historical and social context and its engagement with earlier ones. Attention will be paid on how these authors address perennial issues of human concern and how their answers are shaped by their experience as Jews.

JUDS 0682. How the Bible Became Holy.

Over the past 2,000 years, people have killed and died for the Bible, and it continues to exercise a powerful if contested role in modern politics. Yet how did it achieve this power? This course will trace the development of both the Hebrew Bible (Old Testament) and the New Testament, from their origins to their status of foundational texts of Judaism and Christianity. The focus will be on how Jews and early Christians throughout antiquity understood and ascribed authority to the Bible. No prior knowledge necessary.

JUDS 0682A. Bible became Holy (RELS0325).

Interested students must register for RELS 0325.

JUDS 0683. Jews and Money.

In the West, there has always been a complicated relationship between Jews and money. In the first part of this course, we will examine, both theoretically and empirically, the complex relationship between Jews, capitalism, socialism, nationalism, and anti-Semitism. In the second part of the course, we will return to the one aspect of the "cultural capital" that is sometimes said to have helped Jews to prosper: their religious tradition. We will put these religious teachings into conversation with pressing modern questions such as: What is "wealth" and "ownership"? Do the rich and poor have obligations to each other?

JUDS 0684. Great Jewish Books (RELS 0323).

Interested students must register for RELS 0323.

JUDS 0685. Judaism, Christianity, and Islam (RELS 0088).

Interested students must register for RELS 0088.

JUDS 0703. From Margins to Center: Jews and Whiteness in America.

From being a minority suffering religious and ethnic discrimination in eastern Europe, the Jews who came to America underwent a process of integration towards becoming white Americans. Taking as its point of departure the fact that Jews have not always been considered "white people," this class will explore the history of the Jews in America through the following lenses: How did white America's attitude towards the Jews develop and change? How did American Jews negotiate their attitude to race and their relations with non-white minorities? What roles did antisemitism play in these processes?

JUDS 0820. The Language of Religious Faith.

A course on the ways poetry provides a language of religious faith that emerges from the sense of a divine presence in human experience. We will explore how this language of religious faith expresses a wide range of both negative and positive responses by those seeking a relationship with this divine presence, including fear, doubt, guilt, abandonment, ecstasy, gratefulness, hopefulness, and security. Our study of this phenomenon will yield insights into the relationship between psychology and spirituality. Sources will include the biblical books of Psalms and Job and contemporary Jewish and Christian poetry.

JUDS 0830. The Bible as Literature.

Explores how methods of literary analysis can be applied to the reading of narratives of the Old Testament/Hebrew Bible (in English translation). Also compares the ways that modern writers have transformed biblical stories into new interpretive literary works. For students interested in an introduction to the Bible, as well as students with a knowledge of the Bible who want to deepen their understanding of biblical narratives and investigate the influence of the Bible on modern literature. All readings in English.

JUDS 0831. Holocaust Literature.

Readings in works of prose and poetry by victims and survivors of the Holocaust that portray experiences in ghettos, in concentration camps, and in hiding. Exploration of the moral, psychological, religious, and cultural dimensions of the Holocaust and what it can teach us about human nature.

JUDS 0840. "Coming Out" Jewish, Gay or Black: Mistaken Identity in Literature from USA and Brazil (POBS 0820).

Interested students must register for POBS 0820.

JUDS 0901. Brothers Betrayed: Jews and Poles from 1500 until Today.

Jews have lived on Polish lands for some nine hundred years. In that time, they and their non-Jewish neighbors have interacted in a wide range of ways, from friendship and co-operation to hatred and violence. In this course, we examine this centuries long relationship, focusing particularly on how peaceful co-existence between Poles and Jews could rapidly change to bitter hostility. Topics include: Jews and the early-modern nobility; the nineteenth-century "Polish-Jewish Brotherhood"; the exclusionary politics of the interwar Polish republic; Poland's role in the Holocaust; the post-war Communist regime and the Jews; Polish-Jewish relations following the collapse of communism.

JUDS 0902. History of the Holocaust.

Explores questions raised by the Holocaust regarding how such barbarism erupted in our so-called civilized and enlightened age. Attempts to analyze the meaning of the Holocaust from three vantage points: that of European, and more particularly, German history; that of Jewish history; and that of those states and religious institutions which shared responsibility. Enrollment limited to 40. If unable to enroll because of closed registration please contact the professor and a wait list will be created.

JUDS 0980K. Contested and Ambivalent Belonging in Modern Israel: Questions of Ethnicity and Citizenship.

This course explores how belonging in Israel is shaped by deep ambivalence and contestation—within the state and in its relationship to the Jewish diaspora. We examine how ethnicity, religion, race, and migration histories intersect to produce inclusion, exclusion, and layered forms of citizenship. Drawing on ethnographic, historical, and sociological texts, students will analyze the lived experiences of diverse communities, including Mizrahim, Palestinians, Ethiopian and Russian Jews, and diasporic visitors or returnees. The course also probes Israel's evolving stance toward global Jewry—embracing, instrumentalizing, or distancing itself from diasporic Jewish identities—while many Israeli citizens carry their own diasporic pasts. Through critical engagement with these dynamics, the course offers tools to think beyond binary framings of belonging and to understand how nationhood, memory, and identity are continuously negotiated in the Israeli context.

JUDS 1002. Targumic Aramaic.

A systematic study of the grammar of Targumic Aramaic followed by readings from Targum Onqelos to the Book of Exodus. Prerequisite: knowledge of the grammar of a Semitic language (preferably Hebrew). Open to undergraduates and graduate students with the necessary background. Regular attendance and thorough preparation are mandatory for all students in this class. By the end of the semester, we will have translated at least four chapters of the Onqelos Targum to Exodus. This course will serve as a foundation for any further work students intend to do with Aramaic (e.g., Old, Imperial, Biblical, Talmudic).

JUDS 1530. Prophets and Priests in Exile: Biblical Literature of the 6th Century BCE.

The exile of Judah's elite to Babylon elicited profound and conflicting literary responses. We will undertake a literary and historical analysis of a number of the most important works produced in response to the crisis of exile, including Jeremiah, Ezekiel, Second Isaiah, Lamentations, Psalm 137, the Priestly Writing, and the work of the exilic deuteronomists. Enrollment limited to 20.

JUDS 1600A. Race, Religion, and Ethnicity in the Study of Antiquity (RELS 1600A).

Interested students must register for RELS 1600A.

JUDS 1601. Jewish and Christian Identity in the Ancient Period.

The modern engagement with the many ways that we construct identity has been matched by a similar wave of studies about identity construction in the ancient world. In this course we will discuss the rise of "Judaism" and "Jewish identity" in the ancient period (looking at roughly 400 BCE-200 CE), and compare it with the movement of the followers of Jesus as a negotiation of a new identity within Judaism (roughly 30 CE-200 CE). We will conclude with the question of the "Parting of the Ways" of these two groups.

JUDS 1602. Mishnah and Tosefta.

An examination and close reading of the Mishnah and Tosefta, two third-century CE documents foundational to rabbinic Judaism. The class will focus on both contemporary scholarly understandings of these texts and readings, in the original Hebrew, of the text itself. Knowledge of Hebrew (biblical, rabbinic, or two years of modern or its equivalent) required.

JUDS 1603. On the Margins of the Bible: Jewish and Christian Non-Canonical Texts.

Ancient Jews and Christians produced many texts that were not canonized in the Bible, texts often as interesting, beautiful, or theologically rewarding as those later canonized. Why were they not also included? What was the process of canonization, and who was in charge? What were the contexts that produced the non-canonical texts? Were the texts omitted at odds with the mainstream, or even dangerous? What value did they have in the ancient world, and what value do they hold today for historical understanding? We will study some of the best of these texts, comparing them to biblical texts.

JUDS 1604. The Life and Afterlives of the Apostle Paul (RELS 1330A). Interested students must register for RELS 1330A.

JUDS 1605. Social World of the Early Christians (RELS 1320). Interested students must register for RELS 1320.

JUDS 1606. Educating Bodies in Ancient Christianity (RELS 1325A). Interested students must register for RELS 1325A.

JUDS 1607. The Ten Commandments.

A history of the Ten Commandments from the Bible to today. How have the commandments been understood by Jews and Christians throughout time? What symbolic importance have they had?

JUDS 1610. The Archaeology of Jerusalem: From the Origins to the Ottomans.

Jerusalem earned a special eminence among the world's famed ancient cities. Its sanctity to Jews, Christians, and Muslims made the city a focus of discussions and controversies regarding the evolving and changing identities throughout its long urban history. 1700+ archaeological excavations and surveys in and around the Old City have been conducted over the last 150 years. Examine the material remains of the city from the beginnings in the Chalcolithic period through the Ottoman period, 1917 CE. The contemporary literary sources as well as the more recent scholarly debates and discoveries help us understand the material remains of the relevant periods.

JUDS 1611. The Dead Sea Scrolls.

The Dead Sea scrolls have been rightly celebrated as changing our fundamental understanding of ancient Jewish and Christian history as well as the Bible. But what is in them, and why do they matter? In this course we will read through most of the scrolls in English translation and cover topics such as: authorship; historical context; religious practice; and scripture and its interpretation. The course will develop skills in analytical writing, close reading, and historical reasoning. Enrollment limited to 20.

JUDS 1613. Religion and Postcolonialism.

When eighteenth- and nineteenth-century Western scholars turned their gaze toward the East they began fetishizing the wonders and mysteries of the "Orient". This powerful myth of the Orient helped to reimagine the Jews of Europe as an "internal colony" and also helped justify the colonization of and Christian missionizing among peoples abroad. This course will examine the social, political, and scholarly representations of religious and cultural otherness of Jews, Muslims, and Hindus who experienced Christianity as both a colonizing force as well as a model for imagining the nationalist projects of their post-colonial states.

JUDS 1614. The Political Theology of the "Jewish Question".

This class explores the theologico-political predicament of European modernity: the modern problem of negotiating seemingly insoluble social and political tensions often rooted in purportedly absolute norms and claims. Tracing the interwoven problems of race, religion, and secularism in the European "Jewish Question," we will inquire into the possibilities for alternative, fugitive modes of being for racialized people. Authors include Arendt, Carter, Derrida, Du Bois, Fanon, Sartre, Schmitt, Strauss and Wilderson, Wynter.

JUDS 1615. The Archaeology of Palestine.

Palestine constitutes one of the most important archaeological regions connected to the origins of Judaism, Christianity and Islam. In this class we will examine the material remains of the region beginning in pre-historic times until the end of the Ottoman period in 1917. Literary sources as well as the more recent scholarly debates and discoveries help us understand the material remains of the relevant periods.

JUDS 1616. Adam and Eve in Early Biblical Interpretation (RELS 1144).

Interested students must register for RELS 1144.

JUDS 1617. Jewish Women: Between Conformity and Agency.

This seminar studies Jewish women in different temporal and geographical contexts, internally within their own communities and externally with other neighboring religious groups. Visual and material sources (iconography, artifacts, architectures, film) are examined in dialogue with texts (biblical and Talmudic writings, medieval and modern commentaries, contemporary literature) to explore the binary of male authority and female agency. Case studies will encompass the Middle East and Europe from antiquity to the present.

JUDS 1625. Problems in Israelite Religion and Ancient Judaism.

A series of topics in Israelite religion and ancient Judaism which are of current scholarly interest are explored in a seminar setting. Students are encouraged to read widely and pursue individual research interests. The course assumes a basic knowledge of biblical literature and scholarly criticism. Enrollment limited to 20.

JUDS 1630. The Talmud.

Written from the first - seventh centuries CE, the Talmud (which runs to 20 volumes) contains law, lore, theological speculation, and complex argumentation. We will read a selection in depth and examine both traditional and modern critical (e.g. historical and literary) approaches to this fundamental text. No prerequisites; all texts in English translation. Enrollment limited to 20.

JUDS 1635. Problems in Israelite History.

Topics of recent and current debate among specialists in the field of Israelite history. Problems include (1) the historicity of the patriarchs and matriarchs; (2) the historical evidence relevant to the question of an exodus; (3) the nature of Israel's settlement in Canaan; (4) the 10th century, era of empire or literary fiction? (5) the land of Judah after the Babylonian conquest. Enrollment limited to 20.

JUDS 1640. Judaism: History and Religion.

Surveys the major practices, traditions, and beliefs of the Jews, with an emphasis on modern Jewish communities. How does a Jewish community shape its practices and beliefs against its own specific historical circumstances to create a coherent and meaningful religious system? What is "Judaism," and how do scholars of religion explain and interpret it?

JUDS 1645. Jews and Judaism in the Greco Roman Mediterranean.

An advanced survey of the evidence for Jews and Judaism in the Greco-Roman Mediterranean (Egypt, Asia Minor, Rome, North Africa, etc.). Sources include synagogue mosaics, burial and donor inscriptions, personal documents, and references in non-Jewish writers, including Christians. Also considers what theoretical models best enable us to reconstruct the identity, practices and beliefs of the ancient diaspora Jewish communities. Enrollment limited to 20.

JUDS 1650. Religion and Sexuality.

For millennia, religious thinkers have wrestled with the nature of sexuality. This class will examine how these thinkers have dealt with the essential questions that sexuality raises. Why do humans have sexual desire? Are there proper limits to sexual activity? While the focus of this class will be on Judaism and Christianity from antiquity to the present, we will also discuss Hindu, Muslim, and Tantra views. Topics to be addressed include: the nature and purpose of human sexual desire; contraception; adultery; homosexuality; abortion; and masturbation. No prerequisites.

JUDS 1654. Russian Jewish Literature and Film (RUSS 1900).

Interested students must register for RUSS 1900.

JUDS 1655. Religion in the Dead Sea Scrolls (RELS 1150).

Interested students must register for RELS 1150.

JUDS 1665. Imposing Orthodoxy: "Jews," "Pagans" and "Heretics" when Constantinian Christianity Won (HMAN 1970I).

Interested students must register for HMAN 1970I.

JUDS 1670. Ancient Synagogues, Churches, and Mosques in Palestine.

Reviews the discoveries and related scholarship of ancient synagogues, churches, and mosques in ancient Palestine. Focuses on their architectural and decorative as well as their spiritual and religious characteristics, and examines how those institutions influenced each other throughout their history of development.

JUDS 1675. Parting of the Ways: The Separation of Judaism and Christianity.

Jesus may have been Jewish, but for many centuries, Jews and Christians alike have considered their religions and their self-identifications to be mutually exclusive. When, why and how did these differences become definitive? Some modern scholars argue that "the ways parted early": others contend that they never parted at all! We focus on the period before Christianity becomes the official religion of the Roman Empire (late 4th century C.E.), with attention to persons in antiquity who contested these distinctions, and even to some in our own time ("Hebrew Christians," "Messianic Jews," and "Jews for Jesus"). Enrollment limited to 20.

JUDS 1676. Jerusalem Divided: Politics and Cultural Heritage (URBN 1870K).

Interested students must register for URBN 1870K.

JUDS 1680. The Archaeology of Qumran and the Dead Sea Scrolls.

Qumran is one of the most prominent archaeological sites in the world. Its fame derives from its proximity to a series of caves in which some 800 ancient scrolls were found. Scholars have debated the relevance of this site to the histories of Judaism and Christianity. This seminar will examine the debates regarding the character of Qumran through the material finds from old and new excavations conducted at the site itself and in the Dead Sea region. The lectures and readings are intended to stimulate a discussion about how to use texts and material culture for reconstructing the past. Enrollment limited to 20.

JUDS 1690. Prophets and Priests in Exile: Biblical Literature of the 6th Century BCE.

The exile of Judah's elite to Babylon elicited profound and conflicting literary responses. We will undertake a literary and historical analysis of a number of the most important works produced in response to the crisis of exile, including Jeremiah, Ezekiel, Second Isaiah, Lamentations, Psalm 137, the Priestly Writing, and the work of the exilic deuteronomists. Enrollment limited to 20.

JUDS 1695. Philo (RELS 1130).

Interested students must register for RELS 1130.

JUDS 1696. Kabbalah: An Introduction to Jewish Mysticism (HMAN 1971U).

Interested students must register for HMAN 1971U.

JUDS 1701. Jews and Revolutions in the 20th Century.

The 20th century was an age of revolutions, both political and social, in which Jews played pivotal roles. The student uprisings of the 1960s, the Feminist revolution, and the rise of the LGBTQ movement were crucial moments of change in the development of the western world. We will discuss the Jews' roles in all these revolutionary movements, as well as in the great political revolutions of the time.

JUDS 1702. Creating the Global Economy: Entrepreneurial Jews, 1690-2010.

What can the experience of the Jews teach us about the growth of the modern economy in the era of globalization? What were the economic, political, and cultural conditions that allowed Jewish bankers to create the economic networks that helped underpin the modern world? We will answer these questions by examining the careers and interactions of the major Jewish bankers and banking dynasties such as the Rothschilds, Jacob Schiff, and Gerson Bleichroder. We will see how these Jewish economic networks helped create - and were exploited by - the modern European economic systems of Europe, the United States and Israel.

JUDS 1705. Modernity's Crisis: Jewish History from the French Revolution to the Election Donald Trump-HIST 1974.

Interested students must register for HIST 1974P.

JUDS 1711. History of the State of Israel: 1948 to the Present.

This course surveys the history of Israel from its Proclamation of Independence in 1948 until today. Israel's history has unfolded under the shadow of its prolonged conflict with the Palestinians and its Arab neighbors. At the same time, an entirely new, vibrant and dynamic society and culture has developed there. This course aims to familiarize the student with the major outlines of Israel's development, and with different narratives and interpretations of that history. The reading materials and class discussions will examine not only the Arab-Israeli conflict, but also its influence on Israeli politics, society and culture.

JUDS 1712. History of Zionism and the Birth of the State of Israel.

Examines the history of the Zionist movement within the context of the history of European nationalism and as one of numerous Jewish political responses to rising antisemitism. Explores the ideological and political foundations of the Zionist movement until Israel's establishment as well as broader concerns of Jewish politics in the late 19th and early 20th centuries.

JUDS 1713. Introduction to Yiddish Culture and Language.

Yiddish was the language spoken by most Jews in Eastern Europe and the countries to which they emigrated (including the U.S., England, South Africa, South American countries, and Israel) from the nineteenth century until after the Holocaust. It was the basis for a transnational Jewish culture and literature, and it played a central role in modern Jewish political life. We will explore the history of Yiddish culture and the development of the Yiddish press, literature, and cinema. The connection between Yiddish and modern Jewish politics will also be discussed. Students in this course will also have the opportunity to develop a basic knowledge of the Yiddish language.

JUDS 1714. Memoirs and Memory: The Individual Experience of Modern Jewish Life.

By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as eastern, central and western Europe, North Africa, the U.S., and Palestine/Israel, this course considers how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. Enrollment limited to 20.

JUDS 1715. Women and Gender in the Modern Jewish World.

This course will focus on Jewish women's encounters with modernity in a variety of contexts: Western and Eastern Europe, United States, and Israel. The goal of this course is to uncover the experiences of Jewish women and to use gender analysis as a means of enriching our understanding of Jewish life. Students will consider how gender has shaped Jewish women's experience in the context of immigration, assimilation, religious observance, home, work, motherhood, family, and feminism.

JUDS 1716. The End of Modern Jewish History.

This course addresses the changes to the Jewish diaspora throughout the second half of the twentieth century. It begins by considering the constellation of processes that defined modern Jewish history from the 1750s until the 1940s, including demographic growth; geographic spread; the struggle for political and legal emancipation; cultural, social, and economic integration; and the birth of modern anti-Semitism. The course then asks in what ways the Holocaust and the birth of Israel transformed Jewish life in the diaspora, positing that in the 1940s a new era of Jewish history began.

JUDS 1721. Making Sparks Fly: Mysticism and Politics in the History of Hasidism.

Hasidism was a social movement founded on mystical ideas. Using the texts of its greatest masters, we will learn how revolutionary new ideas about God and the world became a powerful movement for social change. We will examine Hasidism's kabbalistic background, and the mystical ideology of the Ba'al Shem Tov and his followers. We will focus on the development of the *Zaddik* and the Hasidic Court, as well as their conflicts with the rabbinic and community establishments in the eighteenth and nineteenth centuries. The seminar will involve critical reading of primary sources in translation and class discussions of historiography.

JUDS 1722. Money, Power, Sex and Love: Gender and the Family in Modern Jewish History.

Traditional Jewish society was patriarchal, though the forms this power took changed over time. It was also limited, even subverted, by various roles played by women. Since Jewish family life was very much under the control of Jewish women, the family was another place where women were able to wield power. Examining the history of gender and family allows us to examine the limits of patriarchal control and construct a new, often surprising picture of how Jewish society actually functioned. It also sheds new light on how the various forms of modern Jewish family we recognize today grew and developed.

JUDS 1723. Jews and Muslims.

This course considers interactions between Muslims and Jews in various historical settings from the early Islamic world, to Medieval Spain, to contemporary Europe and the Middle East. The goal is to move beyond simplistic histories of interfaith utopia, Islamic persecution, and Zionist domination to consider the complexities of ethno-religious interaction in a variety of social, cultural, economic and political contexts.

JUDS 1726. Jewish Humor and Commercial Entertainment in Early 20th-Century Europe and America.

The seminar explores the relationship between humor, popular culture and Jewish ethnic identity in early 20th-century Europe and America. It argues that self-deprecating humor and satiric performance of Jewish stereotypes were not expressions of self-hatred, but complex cultural gestures that led to integration within mainstream society. Topics to be considered are: the joke as a social gesture; the Jewish music hall as an urban institution; the politics of blackface in American Vaudeville; the East-European Jews in Hollywood.

JUDS 1728. Slavery in the Early Modern World (HIST 1964L).

Interested students must register for HIST 1964L.

JUDS 1729. Revolution and Romanticism in 19th Century Europe (HIST 1230A).

Interested students must register for HIST 1230A.

JUDS 1730. The Lower east side: Immigration and Memory.

For many, Manhattan's Lower East Side symbolizes the immigrant Jewish experience in America. Its image is highly romanticized: descriptions of everyday life and commerce as well as Jewish cultural and political life present the L.E.S. as a thriving center of authentic Jewish experience. The reality however was more complex. Most American Jews never lived in the Lower East Side and those who did found life there extremely difficult and challenging. This class will explore Jewish immigrant experience in the United States and trace the ways in which the L.E.S. has become part of the American collective memory.

JUDS 1731. A Commonwealth of Many Nations? Early Modern Poland-Lithuania (HIST 1551).

Interested students must register for HIST 1551.

JUDS 1732. New York, Warsaw, Tel Aviv, Buenos Aires: Transnational Jewish Cultures in the 20th Century.

Being a diasporic people without a nation-state until the mid-20th century, the Jews in Eastern Europe created Jewish cultures that were also influenced by the non-Jewish environment. How did these cultures develop in the age of mass migrations? How did the new Jewish cultures express the ideas of "homeland" and "diaspora?" Was the Jewish/Hebrew culture created in Israel part of the Jewish cultural discourse, or did it define itself separately? During the course, we will explore Jewish culture in four cities, also examining their relations with each other, in order to understand the transnational nature of these unique Jewish cultures. Enrollment limited to 40.

JUDS 1733. Early Modern Globalization: Jewish Economic Activity, 1500-1800 (HIST 1974M).

Interested students must register for HIST 1974M.

JUDS 1734. German Jews and Capitalist Markets in the Long Nineteenth Century (GRMN 1660L).

Interested students must register for GRMN 1660L.

JUDS 1736. Early Modern Globalization (HIST 1974M).

Interested students must register for HIST 1974M.

JUDS 1739. Kabbalah: An Introduction to Jewish Mysticism (HMAN 1971U).

Interested students must register for HMAN 1971U.

JUDS 1740. Kabbalah: Jews, Mysticism, and Magic.

What are the relationships between Man, God, and the World? Over the centuries, Jewish mystics have sought and found many different answers to this question. In doing so, they created new spiritual formations for Judaism to supplant rational philosophy as bearer of the truth about the Cosmos. We will examine the most important mystical texts produced by Jews to understand this crucial strand of Jewish - and Human - religious, spiritual, and cultural development. Among other books, we will read from the Zohar, Lurianic Kabbalah, the false messianic testimonies of the Sabbathean movement, Hasidism, and the thought of Martin Buber. Enrollment limited to 20.

JUDS 1742. Modern Jewish History and Society.

The study of Jews in their historical and contemporary communities of western and eastern Europe, the U.S., and Israel. Major themes include emancipation and assimilation; secularization and new religious expressions; the Holocaust and modern anti-Semitism; Zionism; immigration, ethnicity, and nationalism; family and intermarriage; education, Jewish culture, and politics.

JUDS 1743. American Jewish History.

By the mid-20th century, the U.S.'s Jewish population was one of the world's largest and most important. In 1654, however, when 23 Jews landed in New Amsterdam, their position was far from assured. The history of American Jewish settlement is considered by exploring the interaction between the political, social, and cultural environment and successive waves of Jewish migrants.

JUDS 1745. History of the Holocaust.

Explores questions raised by the Holocaust regarding how such barbarism erupted in our so-called civilized and enlightened age. Attempts to analyze the meaning of the Holocaust from three vantage points: that of European, and more particularly, German history; that of Jewish history; and that of those states and religious institutions which shared responsibility. Enrollment limited to 50. If unable to enroll because of closed registration please contact the professor and a wait list will be created.

JUDS 1746. Renewal in 20th Century Europe (HIST 1230C).

Interested students must register for HIST 1230C.

JUDS 1750. Jews in the World of Islam.

This course introduces students to Jews in the Islamic World from the beginnings of Islam through the modern era. Topics include the legal and social status of Jews under Islam, the structure and schisms of the Jewish community in Islamic empires, Jewish-Muslim relations, the intellectual transformations of Judaism under the impact of Islamic and Arabic culture, and historiographic perspectives. Students will be exposed to a range of primary and secondary source materials and have an opportunity to pursue a research topic in depth.

JUDS 1751. Jews Between Christians and Muslims in the Early Modern World.

What were the different experiences for Jews living among Christians and Muslims? How did Islam and Christianity affect the development of Jewish society and culture? Examine these questions by looking at two flourishing Jewish centers from 1500-1800: one in the Muslim Ottoman Empire, the other in the Christian Polish-Lithuanian Commonwealth. Topics to be discussed include: Christian and Muslim attitudes towards Jews and the Jews' response to them; Jewish communities in Polish and Ottoman towns; the development of Jewish law in both settings; Christianity, Islam, and anti-Jewish violence; the interactions of Jewish, Muslim, and Christian mystical movements. Enrollment limit: 20.

JUDS 1752. Zionists Anti Zionists and Post Zionists: Jewish Controversies in the 20th Century.

In Jewish historical memory, Zionism is seen as the dominant Jewish national ideology throughout the 20th century. However, emerging in 1897, the Zionist movement aroused significant Jewish opposition. Many different Jewish ideologies developed, ranging from non-Zionism to anti-Zionism. This course will discuss the different arguments used by both Zionists and their opponents. We will look at the various options: Zionism, Diaspora Nationalism, Socialism and Communism, and Reform Judaism (before 1967), as well as Israeli Zionism and the opposition it aroused from Post-Zionists. Our focal question will be: why did Zionism evoke so much opposition among different Jewish groups.

JUDS 1753. Blacks and Jews in American History and Culture.

African Americans and American Jews have interacted throughout the history of the United States. Through readings, images, and films, this course will explore this complex, sometimes tortured relationship in its religious, cultural and political aspects. It will discuss the role of Jews in the slave trade, the contributions of both groups to American popular culture, both groups' involvement in the struggle for the Civil Rights Act of 1964, the rise of Black Power, attitudes to Zionism, affirmative action and more. We will try to answer the question how the experiences of both groups both overlapped and led to conflict.

JUDS 1755. Mizrahi Jews: Migration to Israel from Muslim Lands.

This seminar course offers a comprehensive study of the history, culture, and present-day experiences of Mizrahi (Oriental) Jews who participated in the immigration (aliyah) from Muslim countries to Mandatory Palestine and then Israel before and after 1948. The course fosters a more comprehensive understanding of global Jewish history that extends beyond the European Ashkenazi narrative hegemony and experience to include the diverse histories of Jewish immigrants (olim) from the Middle East and North Africa. Against this backdrop, the course will consist of robust discussion on the histories, politics, hardships, and integration strategies of first, second, and third-generation Mizrahi Jews on their long and winding road from second class citizens into the mainstream of the Israeli society.

JUDS 1756. Ethnic, Religious, and Gender Identities in Modern Israel.

This course offers the opportunity to explore the dynamics of the intersection of ethnic, religious, and gender identities in modern Israel. Central themes of the course will include social hierarchy among identity groups in Israel, the challenges of integrating new immigrants into Israeli society, conflicts in values among members of the population, prejudice, and discrimination. The course will focus on a variety of identity groups, including Jews of European origin, Jews of Middle Eastern and North African origin, recent Jewish immigrants from Russia and Ethiopia, Palestinians, Bedouins, Druze, Ultra-Orthodox Jews, Religious Zionist Jews, the religious-secular divide, LGBTQ+ identities, and feminism.

JUDS 1801. Jewish Magic.

This course is designed to introduce you to a wide variety of texts representing magical beliefs and practices found in mainstream and marginal Jewish life from the biblical and rabbinic through the early modern periods (with some present-day comparison). It is also designed to acquaint you with some of the kinds of literature (legends, liturgical compositions, chronicles, exempla, amulets, magic recipe books) that describe magical practices with varying degrees of sympathy. One question we will ask in our discussions is how the literary representations of magic relate to actual magical beliefs and practices of their time.

JUDS 1810. Israeli Literature in Hebrew.

For students interested in reading selections of Hebrew fiction, drama, and poetry. Concentrates on major issues of the State of Israel, for example: the relationship between modernity and tradition, responses to the Holocaust, the Arab-Israeli conflict, and other cultural, social, and political issues. Israeli feature films are viewed and discussed. Conducted in Hebrew. Emphasizes strengthening Hebrew reading, writing, and speaking skills. Prerequisite: JUDS 0500. Students who have not taken JUDS 0500 should see instructor for permission to enroll.

JUDS 1820. Holocaust Literature.

Readings in works of prose and poetry by victims and survivors of the Holocaust that portray experiences in ghettos, in concentration camps, and in hiding. Additional readings in works of the post-war era by survivors and their offspring. Discussion of the moral, psychological, religious, and cultural dimensions of the Holocaust and its ongoing impact on humanity.

JUDS 1830. Esthers of the Diaspora (POBS 1500H).

Interested students must register for POBS 1500H.

JUDS 1840. The 'New Jew' and the Diaspora: Voices from Israel, Brazil and America (POBS 1500W).

Interested students must register for POBS 1500W.

JUDS 1933. Early Modern Globalization (HIST 1974M).

Interested students must register for HIST 1974M.

JUDS 1970. Individual Study Projects.

Section numbers vary by instructor. Please see Banner for the correct course reference number (CRN) to use when registering for this course.

JUDS 1974. Digging for the Bible: Science, Religion, and Politics.

Archaeological exploration in the "Holy Land" began in the mid-19th century and was motivated by the quest to discover the biblical sites. This region features among the most important visual and material remains connected to the origins of Judaism, Christianity, and Islam. This seminar will explore the relevant material remains from the Bronze Age through the end of the Ottoman period, and examine how these finds and their interpretations were shaped by religious and political motivations from the earliest endeavors to the present day.

JUDS 1975. Honors Thesis Semester I.

First of two semesters working with a faculty member in the Program in Judaic Studies to complete an honors thesis. Instructor permission required.

JUDS 1976. Honors Thesis Semester II.

Second of two semesters working with a faculty member in the Program in Judaic Studies to complete an honors thesis. Instructor permission required.

JUDS 2040. Yiddish for Research.

This is a course in Yiddish reading for research purposes designed primarily for advanced undergraduates and graduate students. This means that the emphasis will be on learning how to read and decipher a range of texts in modern Yiddish in different genres written. We will read the Yiddish classics and discuss their language, style and content, as well as newspaper articles published at the beginning of the 20th century and various historical documents. We will learn to read and understand non-standard pre-1930s Yiddish as well as American and Soviet Yiddish. Participation in this course requires the instructor's permission. Enrollment limited to 40.

JUDS 2060B. Methods in Ancient History (HIST 2970I).

Interested students must register for HIST 2970I.

JUDS 2450. Exchange Scholar Program.

Center for Language Studies

The Center for Language Studies fosters a community interested in researching and exploring cultures through a deep knowledge of and engagement with languages. The Center encompasses two unique units - the Center for Languages Studies (CLS) and World Languages and Cultures (WLC). CLS supports and promotes the work done by all language faculty and students at Brown. WLC is the home department for Arabic, ASL, English for International Graduate Students, Hindi, Persian, Turkish, Swahili, Urdu, and Yoruba.

The Center supports the teaching and learning of all languages and cultures at Brown and promotes the importance of intercultural dialogue and competence in contemporary society. By offering opportunities to reflect on language fluency, cultural fluency, to develop professionally and to stay updated regarding teaching and language pedagogy, we remain committed to helping faculty and graduate students excel. We foster a community of undergraduates who are invested in a sincere and critical dialogue with their peers by learning languages that represent a multiplicity of cultures and traditions. We coordinate academic and cultural events,

professional development for faculty and graduate students, as well as co-curricular learning opportunities for undergraduates and graduates.

For additional information please visit the Center's website at: <https://cls.brown.edu/>

Intercultural Competence Certificate Requirements

The Center for Language Studies' (CLS) Certificate in Intercultural Competence acknowledges that in an ever more interconnected world and society, with more opportunities for collaboration as well as situations of conflict, students need to understand and respect other cultures. By approaching language study, area studies courses and experiential learning through a critical lens focused on developing intercultural competence, students prepare themselves for a future after Brown working with people from all over the world, be it in industry, business, the university or in social justice work, anywhere where multicultural and multilingual groups work together.

Certificate Requirements:

Core Courses

1.5

LANG 0800	Theory and Practice of Intercultural Competence

Prerequisite for LANG 1800

To be completed alongside the internship or study away experience. The experiential learning component must focus on the same language community as the elective coursework. All prerequisite assignments are made available for asynchronous completion in Canvas.

LANG 1800	Capstone Seminar in Intercultural Competence

Language Study: Choose 2 courses taught in the same language and in the language needed for the experiential learning component from the list of electives. Courses listed below represent the minimum level required to fulfill the language requirement. Courses at higher levels must be taught in the target language.

2

ARAB 0400	Second-Year Arabic (and above*)

CZCH 0400	Intermediate Czech (and above including independent studies*)

GRMN 0300	Intermediate German I (and above*)

HISP 0600	Advanced Spanish II (and above*)

HNDI 0400	Intermediate Hindi-Urdu (and above*)

LANG 0150S	Swahili I (and above*)

NAHU 0100	Beginning Nahuatl (and above*)

PLSH 0300	Intermediate Polish (and above*)

POBS 0600	Topics in Portuguese-Speaking Cultures (and above*)

PRSN 0300	Intermediate Persian Language and Culture (and above*)

RUSS 0300	Intermediate Russian (and above*)

SIGN 0400	American Sign Language IV (and above*)

TKSH 0300	Intermediate Turkish (and above*)

VIET 0300	Intermediate Vietnamese (and above*)

YORU 0200	Introduction to Yoruba II (and above*)

Independent Studies related to language learning. These may be in various languages and students must take two semesters of the same language. Please consult with the CIC Advisor for initial approval.

Area Perspectives Course: Please choose 1 course to deepen your knowledge of one area and/or to bring together your interest in languages with other relevant academic interests. This course can be in any language.

1

ANTH 0800	Sound and Symbols: Introduction to Linguistic Anthropology

ANTH 0805	Language and Migration

ANTH 1131	Indian Issues in Anthropological Perspective

ANTH 1810	Language and Power

ARAB 0700 and above	

CZCH 1000	Dimensions of Czech Animation: Contexts, Interpretations, and Dialogs with the East

GRMN 0500 and above	

HIAA 1850H	Berlin: Architecture, Politics and Memory

HIST 0243	Modern Middle East Roots: 1492 to the Present

HIST 1968V	America and the Middle East: Histories of Connection and Exchange

IAPA 1802M	Rwanda Past and Present

IAPA 1804A	Iran and the Islamic Revolution

LING 1311	Linguistic Variation and Universals

LING 1412	Pragmatics

LING 1741	Information Theory in Language

LANG 0750	Identity and Languages in Contemporary Africa

LANG 0760	Language and Film Discourse in Africa

MES 1400	The Middle East in Berlin: Urban Spaces and Voices

PHP 1680I	Pathology to Power: Disability, Health and Community

PLSH 1050	Polish Cinema: Uneven Histories, Uneasy Aesthetics

POBS 1601K	Early Modern Global History at the John Carter Brown Library: A Research Workshop

PRSN 0720	Modern Iran: Literature, Media & Pop Culture

PRSN 1200	Iranian Cinema: Before and After the Islamic Revolution

RUSS 1050	Russian Culture: From Peter The Great to Putin

RUSS 1848	Central Europe: An Idea and its Literature

SLAV 1300	Language and Politics in East Europe and Russia

TKSH 0720A	Understanding Modern Turkey Through Film and Literature

TKSH 0720B	Istanbul, Global Metropolis

TKSH 1100	Introductory Ottoman Turkish I

URBN 1871B	Berlin: Global Metropolis (1945-2020)

Additional courses may count towards the area perspectives requirement, please see the CIC faculty advisor for approval.

Experiential Learning Component

Students are encouraged to consult with the CIC Faculty Advisor to gain approval before the start of the Experiential Learning Component. Students may however gain credit after completion with appropriate approval. Students will need to keep track of time and present documentation from a supervisor of hours completed. Students choose one of the following experiential learning opportunities:

International internships require use of the language students are studying for the language study elective and must include engagement with the community. The internship must be of at least 4 weeks and equal a total of 60 hours.

Study Abroad in a country in which a language other than English is used, must be at a university where courses are offered in the language the student has chosen for their language study elective, must include enrollment in at least one course taught in the language the student has chosen for their elective and must be for a period of one semester or at least 4 weeks in the summer.

Domestic internships require use of and significant exposure to the language the student is studying for their language study elective. Students will intern for one semester or at least 4 weeks in the summer for a minimum of 60 hours.

Total Credits

4.5

For a list of languages currently participating in the certificate, please see the CLS Website (<https://cls.brown.edu/certificate-intercultural-competence/>). Students may not pursue this certificate in the same language as their concentration.

Courses

American Sign Language

SIGN 0100. American Sign Language I, II.

An immersive approach using authentic communication inside and outside of the classroom will be used to develop introductory communicative skills in American Sign Language. Authentic materials from diverse sources will provide an overview of the American Deaf community. Basic media literacy skills will be taught.

This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in SIGN 0200 covers the entire year and is recorded as the final grade for both semesters.

SIGN 0200. American Sign Language I, II.

Introduces basic ASL conversation. Features core vocabulary, common signing phrases, non-manual components (facial expression, body postures), signing space, fingerspelling, numbers, loan signs, cultural protocols, rules of ASL grammar and structure. Deaf cultural behavior is introduced in the classroom and through readings, videotapes, and Deaf community events.

This is the second half of a year-long course. Students must have taken SIGN 0100 to receive credit for this course. If SIGN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

SIGN 0300. American Sign Language III.

This course will use an immersive approach incorporating authentic communication to develop intermediate communicative skills in American Sign Language. Through authentic materials from diverse sources, students will engage in classroom discussion and produce media to explore Deaf cultural topics related to family dynamics, language and literacy, and education. Prerequisite SIGN 0200 or placement interview. Additional 1 hour session held through Zoom every week to discuss cultural topics.

SIGN 0400. American Sign Language IV.

Intensive use of expressive and receptive skills in complex grammatical structures, advanced classifiers, dialogues, and storytelling techniques. Discussion of social factors that give rise to code-switching; regional and ethnic sign variations; social, political, and cultural evolution of U.S. Deaf community. Interaction with Deaf community in directed and non-directed activities. Prerequisite SIGN 0300 or placement interview. Additional 1 hour session held through Zoom every week to discuss cultural topics.

SIGN 0500. American Sign Language V.

This course increases American Sign Language skills by introducing advanced vocabulary and grammar in various registers and settings, including informal and formal discussions, presentations, and storytelling. Through authentic materials from diverse sources, students will explore American Sign Language literature and oral traditions. Prerequisite SIGN 0400 or placement interview. Additional 1 hour session held through Zoom every week to discuss cultural topics.

SIGN 0610. American Sign Language VI.

Intensive use of expressive and receptive skills, with a focus on advanced linguistic structures, will be introduced and practiced. Colloquial and discourse features are also explored. The course emphasized advanced structures and classifiers, as well as complex grammatical forms across various registers and setting, including advanced presentation and storytelling techniques. Current events are discussed in American Sign Language, providing students with opportunities to apply their linguistic cultural knowledge while engaging in open discussions. Through authentic materials from diverse sources, students will explore the depth of American Sign Language literature. Prerequisite SIGN0500 or placement interview. Enrollment limited to 18. Written permission required. Prerequisite SIGN 0500 or placement interview.

SIGN 0900. Introduction to Deaf Studies.

Introduction to the Deaf Community and Deaf Culture. Discussion of similarities to, and differences from, mainstream hearing culture. Supplemental videotapes focus on aspects of the culture including Deaf education and history, autobiographical sketches, Deaf norms and values, and Deaf literature, art and folklore. Theoretical issues of culture and linguistics applied to Deaf culture, American Sign Language, and the variety of cultural perspectives of the Deaf community. Students also engage in a research project related to course content. Voice interpreter will be provided; all students are welcome; no previous knowledge of American Sign Language or Deaf Studies is needed.

SIGN 1910. Independent Study in Sign Language/Deaf Studies.

Independent study in an area of special interest to the student, with close guidance by a member of the faculty, and leading to a major paper/project. Required of candidates for honors, and recommended for third year students. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: SIGN 0500 or instructor permission.

Arabic

ARAB 0100. First-Year Arabic.

Builds basic listening, speaking, reading, and writing skills, introducing the Arabic language in its cultural environment. Four contact hours per week, with an emphasis on grammar and communication, plus written, audio, and video assignments outside of class. This is the first half of a two-semester sequence course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in ARAB 0200 covers the entire year and is recorded as the final grade for both semesters. If course is full, please request an override. Enrollment limited to 18.

ARAB 0110. Egyptian Arabic.

This course will introduce students to one of the major colloquial variants of contemporary Arabic. The native language of Egyptian citizens, used predominantly in everyday communication, has long since become widely understood throughout the Arab world, since popularized by the media and pop culture. The beginning oral proficiency that students will acquire in this course, by examining a range of sources, from textbooks to short stories, movies, social media posts and personal accounts by guest-speakers, and by practicing conversation in class, will facilitate their communication with native speakers of Arabic in a variety of informal situations. Prerequisite: ARAB 200. Enrollment limited to 18.

ARAB 0120. Intensive Summer Arabic.

This intensive summer course (Equal to ARAB 0100 and ARAB 0200) is an introductory course designed to build basic listening, speaking, writing, and reading skills in Arabic. MSA is the medium of formal oral and written communication used throughout the Arab world, and the course will mainly focus on this form of the language. This course will introduce essential colloquial vocabulary and grammar necessary for understanding and conducting simple acts of communication with native speakers.

ARAB 0200. First-Year Arabic.

Builds listening, speaking, reading, and writing skills, at the low intermediate level of Arabic proficiency. Five contact hours per week, with an emphasis on grammar and communication, plus written, audio, and video assignments outside of class. This is the second half of a year-long course. Students must have taken ARAB 0100 to receive credit for this course. If ARAB 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. Enrollment limited to 18.

ARAB 0300. Second-Year Arabic.

Develops listening, speaking, reading and writing skills at the intermediate level of language proficiency through extensive use of various texts and multimedia. Promotes better understanding of Arabic cultural traditions. Five contact hours weekly, plus written, audio, and video assignments outside of class. Prerequisite: ARAB 0200. This is the first half of a year-long course. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in ARAB 0400 covers the entire year and is recorded as the final grade for both semesters.

ARAB 0320. Intermediate Arabic.

This course (equal to ARAB 0300 and ARAB 0400) builds on the skills acquired in ARAB 0100 and ARAB 0200. In addition to al-Kitaab, Parts One and Two, coursework will incorporate poetry, prose, music, and films, to broaden your vocabulary, underpin complex grammatical norms, and increase your understanding of contemporary Arab culture. Colloquial usages are naturally integrated in conversation practice. This course will also introduce you to important figures and ideas associated with the cultural history and present of Arab societies. Elements of classical Arabic will be presented, preparing you to access the literary and cultural heritage of the Arab peoples.

ARAB 0400. Second-Year Arabic.

Develops listening, speaking, reading and writing skills at the intermediate level of language proficiency through extensive use of various texts and multimedia. Promotes better understanding of Arabic cultural traditions. Five contact hours weekly, plus written, audio, and video assignments outside of class. Prerequisite: ARAB 0300. This is the second half of a year-long course. Students must have taken ARAB 0300 to receive credit for this course.

ARAB 0450A. Beginning Levantine Colloquial.

Parting from the solid foundation built in MSA during the first two years of Arabic studies, this course will accelerate students' advancement toward language proficiency by introducing them to Levantine Colloquial, one of the major varieties of Arabic. In preparation for class meetings, we will view and read a variety of media from the Levant. Oral communication and understanding Levantine cultures and contemporary societies will be the focus of our meetings. At the end of the semester, students will gain confidence to function in an ample variety of social and cultural environments and access a wider range of media.

ARAB 0500. Third-Year Arabic.

This course offers comprehensive training in listening, speaking, reading, and writing at the advanced proficiency level. It will accelerate students' advancement toward language and cultural proficiency by integrating the study of Modern Standard Arabic and Colloquial Arabic, the latter of which will be the main form of oral communication in class discussions. Thematic units will include selections from the classical and modern traditions of Arabic writing, contemporary film and media, and various art forms with the goal of broadening students' understanding of Arab societies and their cultures. Through this integrated approach, students will gain confidence to function in an ample variety of social and cultural environments and access a wider range of media. Prereq: ARAB0400 or equivalent

ARAB 0600. Third-Year Arabic.

Offers comprehensive training in listening, speaking, reading, and writing with grammar review as needed. Broadens students' perspective of Arabic culture with selections from the classical and modern traditions of Arabic writing and various art forms. Four contact hours weekly. Prerequisite: ARAB 0500.

ARAB 0700. Advanced Arabic: Tales of the City.

The Arab city, current site of a major political upheaval, is the central theme of this integrated-skill language and culture course. Images of cities, as multifaceted as the people who inhabit them, animate cinema screens and daily news reports, inspire masters of writing, artists, and musicians, arouse political activism. By engaging the complex representation of the urban theme in contemporary discursive and art forms, this course will enhance students' understanding of the dynamics of urban politics and culture in the Middle East, while building a content-specific lexicon and advanced communicative ability. Prerequisite: ARAB 0600, or an equivalent. Enrollment limited to 12.

ARAB 0800. Advanced Arabic: Language & Culture through Cinema.

This integrated-skill language and culture course stresses oral interaction in class. We will view and discuss films from the Arab World as vehicles to understanding the cultural and linguistic diversity of Arabic-speaking countries. Our selection of films will focus on issues of economic inequality, family dynamics, and gender, as well as the effects of war and immigration on society. By engaging the complex representation of these themes in contemporary cinema, this course will enhance students' understanding of Middle Eastern culture, while building a content-specific lexicon and advanced communicative ability. Prerequisite: ARAB0600, or an equivalent. Enrollment limited to 12.

ARAB 0850. Advanced reading and composition in Arabic: Kalila wa-Dimna.

This course aims to introduce students with advanced proficiency in Arabic to Classical Arabic exemplified by the stories of Kalila wa-Dimna, one of the most popular medieval Arabic folk tales, told through a cast of personified animals. While written originally in Sanskrit in the fourth century CE, the Arabic translation of Ibn al-Muqaffa—one of the most influential prose writers in the history of Arabic literature—is what made it a classic in Arabic. It also allowed it to travel to other parts of the globe through various translations based on Ibn al-Muqaffa's.

Students will also have an opportunity to engage with a modern version of the stories, by Munther Younes, developing further their ability to read critically authentic Arabic texts of different historical periods, sharpening their analytical skills, and expanding their perspective of the language evolution through the ages. Advanced level in Arabic is required.

ARAB 0950. Advanced Reading and Composition: Arabic Fiction in the West.

This course explores themes of exile, nostalgia, and identity in works written in Arabic by Arab authors living in the West. The course aims to improve the students' skills in critical reading and writing through studying and analyzing original texts in their linguistic, cultural and historical contexts. Students read short stories and novels in Arabic by writers including Houda Barakat, Hassouna Mosbahi and Abdul Hadi Saadoun. All readings and discussions in Arabic.

ARAB 1100. Love, Revolution and Nostalgia in Modern Arabic Poetry.

This course aims to introduce students to the most prominent Arabic poets of the 20th and 21st century. Students will strengthen their language skills while reading and discussing texts by major modern poets from the Middle East and North Africa, including Nizar Qabbani, Darwish and Adonis.

Through the works of these poets, they will explore a range of themes from politics and oppression, to love and eroticism, personal freedom and women's liberation.

Conducted in Modern Standard Arabic; designed for students with advanced language skills. Prerequisite: Four years of Arabic, or by instructor permission.

ARAB 1990. Special Topics in Arabic Language, Literature, and Culture.

Advanced level integrated skill course focusing on specific reading and writing topics derived from the traditions and arts of the Arabic language. Course prerequisites include advanced capacity in Arabic grammar and reading comprehension. Enrollment limited to 10.

ARAB 1990B. Advanced Egyptian Arabic: Displacement and Diaspora in a Modernizing Egypt.

This is a course offered to students with at least six semesters of language study experience. Students must be comfortable with the script, sounds, structure and grammar of the language. The course will familiarize students with one of the major colloquial variants of contemporary Arabic. Egyptian Arabic is the dialect of Egyptian citizens and is used predominantly in everyday communication. Students will acquire proficiency by examining content-based sources related to its theme of displacement. Sources will range from books and articles to video clips, social media posts and accounts by speakers and guests.

ARAB 2450. Exchange Scholar Program.**Catalan****CATL 0100. Introduction to Catalan Language and Culture.**

Students in this course will learn the basics of Catalan, a language spoken by 10 million people. Its culture is internationally renowned in many fields, like cinema, literature, music, theatre, gastronomy, sports, and architecture. This course is designed to provide students with little or no knowledge of the Catalan language with the communicative skills they need, especially oral and cultural, to develop and manage any communicative circumstance, if they need to travel or study abroad in Barcelona or in any Catalan region where the language is spoken. Required: given the fact that this is a language course, students must attend two live online sessions each week, which are likely to be held on Tuesdays and Thursdays at 2pm EST. The schedule may be subject to change based on the availability of students.

CATL 0200. Catalan Language and Culture.

An intermediate course which introduces students to Catalan culture and allows them to review and extend their knowledge of all basic patterns (e.g. grammar, vocabulary, phonetics, sociocultural norms) of the language. Students will develop their oral and written skills by describing, narrating, and presenting arguments. They will work with texts and audio-visual material that will provide them with a deeper understanding of Catalan literature, culture, and contemporary society. Classes will be conducted in Catalan. Therefore a basic knowledge of Catalan literature is a prerequisite or students may request the instructor's permission to take the course.

CATL 0300. Catalan Language and Culture.

This course continues to develop and strengthen students' proficiency in the Catalan language. The cultural component plays a central role in these classes, as a means to access diverse uses of the language within a cultural context. Varied cultural sources will be explored, such as Catalan cinema, music, artistic expressions, sociocultural elements and literature. These will play a role in enhancing the student's confidence in their knowledge of the Catalan language and the context in which it is inserted. Students can expect to develop their language skills further, and to be active agents in their learning process.

CATL 1910. Independent Study in Catalan.

An open content course, which may be offered each semester. Offered as an Independent Study, this course will be adapted to students' needs that are not currently covered by our curricular offerings.

English for Internationals**EINT 2100. Academic Discourse for Internationals.**

This course develops the English skills of first-year international graduate students who are preparing to be teaching assistants. Students improve their listening comprehension and fluency in conversational interactions typical of academic settings. Areas of spoken English that are addressed include pronunciation, stress patterns, intonation, vocabulary, and structure. Instructor permission required.

EINT 2200. Academic Interactions.

This course develops the English language skills of first-year international graduate students who are preparing to be teaching assistants. Students improve their fluency and expression of complex ideas in a variety of linguistic situations typical of classroom interactions. Students also increase their control of vocabulary, pronunciation and listening comprehension when communicating with American undergraduates. Instructor permission required.

EINT 2300. Negotiating an American Classroom.

In this course, international graduate students increase their abilities to communicate accurately and fluently in English with American undergraduates. International students develop their ability to interact, in culturally appropriate ways, in a variety of teaching situations common to an institution of higher education, where they are responsible for expressing and explaining complex information and ideas in English. Instructor permission required.

EINT 2400. Speaking Professionally for Internationals.

This course develops the English communication skills of international graduate students with an emphasis on intelligibility of speech and clarity of expression in a variety of teaching and professional situations (e.g. presenting material, responding to questions, directing discussions). Students develop increased facility of English in extended discourse when they are the authority in a teaching or other professional context. Instructor permission required.

EINT 2500. Advanced Articulation Tutorial.

This course is an advanced pronunciation tutorial for international graduate students who have achieved a near-native speaker level of fluency in English, but who require greater precision of English articulations, pronunciation, fluency and/or expression. Instructor permission required.

Hindi-Urdu**HNDI 0100. Beginning Hindi or Urdu.**

Introduces conversation, reading, and writing of modern standard Hindi and the Devanagari script. Those who already know Devanagari but have rusty conversation skills may join the class second semester; obtain instructor's permission during the first semester. Those who prefer to learn Urdu and the Persian script should contact the instructor.

HNDI 0200. Beginning Hindi or Urdu.

Introduces conversation, reading, and writing of modern standard Hindi and the Devanagari script. Those who already know Devanagari but have rusty conversation skills may join the class second semester; obtain instructor's permission during the first semester. Those who prefer to learn Urdu and the Persian script should contact the instructor. Prerequisite: HNDI 0100.

HNDI 0300. Intermediate Hindi-Urdu.

A continuation of HNDI 0100-0200, which is a prerequisite. Introduces the variation of the Arabic script used for Urdu. Prepares students to communicate in written and spoken language. Activities are conducted in Hindi/Urdu. Meets four hours weekly.

HNDI 0400. Intermediate Hindi-Urdu.

A continuation of HNDI 0100-0200. Introduces the variation of the Persian script used for Urdu. Prepares students to communicate in written and spoken language. Activities are conducted in Hindi/Urdu. Meets four hours weekly. Prerequisite: HNDI 0300.

HNDI 1080. Advanced Hindi-Urdu.

Each student follows an independent reading list determined in consultation with the instructor. The readings may include folk tales, journalistic prose, 20th-century literature, classical Urdu poetry of the 17th to 19th centuries, or subjects in nonfiction. The class meets together three hours weekly for discussion. Each student also spends one hour weekly with the instructor. Prerequisite: HNDI 0400.

Language Studies

LANG 0150S. Swahili I.

Students successfully completing this beginner's course in Swahili Language and Culture will be able to communicate in Swahili in a culturally-appropriate way. Students will practice skills in an integrated fashion in order to reach some proficiency in speaking, reading, listening, and writing. Course content includes language, culture, history and music. Heritage speakers may place into the course depending on their language level. Like English, Swahili is not a tonal language, and considered to be one of the easier African languages to learn. Whether you are interested in Swahili in order to study and work in Africa or to engage with Swahili speakers in other parts of the world, this beginners course will prepare you well!

LANG 0250S. Beginning Swahili II.

Students successfully completing the second semester of this beginner's course in Swahili Language and Culture will be able to communicate in Swahili in a culturally-appropriate way. Students will practice skills in an integrated fashion in order to reach an intermediate low level of proficiency in speaking, reading, listening, and writing. Course content includes language, culture, history, music and children's literature. Heritage speakers may place into the course depending on their language level. Like English, Swahili is not a tonal language, and considered to be one of the easier African languages to learn. Knowledge of Swahili will assist you in order to study and work in Africa (Kenya and Tanzania) and to be able to engage with Swahili speakers in other parts of the world.

LANG 0710. Protest and Dissidence in Iran.

The anti-authoritarian Woman, Life, Freedom movement arose as a reaction to protests, incarceration and death in Iran in the fall of 2022. In this first-year seminar, you will learn about Iran, a country of 87 million people bordered by Iraq and Afghanistan. We will discuss historical events such as the 1979 Iranian Revolution and how they still affect Iran's relationship to the West. Through a broad selection of texts, film and art, we will explore topics that include corruption, authoritarianism, multiculturalism, race, social class, religion and gender relations in today's Iranian culture and society. In English.

LANG 0750. Identity and Languages in Contemporary Africa.

When you think of contemporary Africa, what's the first thing that comes to mind? IS it a megacity? Africa is the most rapidly urbanizing continent in the world. It is home to three of the world's megacities (populations of 10 million). It is also home to one-third of the world's languages and over 2000 languages are spoken in Africa. What is daily life within them like, and what kinds of linguistic, cultural, economic, and political roles do they play in our world? In this interdisciplinary class, we'll look for answers to these questions in articles and mixed media, including Instagram posts, op-eds, TED Talks, YouTube music videos, sci-fi short stories, documentary photography, and more. What we'll find might surprise you. Along the way, we'll also do some critical reflection and self-examination: what shapes the ways we think about Africa and why?

LANG 0760. Language and Film Discourse in Africa.

Africa is home to one of the biggest film industries in the world, Nollywood. In this course, we will watch and analyze selected scenes in films. We will also examine the language used in films to express speech acts (that is, an utterance considered an action) such as advice, apologies, compliments, gratitude, greetings, refusals, requests, and sympathies. Moreover, we will analyze the linguistic, contextual, and social phenomena in African films made in African languages within the past five years. In addition, we will consider language, context, power relations, proverbs, political discourse, and medical discourse in the African film ecology.

LANG 0800. Theory and Practice of Intercultural Competence.

What is intercultural competence? What are its benefits in our globalized society? Through readings, discussions, videos and visuals students will learn the theory behind intercultural competence as well as practical aspects about gaining and honing the skills needed for IC. Students will experience how the implementation of IC enhances study, work and internships carried out both globally and domestically. Limited to 40 students. This course is open to all students. It is also the foundational course required of students participating in Brown's Certificate of Intercultural Competence.

LANG 1000A. Living in Translation: Trans/national Mobilities and Multilingualism.

Current and historical voluntary, forced, and induced migrations demand we reflect on how we think about languages, as well as the persistent changes we make to language. Translation is one of the changes we encounter daily. This course discusses the ways that thinking in/of translation alters and facilitates our reading, writing, and interpretation. It considers multilingualism alongside the cannibal, a disruptor and figure of linguistic alterity. Our aim is to think about the authors' and texts' trans/national movements as we generate questions about mobilities, language, and decoloniality, as well as how they manifest in cultural productions. Materials include novels, short stories, essays, musical recordings, visual art, and film. Authors include Edwidge Danticat, Haruki Murakami, Emine Sevgi Özdamar, Binyavanga Wainaina, and Gloria Anzaldúa among others, with texts in transit between Brazil, Germany, Haiti, Japan, Kenya, Malaysia, Puerto Rico, Turkey, etc.

LANG 1200. Archipelagic Thinking with Global Literatures.

Islands and archipelagos have long been disparaged for their openness, blending, and fluidity. Around the globe today, this form of continental thinking continues to provoke nationalist policies and efforts to curb human migrations and refugee movements. This course reconsiders these ideas. In learning to think archipelagically, we will read and watch work by Edwidge Danticat, Rosario Ferré, Isaac Julien, Craig Santos Perez, Ai Weiwei and more. This will include discussing how practices of language, translation, and multilingualism are lived and theorized archipelagically.

LANG 1800. Capstone Seminar in Intercultural Competence.

This course serves as the final capstone course for the Certificate in Intercultural Competence. Students will connect the skills, attitudes and knowledge developed throughout the course work and experiential learning component of the Certificate to their future goals. Students will work on synthesizing all components of the Certificate through weekly discussions, simulations and case studies. Research topics and group discussions are designed to continue conversations that extend the work that began in the required foundation course LANG0800 The Theory and Practice of Intercultural Competence. Students will prepare a multi-modal presentation, and have the option of presenting a portfolio in a digital format, a podcast or a video, of the work they have completed along their journey towards intercultural competence. Students will participate in a public presentation session in order to share their work and engage the wider language-learning community on-campus.

LANG 1900. Independent Study in Languages.

This course will meet the needs of students who are not studying one of the languages offered by the CLS faculty. Beginner, Intermediate or Advanced integrated skill course focusing on specific reading and writing topics selected by the faculty advisor and the student. Enrollment limited to 10.

LANG 2450. Exchange Scholar Program.**LANG 2900. Seminar in Language Pedagogy and Second Language Acquisition.**

This course prepares graduate students in modern languages to understand theories of language pedagogy and second language acquisition. Students will gain both practical knowledge to incorporate into everyday teaching as well as an understanding of which approaches to teaching might be more effective than others in various classroom contexts and why. Undergraduates may enroll with permission of the instructor.

LANG XLIST. Courses of Interest to Students pursuing the Certificate in Intercultural Competence.**Nahuatl****NAHU 0100. Beginning Nahuatl.**

Once the lingua franca of the Aztec Empire, Nahuatl is the most widely spoken indigenous language in Mexico and in North America as a whole, with 1.7 million speakers and 30 variants. As the vehicle of centuries-old knowledge transmitted orally, Nahuatl offers an entry point into the cultures and worldviews of various indigenous communities today, both in Mexico and its diaspora. This online course offers an introduction to Nahuatl (Huasteca variant) through an immersive methodology focused on developing your speaking, listening comprehension, reading and writing, while fostering your cultural sensibility and competence. Ability to understand Spanish is desirable. Language of instruction is Nahuatl and Spanish.

NAHU 0200. Beginning Nahuatl II.

Once the lingua franca of the Aztec Empire, Nahuatl is the most widely spoken indigenous language in Mexico and in North America as a whole, with 1.7 million speakers and 30 variants. As the vehicle of centuries-old knowledge transmitted orally, Nahuatl offers an entry point into the cultures and worldviews of various indigenous communities today, both in Mexico and its diaspora. This online course offers an introduction to Nahuatl (Huasteca variant) through an immersive methodology focused on developing your speaking, listening comprehension, reading and writing, while fostering your cultural sensibility and competence.

NAHU 0300. Intermediate Nahuatl.

Intermediate Nahuatl offers students the opportunity to learn new themes and cultural practices of the Nahua communities of Chicontepec after NAHU 0100 and NAHU 0200. The approach is geared towards developing communication skills at an intermediate level. These skills will also allow students to explore colonial documents written in classical Nahuatl. The teaching method employs a communicative and cultural approach designed to develop both language proficiency and cultural competence. This is achieved through activities related to specific functions, contexts, grammar, and vocabulary relevant to everyday life situations in an indigenous community. Sessions are highly participatory and interactive, and small group work is often used. The course is mostly taught in Nahuatl to encourage its use and practice in classes.

NAHU 0400. Nahuatl II.

Nahuatl II or intermediate offers students the opportunity to learn new themes and cultural practices of the Nahua communities of Chicontepec after NAHU 0100, NAHU 0200 and NAHU 0300. The approach is geared towards developing communication skills at an intermediate level. These skills will also allow students to explore colonial documents written in classical Nahuatl. The teaching method employs a communicative and cultural approach designed to develop both language proficiency and cultural competence. This is achieved through activities related to specific functions, contexts, grammar, and vocabulary relevant to everyday life situations in an indigenous community. Sessions are highly participatory and interactive, and small group work is often used. The Nahuatl II course is mostly taught in Nahuatl, to encourage its use and practice in classes.

NAHU 0500. Advanced Nahuatl.

Nahuatl III or advanced is a course that offers students the opportunity to learn new themes and cultural practices of the Nahua communities of Chicontepec after NAHU 0100, NAHU 0200, NAHU 0300 and NAHU 0400. The approach is geared towards developing communication skills at an advanced level. These skills will also allow students to explore colonial documents written in classical Nahuatl. The teaching method employs a communicative and cultural approach designed to develop both language proficiency and cultural competence. This is achieved through activities related to specific functions, contexts, grammar, and vocabulary relevant to everyday life situations in an indigenous community. Sessions are highly participatory and interactive, and small group work is often used. The Nahuatl III course is mostly taught in Nahuatl, to encourage its use and practice in classes.

NAHU 0600. Advanced Nahuatl II.

Advanced Nahuatl II offers students the opportunity to learn new themes and cultural practices of the Nahua communities of Chicontepec after NAHU 0100, NAHU 0200, NAHU 0300, NAHU 0400 and NAHU 0500. The approach is geared towards developing communication skills at an advanced level. These skills will also allow students to explore colonial documents written in classical Nahuatl. The teaching method employs a communicative and cultural approach designed to develop both language proficiency and cultural competence. This is achieved through activities related to specific functions, contexts, grammar, and vocabulary relevant to everyday life situations in an indigenous community. Sessions are highly participatory and interactive, and small group work is often used. The Advanced Nahuatl II course is mostly taught in Nahuatl to encourage its use and practice in classes.

Persian**PRSN 0100. Basic Persian.**

Persian (Farsi) is a Middle Eastern language spoken by millions of people across Iran, Afghanistan, and Tajikistan. This fast-paced course for beginners stresses the acquisition of Persian alphabet and basic grammatical patterns, beginning levels of speaking, listening, reading, and writing. Strong emphasis on the links between language and culture. One additional hour completed asynchronously by enrolled students.

PRSN 0105. Accelerated Persian.

Persian (also called Farsi, Dari, or Tajiki) is a thriving modern language spoken by over 110 million people across Iran, Afghanistan, and Tajikistan. This course is designed for beginners in Persian who are already familiar with the script from other Middle Eastern or South Asian languages (such as Arabic, Urdu, Ottoman Turkish, or Punjabi), or who have some basic proficiency in the language. It may also be suitable for heritage speakers – please consult the instructor. After this course, students will move directly to PRSN 0300 Intermediate Persian Language and Culture.

PRSN 0200. Basic Persian.

Fast-paced course for beginners. Course stresses acquisition of Persian alphabet and basic grammatical patterns, beginning levels of speaking, listening, reading, and writing. Strong emphasis on the links between language and culture. This is the second half of a year-long course. Students must have taken PRSN 0100 to receive credit for this course. If PRSN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. One additional hour in consultation with instructor and enrolled students.

PRSN 0300. Intermediate Persian Language and Culture.

Expands students' proficiency in modern Persian language and culture; develops listening, speaking, reading and writing skills at the intermediate level through various texts and multimedia. Prerequisite: PRSN 0200. One additional hour in consultation with instructor and enrolled students.

PRSN 0400. Intermediate Persian Language and Culture.

Expands students' proficiency in modern Persian language and culture; develops listening, speaking, reading and writing skills at the intermediate level through various texts and multimedia. Prerequisite: PRSN 0300. One additional hour in consultation with instructor and enrolled students.

PRSN 0500. Advanced Persian Language and Culture I.

For students who have completed PRSN 0400 or have acquired language skills above the intermediate level through contact with Persian in other ways. The main goal of this course is to improve speaking, listening, reading and writing skills and promote exposure to the culture. It will enable students to expand their knowledge of the language by studying samples of modern and classical Persian literature in order to advance toward mastery of contemporary literature. The course will motivate students to communicate both in written and spoken Persian by utilizing the adequate grammatical order and correct vocabulary. Prerequisite: PRSN 0400.

PRSN 0600. Advanced Persian Language and Culture II.

Designed for students who have completed PRSN 0500 or have acquired language skills above the advanced level through other means. The main goal of the course is to improve speaking, listening, reading and writing skills and promote exposure to the language and culture through in depth study of samples of Persian literature, history, journals, newspapers, radio and TV material to advance toward mastery of contemporary literature. Students will be motivated to communicate both in written and spoken Persian by utilizing adequate grammatical order and vocabulary. Activities will include poetry reading, informal gatherings and translation from and into Persian. Prerequisite: PRSN 0500.

PRSN 0720. Modern Iran: Literature, Media & Pop Culture.

From the world-famous novels of Shahmroush Parsipour to the subversive rap lyrics of Hichkas; from the Oscar-winning films of Asghar Farhadi to state-sponsored TV propaganda of the Islamic Republic – this course takes a wide-ranging approach to understanding contemporary Iranian culture and society. Through a broad selection of sources translated into English, students will familiarize themselves with recent historical events in Iran and become more acquainted with various aspects of Iranian culture. The chronological focus will be from the 1979 Iranian Revolution to the present and will be organized around a number of social and political themes, including corruption, authoritarianism, multiculturalism, race, social class, religion and gender relations. No proficiency in Persian (Farsi) is required to enroll; however a separate discussion will be offered for students with Persian proficiency. No prior knowledge of the Middle East needed to enroll.

PRSN 1100. Reading Persian for Research.

Through a broad range of historical and academic texts in Persian, students will prepare to read and interpret Persian with the help of a dictionary at a level sufficient for carrying out academic research. In this course, students will engage with great thinkers, jurists, poets, and chroniclers of the Persian-speaking world: from the bold, multivalent poems of Jahan Malek Khatun, to the philosophical insights of Ghazali, the Machiavellian stylings of Hossein Va'ez Kāshefi, and the surprisingly candid memoirs of Qajar princess Taj al-Saltaneh. As the course is focused on preparing students for graduate language exams and research, it will not be actively working on students' speaking or listening skills in Persian. It is designed for students who have completed the Intermediate Persian language sequence at Brown, or who have attained a similar proficiency level elsewhere.

PRSN 1100A. Reading Persian for Research.

Through a broad range of historical and academic texts in Persian, students will prepare to read and interpret Persian with the help of a dictionary at a level sufficient for carrying out academic research. In this course, students will engage with great thinkers, jurists, poets, and chroniclers of the Persian-speaking world: from the bold, multivalent poems of Jahan Malek Khatun, to the philosophical insights of Ghazali, the Machiavellian stylings of Hossein Va'ez Kāshefi, and the surprisingly candid memoirs of Qajar princess Taj al-Saltaneh. As the course is focused on preparing students for graduate language exams and research, it will not be actively working on students' speaking or listening skills in Persian. It is designed for students who have completed the Intermediate Persian language sequence at Brown, or who have attained a similar proficiency level elsewhere.

PRSN 1150. Persian Historical Texts & Codicology.

Through a broad range of historical texts in Persian, students will prepare to read and interpret Persian at a level sufficient for carrying out academic research (with the help of a dictionary). In this course, students will engage with historical chronicles, literary texts, philosophical treatises and other documents of historical interest from the Persian-speaking world. Where possible, students will also grapple with the original manuscript tradition for the texts in question, learning to decipher handwriting and the general standards for creating a critical edition of a premodern text. As the course is focused on preparing students for graduate language exams and research, it will not be actively working on students' speaking or listening skills in Persian. It is designed for students who have completed the Intermediate Persian language sequence at Brown, or who have attained a similar proficiency level elsewhere.

PRSN 1200. Iranian Cinema: Before and After the Islamic Revolution.

This course provides an overview of Iranian Cinema in general and explores in detail Iranian cinema after the Iranian revolution. It explores the politics, history, techniques and the art of cinema of the past several decades in Iran. Classes consist of screenings, discussions and lectures. Conducted in English, open to all students. Enrollment limited to 25.

PRSN 2980. Reading and Research.

Work with individual students in connection with special readings, problems of research, or preparation of theses. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Turkish**TKSH 0100. Introduction to Turkish Language and Culture I.**

This is a proficiency oriented introductory course to Turkish Language and Culture. It adopts an integrated skills approach and is designed for students with little or no prior knowledge of Turkish. The course combines an emphasis on the development of communicative competences with an understanding of language structures and grammar as well as insights into Modern Turkish society and culture. The aim is to introduce students to basic linguistic structures and develop the ability to comprehend and produce text, as well as to speak and understand speech, in a variety of contexts and registers. Graduate students should contact the instructor to register.

TKSH 0110. Intensive Elementary Turkish Language and Culture.

This intensive elementary Turkish course is designed for students who have no prior familiarity with Turkish. It introduces students to the grammar and vocabulary of the Turkish language via speaking, listening, reading, and writing, with a special focus on speaking and listening. Students will also learn about Turkish-speaking cultures. They will be exposed to adapted Turkish audio-visual materials, situational survival phrases, and some authentic reading and audio-visual materials, and will be able to produce basic narratives and texts in the language. This course will be equivalent to one academic year of Turkish. Students will be able to continue to the 300 level Turkish course upon completion of this intensive Turkish course.

TKSH 0200. Introduction to Turkish.

This is the second semester of a proficiency oriented introductory course to Turkish Language and Culture. It adopts an integrated skills approach and is designed for students who have taken Turkish 0100 or have placed into the class after consultation with the instructor or a placement exam. The course combines an emphasis on the development of communicative competences with an understanding of language structures and grammar as well as insights into Modern Turkish society and culture.

TKSH 0300. Intermediate Turkish.

This course focuses on both communicative skills and the language structures of modern Turkish. Students will learn about Turkish society, culture, and traditions. Course materials include Turkish films, podcasts, radio programs, as well as authentic and adapted Turkish written texts. New students can place into the course depending on their language level. Class will be scheduled for three times a week synchronously in consultation with students and the instructor. There will also be one hour of asynchronous instruction.

TKSH 0400. Intermediate Turkish II.

TKSH 0400 is designed for students who have taken TKSH 0300 and already studied Turkish language to develop proficiency at an advanced level. New students can place into it, after special arrangements with the instructor. The course places equal emphasis on further developing four skills (reading, listening, speaking, and writing) at an advanced proficiency level as well as advanced compound and subordinate structures in grammar. It combines an emphasis on the development of communication skills with an understanding of the language and insights into Modern Turkish society and culture. There will be one additional hour TBD in consultation with the instructor and students.

TKSH 0500. Advanced Turkish I.

This course builds upon the linguistic and communicative points covered in TKSH 0400, and it is designed for students who are interested in Turkish language and culture. New students can place into it, after special arrangements with the instructor. The course is based on the development of four integrated skills: speaking, listening, reading, and writing. Students will learn about modern Turkey, Turkish society and culture by reading, watching, and listening to authentic and adapted Turkish texts including articles, news pieces, short stories, poems, movie clips, and songs.

TKSH 0600. Advanced Turkish II Online.

This course builds upon the linguistic and communicative points covered in TKSH 0500, and it is designed for students who are interested in Turkish language and culture. New students can place into it, after special arrangements with the instructor. The course is based on the development of four integrated skills: speaking, listening, reading, and writing. Students will learn about modern Turkey, its political and cultural issues by reading authentic Turkish articles and literary work, and watching and listening to authentic Turkish texts such as news, podcasts, video clips etc.

TKSH 0720A. Understanding Modern Turkey Through Film and Literature.

This course will introduce students to modern Turkey and offer a wide range of perspectives on the society and its culture. Each week, we will focus on a single theme such as: family and gender; social classes and their interaction with each other; Istanbul and its neighborhoods; Turkey's role within Europe; ethnic identities and their recognition by Turkish society; Turkish media and entertainment; modernism and political Islam; important events in the very recent history of Turkey including the Hrant Dink assassination, terror attacks, and the 2016 coup d'état attempt; education and academic freedom; modern literature; specific cultural practices and rituals; foreigners' perspectives on Turkish society; and modern Turkish sensory experiences including music and cuisine.

TKSH 0720B. Istanbul, Global Metropolis.

This course will introduce Istanbul as a global metropolis, by examining a wide range of issues and challenges facing the city and its people. Each week, we will focus on a single aspect such as: a brief historical outline of the city; the Istanbulites of the past and today; the power distribution between elites and underdogs; the struggles of the city's minorities and refugees; the effects of urbanization and rapid economic development; the uniqueness and interconnection of Istanbul's neighborhoods; cultures and their politicization; social movements and city squares as symbols of social resistance; architecture of the everyday and the city's architectural masterpieces; the representation of Istanbul in cinema and Turkish TV Series; and imagining Istanbul in modern Turkish literature.

TKSH 1100. Introductory Ottoman Turkish I.

This course is open to both graduate and undergraduate students. This introductory course aims to develop learners' Ottoman Turkish reading and understanding skills written in the Ottoman Turkish (Arabo-Persian) alphabet. Students will practice reading Ottoman Turkish starting with simple separate words, and they will gradually move to studying longer texts. Simultaneously, students will review the main grammatical features of Ottoman Turkish including simple Arabic and Persian grammatical elements in the texts. Students will also practice how to solve problems encountered in the texts with use of dictionaries. In this introductory course students will mainly study the printed Ottoman Turkish texts published after the Second Constitutional Era (1908), and then they will be introduced to the texts of the 'New Ottoman Turkish' era (1839-1908). Minimum B2 level of Turkish is required for this class. Please email me if you have any questions about your Turkish language level.

TKSH 1100A. Understanding Modern Turkey Through Film, Literature, and Media.

This course introduces students to modern Turkey and offers a wide range of perspectives on its society and culture. Themes include family and gender in Turkish society; Turkish social classes; Istanbul and its neighborhoods; Turkey's role within Europe; ethnic identities and their recognition by Turkish society; Turkish media and entertainment; modernism and political Islam; important events in the very recent history of Turkey including the Hrant Dink assassination, terror attacks, and the 2016 coup d'état; education and academic freedom; modern literature; specific cultural practices and rituals; foreigners' perspectives on Turkish society; and modern Turkish sensory experiences including music and cuisine.

Yoruba**YORU 0100. Introduction to Yoruba I.**

Students successfully completing this beginner's course in Yoruba Language and Culture will have the facility to speak in proper tones and patterns and to understand Yoruba used in common everyday situations. Students will practice skills in an integrated fashion in order to reach some proficiency in speaking, reading, listening, and writing. Course content includes Yoruba culture, literature, theater and music. Heritage speakers may place into the course depending on their language level.

YORU 0110. Introduction to Yoruba.

This is a Yorùbá language and culture course. This course is designed especially for Brown University students who would like to enroll in Introduction to Yoruba but have (had) issues with time conflicts. Students with some background in Yoruba who wish to review and master Yoruba are also welcome. This course covers topics in Introduction to Yorùbá (YORU0100 and YORU0200), which are taught in the fall and spring semesters. After completing this course, students will be prepared to enroll in YORU0300. Freshmen coming to Brown can take this course or take YORU0100 and YORU0200 in Fall 2024 and Spring 2025 respectively. Please email Victor Alabi at victor_alabi@brown.edu for any questions.

YORU 0200. Introduction to Yoruba II.

Students successfully completing this beginner's course in Yoruba Language and Culture will have the facility to speak in proper tones and patterns and to understand Yoruba used in common everyday situations. Students will practice skills in an integrated fashion in order to reach some proficiency in speaking, reading, listening, and writing. Course content includes Yoruba culture, literature, theater and music. Heritage speakers may place into the course depending on their language level.

YORU 0300. Intermediate Yoruba I.

Students will learn to speak, read and write Yorùbá at an intermediate level. Classroom time focuses on speaking; homework includes work with the textbook and vocabulary learning. Texts include a variety of materials from BBC including films and audio materials. Learners will also be introduced to some current affairs, social, artistic and cultural events and issues in Nigeria. Learners will work on a paper in Yorùbá about their exposure to the language and culture as a final project.

YORU 0400. Intermediate Yoruba II.

This intermediate course expands on the work done in YORU0300. Focus continues to be on speaking while also learning to write longer texts in Yorùbá with tones. Students will become more familiar with the tradition of Yorùbá proverbs. Themes of the course include aspects of African culture such as education, fashion, music, business, film, and politics.

Latin American and Caribbean Studies

The Center for Latin American and Caribbean Studies (CLACS) at Brown University facilitates the study of this dynamic region from a multidisciplinary perspective. CLACS organizes academic conferences, lectures, and cultural programming, and supports our over 100 faculty affiliates as well as graduate and undergraduates interested in the region. The undergraduate concentration was first approved in 1973 and was later incorporated into the Center for Latin American Studies (eventually renamed CLACS) after its establishment in November of 1984.

For additional information, please visit the department's website: <http://www.watsoninstitute.org/clacs/>

Latin American and Caribbean Studies Concentration Requirements

The concentration in Latin American and Caribbean Studies (LACA) leads to a strong, interdisciplinary understanding of culture, history, and contemporary issues in Latin America, the Caribbean, and the Latinx diaspora.

Requirements are intentionally broad and flexible to accommodate the focused interests of students in understanding the diverse reality of this region. Concentration requirements include four themes: language, area studies, research, and internship or service work. A wide selection of courses from departments across the University expose students to the methods and materials of different disciplines and provide a background in the contemporary and historical contours of Latin American, Caribbean, and Latinx societies. For more information, contact the Director of Undergraduate Studies, Professor Daniel Rodriguez.

Concentration Requirements

1. Ten courses on Latin American, Caribbean, and/or Latinx subjects.

These may be explicitly designated as LACA classes, but do not need to be. Up to two of these courses can be language learning classes. Relevant courses from study abroad may count toward this total. For double concentrators, up to two classes can count toward the course requirements of both LACA and another concentration. At least two different academic disciplines should be represented in the ten courses. Courses in which the student did substantial work on a Latin American, Caribbean, or Latinx subject may count toward this total, even if the course as a whole has a more general subject matter. Concentrators should periodically update their courses on ASK and confirm with the Director of Undergraduate Studies that they are on track to meeting the coursework requirement.

The courses must include at least one survey course providing a comprehensive and comparative view of the region. Examples include the following:

LACA 0500	Around Latin America in 80 Days: An Historical and Cultural Journey
LACA 1504G	Arts of the Environment in the Americas
LACA 1510I	Urban Latin America
LACA 1630	Engaged Humanities: Storytelling in the Americas
HISP 0730	Encounters: Latin America in Its Literature and Culture
HISP 1330Z	Tropical Fictions: Geography and Literature in Latin American Culture
HIST 0234	Modern Latin America
HIST 1966Q	Colonial Encounters and the Creation of Latin America
POLS 1210	Latin American Politics
POBS 0280	Mapping Food, Eating Meaning, Making Community: A Welcome to the Lusophone world

2. Competence in a Latin American and/or Caribbean language.

Competence in Spanish, Portuguese, French, Haitian Kreyol, Kaqchikel Maya, etc. may be demonstrated through a departmental test, AP credit, language courses at Brown or elsewhere, study abroad, etc; please contact the concentration advisor to confirm. (If the student's primary area of study is the Anglophone Caribbean, a field language is not necessary.)

3. An internship or volunteer service, located in the U.S. or overseas, for one semester or one summer. Work completed during study abroad may count toward this requirement. The service work will connect theory to practice, applying scholarly knowledge to social challenges. Students are encouraged to consult with the Swearer Center for Public Service for assistance finding a volunteer placement. Students should also meet with the DUS by the beginning of junior year to discuss their work plan

for their service component. Upon completion of the internship or service work, students fill and submit via ASK the Internship, Work or Volunteer Service Form, available online in the LACA Undergraduate Concentration webpage (<https://watson.brown.edu/clacs/education/undergraduate>) (<https://watson.brown.edu/clacs/education/undergraduate/>). In addition they are expected to submit via ASK a short letter from a supervisor confirming the completion of the work.

4. A capstone project. This may be a senior honors thesis or creative project, supervised by a primary advisor and a secondary reader; a non-honors research paper; or a reflective paper about non-academic work (such as service or foreign study) related to Latin America, the Caribbean or the Latinx experience.

The project may be completed for honors if the student is eligible (see Honors, below).

All concentrators are required to enroll in LACA 1900 during their junior or senior year to complete their Capstone project requirement (capstone project or honors thesis). In addition to this course, students may also elect to enroll in one or two semesters of independent study (LACA 1990, LACA 1991) with their thesis/project advisor. All Honors Candidates are expected to attend the Annual Concentration Research Day and to give a 10-minute oral presentation of their honors thesis project followed by a short Q&A.

Writing Requirement

To satisfy Brown's writing requirement as a LACA concentrator (which must be completed by the end of the 7th semester), students are encouraged to consider courses that have an emphasis on revision and feedback such as the following:

LACA 1900	Preparation for Honors and Capstone Projects on Latin American and Caribbean Topics
ETHN 1200D	Latinx Literature
LACA 0500	Around Latin America in 80 Days: An Historical and Cultural Journey
LACA 1504G	Arts of the Environment in the Americas
LACA 1630	Engaged Humanities: Storytelling in the Americas
COLT 0710I	New Worlds: Reading Spaces and Places in Colonial Latin America
HISP 0730	Encounters: Latin America in Its Literature and Culture
HIST 0233	Colonial Latin America
HIST 1977I	Gender, Race, and Medicine in the Americas

Engaged Scholars Program

The concentration also allows students to pursue the Engaged Scholars Program (<http://watson.brown.edu/clacs/node/654/>). The Engaged Scholars Program (ESP) in Latin American and Caribbean Studies (LACA) is designed for LACA concentrators who are especially interested in making deeper connections between their academic work and local communities in Providence and beyond. Engaged Scholars combine hands-on experiences such as internships, public service, humanitarian, and development work with their academic learning in order to develop a deeper understanding of, and appreciation for, social engagement.

Honors

Qualified undergraduates may work towards the A.B. in Latin American and Caribbean Studies with Honors.

Requirements to graduate with Honors:

1. Maintenance of at least an A- average in the ten courses counting for the Latin American and Caribbean Studies concentration
2. Maintenance of at least a B+ average in all course work at Brown
3. Completion of a senior honors thesis or project with a grade of A

Grades of S do not negatively affect the eligibility for honors.

Graduating seniors with Honors in Latin American and Caribbean Studies are eligible for an award administered by the concentration for Outstanding Senior Thesis or Project.

Senior Honors Thesis or Project Timeline:

For Senior-Year Students-

- **By the end of sixth semester:** Students fill and submit a one page proposal to the concentration advisor the Honors Thesis Declaration Form available online in the LACA Undergraduate Concentration webpage (<https://watson.brown.edu/clacs/education/undergraduate> (<https://watson.brown.edu/clacs/education/undergraduate/>)). In the form, they are expected to indicate their thesis or project title and short description. The Honors Thesis Declaration Form must be signed by a primary advisor. Students who study abroad spring semester junior year may apply for admission to the Honors Program but must meet the application deadline. Students in this position should start thinking about a proposal and contact advisors well in advance.
- **By January 15:** Students submit the first section of their thesis or project to their research advisor for review. They should agree with their advisor on the schedule for the remaining portions.
- **By March 15:** A draft of the entire thesis or project is due to the primary advisor and the secondary reader for review and feedback.
- **By 5 pm EST on April 15:** The final, complete senior honors thesis or project is due.
- Students submit one copy each to the primary advisor and the secondary reader.
- Students submit one paper copy and one electronic copy to the concentration advisor and one electronic copy to the Brown Library Digital Repository (BDR).

For Mid-Year Completers:

Mid-year completors must apply for the Honors Program their 6th semester, as 2nd semester Juniors. They undertake the thesis in their 7th and 8th semesters, allowing them to complete the following Honors course sequence:

- **By the end of the 6th semester:** Students fill and submit to the concentration advisor the Honors Thesis Declaration Form available online in the LACA Undergraduate Concentration webpage (<https://watson.brown.edu/clacs/education/undergraduate> (<https://watson.brown.edu/clacs/education/undergraduate/>)). In the form, they are expected to indicate their thesis or project title and short description. The Honors Thesis Declaration Form must be signed by a primary advisor.
- **By September 15:** Students submit the first section of their thesis or project to their research advisor for review. They should agree with their advisor on the schedule for the remaining portions.
- **By October 15:** A draft of the entire thesis or project is due to the primary advisor and the secondary reader for review and feedback.
- **By 5 pm on November 15:** The final, complete senior honors thesis or project is due.
- Students submit one copy each to the primary advisor and the secondary reader.
- Students submit one paper copy and one electronic copy to the concentration advisor and one electronic copy to the Brown Library Digital Repository (BDR).

Latin American and Caribbean Studies Graduate Program

Brown offers no advanced degree in Latin American Studies, but our faculty work closely with interested graduate students in other departments such as Hispanic Studies, History, Economics, American Civilization, Anthropology, Sociology, Political Science, Portuguese and Brazilian Studies, and the A.M. in Development Studies. Information about these degrees may be obtained directly from these departments or programs.

Courses

LACA 0021F. Popular Music and Society in Latin America (MUSC 0021F).

Interested students must register for MUSC 0021F.

LACA 0030. Health of Hispaniola (PHP 0030).

Interested students must register for PHP 0030.

LACA 0066N. People and Cultures of Greater Mexico (ANTH 0066N).

Interested students must register for ANTH 0066N.

LACA 0090A. The Border/La Frontera (ETHN 0090A).

Interested students must register for ETHN 0090A.

LACA 0100A. Beginning Nahuatl (NAHU 0100).

Interested students must register for NAHU 0100.

LACA 0190A. Islands of Empire (ETHN 0190A).

Interested students must register for ETHN 0190A.

LACA 0200. Beginning Nahuatl II (NAHU 0200).

Interested students must register for NAHU 0200.

LACA 0210. Afro Latin Americans and Blackness in the Americas (AFRI 0210).

Interested students must register for AFRI 0210.

LACA 0232. Clash of Empires in Latin America (HIST 0232).

Interested students must register for HIST 0232.

LACA 0233. Colonial Latin America (HIST 0233).

Interested students must register for HIST 0233.

LACA 0234. Modern Latin America (HIST 0234).

Interested students must register for HIST 0234.

LACA 0253A. Colonial America: A Global History (HIST 0253A).

Interested students must register for HIST 0253A.

LACA 0255A. Mexican American History (HIST 0255A).

Interested students must register for HIST 0255A.

LACA 0256. Introduction to Latinx History (HIST 0256).

Interested students must register for HIST 0256.

LACA 0271. Introduction to Latina/o History (ETHN 0271).

Interested students must register for ETHN 0271.

LACA 0281. Digital Dress: Brazil Cinema on the World Stage (POBS 0281).

Interested students must register for POBS 0281.

LACA 0500. Around Latin America in 80 Days: An Historical and Cultural Journey.

This course is constructed as a journey throughout the complex and diverse region of Latin America. Students will explore some critical junctures and personalities that have defined Latin America as a transnational, and multilingual area of the globe from an interdisciplinary perspective, combining insights from literature, film, gender studies, visual arts, and social sciences.

The languages of instruction will be Spanish and English. During class discussions and assignments, students will be permitted to use the language of their choice. However, when English translations of the reading material are not available, they will be expected to conduct the readings in Spanish*.

LACA 0510F. Fidel Castro and Che Guevara: The Men and the Myths (COLT 0510F).

Interested students must register for COLT 0510F.

LACA 0510R. War and the Arts: Guantanamo, Twenty Years On (COLT 0510R).

LACA 0537A. Popular Culture in Latin America and the Caribbean (HIST 0537A).

Interested students must register for HIST 0537A.

LACA 0537B. Tropical Delights: Imagining Brazil in History and Culture (HIST 0537B).

Interested students must register for HIST 0537B.

LACA 0540. Language and Education Policy in Multilingual Contexts (EDUC 0540).

Interested students must register for EDUC 0540.

LACA 0550. Intermediate Spanish for Heritage Speakers (HISP 0550).

Interested students must register for HISP 0550.

LACA 0552A. A Textile History of Atlantic Slavery (HIST 0552A).

Interested students must register for HIST 0552A.

LACA 0558C. LatinX Social Movement History (HIST 0558C).

Interested students must register for HIST 0558C.

LACA 0577B. The US – Mexico Border and Borderlands: A Bilingual English – Spanish Seminar (HIST 0577B).

Interested students must register for HIST 0577B.

LACA 0580M. The Age of Revolutions, 1760-1824 (HIST 0580M).

Interested students must register for HIST 0580M.

LACA 0610. Mapping Portuguese-Speaking Cultures: Brazil (POBS 0610).

Interested students must register for POBS 0610.

LACA 0610E. Crisis and Identity in Mexico, 1519-1968 (COLT 0610E).

Interested students must register for COLT 0610E.

LACA 0630A. The Nature of Things: An Object-Oriented Approach to Lusophone Studies (POBS 0630A).

Interested students must register for POBS 0630A.

LACA 0630B. Lusophone Cities in Literature, Film and Music (POBS 0630B).

Interested students must register for POBS 0630B.

LACA 0646. Brazilian Choro Ensemble (MUSC 0646).

Interested students must register for MUSC 0646.

LACA 0650. Advanced Spanish Through Literature and Film (HISP 0650).

Interested students must register for HISP 0650.

LACA 0670. Global Black Radicalism (AFRI 0670).

Interested students must register for AFRI 0670.

LACA 0673A. Colonial Encounters in the Early Atlantic (HIST 0673A).

Interested students must register for HIST 0673A.

LACA 0690E. Gender/Sex/ty Cold War-HIST0690E.

Interested students must register for HIST 0690E.

LACA 0700E. Postcolonial Literature (ENGL 0700E).

Interested students must register for ENGL 0700E.

LACA 0710A. (En)Gendering the Text: Gender & Sexuality in Latin American Literature and Film (GNSS 0710A).

Interested students must register for GNSS 0710A.

LACA 0710B. Hispanic Culture Through Cinema (HISP 0710B).

Interested students must register for HISP 0710B.

LACA 0710E. Introduction to Professional Translation and Interpretation (HISP 0710E).

Interested students must register for HISP 0710E.

LACA 0710I. New Worlds: Reading Spaces and Places in Colonial Latin America (COLT 0710I).

Interested students must register for COLT 0710I.

LACA 0710N. A Comparative Introduction to the Literatures of the Americas (COLT 0710N).

Interested students must register for COLT 0710N.

LACA 0711. Brazilian Democracy in Literature and History (POBS 0711).

Interested students must register for POBS 0711.

LACA 0711G. The Realist Novel (Europe, America, Latin America) (COLT 0711G).

Interested students must register for COLT 0711G.

LACA 0711R. Writing and Resistance in Indigenous America (1500–1700) (COLT 0711R).

Interested students must register for COLT 0711R.

LACA 0720. Ecological Imperialism (ENVS 0720).

Interested student must register for ENVS 0720.

LACA 0721. La Frontera: Environmental Histories of the U.S.-Mexico Borderlands (ENVS 0721).

Interested students must register for ENVS 0721.

LACA 0730. Encounters: Latin American in its Literature and Culture (HISP 0730).

Interested students must register for HISP 0730.

LACA 0750B. The Latin American Diaspora in the US (HISP 0750B).

Interested students must register for HISP 0750B.

LACA 0750E. Topics in Hispanic Culture and Civilization (HISP 0750E).

Interested students must register for HISP 0750E.

LACA 0750G. Wildeyed Stories (HISP 0750G).

Interested students must register for HISP 0750G.

LACA 0750Q. Health, Illness and Medicine in Spanish and Spanish American Literature and Film (HISP 0750Q).

Interested students must register for HISP 0750Q.

LACA 0750W. Caribe Queer (HISP 0750W).

Interested students must register for HISP 0750W.

LACA 0760. Transatlantic Crossings: Readings in Hispanic Literatures (HISP 0760).

Interested students must register for HISP 0760.

LACA 0760A. Rastafarianism (AFRI 0760A).

Interested students must register for AFRI 0760A.

LACA 0810. Belonging and Displacement: Cross-Cultural Identities (POBS 0810).

Interested students must register for POBS 0810.

LACA 0820U. Drug War Politics (POLS 0820U).

Interested students must register for POLS 0820U.

LACA 0850. Comparative Approaches to the Literatures of Brazil and the United States (POBS 0850).

Interested students must register for POBS 0850.

LACA 0850A. Queerness in Caribbean Literature (AFRI 0850).

Interested students must register for AFRI 0850.

LACA 0870. Perspectives on Multilingual Learners in US Schools (EDUC 0870).

Interested students must register for EDUC 0870.

LACA 0901W. The Space Within: Contemporary Borderland Moving Image Practice (MCM 0901W).

Interested students must register for MCM 0901W.

LACA 0990. Mapping Cross-Cultural Identities (POBS 0990).

Interested students must register for POBS 0990.

LACA 1020. Anthropocene with Many Accents: Environmentalizing the Afro-Luso-Brazilian Triangle (POBS 1020).

Interested student must register for POBS 1020.

LACA 1020C. The Afro-Luso-Brazilian Triangle (AFRI 1020C).

Interested students must register for AFRI 1020C.

LACA 1030. Pre-Columbian Art and Architecture: A World That Matters (ANTH 1030).

Interested students must register for ANTH 1030.

LACA 1030A. Comparative Education (EDUC 1030).

Interested students must register for EDUC 1030.

LACA 1031. Classic Mayan Civilization (ANTH 1031).

Interested students must register for ANTH 1031.

LACA 1050W. Transnational Hispaniola: Haiti and the Dominican Republic (AFRI 1050W).

Interested students must register for AFRI 1050W.

LACA 1060G. Black Radical Tradition (AFRI 1060G).

Interested students must register for AFRI 1060G.

LACA 1070. The Burden of Disease in Developing Countries (PHP 1070).

Interested students must register for PHP 1070.

LACA 1071. On Both Sides of the Lens: Latin American Women Filmmakers (GNSS1070).

Interested students must register for GNSS 1070.

LACA 1080. Performing Brazil: Theater, Language and Culture (POBS 1080).

Interested students must register for POBS 1080.

LACA 1120. Peoples and Cultures of the Americas (ANTH 1120).

Interested students must register for ANTH 1120.

LACA 1151U. Literatura Puertorriqueña: Cruce-Ficciones y Contra-Poemas (LITR 1151U).

Interested students must register for LITR 1151U.

LACA 1179. Reception of Latin in Americas (CLAS 1179).

Interested students must register for CLAS 1179.

LACA 1200D. Latina/o Literature (ETHN 1200D).

Interested students must register for ETHN 1200D.

LACA 1203. History of American Intervention (IAPA 1203).

Interested students must register for IAPA 1203.

LACA 1205. World Cinema in Global Context (MCM 1205).

Interested students must register for MCM 1205.

LACA 1205G. Cntemp Black Popl Mus-MCM1205G.

Interested students must register for MCM 1205G.

LACA 1205K. Emplaced Art in the Americas : Creating Change Through Materiality (MCM 1205K).

Interested students must register for MCM 1205K.

LACA 1210. Afro-Brazilians and the Brazilian Polity (AFRI 1210).

Interested students must register for AFRI 1210.

LACA 1210A. Latin American Politics (POLS 1210).

Interested students must register for POLS 1210.

LACA 1210B. A Migration Crisis? Displacement, Materiality, and Experience (MGRK 1210).

Interested students must register for MGRK 1210.

LACA 1233. Underground Studies: Extractivism and Decolonization in the Americas/Abiayala (ENVS 1233).

Interested students must register for ENVS 1233.

LACA 1270. Slavery, Democracy, and Racial Violence in the Americas (AFRI 1270).

Interested students must register for AFRI 1270.

LACA 1281. Migration in the Americas (SOC 1281).

Interested students must register for SOC 1281.

LACA 1285. The Quality of Democracy in Latin America (POLS 1285).

Interested students must register for POLS 1285.

LACA 1290J. Spain on Screen: 80 Years of Spanish Cinema (HISP 1290J).

Interested students must register for HISP 1290J.

LACA 1290W. De abuelas a nietas: escritoras españolas y latinoamericanas de 1925 a 2025 (HISP 1290W).

Interested students must register for HISP 1290W.

LACA 1300A. Decolonizing Data: Approaches from Caribbean Digital Humanities and Beyond (HMAN 1300A).

Interested students must register for HMAN 1300A.

LACA 1310. History of Brazil (HIST 1310).

Interested students must register for HIST 1310.

LACA 1312. Brazil: From Abolition to Emerging Global Power (HIST 1312).

Interested students must register for HIST 1312.

LACA 1320. Rebel Island: Cuba, 1492-Present (HIST 1320).

Interested students must register for HIST 1320.

LACA 1330C. Indigenous Literatures of Latin America (HISP 1330C).

Interested students must register for HISP 1330C.

LACA 1330Q. Short Forms: Major Works in a Minor Key (HISP 1330Q).

Interested students must register for HISP 1330Q.

LACA 1330T. El Amor en Español (HISP 1330T).

Interested students must register for HISP 1330T.

LACA 1330U. Hauntings: Gothic Fictions, Banditry and the Supernatural in Latin America (HISP 1330U).

Interested students must register for HISP 1330U.

LACA 1330V. Gender Trouble in Spanish America (HISP 1330V).

Interested students must register for HISP 1330V.

LACA 1330W. War, Revolution and Literature in Modern Latin American Literature (HISP 1330W).

Interested students must register for HISP 1330W.

LACA 1330X. The Nature of Conquest: Scientific Literatures of the Americas (HISP 1330X).

Interested students must register for HISP 1330X.

LACA 1330Z. Tropical Fictions: Geography and Literature in Latin American Culture (HISP 1330Z).

Interested students must register for HISP 1330Z.

LACA 1331. The Rise and Fall of the Aztecs: Mexico 1300-1600 (HIST 1331).

Interested students must register for HIST 1331.

LACA 1331A. Writing Animals in the Iberian Atlantic (HISP 1331A).

Interested students must register for HISP 1331A.

LACA 1331E. Visions and Voices of Indigenous Mexico (HISP 1331E).

Interested students must register for HISP 1331E.

LACA 1331J. Hablan los hijos: una nueva generación de escritores latinoamericanos (HISP1331J).

Interested students must register for HISP 1331J.

LACA 1331M. Race, Gender, and Sexuality in Hispanophone Caribbean Literature (HISP 1331M).

Interested students must register for HISP 1331M.

LACA 1331U. "You Are Here": Mapas, Pueblos Indígenas y Mundos Nuevos (HISP 1331U).

Interested students must register for HISP 1331U.

LACA 1331V. First Person Pluralities: Indigenous Literatures of Abya Yala (HISP 1331V).

Interested students must register for HISP 1331V.

LACA 1333. The Mexican Revolution (HIST 1333).

Interested students must register for HIST 1333.

LACA 1340. History of the Andes from Incas to Evo Morales (HIST 1340).

Interested students must register for HIST 1340.

LACA 1360. Amazonia from the Prehuman to the Present (HIST 1360).

Interested students must register for HIST 1360.

LACA 1370. The United States and Brazil: Tangled Relations (HIST 1370).

Interested students must register for HIST 1370.

LACA 1370B. Gaborium: Memory, Fiction, and Reading in Gabriel García Márquez (HISP 1370B).

Interested students must register for HISP 1370B.

LACA 1370V. Mujeres Malas (HISP 1370V).

Interested students must register for HISP 1370V.

LACA 1370Y. Literature and Film of the Cuban Revolution (HISP 1370Y).

Interested students must register for HISP 1370Y.

LACA 1371B. Sports and Culture in Latin America (HISP 1371B).

Interested students must register for HISP 1371B.

LACA 1371C. "El gran zoo": Animals in Latin American Culture (HISP 1371C).

Interested students must register for HISP 1371C.

LACA 1371F. Narrating the Borderlands: Literature, Legality, and Solidarity (HISP 1371F).

Interested students must register for HISP 1371F.

LACA 1371I. From Pancho Villa to Netflix: An Introduction to Mexican Cinema (HISP 1371I).

Interested students must register for HISP 1371I.

LACA 1371L. Take My Breath Away: A Cultural History of Air in Modern Latin America's Imagination and Literature.

Latin America has been conjured up from opposing aerial images. On the one hand, Amazonia has been represented as the "lungs of the earth"; on the other, its megalopolis as polluted places where breathing is hazardous. From Neruda's poetic journey to Machu Picchu, passing through eco-feminist gothic fictions, all the way through accordion, flute and Caribbean music, flight narratives and space films, this course explores what "aire" allows us to recount—or choke—to scent—or to smell—about being in place or traveling. The languages of instruction will be Spanish and English.

LACA 1371S. Science w/ an Accent-HISP1371S.

Interested students must register for HISP 1371S.

LACA 1371U. Posthuman Latin America: Contemporary Imagination and Visions of the Future (HISP 1371U).

Interested students must register for HISP 1371U.

LACA 1381. Latin American History and Film: Memory, Narrative and Nation (HIST 1381).

Interested students must register for HIST 1381.

LACA 1401. Economic Development in Latin America (IAPA 1401).

Interested students must register for IAPA 1401.

LACA 1402. Beyond Sun, Sea and Sand: Exploring the Contemporary Caribbean (IAPA 1402).

Interested students must register for IAPA 1402.

LACA 1411D. Antigones (COLT 1411D).

Interested students must register for COLT 1411D.

LACA 1420. Caribbean Imaginations: Writing and Cultural Production (AFRI 1420).

Interested students must register for AFRI 1420.

LACA 1420F. Fantastic and Existentialist Literatures of Argentina, Uruguay and Brazil (COLT 1420F).

Interested students must register for COLT 1420F.

LACA 1441. Caribbean and Latin American Migration: Race, Gender, Community (AFRI 1441).

Interested students must register for AFRI 1441.

LACA 1500M. Queer Aesthetics and Intimacies en español (HISP 1500M).

Interested students must register for HISP 1500M.

LACA 1501A. Exclusion, Gender and Respect: Understanding Youth Violence in Latin American Cities.

Urban crime and fear is perhaps the most important concern for Latin Americans in countries across the region such as Colombia, Brazil, Mexico, and Venezuela. In this course we will develop a thorough analysis of youth violence departing from the structural forces that drive youths to violent lifestyles. We will then pass through cultural dispositions associated with gender identities and the lived experience of violence, youth subjectivities and emotions expressed (such as the sense of hopelessness engendered by these experiences). Finally we will discuss the possibility of alternatives to violence for youths.

LACA 1501G. Remembering and Forgetting the Portuguese Colonial Empire (POBS 1501G).

Interested students must register for POBS 1501G.

LACA 1503F. Art and the Global City: Buenos Aires, Rio de Janeiro and Mexico City.

This seminar studies recent literature and visual art through a strategic focus on the cities of Buenos Aires, Rio de Janeiro and Mexico City. Artistic inquiry and evolving issues in contemporary art are discussed. The very limits of literary forms are also explored, inviting questions on the intersections of images and words, or art and literature. Although the history of key artworks and movements in 20th-century Latin America will provide a foundation for our seminar, special attention will be paid to the present. We will examine recent experimentation, looking into the ideas that animate art practices today.

LACA 1503G. Music, Gender + Sexuality in the Americas.

This course studies popular music as a space in which gender and sexuality are performed, focusing on the ways in which popular music has both reflected and challenged gender constructs and norms. The course is structured as a series of case studies illustrating a range of popular music styles from throughout the Americas (Cuban, Mexican, and Puerto Rican bolero, Argentine tango and cumbia, and United States R&B, disco, and pop duets), and the performance of a rainbow of gender and sexual identities (including heterosexual femininity and masculinity, gay and lesbian identities, and queer subjectivities).

LACA 1503H. Sexuality, Human Rights and Health: Latin American Perspective and Brazilian Experiences.

This course is presented in 4 sections. Section 1. Provides an overview on how sexuality and health, both defined by biological paradigms, met social constructionism and human rights perspectives which flourished in Latin America. Section 2. Provides an overview of the human rights based health approach and provide Brazilian cases. Section 3. Provides an overview to the multicultural human rights based approach to sexuality education. Section 4. Expands the dialogical approach of this course by discussing sexuality research and human rights health based interventions in relation with students brought cases.

LACA 1503I. Fiction and Methods in Social Research: Debates on Inequality, Poverty, and Violence.

In this course, students will read, comment, and discuss renowned novels on inequality, exclusion, poverty, and (political, religious, racial, and gender) violence in cases as diverse as Nigeria, India, and Afghanistan.

These novels will submerge students in some of the complexities and richness of the selected cases. By reading them, students will explore and discuss concepts, stories and historical context, political and socioeconomic processes, the roles of characters, and arguments.

LACA 1503J. Latin American Urban Interventions.

This seminar engages with narratives of modernization and their relation to time and space in Latin America through cultural artifacts that represent urban interventions designed to improve "the human condition." Is there an informal Latin American mode of modernity? Are urban interventions condemned to reproduce social exclusion? We review literature on Latin American urban complexes and a case study on a massive residential and commercial complex built in downtown Caracas in the 1970s called Parque Central, including original brochures, shorts stories, poems, excerpts from novels, photos, artwork, films, plays, songs, and performances. Readings will be in English and Spanish and the course will be conducted in Spanish.

LACA 1503K. Mosquito: Performing Epidemics in Latin America and the Caribbean.

This course offers an anthropological overview of the *Aedes aegypti* mosquito and its epidemics in Latin America and the Caribbean. Yellow fever, dengue, Zika and chikungunya fever are the mosquito-borne diseases. For almost two centuries, they have been the focus of scientific controversies and state health department actions for the control, prevention or surveillance of humans, animals, artifacts, and environment. Moreover, this course examines how epidemics, biosurveillance and their health public policies have been performed from the global infrastructures of science, technology, and their international corporations involving local and ecological entanglements. Class is taught 80% in Portuguese and 20% in English.

LACA 1503L. History of Central America from the 16th Century to the Present.

This seminar examines the history and cultures, from the 16th century to the present, of Central America, a region ethnically diverse but with economic and political elements in common. We will center on the resistance, contradictions, and history of the region and its people. We begin with an overview of the appreciation of rich cultural diversity of Central America starting with the time before the Spanish Conquest, moving on to the impact of Spanish colonialism, the independence movements, and the obstacles of the twentieth century.

LACA 1503M. Indigenous Resistance and Contradictions in Latin America.

This seminar examines Indigenous People's knowledge through community resistance and social movements to consider the multiple ways in which globalization impacts their lives. The objective of the course is to achieve an in-depth appreciation of Indigenous resistance through the experiences of specific countries of Latin America, and learning how those practices vary according to each region and circumstance. Across the semester, we will develop critical perspectives on diverse academic approaches. Students will read and analyze path breaking documents that marked several indigenous peoples' histories and that at times come from voices historically marginalized.

LACA 1503N. Race, Racism, and Indigeneity in the Americas.

This upper division seminar focuses on the history and cultures of Latin America's indigenous peoples, emphasizing the impact of colonial rule, capitalism, and twentieth- and twenty-first century transformations on indigenous communities. Students will trace the effects European conquest and colonization through Latin American history ending with the displacement and emigration of indigenous people from their communities as result of social upheaval and neoliberal policies. Students will frame the experiences of indigenous immigrants through a transnational lens, analyzing how indigenous peoples navigate racial and social institutions in both the U.S. and Latin America.

LACA 1503O. Networked Movements. Mobilizations for change in Latin America in the 21st century..

Networked Movements examines the characteristics of social movements emerging in Latin America since 2007. These movements combine the non-violent occupation of public spaces and the intensive use of digital technologies for autonomous political communication. The course starts with foundations of networked social movement theories. Topics will include: the social appropriation of technological innovations; the construction of collective identity and the movement's aesthetics; collective action for the occupation of public space; counter-public or counter-hegemonic political action; dynamics of social capital combining strong and weak ties; small-world structure of the movement networks; and mobilizing ideas by information cascades and network contagion.

LACA 1503P. Consuming the Cold War in the Caribbean.

How was the Cold War experienced in the Caribbean? How did refrigerators, automobiles, washing machines, stereos, and blue jeans become proxies of the world superpowers and mechanisms of impersonal rule in the hands of local regimes? How were Caribbean populations transformed by modernizing and developmentalist policies, and how did they resist the marketed allure of empires? Consuming the Cold War in the Caribbean answers these questions, exploring the politics of modern material and visual regimes in Cuba and the region during the post WWII era, addressing such regimes as mechanisms of soft power, impersonal rule, political critique, and resistance.

LACA 1503Q. Politics of Indigeneity in Brazil.

This course examines the politics of indigeneity in Brazil. First, it examines the relationship between native peoples and settlers, especially the Jesuits, Portuguese colonists, and the Portuguese Crown. Our purpose is to understand images of savagery and innocence as part of colonial imaginary in Brazilian's imaginary about natives. Next, we will explore how indigenous peoples were understood by scientists and naturalists, and how these discussions are important in understanding notions about race in Brazil. Finally, we examine the relationships between native peoples and the State during the Republic, with a focus on contemporary issues, such as development, the environment, and social movements.

LACA 1503R. Researching Social Movements in Latin America.

In this course students will learn about Latin American social movements while conducting research on them. As such, it is a creative course, as it combines social movement theory, Latin American social movements, and students' creativity to design innovative research projects. We will begin the course reviewing the main social movement theories. Then, we will review basic concepts and research design methods. Third, we will survey some of the most influential social movements in Latin America in the last 30 years to learn what issues, motivations, and political contexts have mobilized individuals to take up the streets, launch democratizing campaigns, and defend their rights contentiously.

LACA 1503S. Music and Sports in the Americas.

This course explores how music mediates sports experiences in the Americas. Examining case studies including Bob Marley's relationship with sports, soccer fandom throughout the region, and Shakira and Jennifer Lopez's Super Bowl Halftime performance, we will discuss how genres, sports, and fandoms have conjointly shaped and have been shaped by varied sociocultural dynamics in Latin American and Caribbean countries and diasporas. Through readings, listenings, and viewings we will examine the musicality and athleticism of fans, artists, and sportspersons as well as the promises and dangers of sports and music as spaces for sociality, politics, and expression.

LACA 1503T. Caribbean Feminisms.

This course is a study of the emergence and reconfiguration of Caribbean feminisms through the region's history of women's and gendered oppressions, subversions and resistances, taking into consideration colonialism, indigeneity, slavery and indentureship, transnationality, and race, ethnicity, sexuality, and class. Attention is also paid to strategies for knowledge production that have been utilised for studying Caribbean gender and sexuality and to the types of research these have produced. Threaded through the course will be an ongoing focus on a recent InterGuyanas feminism initiative that spans the Dutch, English and French-speaking Guyanas.

This course is intended for juniors and seniors, but others may be given special permission to register. Students should have some prior knowledge of the Caribbean and/or Gender Studies.

LACA 1503U. Caribbean Migrations: Circulations, Diasporization and Return.

The Caribbean is noted for the way in which migration has profoundly shaped the culture and identity of the region and how it continues to have significance for its peoples wherever they live today. The aim of this course is to examine the role of migration for the Caribbean through history into the present and to consider how human movements to, within, and from the Caribbean are tied to colonialism, globalization and nationalisms. It also brings into view the complex reasons for human migration more generally. Attention is given throughout the course to the ways in which gender and race influence the migrations, and how national policies and borders configure the 'desirable' Caribbean migrant. A primary emphasis in the course is on the English-speaking Caribbean, although some attention is given to Spanish-, French- and Dutch-speaking territories.

LACA 1503V. Health of Hispaniola.

Two developing countries, Dominican Republic and Haiti, have widely differing health outcomes despite centuries of shared experience on the Caribbean Island of Hispaniola. This course will examine the history, politics, economics, culture, international relations, demography, and geography, as well as epidemiology and health services, to demonstrate that multiple factors, both recent and long-standing, determine the present health of these populations. Enrollment limited to 19 first year students. Instructor permission required.

LACA 1503W. Migration and Gender in Latin America: Crossing Borders and Bridging Disciplines.

In this course, students will be introduced to the field of international migration with a special focus on the Latin American context. They will explore the different migratory systems from the Latin American region and will engage in an effort to dismantle the dominant myths regarding the movement of people. Students will be introduced to transnational perspectives and scholarly literature on borders and gender studies, particularly the ethnographic and qualitative approach. The concept of intersectionality will be fundamental to the course, as it enables us to engage in a deeper discussion of gender, race, ethnics/nationality, generation and social class relations when it comes to singular migrations.

Language of instruction: Spanish. Readings will be assigned in both English and Spanish. Students may submit written assignments in English or Spanish.

LACA 1503X. Regulating Bodies: Migration, Race, and Colonial Legacies in Central America.

This course examines the colonial roots of forced migration and the contemporary immigration policy that affects the lives of Central Americans. We will begin by studying the ways that race and gender hierarchies emerge through colonialism and how these hierarchies connect to recent histories of state violence that determine who may move freely in the Americas. Then we will connect the recent armed conflicts in Central America to the forced migration we recognize today. Building on this foundation, we will trace colonial and conflict-time ideologies about race and gender to learn about contemporary immigration policies like Safe Third Country agreements, coordinated repression of migrant caravans, the Migrant Protection Protocols, and Zero Tolerance. The end of the course will look to the political futures of transnational immigration regulation through the lens of migrant justice activism.

LACA 1503Y. Latin America in Motion: Migration and Crisis in the Post-globalization Era.

This course introduces students to migratory systems in Latin America with a focus on case studies and analyses. We will explore key concepts related to international migration to debunk commonly held myths and beliefs. We will also examine other categories associated with the movement of people, such as refuge, asylum, and forced displacement. The topics that we will address include public policies on migration and the role of international and regional organizations in the management of migration. Students will analyze the unique experiences of each country, considering sub-regions, borders, and their territorial context. The course will also include the analysis of South-South migration. In this context, we will rethink the link between migration and crisis and notions of global and local and will consider the impact of the pandemic and post-pandemic periods on regional movements.

LACA 1503Z. Neoliberalism and cross-border regions in Latin America and the Caribbean.

This course examines international borders from the perspectives of economic changes, social relationships, identities, human mobility, and politics. In Latin America, cross-border territories that span arbitrary lines have developed around elements that are crucial to understanding the region, including indigenous identities. This course offers students the opportunity to engage in a critical and interdisciplinary exploration of these socio-cultural phenomena using case studies. The course takes on an interdisciplinary approach, focusing mainly on the social sciences and humanities. It is based on a methodology that combines lectures and practical exercises in which students acquire knowledge through the analysis of visual media – photos, videos, maps – related to specific case studies. These exercises will be the main basis for student assessment.

LACA 1504A. Violence and Urban Poverty in Latin America: Ethnographic and Qualitative Perspectives.

Living in a barrio, favela, villa, or colonia means living in a state of emergency, caught in the middle of armed confrontations between state and non-state actors. This course has three main objectives: 1) to understand urban violence from the perspective of people living in poor and marginalized areas; 2) to analyze how ethnographic and interpretive research on urban violence in Latin America is presented; and 3) to consider the ethnographic narrative, the voice of the ethnographer and the challenges of conducting research in violent settings where the research itself is a social problem.

LACA 1504B. Indigenous Politics in Latin America.

Indigenous peoples began participating politically in Latin America in the early 1990s, and have dramatically changed the political dynamics of most countries in the region ever since. In the last two decades, Latin America has experienced mass indigenous mobilizations and the rise of ethnic parties. This course covers a wide range of issues related to ethnicity in Latin America, including indigenous movements and parties, ethnodevelopment and environmental politics, ethnic radicalization and violence, transnational ethnic activism, and indigenous groups and gender politics, among others. This class introduces students to the main empirical and theoretical debates about indigenous politics in Latin America.

LACA 1504C. Representation and Governance in the Federations of Latin America.

This course analyzes the relationships between federalism and four large topics: political stability in plural societies, economic development, democratic representation, and equality. The discussion focuses on the evolution of Latin American federations. Students will learn where federations come from, what they do, and why it matters. They will be able to compare alternative approaches to federalism and to recognize the normative problems at stake in the organization of federations. The course is intended for advanced undergraduate students in political science or international relations. It could also be useful for students majoring in economics, sociology and history.

LACA 1504D. The Art of Revolution in Latin America.

This course considers the role of the arts—visual, literature, music, film, and performance—in Latin American social movements. We will study the work of artists and activists in the Mexican Revolution, Cuban Revolution, Nicaraguan Revolution, South American dictatorship resistances, and contemporary social movements such as the Chilean student movement and narco-trafficking. We will trace the use of the arts in organizing, social critique, collective action, and propaganda, and how they have shaped ideology and culture in Latin America and beyond. We will study a range of political art through comparative, interdisciplinary approaches including literary, cultural and performance studies, and art criticism.

LACA 1504E. Latinx Music in the U.S..

This course considers U.S. Latinx experiences by examining diverse musical genres associated with Latinx peoples, including salsa, corrido, rock, and reggaeton. We will take a critical lens to understanding the transformations of Latinx musics, investigating the processes by which they became central to Latinx identity. Over the course of the semester, we will explore the connections between music and cultural, social, and political forces including the entertainment industry, race, migration, and language. The course focuses on ethnographic and historical approaches as a context for understanding current trends. Prior coursework in music, Latin American studies, American studies, or cultural anthropology preferred.

LACA 1504F. Latin American Authors Encounter the Sciences.

This course offers a scientific and literary journey through diverse Latin American landscapes and societies. The readings are focused on the period 1830-1950. We will trace how natural, social, and medical sciences such as geography, psychiatric, ethnology, and archaeology, have discursively created territories and peoples as part of their own process of disciplinary characterization. We will then explore how writers embraced, discussed, and confronted these scientific discourses on topics such as nature, illness, progress, and indigenous people, among others.

LACA 1504G. Arts of the Environment in the Americas.

Latin America is one of the regions where the worldwide environmental crisis has manifested itself most forcefully over the past decades—with high levels of environmental toxicity, endangered species, and habitat loss. This course will introduce students to how artists, filmmakers, and writers are representing and raising awareness about key environmental issues in the region. The course is structured around five case studies: the desert, agriculture, oil extraction, water pollution, and waste management. Our focus on the environment will serve as a base for larger discussions about the representation of queer, Latinx, and indigenous communities, the aftermath of political violence in post-conflict societies, and the current immigration crisis at the U.S.-Mexico border.

LACA 1504H. Andean-Caribbean Dialogues of Negritude.

This course illustrates the connectedness of Latin American and Caribbean Studies, African diaspora, and political thought by exploring the mutual influences of Nicolás Guillén's (1902-1989) and Nicomedes Santa Cruz's (1925-1992) intellectual work on Cuban and Peruvian Negritude. The course will address essays, books and videos that discuss Afro-descendants' struggles for recognition in Latin America, focusing on their redefinition of Afro-descendant identities and their visions for the democratic transformation of Latin American societies. The course objective is to analyze the scope, limits, and contradictions of their proposals on Afro-Latino recognition, citizenship, social justice, gender, biraciality, and interculturality. Finally, the course will evaluate the validity of their approaches within the current struggles of Afro-descendant citizens in Cuba and Peru. The course instruction and primary readings will be in Spanish and English. Students may submit work in English, Spanish or both.

LACA 1504I. Different But Equal: Debates in Schooling of Indigenous and Afro-Descendants in South America.

This course will be devoted to the current debate on the education rights of Indigenous and Afro-descendant citizens in South American. Throughout the 20th century, most Latin American states have conceived of public education as a means of western standardization of their societies. This has mainly led to the educational marginalization of Indigenous peoples and Afro-descendants. In this course, we will examine the cultural, political, and economic implications of this marginalization. In addition, we will review intercultural education projects in Bolivia, Brazil, Chile, Colombia, Ecuador and Peru focused on reversing this situation. Sessions will be conducted in Spanish, but students may participate using English, Spanish, Portuguese, or all three. Similarly, student texts may be written in any or all of these languages. The course will include two guest-lectures offered by education activist-scholars from the field.

LACA 1504J. Reimaging Resistance: Debates in Contemporary Art from Latin America.

This course introduces students to problems and questions addressed in contemporary Latin American art. We will discuss a wide range of productions that include theoretical texts, exhibitions, manifestos, videos, installations, paintings, and performances. We will explore how art rethinks social constructs of gender, race, national imaginaries, or the relationship with the non-human world. The languages of instruction will be Spanish and English. Intermediate knowledge of Spanish is required for conducting readings and class discussions. This course is appropriate for students who have taken AP Spanish, heritage speakers, and students who have taken or placed in 500-level Spanish language classes at Brown.

LACA 1504K. Trumpism in the Tropics: Far-Right Movements in Brazil and Latin America.

The ongoing wave of far-right populists across the hemisphere is making Latin American politics look more like the United States'. Contemporary far-right movements such as Bolsonarism in Brazil have been largely built around ideas and strategies imported from US far-right groups. That includes paleolibertarians, Christian fundamentalists, and alt-right supremacists. Moreover, the Latin American far right has become transnational in essence, operating across national borders and exchanging material and symbolic resources with one another. They all have embraced Trumpism and US-inspired culture wars as role models to construct a new political reality at home. The language of instruction will be English. This course will be a trilingual learning experience, reading and discussing opinions in Spanish, English, and Brazilian Portuguese.

LACA 1504L. Personal Worlds / Political Bodies: Art Archives from Latin America.

Art archives in Latin America have undergone profound transformations over the last 30 years. These changes include a new institutional landscape; novel processing and accessibility technologies, including the emergence of digital archives; an expansion of private collections focused on documents; the development of market-oriented archives; and a greater presence of documents in art exhibitions. At the same time, archives have played a central role in the transformation of social art history, allowing the expansion of knowledge about artists and artistic scenes that have been excluded from the art historical canon.

LACA 1504M. In-Transit Identities: Migration in Contemporary Latin American Literature and Popular Culture.

This course introduces students to issues of migration in contemporary Latin America. Topics to be covered include migrant subjectivities inside and outside national borders; discussions about identity and migrant heritages that will focus on issues such as race, gender, and country of origin; exile and political repression; and bilingualism and migrant childhoods. Students will read, watch, and listen to a selection of fictional narratives, testimonials, poetry, films, podcasts, and songs, exploring the bonds between literature and popular culture. We will conceive of Latin America as a region that both produces and receives migrants, and will focus on specific case studies such as the Venezuelan diaspora, Japanese migration in Peru, and Palestinian migration in Chile. The languages of instruction will be Spanish and English. When materials are not available in English, students are expected to read or listen to them in Spanish.

LACA 1504N. Writing the Amazon and the End of the World: Gender, Care, and Cosmopolitics.

The purpose of this course is to look at the present-day world and its ends through a perspective informed by feminist, anti-racist, anti-colonial, speculative, anthropological, and extra-academic knowledge. We are constantly exposed to explanations, emotions, and data about the End of the World. But which World and worlds are ending? For whom? From which perspective? When did the end of the world begin, and when will it end? We will contextualize these discussions with a focus on the Amazon, and the experience of the Amazon as a point of view and as a Latin American metaphorical space. The Amazon is not merely a natural region perfectly circumscribed by multiple state borders. It is a magnificent political and mythical, gendered, colonial invention and "a World of many worlds." An intermediate knowledge of Spanish is required for this course for conducting readings and class-discussion. Knowledge of Portuguese is a plus but is not required.

LACA 1504O. Re-thinking Latin American Geographies through Social Mapping.

Maps are important tools for our daily activities and spatial imaginaries; however, the ways in which official and dominant Western maps organized the information about the world occludes other ways of knowing territories. How are these "other" geographies represented? How are maps re-designed and appropriated to visualize different spatialities? In this course, students will be introduced to key themes and design practices in social cartography in Latin America. These reflect on collective or individual mapping practices to represent and increase the visibility of social issues and ways of knowing and being in this region. Intermediate knowledge of Spanish is required for conducting readings and class-discussion. This course is appropriate for students who have taken AP Spanish, heritage speakers, and students who have taken or placed in 500-level Spanish language classes at Brown. Previous knowledge of maps not required.

LACA 1504P. The Amazon, Climate Change, and Conservation.

This course delves into pivotal environmental discussions reshaping our perception of the Amazon's past and future. Through firsthand accounts from key figures such as Amazonian indigenous peoples, scientist, philanthropists, and government officials, we will gain insights into the profound transformations occurring in these landscapes and their associated politics. Designed as an interdisciplinary exploration, the course begins by examining the role of Indigenous Peoples in the environmental history of the Amazon. We will explore the archaeological findings that are reshaping our understanding of this biome and the cultures that thrived there. Moving through the colonial histories of the Amazon to its republican present, we explore evolving political dynamics, regional perspectives, and distinctive viewpoints emerging from this culturally rich region. We analyze these aspects from anthropological and sociological standpoints, providing students with a comprehensive understanding that goes beyond a single national tradition.

LACA 1504Q. The War On Drugs From the Latin American Perspective: Current Issues and Possible Alternatives.

This course aims at both, critically looking at the impact that the traditional focus of the war on drugs has caused in Latin America -particularly for countries with cocaine production, and to evaluate possible alternatives regarding the drug policy including a context of conservative claims, alternatives face huge political resistance, radical violence from criminal organizations and economic pressure. The study of alternatives will be focused on two main fields: criminal policy and alternative development. Referring to new criminal law strategies, restorative justice, gender-based programs, as well as environmental policies, holistic responses to economic transition of vulnerable communities, other uses of the coca leaf, and other challenges for Latin America and, in general, for the world.

LACA 1504R. Environmental politics in Latin America: Indigenous Peoples and Afro-descendants' perspectives.

This course offers a comprehensive examination of principal environmental issues that local communities, Indigenous Peoples and Afrodescendent Peoples of Latin America have to face, in particular regarding food systems, energy transition, water scarcity and adaptation to increased extreme weather events. Employing a social science framework, the course will analyze case studies illustrating the policy instruments employed by Latin American states and the diverse networks of actors influencing and contesting these processes.

LACA 1504S. The Knowing Body: Memory, Grief, and the Practice of Listening.

In Latin America, initiatives to address violent pasts, authoritarian regimes, and civil wars through accords and peacebuilding have prompted calls from public historians to integrate historical analyses into transitional justice processes and public debate. Their objective is to intervene in a dominant narrative and establish solid routes into reparation. Through this interdisciplinary approach and a practice-as-research methodology, students will develop a performative project exploring memory, affect, and the history of grief and resilience in Latin American historical contexts. Students are given the option to select the specific socio-political violence, reconciliation, and restoration experience in the Latin American region with which they wish to engage and produce their final collective project. Rather than representing a case, students will perform an embodied translation of the complexity of memory making, grief, and listening in a specific case study.

LACA 1504T. Latin American Feminisms.

This course offers an interdisciplinary overview of Latin American feminisms from the 19th century to the present, focusing on the political, intellectual, and social movements led by women and feminist collectives. It will explore the political demands during the emerging republics, feminist struggles within proletarian movements, resistance to civic-military dictatorships, transnational expropriations, sexual dissident struggles, and the critical approaches linking class, sex, racialization, and gender as the focus of socio-political domination and exploitation. The course will also examine current challenges posed by the emergence of conservative far-right movements in the region. Students will be encouraged to develop their own proposals through scientific or creative research questions. This course is taught entirely in Spanish.

LACA 1505. Vertical Civilization: South American Archaeology from Monte Verde to the Inkas (ANTH 1505).

Interested students must register for ANTH 1505.

LACA 1505A. Haunting Childhood and Social Justice in Latin America.

We will explore literature and cinema featuring child figures to study the central social, political and cultural debates shaping Latin American societies throughout the 20th and 21st centuries. By focusing on genres such as the supernatural, fantastic and horror, we will analyze stories of hauntings to problematize childhood as a state of innocence and violence, ignorance and insight, happiness and dread. We will approach childhood as an entryway into investigating debates surrounding transitional justice, armed conflict, migration, race, gender identity and illness to explore how child figures offer perspectives that challenge hegemonic discourses in Latin America. By examining the child's relationship with the mysterious, frightening and inexplicable, we will explore childhood as an alternative mode of communication and a metaphorical state through which we can discuss recent political, social and literary histories. Taught in English, Spanish, and Spanglish.

LACA 1510B. Environment and Development in Latin America.

This seminar introduces a "developmental challenges approach" to thinking about resource-based development. The approach is critically used to survey the development of extractive industries and other environmental issues in Latin America.

The main questions to be examined are:

Is resource abundance a curse?

Is Latin America too poor to be green?

Do institutions end up defining these issues, and how?

Assignments will help students develop a research project to study one case or a set of cases in comparative perspective (countries or sub-national units).

LACA 1510C. Ethnicity and the Politics of Development in Latin America.

Over the past decades, the realities of ethnicity and the politics of development have repeatedly presented themselves for reflection in Latin America. This course seeks to identify the interfaces and interactions among the two. During the semester, we will examine four questions: First, why is ethnic inequality so persistent in the region? Second, why and how do ethnic boundaries become politicized in the region? Third, can national development and local and indigenous livelihoods coexist? Fourth, is ethnic and environmental contentious politics driving institutional transformation in Latin America?

LACA 1510D. Popular Music and Social Change in Latin America.

This course is designed to illuminate the many ways that popular musicians shape, and are shaped by, the broader social milieu within which they act. Focusing largely on twentieth-century case studies from Cuba, Brazil, and Peru, it illustrates how social dynamics particular to Latin America have constrained popular musicians' efforts to communicate, circumscribed their artistic and political goals, and enabled them to intervene in sociocultural debates in specific ways. Issues to be considered include the sanctioning of musical styles as national symbols; the harnessing of music to project promoting racial diversity; its use as a medium of political protest as well as a vehicle for populist politics; the shifts in style wrought by industrialization, migration, and urbanization; the importance of media dissemination and commercialization, both in driving musical change and in determining its scope of influence; and the ambivalent role of the processes variously dubbed "westernization," "Americanization," and "globalization."

LACA 1510E. Race, Music and Literature in the Spanish Caribbean.

The course provides an interdisciplinary approach to racial representations in the Literature and Popular Music of the Spanish Caribbean. It explores the different definitions and representations of the Spanish Caribbean cultures and identities from a comparative view of the Anglo and French Caribbean writers.

LACA 1510F. Institutions of Justice and Democracy in Latin America.

The course will examine the relationship between democracy building and the performance of Institutions of Justice in Latin America. We will address issues of human rights violations, globalization and its threats, and the Challenges that Latin American regimes faces to build democratic institutions and the rule of Law. The course will focus will be both on the normative and sociological and analysis of the institutions of Justice in Latin America.

LACA 1510G. Literature and Popular Culture in Latin America.

Latin American cultures were built on the humanistic and intellectual perspectives exposed by José Enrique Rodó and José Martí, among many others, which propose the artistic aesthetic as a social ideal and the spreading of education as a sign of progress. But these cultural and national projects were developed in "the era of mechanical reproduction" and their literary project soon was menaced by the "cultural industry." This course explores the dialogues and tensions between what has been branded as the "lettered" and the "real city" in Latin American societies in a selection of literature, film, television, and popular music. This course will be given in Spanish.

LACA 1510H. Shaping the Brazilian Nation through Music.

This course provides an introduction to the music of Brazil, with a particular emphasis on its role in creating and contesting visions of nationhood during the twentieth century. Focusing upon a limited number of musical practices, from different regions and periods, it is not intended to provide a comprehensive survey. Rather, using a small set of case studies, it highlights key dynamics that have shaped the relation between Brazilian music and Brazilian society more broadly. Topics range from traditional practices, such as candomblé and folias de reis; to samba, bossa nova, and Northeastern regional styles; to the work of composer Heitor Villa-Lobos; to the contemporary hip hop scene of São Paulo. There are no prerequisites, but it is recommended that students have either some knowledge of Latin American culture and/or history, or some musical background. Enrollment will be limited to twenty people, with preference given to those matching these criteria.

LACA 1510I. Urban Latin America.

This course provides an introduction to the study of cities and urban life in modern Latin America. We will explore major themes in the past 200 years of Latin American urban life, with a particular focus on the perspectives of overlooked and subaltern actors. Some of the topics we will examine are urban slavery, informality, populism, migration and immigration, urban environments and ecology, queer/LGBTQ+ urban studies, urban planning and modernism, and social movements. By exploring cities during this broader historical period, we will trace the debates and shifting politics that have influenced urban research across multiple disciplines.

LACA 1510J. The Making of Modern Brazil.

Will focus on the building of the Brazilian nation and the meanings of social phenomena involved in this process. Based on studies of contemporary Brazilian society, it will analyze different aspects of that country: urbanization, popular culture, revival of tradition, hybridization, imageries, symbolic aspects of money and consumption, popular music.

LACA 1510K. Human Rights in Twenty-First Century Latin America.

Course offers a multidisciplinary introduction to the key advances in and challenges for the protection of human rights in contemporary Latin America. In contesting autocratic governments in the 1970's and 1980's, Latin America social movements and non-governmental organizations (NGOs) played a central role in the creation of the institutions and norms that constitute the international human rights system today. Enrollment limited to 20.

LACA 1510L. The Politics of Latin America: Dilemmas and Opportunities.

A survey course on the politics of Latin America which aims at exploring the transformations experienced by the region in the last few decades. The course combines the discussion of themes (the emergent economic realities, the quality of democracy) with a more detailed look at countries of particular relevance because of their importance (Brazil, Mexico, Argentina) their unique trajectories (Chile, Cuba) and their relationship with the United States (Venezuela). Enrollment limited to 20.

LACA 1510M. New Latin American Populisms in Comparative Perspective: Bolivia, Argentina, Venezuela + Ecuador.

Seminar: this course is based on the notion that there is more to populism and old dichotomies such as rational/irrational, rural/urban or modern/traditional. It will discuss and identify a more precise definition of populism, characterize the "new Latin American populism" and compare it with the classic populisms of the Post War era and the "neo-populisms" of the nineties. It will discuss the commonalities and differences of these regimes in terms of their coalitions of support and their public policies. Limited to 25 juniors and seniors.

LACA 1510N. Political Systems and Political Parties in Latin America.

This course will explore the seemingly contradictory reality of Latin American political systems and political parties. The goals of the course are to analyze the transformations of the political parties and the political party systems in Latin America from the year 2000 to the present day and to highlight the manner in which the party systems transformations had to do the transformations in the representative linkage between the political parties and the civil and political societies that they are rooted in.

LACA 1520. Latin American Horror (GNSS 1520).

Interested students must register for GNSS 1520.

LACA 1560. Economic Development in Latin America (DEVL 1560).

Interested students must register for DEVL 1560.

LACA 1570. The Economics of Latin Americans (ECON 1570).

Interested students must register for ECON 1570.

LACA 1600. Caribbean Popular Culture: Reggae, Dancehall, and Calypso (AFRI 1600).

Interested students must register for AFRI 1600.

LACA 1601A. Latin American Literature in an Era of Globalization.

This course will explore the impact of globalization on contemporary Latin American Literature. We will analyze novels, short stories and critical discourses produced by Latin American writers in the past thirty years and shed light on how the awareness of the globalized world has transformed writing practices as well as the setting and the construction of narratives. The course will examine the trade-offs associated with the process of globalization, highlighting the beneficial aspects of hypermobility, fluidity, and transnationalism, as well as the dark sides of globalization linked to the rise in inequality and the intensification of narcotrafficking and illegal migration.

LACA 1601K. Early Modern Global History at the John Carter Brown Library: A Research Workshop (POBS1601K)..

Interested students must register for POBS 1601K.

LACA 1620B. Latin America and the Caribbean: Challenges of the Global South.

This course will explore contemporary political, cultural, and ethnic challenges that characterize Latin America and the Caribbean. It will be structured around five themes (1. Hunger and poverty, 2. Slums and environmental degradation, 3. Political regimes and human rights, 4. Race and indigeneity, 5 Global market and cultural subalternity). The course will adopt an interdisciplinary perspective, based on a variety of cultural productions and scholarly contributions. The languages of instruction will be Spanish and English. Students will be expected to conduct their readings in Spanish. During class discussion they will be permitted to use the language of their choice.

LACA 1621. Material Culture Practicum (ANTH 1621).

Interested students must register for ANTH 1621.

LACA 1630. Engaged Humanities: Storytelling in the Americas.

This course explores the role of storytelling in the transmission of cultural narratives across societies in Latin America, the Caribbean and Latinx diaspora. We will examine a wide variety of stories as well as mediums (e.g., podcasts, photos, art works, textiles, and music) that are exemplary of this cultural transmission, and we will be exposed to practitioners from the local and international community who will share with us their insights. Students will be engaged in the art of storytelling through collaborative workshops, and will create their original narratives inspired by social and cultural issues of Latin American and Caribbean countries.

LACA 1631. Authority, Identity, and Visual Culture in Colonial Latin America (HIAA 1631).

Interested students must register for HIAA 1631.

LACA 1650. Ancient Maya Writing (ANTH 1650).

Interested students must register for ANTH 1650.

LACA 1666. ¡Qué miedo! El cine hispánico de horror (HISP 1666).

Interested students must register for HISP 1666.

LACA 1700. Beyond Sun, Sea and Sand: Exploring the Contemporary Caribbean (DEVL 1700).

Interested students must register for DEVL 1700.

LACA 1700B. Rhythm and Silence: A Creative Writing Workshop (HISP 1700B).

Interested students must register for HISP 1700B.

LACA 1700K. Race in the Americas: A Hemispheric Perspective (AMST 1700K).

Interested students must register for AMST 1700K.

LACA 1700X. Global Macho: Race, Gender, and Action Movies (AMST 1700X).

Interested students must register for AMST 1700X.

LACA 1701. Drug War Politics (IAPA 1701).

Interested students must register for IAPA 1701.

LACA 1701W. The Cold War in Latin America (IAPA 1701W).

Interested students must register for IAPA 1701W.

LACA 1702M. The U.S. War on Drugs: From History to Policymaking and Beyond (PLCY 1702M).

Interested students must register for PLCY 1702M.

LACA 1703A. Youth Politics and Culture in the Americas: Explorations through Ethnography (PLCY 1703A).

Interested students must register for PLCY 1703A.

LACA 1710O. Décolonisation (FREN 1710O).

Interested students must register for FREN 1710O.

LACA 1711N. Monsters in our Midst: Reading Spaces and Places in Colonial Latin America (ENGL 1711N).

Interested students must register for ENGL 1711N.

LACA 1750A. Immigrant Social Movements: Bridging Theory and Practice (ETHN 1750A).

Interested students must register for ETHN 1750A.

LACA 1750I. Indigeneity, Sustainability and Resistance in Food Politics (ETHN 1750I).

Interested students must register for ETHN 1750I.

LACA 1750L. Latina Feminisms (ETHN 1750L).

Interested students must register for ETHN 1750L.

LACA 1762M. Caribbean Literature (ENGL 1762M).

Interested students must register for ENGL 1762M.

LACA 1765. Education Policy and Program Evaluations in Low- and Middle-Income Countries (EDUC 1765).

Interested students must register for EDUC 1765.

LACA 1800C. Constructing Men, Projecting Masculinity: Questioning Gender, Sex, Sexuality in Brazil (POBS 1800C).

Interested students must register for POBS 1800C.

LACA 1800E. The Brazilian Puzzle: Confronting the Post-Colonial Legacy (POBS 1800E).

Interested students must register for POBS 1800E.

LACA 1800F. The Lusophone World and the Struggle for Modernity (POBS 1800F).

Interested students must register for POBS 1800F.

LACA 1802S. Human Security and Humanitarian Response (PHP 1802S).

Interested students must register for PHP 1802S.

LACA 1803R. Bringing Small States In: How and Why They Matter (DEVL 1803R).

Interested students must register for DEVL 1803R.

LACA 1803S. US-Mexico Borderlands (INTL 1803S).

Interested students must register for INTL 1803S.

LACA 1803W. Roots of Crisis in Central America (INTL 1803W).

Interested students must register for INTL 1803W.

LACA 1804H. Early History of the CIA (IAPA 1804H).

Interested students must register for IAPA 1804H.

LACA 1804N. Democracy and Capitalism in the Post-colonial World (IAPA 1804N).

Interested students must register for IAPA 1804N.

LACA 1814A. Roots of Crisis in Central America (IAPA 1814A).

Interested students must register for IAPA 1814A.

LACA 1822. Dada and Surrealism: Anarchy, Exile, Alterity (HIAA 1822).

Interested students must register for HIAA 1822.

LACA 1825S. Latino Politics in the United States (POLS 1825S).

Interested students must register for POLS 1825S.

LACA 1890T. Writing Latinx Lives: The Memoir (ETHN 1890T).

Interested students must register for ETHN 1890T.

LACA 1900. Preparation for Honors and Capstone Projects on Latin American and Caribbean Topics.

This workshop is designed for junior and seniors in any concentration who are researching and writing about Latin America and the Caribbean. It will help students to enhance their research and organization skills, refine their research or creative projects, and develop or complete a Capstone Project (e.g. honors thesis, honors project, substantial research paper).

LACA 1900I. Latina/o Cultural Theory (AMST 1900I).

Interested students must register for AMST 1900I.

LACA 1923. Music in the Andean Countries: From Cumbia to Carnavalito (MUSC 1923).

Interested students must register for MUSC 1923.

LACA 1935. Beyond Bossa Nova: Brazilian Music and Society (MUSC 1935).

Interested students must register for MUSC 1935.

LACA 1958A. Archives of Desire: Non-Normative Genders and Sexualities in the Hispanophone World (HIST 1958A).

Interested students must register for HIST 1958A.

LACA 1961L. Postcolonial Horror: Political Specters in Non-Western Literature and Film (GNSS 1961L).

Interested students must register for GNSS 1961L.

LACA 1961S. Boom Towns: Finance and Literature in Latin America (GNSS 1961S).

Interested students must register for GNSS 1961S.

LACA 1966Q. Colonial Encounters and the Creation of Latin America (HIST 1966Q).

Interested students must register for HIST 1966Q.

LACA 1967C. Making Revolutionary Cuba, 1959-Present (HIST 1967C).

Interested students must register for HIST 1967C.

LACA 1967E. In the Shadow of Revolution: Mexico Since 1940 (HIST 1967E).

Interested students must register for HIST 1967E.

LACA 1967F. The Maya in the Modern World (HIST 1967F).

Interested students must register for HIST 1967F.

LACA 1967L. Politics and Culture Under the Brazilian Military Dictatorship, 1964-1985 (HIST 1967L).

Interested students must register for HIST 1967L.

LACA 1967T. History of the Andes from the Incas to Evo Morales (HIST 1967T).

Interested students must register for HIST 1967T.

LACA 1972C. Picturing Paradise: Art and Science in the Americas (HMAN 1972C).

Interested students must register for HMAN 1972C.

LACA 1974U. Race, Incarceration, and Freedom in the Americas (HIST 1974U).

Interested students must register for HIST 1974U.

LACA 1976H. Environmental History of Latin America 1492-Present (HIST 1976H).

Interested students must register for HIST 1976H.

LACA 1977I. Gender, Race, and Medicine in the Americas (HIST 1977I).

Interested students must register for HIST 1977I.

LACA 1979E. Wise Latinas: Women, Gender, and Biography in Latin History (HIST 1979E).

Interested students must register for HIST 1979E.

LACA 1979L. Urban History of Latin America (HIST 1979L).

Interested students must register for HIST 1979L.

LACA 1990. Individual Thesis Preparation.

For Latin American + Caribbean Studies concentrators writing senior projects or honors theses.

LACA 1991. Individual Thesis Preparation.

For Latin American + Caribbean Studies concentrators writing senior projects or honors theses.

LACA 1992. Senior Seminar: Interpreting Latin America and the Caribbean Today.

This seminar serves as a capstone course for the Latin American and Caribbean Studies concentration. Its purpose is to enable students to synthesize the diverse material covered throughout their interdisciplinary coursework in the concentration and to reflect on overarching questions, issues, and concepts related to Latin America and the Caribbean. Open to senior Latin American Studies concentrators. Instructor permission required.

LACA 1993. Senior Seminar: Interpreting Latin America and the Caribbean Today.

This seminar serves as a capstone course for the Latin American and Caribbean Studies concentration. Its purpose is to enable students to synthesize the diverse material covered throughout their interdisciplinary coursework in the concentration and to reflect on overarching questions, issues, and concepts related to Latin America and the Caribbean. Open to senior Latin American Studies concentrators. Instructor permission required.

LACA 1994. Independent Readings in Latin American and Caribbean Studies.

For upper-division students interested in pursuing topics in Latin American and Caribbean Studies not currently taught in the Brown curriculum. Students must have significant prior coursework, language skills, and sufficient background knowledge to put together a comprehensive reading list and to produce a final paper that meets the research requirement in the LACA concentration. Course restricted to S/NC.

Class requirements include weekly meetings with the instructor, reading responses submitted before each meeting, and a self-assessment at the end of the semester by the student. The independent study will culminate in a research paper of sufficient depth and sophistication to meet the research requirement for the concentration in Latin American and Caribbean Studies.

Registration requires a comprehensive reading list developed by the student in consultation with the faculty member and a written agreement on course requirements. The concentration advisor's approval is required if the course is to count toward the concentration.

No more than two (2) semesters of LACA 1994/1995 may be used toward concentration requirements in Latin American and Caribbean Studies.

LACA 1995. Independent Readings in Latin American and Caribbean Studies.

For upper-division students interested in pursuing topics in Latin American and Caribbean Studies not currently taught in the Brown curriculum. Students must have significant prior coursework, language skills, and sufficient background knowledge to put together a comprehensive reading list and to produce a final paper that meets the research requirement in the LACA concentration.

Class requirements include weekly meetings with the instructor, reading responses submitted before each meeting, and a self-assessment at the end of the semester by the student. The independent study will culminate in a research paper of sufficient depth and sophistication to meet the research requirement for the concentration in Latin American and Caribbean Studies.

Registration requires a comprehensive reading list developed by the student in consultation with the faculty member and a written agreement on course requirements. The concentration advisor's approval is required if the course is to count toward the concentration.

No more than two (2) semesters of LACA 1994/1995 may be used toward concentration requirements in Latin American and Caribbean Studies.

LACA 2030B. History and Fiction: Literature of the 15th Century (HISP 2030B).

Interested students must register for HISP 2030B.

LACA 2080F. Latin in America (LATN 2080F).

Interested students must register for LATN 2080F.

LACA 2250O. Desterrados: Escapes and Homecomings in Latin American Literature (HISP 2250O).

Interested students must register for HISP 2250O.

LACA 2350H. The History of Wonder in Colonial Spanish American Lettres (HISP 2350H).

Interested students must register for HISP 2350H.

LACA 2500B. Portuguese Overseas-POBS2500B.

Interested students must register for POBS 2500B.

LACA 2520L. Latin American Existential Literature (HISP 2520L).

Interested students must register for HISP 2520L.

LACA 2600I. Modern and Contemporary Brazilian Poetry (POBS 2600I).

Interested students must register for POBS 2600I.

LACA 2620O. Authorship and Authoritarianism in Spain and Latin America (HISP 2620O).

Interested students must register for HISP 2620O.

LACA 2971E. Latin American Historiography (HIST 2971E).

Interested students must register for HIST 2971E.

LACA 2971T. Colonial Latin America (HIST 2971T).

Interested students must register for HIST 2971T.

LACA 2980. Graduate level independent study.

This course is meant for graduate students completing a specially designed MA program in Development Studies, Latin American and Caribbean studies and related disciplines. Instructor permission is required for enrollment.

Linguistics

Brown Linguistics faculty and students study such topics in a wide range of languages from across the globe and using a wide range of empirical methodologies. Particular strengths of our program include the study of language variation (within a language, across languages, and within society), and the study of meaning, communication, mind and the role of information in the ways languages are structured.

For additional information, please visit the department's website: <https://linguistics.brown.edu/>

Linguistics Concentration Requirements

Language is a uniquely human capacity that enables us to communicate a limitless set of messages on any topic. While human languages can differ greatly in certain respects, all are intricate, complex, rule-governed systems. Linguistics is the scientific study of these systems, their use for communication in rich social settings, and their cognitive underpinnings. The linguistics concentration at Brown introduces students with the basic concepts in linguistics that are necessary to describe human languages and theorize about them: how sound is organized in language, how sounds and gestures combine to form meaningful units, and how language is used for communication. It encourages students to acquire an appreciation of the different kinds of variation in human languages: what is common to different languages, how languages can differ from one another, and how speech communities and individuals vary in their use of language. It familiarizes students with a wide variety of topics in linguistics, including psycholinguistics, language change, language and society, computational approaches to language, and philosophy of language. Furthermore, the concentration lets students acquire hands-on experience in understanding and solving open-ended questions in linguistics, which would include comparing the merits of competing theoretical approaches, and teaches them how to communicate linguistic arguments effectively in writing and in presentations.

Students who wish to pursue one or more aspects of Linguistics in greater depth than required by the Bachelor of Arts, and to focus on some of the more technical, computational, and/or experimental areas of the field may choose to take a Bachelor of Science in Linguistics instead. Students will form a collection of classes that combines expertise in linguistics and in adjacent fields. For instance, students may combine their interest in linguistics with classes in cognitive science, philosophy, or computer science, with approval from the concentration advisor.

A.B. Requirements (10 courses)

Students are expected to fulfill both breadth and depth requirements. Breadth requirements let students reach common ground understanding of topics in linguistics, and include an introductory gateway course, a class that focuses on phonetics / phonology, a class that focuses on syntax / morphology, a class that focuses on semantics / pragmatics, and a class on language variation. Depth requirements expect students to gain more specialized knowledge in specific domains, by taking additional courses, some of which must be methods / advanced courses, as described below.

Gateway Course	1
LING 0100	Introduction to Linguistics
Phonetics/Phonology Courses	1
LING 1200	Phonology
LING 1210	Phonetics
Syntax Courses	1
LING 1310	Introduction to Syntax
LING 1311	Linguistic Variation and Universals
Semantics/Pragmatics Courses	1
LING 1410	Lexical Semantics
LING 1440	Compositional Semantics
LING 1412	Pragmatics
Linguistic Variation Courses	1
LING 1500	Sociolinguistics
LING 0511	Language and Gender
LING 1311	Linguistic Variation and Universals
CPSY 0800	Language and the Mind
CPSY 1650	Child Language Acquisition
CPSY 1660	Learning Compositional Language
CPSY 1800	Language Processing
CPSY 1850	Language Processing in Humans and Machines
CPSY 1890	Laboratory in Psycholinguistics

5 additional appropriate electives forming a thematically related set to be determined in consultation with the Concentration Advisor. At least one of these must be drawn from the list of advanced courses listed below, and we strongly recommend that at least one course be an appropriate methods and a topics course. No more than 2 of these courses may be drawn from below 1000 level courses. The electives can be drawn from any of the above courses, or any of the other linguistic/language related courses in the program. Electives may also be drawn from courses in other departments in consultation with the Concentration Advisor; a list of courses which standardly count towards the Linguistics Concentration (provided they form part of the thematically related set) is appended below.

CPSY 1650	Child Language Acquisition
SLAV 1300	Language and Politics in East Europe and Russia

Advanced and Methods Courses

LING 1440	Compositional Semantics
LING 1771	Introduction to Corpus Linguistics
LING 1870	Linguistic Field Methods
CSCI 1460	Computational Linguistics
CPSY 1890	Laboratory in Psycholinguistics

NOTE: This is NOT an exhaustive list of courses that can be applied towards the Linguistics Concentration requirements.

Total Credits **10**

Independent study is encouraged for the A.B. degree. Students should sign up for LING 19XX with a faculty advisor who is a member of the Program in Linguistics. Arrangements should be made in Semester 6 for students expecting to do independent study during Semesters 7 and/or 8.

Honors (12 courses)

Candidates for Honors in Linguistics must meet all of the requirements above, write an Honors thesis, and take two additional courses. One course is normally LING 19XX (Directed Research in Linguistics) - intended for work on the Honors thesis.

Three of the total 12 courses must be drawn from the advanced list above (the Directed Research course counts as one of the advanced courses).

Refer to the Program in Linguistics webpage for detailed information about the Linguistics Honors program.

ScB Requirements (16 courses)

Students who wish to pursue one or more aspects of Linguistics in greater depth than does the A.B., and to focus on some of the more technical, computational, and/or experimental areas of the field may choose to take an Sc.B in Linguistics. Students will choose a focus pathway, in consultation with the Concentration Advisor / Director of Undergraduate Studies, which will direct their choices.

Students are expected to fulfill both breadth and depth requirements. Breadth requirements let students reach common ground understanding of topics in linguistics, and include an introductory gateway course, a class that focuses on phonetics / phonology, a class that focuses on syntax / morphology, a class that focuses on semantics / pragmatics, and a class on language variation. Depth requirements expect students to gain more specialized knowledge in specific domains, by taking additional courses, some of which must be methods / advanced courses, as described below. Unlike the AB, ScB students are also expected to take electives outside of linguistics, and to complete a capstone course.

Gateway course	1
LING 0100	Introduction to Linguistics
At least one course in phonetics / phonology, such as:	1
LING 1200	Phonology
LING 1210	Phonetics
At least one course in syntax, such as:	1
LING 1310	Introduction to Syntax
LING 1311	Linguistic Variation and Universals

At least one course in semantics / pragmatics, such as: 1

LING 1410	Lexical Semantics
LING 1412	Pragmatics
LING 1440	Compositional Semantics

At least one course in linguistics variation, such as: 1

LING 1311	Linguistic Variation and Universals
CPSY 0800	Language and the Mind
CPSY 1650	Child Language Acquisition
CPSY 1660	Learning Compositional Language
CPSY 1800	Language Processing
CPSY 1890	Laboratory in Psycholinguistics

Three electives specifically in the focus area, such as: 3

LING 1741	Information Theory in Language
LING 1771	Introduction to Corpus Linguistics
CSCI 1460	Computational Linguistics
CPSY 1800	Language Processing
CPSY 1850	Language Processing in Humans and Machines

LING 1310	Introduction to Syntax
CPSY 0800	Language and the Mind
CPSY 1385	Topics in Language Acquisition: Language Acquisition and Cognitive Development
CPSY 1650	Child Language Acquisition
CPSY 1660	Learning Compositional Language
CPSY 1890	Laboratory in Psycholinguistics
LING 1270	Laboratory in Phonetics
LING 1311	Linguistic Variation and Universals
LING 1410	Lexical Semantics
LING 1412	Pragmatics
LING 1440	Compositional Semantics
PHIL 0990X	Conditionals

Or many other courses

Four non-linguistic focus area electives, such as: 4

APMA 1650	Introduction to Probability and Statistics with Calculus
CSCI 0220	Introduction to Discrete Structures and Probability
CSCI 1410	Artificial Intelligence
CSCI 1420	Machine Learning
CSCI 1951A	Data Science
PHP 1560	Using R for Data Analysis
MATH 0520	Linear Algebra
CPSY 0950	Introduction to programming
CPSY 2908	Multivariate Statistical Techniques
CSCI 1460	Computational Linguistics
NEUR 0680	Introduction to Computational Neuroscience
PHIL 1770	Philosophy of Mind
CPSY 0200	Human Cognition
CPSY 0400	Cognitive Neuroscience
CPSY 0610	Children's Thinking: The Nature of Cognitive Development
CPSY 0900	Statistical Methods
CPSY 1492	Computational Cognitive Neuroscience
CPSY 1610	Cognitive Development
CPSY 1620	Developmental Cognitive Neuroscience
CPSY 1900	Research Methods And Design
MATH 0750	Introduction to Higher Mathematics
PHIL 0990T	Paradox and Infinity
PHIL 1630	Mathematical Logic

CPSY 0700 Social Psychology

Or many other courses

Three additional electives in Linguistics, preferably outside the main focus area, such as: 3

LING 1311	Linguistic Variation and Universals
LING 1440	Compositional Semantics
LING 1870	Linguistic Field Methods
ANTH 1800	Sociolinguistics, Discourse and Dialogue
SLAV 1300	Language and Politics in East Europe and Russia
CPSY 1660	Learning Compositional Language
CPSY 1850	Language Processing in Humans and Machines
LING 1771	Introduction to Corpus Linguistics
LING 1741	Information Theory in Language
CPSY 1800	Language Processing

Or many other courses

One independent study / capstone requirement 1

LING 19XX: Directed Research

Total Credits 16**Honors (17 courses)**

The Honors program requires one additional elective, which will typically be a second LING 19XX Directed Research course during the senior year (thus leading to a full year of Directed Reading or Directed Research). Admission to the honors program requires a majority of A grades in the concentration. The student's work will culminate in an Honors' thesis on an approved topic (learn more about regulations regarding Honors' theses at <https://linguistics.brown.edu/concentrations> (<https://linguistics.brown.edu/concentrations/>)), written under the direction of one or more faculty members, and read by a committee of at least two faculty members (one of whom may be from another department).

General Guidelines

Do Foreign Language Courses Count?

Foreign language courses will generally not count towards the concentration requirements, except those that focus on the structure or history of the language. Students are, however, advised to gain familiarity with a foreign language, and are encouraged to take at least one course which deals with the structure of a language other than English.

Choice of Electives

When it comes to the choice of electives, students can complement LING classes with classes that have substantial linguistics content in other departments. However, the specific choice of electives depends on the other classes the student is taking. Students should consult with the concentration adviser / the director of undergraduate studies regarding their specific choices. Additionally, no more than two electives can be 0-level courses.

Overlapping Classes

Linguistics allows students to double-count at most two classes with other concentrations.

NOTE: Please refer to the undergraduate Linguistics concentration site for updates not listed here.

Courses

LING 0100. Introduction to Linguistics.

The ability to speak and understand a language involves having mastered (quite unconsciously) an intricate and highly structured rule-governed system. Linguists seek to model that rule system. This course introduces students to the areas of phonetics (speech articulation and transcription), phonology (the principles that govern how sounds are put together), morphology (the principles governing word structure), syntax (the rule system governing sentence structure), and semantics (the system that relates sentences to meanings).

LING 0130. Playing with Words: The Linguistic Principles Behind Word Games and Puzzles.

In this course, we explore the use of language in a domain which is fairly unlike ordinary communication: the use of language in wordplay, alternate languages, games, and puzzles. At one level, understanding aspects of linguistic theory can provide insight into the internal workings of these various forms of wordplay. On another level, wordplay and puzzles often intentionally subvert the grammar and other rules of ordinary language use and therefore can provide a unique lens into typically implicit grammatical knowledge speakers possess and deploy in all domains of language.

LING 0131. Constructed Languages.

This course introduces students to the field of linguistics and language typology (the study of crosslinguistic variation and universals) through the project of creating their own constructed languages—conlangs. Students will learn about linguistic phenomena from a variety of diverse languages across the world, serving as inspiration for various aspects of their own conlangs. Broad topics include phonetics and phonology (the study of speech sounds and how they combine), morphology (the structure of words), syntax (the structure of sentences), semantics (how linguistics forms express meanings), historical linguistics (how language changes over time), and writing systems. We will also cover the history of the art of constructed languages. The course culminates in a descriptive sketch grammar of the new language, which will be gradually built up with regular assignments throughout the semester based on the topics discussed in class.

LING 0511. Language and Gender.

In this course, we will explore the relationship between language and gender: how ideologies about gender shape language, and, conversely, how language is used to construct gender and gendered identities. To accomplish this, we will pair the tools of linguistic analysis with social theory on gender. Topics include historical developments in the field of language and gender, speech act theory and performativity, grammatical gender, and sociolinguistic style and indexicality. Throughout the course, we will consider how intersections with other social identities – such as race, class, sexuality, and age – inform how people construct gender through language and how these intersections impact which communities have historically been prioritized in research in this area.

LING 0530. Diversity in American Languages.

This course provides an overview of the history, structure, and diversity of languages in the United States, focusing on four categories: indigenous, colonial, immigrant, and new languages. It explores how these languages reflect and constitute cultural identity, and the ways in which they are shaped by social, political, and educational factors. The course includes topics like Native American languages, African American English, and American English dialects, including the dialects of New England, and critically examines the connections between language, race, power, and privilege. This is an introductory course and no prior linguistics training is required.

LING 0580. Bad Grammar: Language, Power, and Society.

This first-year seminar in linguistics gets meta about the norms of academic language. Why are some linguistic practices considered “bad” or “incorrect” and others “standard” or “appropriate”? How is language used to create, reinforce, and contest existing social structures? We’ll consider the consequences of language and dialect differences in institutions like schools, the legal system, workplaces, and medical settings. Other topics include linguistic prescriptivism and (dis)ability, taboo language and euphemisms, and what it means to be “polite” (from a linguistic perspective).

LING 0810. Englishes of Postcolonial Africa.

English is spoken by various groups worldwide. In postcolonial contexts, such as Africa, there are four distinct types of English: pidgin, creole, second-language, and first-language varieties, all part of global Englishes. This course surveys the linguistic variations in African Englishes and their divergence from other global English varieties, including African American English (AAE). We will explore different forms and pronunciations and examine the historical, political and social contexts of these varieties, including speakers’ attitudes, identity construction, and connections to other global English identities. Additionally, we will discuss how multilingualism influences English use in Africa and how English use affects language choice and policy in sectors such as education and governance across the continent. Overall, we will gain a comprehensive understanding of the linguistic diversity of African Englishes and their impact on language, identity, and policy across the continent.

LING 1140. Evolution of Human Language.

Where did the human capacity for language come from and why does language have the properties it does? We’ll consider and evaluate several hypotheses for the biological and cultural evolution of language, drawing on evidence from emergent languages across modalities (spoken and signed), other species, genetics and language disorders, experimental methods, and computational models. This course has no pre-requisites and is appropriate for students new to linguistics and evolutionary theory as well as those with strong backgrounds in these areas.

LING 1200. Phonology.

Examines some of the classic and current issues regarding sound structure in the world’s languages and introduces the theoretical tools needed to solve them. After an introduction to articulatory phonetics and phonemic analysis, it focuses on phonological analysis of different languages, and discusses rule-based and constraint-based approaches to phonology. Implications for language learning and language change are discussed. Prerequisite: LING 0100.

LING 1210. Phonetics.

In this class, we will focus on the physical properties of language. Beginning with articulatory phonetics, we will explore how speech sounds are produced in the vocal tract and how signs are produced using facial and manual articulators. In studying acoustic phonetics, we will consider the form that sound takes in the acoustic medium. Through auditory phonetics, we will focus on how listeners process the speech signal. We will conclude by exploring applications of phonetic principles to related domains, including perceiving speech in unfamiliar accents, studying language change over time, and the development of computer technologies for speech synthesis and recognition.

LING 1270. Laboratory in Phonetics.

This course is an introduction to phonetics, covering articulation, acoustics, and perception. Students will gain basic skills in experimental phonetics, focusing on instrumental analysis of speech and behavioral responses in listening tasks. The first unit will provide training in methods of acoustic analysis using phonetic software (Praat), as well as looking at the relationship between articulation and the resulting speech sounds. The second unit will look at physiological and cognitive aspects of speech perception. The final unit will cover a selection of advanced topics in phonetics, including connections between perception and production and issues in the interface of phonetics and phonology.

LING 1280A. Topics in Phonetics and Phonology: How Phonetics Shapes Phonology.

Rule-based and constraint-based descriptions of phonological systems predict the existence of phenomena that are never observed in human language. What constrains which sound systems, rules and phonological constraints would exist in a language? What makes a phonological rule natural and other rules unnatural? We will discuss several different approaches that integrate phonetic insights into phonology.

LING 1280B. Topics in Phonology: Lenition.

Consonant shortening, voicing, and deletion are just a few of many phonological processes that are considered to be lenition (softening, weakening) processes. But is lenition a valid category? What functional forces are capable of causing such a wide variety of different processes, and what do they have in common? In this class we will study and criticize the different meanings of the term lenition and discuss several functionally-motivated causes for lenition.

LING 1280C. Topics in Phonetics and Phonology: Psycholinguistics of Phonetic Perception.

This course examines how perception of acoustic input is shaped by phonological systems, lexicons, and other aspects of linguistic representations. Many factors play a role in phonetic perception; some primary aspects that will be discussed are the role of memory, interactions between perception and production, and effects of top-down and bottom-up processing. Additional topics include individual variation in perception and production, social influences, and mechanisms driving the initiation and spread of sound changes. We will look at studies addressing these issues, examining what sorts of patterns exist, how to approach psycholinguistic questions in phonetic perception, and how to interpret data.

LING 1310. Introduction to Syntax.

An in-depth investigation of natural language syntax, an intricate yet highly organized human cognitive system. Focuses primarily on the syntax of English as a means of illustrating the structured nature of a grammatical system, but the broader question at issue is the nature of the rule system in natural language syntax. Prerequisite: CLPS 0030.

LING 1311. Linguistic Variation and Universals.

As anyone who has tried to learn a foreign language knows, languages differ from one another in numerous ways both superficial and profound. Although there are many different ways in which syntactic structure varies across languages, this variation is not limitless; it is subject to principled constraints, and different logically independent dimensions of variation often turn out to be highly correlated with one another. This course explores language universals and the range of cross-linguistic variation in the domain of morphosyntax, what limits this variation appears to have, and what functional, formal, and semantic principles underlie this variation.

LING 1312. Morphology.

What are words? Is there evidence for them having internal structure? What is the relationship between what can intuitively be understood as "forms of the same word"? Is there a distinct word-building module of the grammar, or do words simply arise from the interaction of the syntax and phonology? These are the kinds of big-picture questions that morphologists ask. This course offers an in-depth introduction to the field of linguistic morphology, which investigates the form of "words"—whatever those are. We will investigate a number of morphological phenomena in a diverse sample of languages (e.g. allomorphy, suppletion, syncretism, inflection and derivation, morphemes, paradigmatic structure, lexicalism, bracketing paradoxes, the relationship between morphology and syntax/phonology, "ABA phenomena, etc.), culminating with an introduction to Distributed Morphology, a current and highly-influential theory of morphology and the architecture of the grammar.

LING 1410. Lexical Semantics.

The representation of word meaning and generalizations about the way in which meanings are packaged into words. Topics include: "fuzzy" meanings, natural kind terms, how word meanings are decomposed. Special emphasis on how temporal properties are encoded, on the status of "thematic relations," and on how the fine-grained structure of word meanings impacts on the syntax. Recommended prerequisite: CLPS 0030.

LING 1412. Pragmatics.

Any time we utter a sentence in conversation, the perceived meaning of that sentence interacts with the discourse context in a rich variety of ways. On the one hand, aspects of a sentence's meaning are "filled in" or enriched by the prior conversation as well as non-linguistic context. On the other hand, utterances shape the future of the conversation in various ways too. This course is an introduction to the scientific study of such phenomena. Specific topics include: presupposition, implicature, speech acts, deixis, anaphora, (in)definiteness, and information structure.

LING 1440. Compositional Semantics.

Model-theoretic approaches to the study of the semantics of natural languages. Develops the tools necessary for an understanding of classic formal semantic results in linguistics and in philosophy (lambda calculus, intensional logic, Montague's treatment of quantification, etc.). These tools are then applied to detailed descriptions of natural language semantics, including binding and pronouns, modification, scope, focus etc. as well as other recent developments in semantic theory. Prerequisite: some familiarity with syntax or semantics or basic set theory and logic.

LING 1480A. The Boundary of Semantics and Pragmatics.

This course will examine some phenomena with an eye to the question of how much is actually encoded in the grammar vs. what sorts of facts can be accounted for by pragmatics. We begin by focussing on recent controversies regarding the question concerning the status of so called "Gricean inferences". We will also look at some facts surrounding negation, as well as certain constructions which appear to require an idiosyncratic grammatical account with an eye to explaining the idiosyncrasies. Prerequisite: LING 1410, CLPS 1340 or LING 1412. Enrollment limited to 40.

LING 1481A. Topics in Syntax and Semantics: The Syntax, Semantics and Processing of Ellipsis.

Ellipsis' is the phenomenon whereby a short expression is understood as a longer paraphrase. An example: "Lindsay can ski that course, but Bode can't". The second part is understood as "And Bode can't ski that course". How are such cases handled by the grammar (is there 'silent linguistic material interpreted by the semantics')? And how do language users process these? These questions have been debated for decades, and because ellipsis constructions interact with many other phenomena, the analysis of this domain is central in grammatical and processing theory. This seminar examines this with respect to several constructions and theories.

LING 1500. Sociolinguistics.

This course is a comprehensive introduction to theoretical frameworks and methods of analysis in sociolinguistics. We will examine how language variation and change can reflect social structures, construct diverse social identities, and allow us to make sense of our surrounding social landscapes. We will first learn how linguistic variation corresponds to large-scale social categories like gender, age, ethnicity, and class. Then, we will turn our attention to how individual speakers use language to construct identities, portray stances, and achieve interactional goals. Throughout the course, we will consider how ideologies about linguistic variation have been used to invalidate particular ways of speaking and disempower speakers of these varieties, and how language can reflect, reinforce, or contest social inequalities.

LING 1512. Language and Ethnicity.

This course explores historical, cultural, and theoretical perspectives on the relationship between language and ethnicity, and related concepts such as race, with a special focus on the United States. It centers on class discussions informed by readings that examine how language reflects and defies ethnic boundaries and how ideas about ethnicity influence the ways people use and construe language. The course covers topics such as ethnicization, racialization, authentication, linguistic repertoire, style shifting, mocking, ideology, and the concept of the listening subject. Requirements include attendance, participation, essays, class presentations, and a final paper. Students will gain experience in collecting and interpreting linguistic data and enhance their ability to write about language from a social scientific perspective, with the opportunity to incorporate feedback into their writing. Prerequisites: LING 0100/CLPS 0300, LING 0511/CLPS 0340, or LING 0530/CLPS 0370.

LING 1570. Research Practicum: Language Variation and Change in Rhode Island.

This course introduces students to the study of variation and change in large speech communities, using Providence as a focal site. We will build theoretical knowledge on place identity and its relationship to other social identities (class, ethnicity, gender) and to linguistic change. Students will collect and analyze sociolinguistic data in Providence and, through a series of in-class workshops, work through the research process from design to implementation and analysis. As an RPP course, students will consider how hierarchical structures impact linguistic variation and the research methods used to study it. As a COEX course, students will gain hands-on experience with sociolinguistic research methods and complete a final project analyzing an aspect of the class's aggregated data.

LING 1615. Sociolinguistic Cognition.

In this course, we will explore how language meets social information in the mind. We will address questions like: How do we infer who someone is from the way that they speak? How do our social expectations influence speech perception? How do our social experiences, stereotypes, and attitudes mediate how we speak and how we listen? How does our knowledge of linguistic variation interact with cognitive processes like attention and memory? And how much control do we have over these phenomena? Students will gain both a theoretical understanding of research in these areas as well as practical knowledge related to formulating research questions and designing studies on sociolinguistic topics.

LING 1630. Meaning and Cognition.

This course examines two prongs of the relationship between linguistic meaning. The first is the "Linguistic Relativity" hypothesis: that differences in the way languages encode/express meanings have some effect on cognition. While this is a popular hypothesis it is often phrased without attention to what is meant by 'cognition': what aspects of the cognition of its speakers might be shaped by the particulars of a language's structure or vocabulary? The second prong is to examine the cause and effect in the other direction: How do facts about human cognition in general shape language, and how can commonalities across languages be explained by non-linguistic facts about cognition? Of course these are both very broad questions; we will explore them with respect to specific domains such as pronoun systems, the expression of time, the encodings of differences between substances and objects, etc.

LING 1631. Bilingualism.

This course explores key questions about the linguistic competence of bilinguals in comparison to monolinguals. Although many linguistic models assume a monolingual speaker, most of the world's population is bi- or multilingual. What does it mean to be bilingual rather than monolingual? How does knowing two languages shape linguistic behavior? What are the consequences of bilingualism for both language use and broader cognitive abilities? How do these realities align—or clash—with social attitudes and public policy? Drawing on data from a wide range of bilingual communities, students will engage with research from psycholinguistics and sociolinguistics to begin addressing these questions. Topics include language comprehension and production, acquisition, the mental representation of dual language knowledge, and the cognitive effects of bilingualism. We will also examine the social context of bilingualism, the advantages and disadvantages of bilingualism, and their implications for linguistic theory.

LING 1741. Information Theory in Language.

Information theory is used to study the abstract properties of communication systems. Can it improve our ability to understand language? We will examine how the need to communicate predicts several linguistic phenomena. We will discuss information theoretic effects on multiple levels of linguistic analysis, including phonetics, phonology, and syntax. We will contrast concepts such as frequency, predictability, informativity, and functional load, and see how they can each apply to existing linguistic questions.

LING 1771. Introduction to Corpus Linguistics.

The study of Linguistics relies on language production data. Language corpora contain various sources of such data, often annotated to include additional information such as syntactic, semantic and phonological properties. Such databases often complement or even replace data sources used in other disciplines. This class aims to train students in the use of some of the tools that are commonly used to access and evaluate data in linguistic corpora. Prerequisite: CLPS 0030. Enrollment limited to 25.

LING 1810. Historical Linguistics.

This course is a survey of the basic mechanisms of how languages change over time and of the methods used to reconstruct these developments. We examine phonological change, morphological change, syntactic change, and semantic change, as well as interactions between these types of changes. Students will learn about types of evidence in reconstruction of change and about theoretical models of change. We will cover language relationships and the methods of establishing familial groupings, and we will compare patterns due to familial descent, language contact, and borrowing. Examples will be drawn from a variety of languages, both ancient and modern.

LING 1870. Linguistic Field Methods.

A lab/practicum course introducing the methodologies needed to collect, manage, and interpret primary data pertaining to the phonetic, phonological, morphosyntactic, semantic, and pragmatic properties of an understudied language. The course takes a hands-on approach, with students working in groups and individually with a native speaker consultant of an unfamiliar language. Students will learn how to test hypotheses about the language as well as construct grammatical descriptions. In addition, the course will cover a variety of practical, technological, interpersonal, cultural, and ethical issues typically encountered in fieldwork.

LING 1970. Independent Research in Linguistics.

This course is to facilitate students conducting independent research on a research question or area advised by a faculty member. This includes research for honors theses, but also other independent research and reading as determined in consultation with the relevant faculty member.

LING XLIST. Courses of Interest to Concentrators in Linguistics.

Literary Arts

Since 1968, Literary Arts at Brown University has been a creative and intellectual center for the U.S. literary avant-garde. Along with a handful of other writing programs nationwide, Brown provides a home for innovative writers of fiction, poetry, digital language arts and cross-disciplinary. Established in the mid-1960s by poet, translator and critic Edwin Honig, Literary Arts at Brown continues its tradition of hiring and retaining a faculty comprised of nationally and internationally known authors. Each year, the program offers 60 – 70 classes, awards the M.F.A. degree to approximately 12 graduate student writers, and confers Honors on about 35 talented seniors who will have completed the undergraduate concentration in Literary Arts.

For additional information, please visit the department's website: <http://brown.edu/academics/literary-arts/home/literary-arts> (<http://brown.edu/academics/literary-arts/home/literary-arts/>)

Literary Arts Concentration Requirements

Brown's Department in Literary Arts provides a home for innovative writers of fiction, poetry, playwriting, screenwriting, literary translation, digital/cross-disciplinary and mixed media. The concentration allows student writers to develop their skills in one or more genres while deepening their understanding of the craft of writing. Many courses in this concentration require a writing sample; students should consult a concentration advisor or the concentration website for strategies on getting into the appropriate course(s).

Candidates for the Bachelor of Arts degree with concentration in Literary Arts will be expected to complete the following course work:

1. At least four writing workshops from among the following series: LITR 0100A, LITR 0100B, LITR 0110A, LITR 0110B, LITR 0110D,

LITR 0110E, LITR 0110H the various courses under LITR 0210, LITR 0310/0311, LITR 0610, LITR 1010, LITR 1110, LITR 1150/1151/1152 and LITR 1410. At least two genres must be covered within the four workshops taken. An independent study in literary arts (LITR 1310 and LITR 1510) may count toward the workshop requirement. Other writing-intensive courses may also count, at the discretion of the advisor.

2. Six elective reading and research in literary arts courses, which must include:

- a course in literary theory or the history of literary criticism
- a course that primarily covers readings and research in literary arts created before 1800
- a course that primarily covers readings and research in literary arts created before 1900
- a course that primarily covers readings and research in literary arts created after 1900

These courses, selected in consultation with a concentration advisor, may come from (but are not limited to) the following departments: Africana Studies, American Civilization, Classics, Comparative Literature, East Asian Studies, Egyptology, French Studies, German Studies, Hispanic Studies, Italian Studies, Judaic Studies, Linguistics, Literatures and Cultures in English, Middle East Studies, Modern Culture and Media, Music, Portuguese and Brazilian Studies, Slavic Studies, South Asian Studies, Theatre, Speech and Dance, Visual Arts. With approval from the concentration advisor, courses covering pre-20th century time periods may be distributed in a variant manner, so long as they cover two distinct literary time periods that precede the 20th century

3. Among the ten required courses, at least four must be at the 1000-level or above. At least six classes (workshops and reading/research courses) that shall count toward the concentration must be taken at Brown through the Literary Arts Department; up to one of the six LITR courses may be a course taken in another department but cross-listed by Literary Arts. No more than two of the ten required courses for the concentration may also count toward fulfilling a second concentration.

4. During the senior year, all students must take at least one course within the Literary Arts course offerings (courses with LITR designation by the Registrar, or courses approved by the concentration advisor).

Honors in Creative Writing: Course requirements are the same as those for the regular concentration (four workshops, six elective literature-reading courses), with the following changes and additions: honors candidates must include two 1000-level workshops or independent studies among their courses; and complete a thesis. Students in their seventh semester who are enrolled in or have completed at least one 1000-level workshop (or independent study) may submit honors applications to the Literary Arts Department from the first day of the fall semester to 25 September; and from 1 through 25 February in the spring. Interested students should obtain information from the office of the Literary Arts Department.

Honors in Literary Arts Production: Course requirements are the same as those for the regular concentration (four workshop, six literature-reading courses), with the following changes and additions: honors candidates must include two 1000-level workshops, production courses or related independent studies among their courses; and complete a production capstone project. Students in their seventh semester who are enrolled in or have completed at least one 1000-level workshop, production course or independent study, may submit honors applications to the Literary Arts Department from the first day of the fall semester to 25 September; and from 1 through 25 February in the spring. Interested students should obtain information from the Literary Arts Department.

Literary Arts Graduate Program

The Graduate Program in Literary Arts offers a Master of Fine Arts (M.F.A) degree with courses in fiction, poetry and digital/cross-disciplinary practices.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/literary-arts> (<http://www.brown.edu/academics/gradschool/programs/literary-arts/>)

You are required to complete nine courses to earn an MFA: two courses in semesters 1 and 4 of study; and 2.5 courses in semesters 2 and 3 of study. In semesters 1, 2 & 3, you are expected to take the graduate workshop in your track (or if in the digital/cross-disciplinary track, a relevant workshop agreed upon by you and the Director of Graduate Studies); and in semester 4, you are expected to complete the thesis independent study. In semesters 2 & 3, you are expected to take the half-credit course offered in pedagogy training. In all four semesters, you are expected to take one elective.

Which may be found at:

<https://literaryarts.brown.edu/handbook/choosing-courses> (<https://literaryarts.brown.edu/handbook/choosing-courses/>)

Courses

LITR 0100A. Introduction to Fiction.

A workshop for first year students, introducing them to the art of writing fiction. This course is reading and writing intensive. Enrollment limited to 17. S/NC required.

LITR 0100B. Introduction to Poetry.

A workshop for first year students, introducing them to the art of writing poetry. This course is reading and writing intensive. Enrollment limited to 17. S/NC required.

LITR 0105A. Fiction, An Introduction.

A workshop for first year students and sophomores, introducing them to the art of writing fiction. This course is reading and writing intensive and will investigate the component parts of the story through review of various literary traditions. Enrollment limited to 17. S/NC required.

LITR 0110A. Fiction I.

A workshop for students who have little or no previous experience in writing fiction. Enrollment in the spring and fall is limited to 17 per section. Enrollment in the winter is limited to 12 per section. This course is limited to undergraduates. S/NC.

LITR 0110B. Poetry I.

A workshop for students who have little or no previous experience in writing poetry. Enrollment limited to 17 per section. This course is limited to undergraduates. S/NC.

LITR 0110C. Playwriting I (TAPS 0100).

Interested students must register for TAPS 0100.

LITR 0110D. Digital Language Art I.

Project-oriented workshop for writers, visual/sound artists, filmmakers and programmers who wish to explore digital media techniques. No experience working in this field (or with computer programming) required. You'll learn through doing, reading, talking and collaborating on works in various traditions. Enrollment limited to 17. S/NC.

LITR 0110E. Screenwriting I.

Screenwriting I introduces the fundamentals of short-form screenwriting through viewings, readings, exercises and assignments. Areas of particular focus include the short as a fully developed and distinctive work of art; visual storytelling, pacing and flow; effective screenwriting techniques, optimizing every word; articulating your personal voice and vision; creating structures that best suit your content and intentions. In class, we will review your writing, lookbooks and group presentations; view and discuss short films; discuss readings; and do writing exercises. Assigned readings include theory, essays, treatments and screenplays. Films will also be assigned for viewing outside of class. This course is limited to undergraduates. S/NC. Enrollment limited to 17.

LITR 0110H. Digital & Cross-Disciplinary Language Arts 1.

Project-oriented workshop for writers and language artists who want to integrate practices from other disciplines as they devise, compose, and make their work. Those with little or no prior interdisciplinary or digital media experience are welcome. Learning is through making, reading, discussion, group projects, collaboration, and research presentations. Enrollment limited to 17. S/NC.

LITR 0200Z. Faking It: Literature in the Age of the Hoax.

How is society simultaneously constructed and undermined by the persistence of fakes? With its cousins the hoax and the forgery, the fake plays the straw man in much of political, religious, and philosophical discourse, but the fake's insistence on re-conceiving notions of originality and purity is more substantial. Pursuing a definition of the fake, we will consider its many forms in contemporary society alongside novels that parody and complicate the history of these particular deceptions. Authors include: Borges, Bolano, Ishiguro, Byatt, and McCarthy. Enrollment limited to 17.

LITR 0210A. Fiction Writing II.

Topics often include stylistic matters related to tone and point of view, and structural matters like controlling switches in time. See general course description above for course entry procedures for all intermediate workshops. Enrollment limited to 17. Instructor permission required. S/NC.

LITR 0210B. Poetry Writing II.

Emphasis is placed on verse strategies, meter, rhythm, imagery and rhyme. Writing includes frequent exercises in various poetic traditions. See general course description above for course entry procedures for all intermediate workshops. Written permission required. S/NC.

LITR 0210C. Playwriting II (TAPS 0200).

Interested students must register for TAPS 0200.

LITR 0210D. Digital Language Art II.

Project-oriented workshop for writers, visual/sound artists, filmmakers, and programmers wishing to explore techniques for effective and innovative use of text in digital media. Topics include hypertext narrative, kinetic poetry, and recombinant and computer-generated texts. Collaboration encouraged. Work sample (writing, programming, website) due on first day of semester. Enrollment limited to 17. Instructor permission required. S/NC.

LITR 0210E. Screenwriting II.

Emphasis is placed on filmic devices, such as dialogue, voice-over, montage and time. Writing includes frequent exercises. See general course description above for course entry procedures for all intermediate workshops. This course is limited to undergraduates. Enrollment limited to 17. Instructor permission required. S/NC.

LITR 0210H. Digital & Cross-Disciplinary Language Arts II.

Project-oriented workshop for writers and language artists who want to integrate practices from other disciplines as they devise, compose, and make their work. Welcoming those who have taken the introductory course or have some prior interdisciplinary and/or digital media experience. Learning is through making, reading, discussion, group projects, collaboration, and research presentations. Enrollment limited to 17. S/NC.

LITR 0310A. Poetry in Service to Schools and the Community.

We shall be reading, writing and talking about poetry and letting this medium reflect back on other artistic practices -- what it means to live, work & think (in) this way; another key component will be an engagement with community practice through bringing poetry to local schools, a direct personal and enlightening exchange of enlightening ideas and experience. Participants will work independently, in groups, in classes (including this one); you produce, and work with others to produce, art individually as well as communally; you are the gaffer, you are also, and simply, a member of the guild. This feels more like a teacher's enterprise, though I call it, simply, community practice-- what happens when people just put themselves in the position to give their gifts, while allowing, at the same time, others to give equally of themselves. Limited to 17. S/NC. Permission will be granted by the instructor after the first class session.

LITR 0310B. City/Spaces: An Introduction to Psychogeography.

Psychogeography is an artistic discipline concerned with the subconscious ways in which we respond to and interact with the physical environment of the city. This course will focus on the intersection of psychogeography and text--both narrative and non-narrative-- and the possibilities for walking to inform text and narrative.

LITR 0310C. Ethnic Writing (ETHN 0300).

Interested students must register for ETHN 0300.

LITR 0310D. Imagining the City: Visions from Film and Literature.

This course will look at representations of urban space both in films and fiction, and through the lens of critical writings on the intersections between city space, architecture, film, and narrative. How do cities affect us aesthetically and emotionally? How have film and fiction examined, reinvented and revolutionized urban space in the twentieth century? What is the future of cities? These are some of the questions we'll address through readings, screenings, and discussion. As a class we will do weekly creative writing exercises inspired by the films and designed to explore the ways in which poetic space might be evoked through text.

LITR 0310E. Making the Written Word.

While our primary focus will be on language, we shall explore its relationship to sound, video, and performance. Although no prerequisites are required, students should be competent in visual and language arts — we shall work with equal sensitivity in both. Works created shall interrogate the space between image and text as a single composite medium, therefore illuminating advantages and pitfalls of each. We'll consider works by Linda Montano, Jenny Holzer, Lyn Hejinian, Susan Sontag. Required lab sessions in new technologies (Final Cut Pro, Audacity, Logic, Processing) will provide skills necessary to produce conceptually driven works of digital language art. Enrollment limited to 17.

LITR 0310F. Visual Poetry.

This interdisciplinary workshop explores the visual possibilities of language. Considering the page as a starting point, we'll create new works between writing and visual art. Through researching early writing systems, concrete poetry, asemic writing and contemporary works, students will gain a deeper understanding of their own practices. We'll examine the works of Dieter Roth, Carl Andre, Sol Lewitt, Aram Saroyan, Kenneth Goldsmith, Rosmarie Waldrop and more. All visual media welcome. "[Blank space on a page means] freedom. The possibility of anything happening. Every mark on that paper is an interruption, an insertion into a kind of peace." -Susan Howe

LITR 0310G. COMIX: Words + Image.

In this course we will be exploring the expansive genre of comics. You will learn how to read, analyze, compare, and create/write sequential art. This will be done through a variety of readings, in class exercises, discussions, and assignments. We will apply these reading and writing forms to the digital.

LITR 0310H. Art of Film: An Introduction to Filmmaking.

This is a course in the art of film writing, directing, editing picture and sound, and producing, be it narrative or avant-garde. Students will engage the theory and practice of the art of filmmaking via readings, viewings, writings, and making their own films. S/NC required.

LITR 0310I. Exploding the Book: An Introduction to Hybrid + Cross-Disciplinary Poetry.

How might poetry exist in three dimensions? In four? How might it interact with images? With sound? With performance? This course invites students to reimagine the ways in which human beings experience text. Exploding The Book is both an introduction to hybrid/cross-disciplinary poetry—poetry intersected with other media including image, sound, video, etc.—as well as a writing workshop. Students will be introduced to hybrid poets and text-based visual artists challenging the possibilities for where and how text exists. Additionally, students will develop a hybrid and experimental writing practice of their own.

LITR 0310J. The Voice of Text.

The Voice of Text will explore the voice as mediator among text, sound and performance. The vocal instrument will be thoughtfully investigated with examination of extreme and unorthodox iterations of voice/text/sound, including: castrati repertoire, extended technique ranging from Diamanda Galas to black metal, coded shortwave radio transmissions, electronic vocal synthesis and the ecstatic speech of glossolalia. Additionally, voiced text will be given historical context through fiction and poetry, film, theater and music. Through individual and collaborative projects, students will explore a variety of techniques and technologies, harnessing the expressive potential of the voice across a wide variety of disciplines.

LITR 0310K. The Web Video: Narrative Installed in the Screen.

Godard once joked, "I have a secret ambition...to be put in charge of the French newsreel." He imagined a digestible form of consumption that blended text with pictures, documentation with advertisement, intimacy with objectification. And now we have it. The computer allows access to thousands of newspapers, also television shows, social media sites, email, reddit, first person shooting games, everything really. Looking at artists like Hito Steyerl, Jenny Holzer, Harun Farocki, Young Hae Chang Heavy Industries, Trinh Minh Ha, Sondra Perry, Angela Washko, Douglas Kearney, Xu Bing and others, we'll explore narrative in the on screen video format.

LITR 0310L. Coding for Language: An Introduction.

In a time when almost every word and sentence will become digitized by computers, language becomes programmable. In this project centered workshop we are going to explore what possibilities, questions and challenges programming bring to language, especially in reading and writing practices. For students who are interested in language, coding, poetics, and creative writing, you'll learn through doing, reading, discussing and collaborating on works in programmable media. Some previous experience with programming is desirable. If you have a basic understanding of programming and are willing to spend more time to code for language, this course is for you.

LITR 0310M. Refusing Objecthood: Web-Based Language Art as Site.

This studio course addresses the history and practice of web-based language art, or literature/art made for and inseparable from the web. Web-based language art is space/place/landscape/setting/site; it is not held or beheld, but filled and inhabited. We focus on what this means for web-based language artists, especially those who occupy bodies that have not historically tended to own or control physical sites. Supplementary readings consider other site-building or site-altering language art practices and the materiality of the internet. Final projects will be web-based language artworks, for which participants are encouraged but not required to learn to code for the web.

LITR 0310N. Machine Learning and Language Arts: Approaches to AI Art Practice.

We'll consider the question: what does the rise of so-called artificial intelligence mean for the language and for arts practice in general? Contemporary artists in fields as diverse as music, architecture, cinema, poetry and painting use machine learning tools to support their work. Through technical workshops, project critiques and critical discussions, we'll grapple with the anxiety and catharsis AI tools can bring to the arts. Students will be expected to work on projects using multiple machine learning tools. No coding experience is required for this course. A writing sample will be due in the front hall of the Literary Arts building (located at 68 1/2 Brown Street) by 4 pm on the first day of classes. Interested students should also complete the survey here: <https://www.brown.edu/academics/literary-arts/survey-litr-0210-310-and-1010-workshops>.

LITR 0310O. Narrative Nonfiction.

This is a class in crafting engrossing and essential stories. True stories need to be told, and deserve to be told well. What's the difference between story and subject? How can narrative and careful structuring maximize the impact of investigative reporting? How do you properly pace a longform story? How do you pitch, report, outline, and edit one? And, most importantly, why do you write it in the first place? Class meetings will include a magazine-style editorial meeting, discussing weekly pitches and, later, story drafts followed by a discussion of reading that explores various approaches to structure, voice, and genre.

LITR 0310P. WIND in the CANE: Or, poetry in the "black outdoors".

Are poems set on urban streets landscape poems? Can a poem shot through with mistrust of, and alienation from, the land and other natural bodies constitute a nature poem? How do our notions of dwelling in the body inform our notions of dwelling on land? In this cross-disciplinary workshop, we'll consider what informs our prevailing views of the natural world; we'll investigate the language we use to describe the spaces we inhabit, haunt, cross over, and take as refuge; and we'll attune to the body and its material culture, which shapes our experience and enables our relationship to the land.

LITR 0310Q. Speculative Digital Utopias in a Time of Planetary Crisis.

'Social distancing' has driven us to spend more of our waking life in the virtual world than ever before. In class, we will confront the "reality of the virtual" in our present moment and make active steps to decolonize our imaginations and cultivate new ways of relating to reality, technology and the future. How do our avatars and virtual ecosystems reflect / parallel / interact with our physical reality? How can critical fabulation open portals to possible futures? What roles can language, imagination and art play as guiding forces toward a decolonized utopian future? Students will explore these questions through readings, conversation, experimentation and play. Over the semester, students will create several works of language driven digital art using sound, video, installation + networked media.

LITR 0310R. The Earned First Person.

Writing in the first person is a familiar mode for many of us. But when does it add to a reported, longform story and when does it detract from it? This is emphatically not a memoir class. In fact, at every turn, we will interrogate whether the first-person is merited. The first person can be used to bear witness or take us on a quest or build an argument. Other times, it's navel-gazing and gratuitous. We'll focus on how to use the first-person to create engrossing, well-structured narratives with unique perspectives.

LITR 0310S. The Earned First Person.

Writing in the first person is a familiar mode for many of us. But when does it add to a reported, longform story and when does it detract from it? This is emphatically not a memoir class. In fact, at every turn, we will interrogate whether the first-person is merited. The first person can be used to bear witness or take us on a quest or build an argument. Other times, it's navel-gazing and gratuitous. We'll focus on how to use the first-person to create engrossing, well-structured narratives with unique perspectives.

LITR 0310T. Metaforaging.

To forage is to explore and gather that which supports and sustains you, without depleting the nuanced systems that provide them. In this language art workshop, we will move through multi-disciplinary practices to understand how our worlds interrelate, how our senses extend and entangle each other. We will tune our attention to the abundance around us, drawing materials from personal and natural sources across disciplines into our language art practices. This course will stay within the poetic while moving from the literal – foraging for experiences and objects in our environment – to the speculative. Learning is through writing, noticing, sharing, making, reading, discussion, collaboration, and research presentations. Enrollment limited to 17. S/NC.

LITR 0310U. Hydropoetics: writing with and as water.

This poetry workshop takes its inspiration from the word hydrography. Etymologically, hydrography means water writing. As a science, hydrography concerns itself with surveying bodies of water especially for the purpose of safe navigation. We will consider ourselves as literary hydrographers, surveying a number of hydrospheres and returning the word to its parts. We will think, read, experience, and write about water in many dimensions and scales and we will attempt to write with and as water, as watery bodies. Together we will encounter the work of many theorists of water, including selections from poets, hydrofeminists, ecocritics, urbanists, sound artists and others. We will conduct written and auditory experiments grounded in oceans, rivers, lakes, pools, and ponds of our choosing.

LITR 0310V. Spaces and Places.

Project-oriented workshop for language artists who want to integrate practices from a variety of disciplines as they devise, compose, and make their work. Those with little or no prior interdisciplinary or digital media experience are welcome and encouraged to take this course. Learning may be through making, reading, discussion, group projects, collaboration, and research presentations. Enrollment limited to 17. Instructor permission required. S/NC.

LITR 0310W. Digital Utopias In A Dystopian Time Of Planetary Crisis.

What roles can language, imagination and art play as guiding forces toward a decolonized utopian future? In this class, we will confront the reality of our present moment and make steps to decolonize our imaginations and cultivate new ways of relating to technology and the future. How do our avatars and virtual ecosystems reflect / parallel / interact with our physical reality? How can critical fabulation open portals to possible futures? Students will explore these questions in depth, through readings, engaged conversation, experimentation and play. Over the semester, students will produce the digital artifacts of their own speculative utopias by creating language driven digital art using sound, video and new media. Students should expect weekly assignments and readings that will nourish a final project.

LITR 0310X. Experiments in Film and Poetry: An Interdisciplinary Workshop.

In this interdisciplinary creative workshop, we will explore the interplay of film and poetry. Students will gain insight into a variety of strategies and concerns of artists, writers and filmmakers who work with images and language (be it text or voiced) in tandem. Some topics of exploration will include montage theory and collage, essay films and essay poems, text-based images, image-based texts, experimental documentary poetics, neo-benshi works and collaborative processes. Each week, we will watch and read relevant work and discuss it together in class. Students will also have individual and collaborative creative prompts of their own, and a chance to receive feedback on their work. Students with existing creative practices and video editing skills are encouraged to apply, but no prior experience is required, only a desire to engage, experiment and create in community.

LITR 0310Z. Oblique Strategies: Process, Chance and Play in Cross-Disciplinary Literary Artmaking.

Building on the musician Brian Eno's concept of "oblique strategies", this course will introduce students to a variety of tactics to shift the burden of literary and artistic creation away from the conscious ego and towards a constraint and process-based approach. The first part of the course will focus on self-knowledge as a foundation for artistic practice, using generative writing exercises to generate raw material for subsequent projects. In the second part, we will introduce concepts of instructional, constraint and process-based art and experiment with a variety of strategies to decenter the creative ego with the goal of generating first drafts in a free and unselfconscious manner. The final part of the course will focus on constraint-based strategies for importing that same freedom into the editing process.

LITR 0311A. Juicy Carcasses, Abundant Futures: Detritus as Nourishment.

This course challenges students to listen to the wisdom of scavengers, and transform that which is discarded. It explores how those in the margins can reconstruct new worlds from the still active, reeking remains of (post)coloniality. It considers carefully Homi Bhabha's idea of the Third Space, and Fred Moten's idea of Noise and fugitive listening, that calls us to cease resisting dominant hegemonies with the tools of their making, and instead find each other outside of the binary of oppression/resistance, within a space of our own invention. This course explores what we can pick at from these juicy carcasses of colonialism and its many forms, and what dreams and futures we can imagine with them, all the while drawing inspiration from non-human detritivores.

LITR 0311B. Image Text Interval: Experiments in Film and Poetry.

Our explorations in this interdisciplinary creative workshop will center around the interplay of image and text in film and video. We will tend to the space between words, between images, the movements from one to another, what's alive in the cracks. How might poetic devices be transposed to image sequences in film? How can film theory inspire our writing? What are the myriad ways text, voice and the moving image can layer and entwine? This project-based workshop is for students interested in interdisciplinary practices that live and migrate between poetry and the moving image. Together we will consider essay films, cinepoetry, video art, and neo-benshi performance. We will learn about filmmakers, artists and writers who engage creatively with poetics, text and voice in moving image works such as Sky Hopinka, Suneil Sanzgiri, Mona Hatoum, Trinh T Minh-ha, Jordan Lord, Wu Tsang, and Douglas Kearney.

LITR 0311C. Little Landscapes: A Workshop in Very Short Fiction.

Daily writing and weekly reading, to inform and inspire. We'll practice and reflect on skills necessary to very short fiction, such as, but not limited to, compression, constraint, understatement, particulars over broad strokes. We'll consider how a very short story can be a trickster: a whole meal dressed as a snack. Great focus will be placed on image, feeling, moments, titles, words, sentences, openings and endings, paragraphs, transitions, voice, style, rhythm, and breath, among other things. We'll defamiliarize and decenter ourselves in relation to stories. We'll test what a story can be, what it can hold. Experimentation, fun, and play will be foregrounded. Much of what we'll practice and explore are necessary to all forms of writing. It's all the same. It's all paying attention.

LITR 0311D. Experiments in Storytelling: Essays, Art, and Games.

We tell stories everyday, we construct narratives for events, for our understandings of the people around us, for our own identities. Who are we and how do we fit into the world? Storytelling is at the heart of our human experience and it is unlimited in the forms it can take. This online seminar will explore a selection of storytelling traditions, both in and out of the creative writing space. Students will investigate the strategies employed by writers, artists, playwrights, game designers and will test these strategies out for themselves in their own storytelling. The aim is not for students to prioritize one style or strategy, but to approach the act of creation with a philosophy of radical play and discovery. No prerequisites required.

LITR 0311E. On Photographic Remembrance.

"On Photographic Remembrance" is an introductory course to mixed-media fiction writing. This course will delve into how archival photographs are a medium for experimental storytelling and lost personal histories. Students will develop their analytical skills of historical and "found" photographs from the Prelinger Archives, a public resource containing thousands of film footage and photographs featuring never-before released war documentation, 60's televised films, and home videos. Students will use this resource as inspiration for their own speculative fiction: how can the interplay of photography and prose represent fragmented time and memory? We will explore how various contemporary authors, multimedia artists, and filmmakers use structural, visual, and literary devices to imbue their works with a sense of both realism and mystery.

LITR 0311F. Geopoetics: reading+writing rocks, geo-glyphs, tectonic gestures.

This workshop engages in cross-disciplinary language arts via geologic matter. How might reading, writing, and making with stone extend what Ursula K. LeGuin calls, "the meter of eternity"? How might fossil, tectonic plate, and planet show us new spatial and temporal scales of inscription, elegy, and literary possibility beyond the Anthropocene? In this course, we will create language art projects both on and off the page, with the options to work with digital media, artist books, and multi-sensory art works. Through reading, journaling, and projects, we will engage geologic and geopolitical themes, beginning with ecopoetics, moving through extractivism, and extending into the politics of territory markers and lines. Students with all amounts of writerly and artistic experience are welcome.

LITR 0311X. Other Ghosts.

From personal and national memory, we mourn, witness and become implicated in its retelling. Is it possible to mold language into the shape of usefulness, as Claudia Rankine attempted, and can we shape a memory, or life, into Albert Murray's elegant form? We shall consider how genre and medium can augment personal and political stories through weekly reading discussions, workshops. We shall read and discuss interdisciplinary literature (which combines genres of poetry, fiction, criticism, memoir), visual arts (including cinema, sculpture, installation), music and short essays. We'll make use of the workshop environment to build a practice of constructive feedback and revision as students develop their individual voice. Students will submit a piece for workshoping at least twice in the semester, and submit a final project on the last day of class. Students are encouraged to work in various mediums.

LITR 0311Y. Experiments in Storytelling: Essays, Art, and Games.

We tell stories everyday, we construct narratives for events, for our understandings of the people around us, for our own identities. Who are we and how do we fit into the world? Storytelling is at the heart of our human experience and it is unlimited in the forms it can take. This online seminar will explore a selection of storytelling traditions, both in and out of the creative writing space. Students will investigate the strategies employed by writers, artists, playwrights, game designers and will test these strategies out for themselves in their own storytelling. The aim is not for students to prioritize one style or strategy, but to approach the act of creation with a philosophy of radical play and discovery.

LITR 0510A. Masters and Servants.

We will consider the relationship between servants and masters as portrayed in fiction and films. We shall examine the basic relation of servitude to sovereignty, extrapolating to the broader power dynamics of two-person relationships. Beginning with the Hegelian dialect of the master and the servant, and building as well on a philosophical framework provided by Nietzsche, Kojève and Bataille, we shall look at the complexities of the relationship between masters and servants, exploring the psychological, social and ethical dimensions of two-person relationships that value each person differently. We shall focus on issues of class and power and look at literature and film in which there are explorations of several complicated manifestations of servitude and mastery: overlaps into gender power dynamics and fetishism, power dynamic reversals both to comic and tragic effect, and questions of boundaries and violation of social propriety and human communication. Core texts will include work from Ishiguro, Wodehouse, D.H. Lawrence, Miabeau, Richardson, Bronë, and Stanley Crawford, and film texts will include Joseph Losey's *The Servant* and Luis Bunuel's *Diary of a Chambermaid*.

LITR 0510B. Into the Machine.

Starting from Turing's work on artificial intelligence, we shall examine the cultural and artistic ramifications of the rise of the machine, using Marx and Walter Benjamin to provide a framework. We will look at how machines generate anxiety, with special emphasis on robots, puppets and automatons; and we shall also consider utopian and dystopian images of machines, and visions of near and distant futures. Finally we will look at authors who utilize machine models of operation to generate artistic work. Authors and filmmakers include: Capek, E.T.A. Hoffman, Asimov, Lem, Breton, Redonnet, Fritz Lang, Chaplin, Tati. Enrollment limited to 20 first year students.

LITR 0510C. The Pleasures of the Text.

Enter the radiance of literature, music and film through devotional readings, viewings and listening experiences that will result in a series of weekly creative writing experiments. Dissolve into a narrative or sound or image the way a writer might and return from these experiences inspired and changed. Be prepared for the awe and wonder that only art can afford. Texts may include stories, poems and/or novels by Adler, Baldwin, the Bible, Coetzee, Cortazar, Gluck, Muller, Munro, Morrison, Pancake, Rankine, Schwartz, Wolf and others. Films by Akerman, Anderson, Kurosawa and Herzog. Music by classical, jazz and hip-hop artists.

LITR 0510D. Why Don't We Fall In Love?

How do we fall in love? Why? The title of our seminar was inspired by the 2002 summer pop-hit, written and produced by Rich Harrison, and famously performed by Amerie Rogers. Through poetry, film, and music, we will be critical, clinical, and sometimes implicated observers of the dynamics which structure erotic desire, the selfless (or selfish) ambition of love, and its representations.

LITR 0510E. Fiction v. Non-Fiction.

In bookstores, "Fiction" and "Non-Fiction" are separate, even antithetical, categories. In the minds of writers, though, they exist on a continuum. "Fiction" is heavily informed by fact; "Non-Fiction" applies the techniques of fiction. In this course, we will study authors who deftly employ both forms, in order to ask: when does a writer choose to shape his/her/their material as fiction or non-fiction? What are the benefits of each form? How are authors trying to break and merge these categories?

LITR 0610A. Unpublishable Writing.

This workshop explores writing projects which do not fit into conventional avenues of print publication (i.e. books). Through a series of prompted artistic projects we will explore how writing can interweave in new relationships with time, materials, sequence, procedural approaches, performance, and collaboration. Independent research will support your creative projects throughout the semester. Enrollment limited to 12. S/NC.

LITR 0610B. Fiction Through Poetry.

This course is designed for poets, fiction writers, and cross-genre enthusiasts interested in looking at narrative as it occurs at the level of the sentence, even the level of the word. We will use a variety of poetic texts as well as other fractured content as a means to think about fiction and the borderlands of storytelling. Students will be given weekly writing exercises. Enrollment limited to 12 first year students. S/NC.

LITR 0610C. Books By Hand.

We shall explore small press publishing and bookmaking from historical, contemporary and hands-on perspectives. Students will be asked to design and carry out small creative projects throughout the semester as well as research particular concerns in the field. Enrollment limited to 12 first year students. S/NC.

LITR 0610D. Four Performance Texts.

Performance studies is a capacious, interdisciplinary field that can traverse theater, visual art, music, literature, and dance, as well as aspects of lived life that are not necessarily considered art: ritual, sporting event, political protest. It is time-based, and thus for the most part, ephemeral. An artist may stage, orchestrate, or frame a set of behaviors, actions, events or even just intentions – they may or may not be the actual performer. Because of the embodied nature of performance, aspects of identity such as race, gender, and sexuality often play a visible role in the dynamics of the work.

The documentation of performance can exist in a wide range of formats, and usually endure for much longer than the performance itself. In this course, we will engage a "deep dive" on four distinct books that document performance. We will consider them both as records of the past, as well as a vehicle loaded with possibility for future actions – and we will perform some of those actions ourselves. This course will be a combination of the study of texts, the activation of texts, and the creation of texts. Individual and group work is expected.

LITR 0610E. To Gather, To Sever, To Mix, To Turn.

This highly generative workshop's goal is to stimulate and provide students with formal tools to develop a chapbook-length series of poems by the term's end. Students will bring materials to be transformed through processes including but not limited to collage, erasure, and translation. Such materials could be self-generated or found, and may include journal entries, dream logs, letters, text messages, images, archival matter, and much else. As examples of procedural approaches we will read poets such as Jen Bervin, Caroline Bergvall, Lyn Hejinian, Christian Hawkey, Susan Howe, Tyehimba Jess, Tan Lin, Claudia Rankine, and Stacy Szymaszek.

LITR 0610F. Choose Your Own Adventure.

This game is lit. I mean this Lit is a game. How do the design elements of a novel resemble the design elements of a game? And to what extent have interactive [video] games been designed with novelistic conceits? Your adventure begins here, starting with what lies at the dark heart of the literary adventure genre (Defoe, Conrad, Behn). We'll sojourn at contemporary indie video games (Undertale, Walking Dead, Broken Age, Gone Home), along the way analyzing how "choice" is utilized to build reciprocal fictions. We will also undertake semester-long projects—creating our own "Choose Your Own Adventure"s.

LITR 0710. Writers on Writing Seminar.

Offers students an introduction to the study of literature (including works from more than one genre) with special attention given to a writer's way of reading. This course will include visits to the course by contemporary writers who will read to the class and talk about their work. Enrollment limited to 19 first year students.

LITR 0710R. Poetry and Science (ENGL 0710R).

Interested students must register for ENGL 0710R.

LITR 0900A. Classic Short Stories.

This course introduces you to a selection of works by important writers of the short story. We shall explore the richness and diversity of short fiction through close reading and discussion, affording you an appreciation of the short story in general and of our writers' countries and histories in particular. Our focus will be on authorial strategies and themes explored. Artistic and political movements will be introduced as they impact the works. Furthermore, you will learn the appropriate terminology as tools for textual and critical analysis. Finally, this course will to develop your capacity for self-expression.

LITR 0900B. How to Win the Nobel Prize in Literature.

The history of the world's most famous literary prize, the Nobel Prize in Literature, is one of scandal, secrecy, and prestige. Does the Nobel Prize really reward writers who confer the "greatest benefit on mankind"? What might the Nobel Prize teach us about reading and writing in our contemporary moment? In this seminar we will read texts from the most recent Nobel laureates: Kazuo Ishiguro, Olga Tokarczuk, Peter Handke, Louise Glück, and Abdulrazak Gurnah. We will examine how these diverse authors engage in creative writing and world-making through topics like migration, history, myth, culture, and ethnicity. We will also think broadly about the politics and value of literary prizes, world literature, translation, and the global literary marketplace.

LITR 0999. Graphic Novels and Comic Masterworks.

Focused on the influence of graphic novels and comic art, this course examines graphic novels and comic art from seminal texts like Art Spiegelman's *Maus* through a range of mainstream and independent comics from Marjane Satrapi, Grant Morrison, Alan Moore, David B., Lynda Barry, Daniel Clowes, Frank Miller, and many others, including graphic memoir, reportage, and Indie and DIY zines. The course explores image and language in collaboration, seeking a better understanding of this influential genre. Assignments are critical and creative, both individual and collaborative, and will involve daily reading and writing assignments. Enrollment limited to 20.

LITR 1000. The Arts Workshop for Practice and Practice-Oriented Research.

This collaborative course will provide a forum for discussing in-progress creative research and practice. Offered jointly by the Brown Arts Initiative and Brown's arts departments, the weekly workshop will host an interdisciplinary group of faculty, graduate students, and undergraduates. Each participant will apply with a specific creative practice/research project to be workshoped and developed during the course of the semester. In the semester following the seminar, participants will have access to production assistance from the BAI for further project development. The course requires an online application process, and successful applicants will be provided with instructor permission to enroll.

LITR 1010A. Advanced Fiction.

The writing of short stories or longer works in progress in regular installments, along with appropriate exercises and reading assignments. See general course description above for course entry procedures for all advanced workshops. Written permission required. S/NC. During the registration period, up to eight LITR concentrators with any one of the listed prerequisites may register. For open slots at the start of the semester, the instructor will share guidelines at <https://literaryarts.brown.edu/undergraduate/1000-level-course-registration>

LITR 1010B. Advanced Poetry.

Course work includes a body of exercises, close reading of poetry, workshop conversations and conferences. See general course description above for course entry procedures for all advanced workshops. Instructor permission required. S/NC. During the registration period, up to eight LITR concentrators who have fulfilled any one of the prerequisites listed below may register for the course. For open slots at the start of the semester when the course meets, details on how those slots will be filled will be made known via <https://literaryarts.brown.edu/courses/undergraduate-courses>.

LITR 1010C. Advanced Playwriting (TAPS 1500H).

Interested students must register for TAPS 1500H.

LITR 1010D. Advanced Digital Language Arts.

An advanced writing working for which participants produce, individually or in collaborative arrangements, a significant work of language-driven, digitally-mediated art in networked and programmable media. This work will be given historical and critical context, as participants become more aware of what it is they are doing when they use digital systems to write, or when they create instruments for and of writing. Throughout the course — and especially before final projects become the focus — there will be seminar-style reading and discussion: readings from other works of digital language art and from selected critical writing in the field.

LITR 1010E. Advanced Screenwriting.

Screenwriting for feature-length and episodic works. Participants should already have experience writing short screenplays and be prepared to develop a longer piece. See the Literary Arts Department website for course entry procedures for all advanced workshops. Work sample and instructor permission required. S/NC.

LITR 1010F. Advanced Translation.

Translation draws from many fields including linguistics, comparative literature, literary studies, anthropology, cultural studies, cognitive science, and creative writing. While we consider different theories and approaches to translation, students will embark on a semester-length translation project. Expect to read and energetically discuss readings, to give a presentation on your ongoing translation, and to write a critical essay and numerous translation exercises on your way toward completing a manuscript in translation (the length of which will be determined by the work itself and an agreement between professor and student). Enrollment limited to 12. Instructor permission required. S/NC.

LITR 1010G. Writing3D.

An advanced experimental workshop for writing in immersive 3D, introducing text, sound, spatial poetics, and narrative movement into Brown's Legacy Cave (now house in the Granoff Center for the Creative Arts) with links to the YURT (Yurt Ultimate Reality Theater in the Center for Computation and Visualization). An easy-to-learn and easy-to-use application allows non-programmers to create projects on laptops and then to run them in immersive 3D audiovisuality without the necessity for specialist support. Broadly interdisciplinary, the course encourages collaboration between students with different skills in different media, who work together to discover a literary aesthetic in artificially rendered space.

LITR 1010H. Advanced Digital & Cross-Disciplinary Language Arts.

Project-oriented workshop for writers and language artists working to integrate practices from other disciplines as they devise, compose, and make their work. Recommended for students with some prior interdisciplinary practice or digital media experience. Learning is through making, reading, discussion, group projects, collaboration, and research presentations. Enrollment limited to 12. S/NC.

LITR 1011F. Literary Translation Workshop (COLT 1710C)..

Interested students must register for COLT 1710C.

LITR 1110B. American Political Drama.

What exactly is an American political play? We'll examine issues of personal freedom, community rights, and the positioning of public power. Are we different from the myths of America? Political theater enables us to see our moral choices and aspirations. From Aristophanes to Suzan-Lori Parks, we will look at various political texts while we attempt to create new approaches to the writing of American Political Theater.

LITR 1110E. Innovative Narrative.

Stereotexts: a project-driven writing workshop focused on innovative multidimensional approaches to narrative. Projects using two or more media such as print and digital formats or texts and sound, filmed text, hyperfictions, narratives with multiple voices or even multiple spaces, text installations, fictions that put contraries into play, etc., are all welcome. Writing samples and project descriptions required.

LITR 1110F. Narrative Strategies.

A course essentially geared to the creative and critical writer interested in experimenting with some of the narrative structures suggested by the great films. To include films of Akerman, Antonioni, Eisenstein, Hou Hsiao, Hsien, Goddard, marker, Tarkovsky and others and texts by Duras, Sebald and Vittorini. Instructor permission required.

LITR 1110G. Narrative Voice: Fact and Fiction.

No description available.

LITR 1110J. The Short Story.

Experiments in writing; extensive reading in traditional and experimental collections of fiction in shorter forms. Writing samples of no more than ten pages should be left at 68 1/2 Brown Street on the first day of the semester. Instructor permission required. S/NC.

LITR 1110L. Aspects of Contemporary Prose Practice.

Using Chimamanda Ngozi Adichie's *Purple Hibiscus*, Tayeb Saleh's *The Wedding of Zein and Other Stories*, Luis Bernard Honwana's *We Killed Mangy Dog*, and *Our Sister Killjoy*, this course will look at prose narrative in contemporary African Literature, for a background to general narrative practice. Among areas of special interest, the course will examine the contents and structure of the short story, not as an abbreviated novel, but as an autonomous genre. We shall also look at literature in translation, and discuss what the reader loses in the process if anything, and how much that matters, if at all. Students will be expected to work on short stories and novel chapters. Instructor permission required. Enrollment limited to 12. S/NC.

LITR 1110M. Stereotexts: Experimental Multidimensional Fiction Workshop.

A project-driven writing workshop focused on innovative multidimensional approaches to narrative. Projects using two or more media such as print and digital formats or text and sound, filmed text, hyperfictions, narratives with multiple voices or even multiple spaces, text installations, fictions that put contraries into play, etc., all are welcome submissions.

LITR 1110N. Workshop for Potential Literature.

A novel without the letter "E", 100,000-billion sonnets by permutation and texts that take the shape of a Mobius-Strip-- all this time and more, as workshop participants try their hands in writing in response to problems created by and inspired by a group of writers engaged in strange constraints and procedures. Instructor permission required. S/NC.

LITR 1110O. Hybrid Texts, Hybrid Thinking.

In neither being fiction, poetry, memoir, theory, nor art writing but a crossing of these genres, the hybrid text proffers an open and complexly layered environment for engaging questions of perception, knowledge and articulation. In this course, we will study exemplary works of literature and venture briefly into visual art. Both critical and creative responses will be required.

LITR 1110P. Alternative Scriptwriting: Writing Beyond the Rules.

This course will consider various screenwriting genres and how to write against genre or extend the traditional screenwriting forms. Students applying must have already completed either a 90+ page screenplay or have taken Advanced Playwriting (LITR 1010C) or Advanced Screenwriting (LITR 1010E) at Brown. S/NC.

LITR 1110R. Performance Dimensions of Text.

Poets Theater is an online seminar/workshop in which students will read and "rehearse"/perform the poems, scripts and scores by writers who extend the possibilities of dramatic language. Modeled as an "atelier," students will explore the relationships between the performative and the printed/textual, asking how the page serves as a blueprint for sound, video, movement, and theatrical practice. Students will write "in conversation" with assigned readings by innovators such as Augusto Boal, Adrienne Kennedy, Ntozake Shange, Richard Foreman, Douglass Kearney, Tracie Morris, Cecilia Vicuna, August Wilson, Fiona Templeton, Kevin Killian, and others. As an interdisciplinary workshop, this course invites students from all backgrounds. S/NC. Instructor's permission required. Enrollment limited to 12.

LITR 1110S. Fiction into Film.

A study of various directors' attempts to transfer masterpieces of fiction into film. Concerning both genres we will ask Gertrude Stein's question: What are masterpieces, and why are there so few of them? Includes fiction by Austen, Bierce, Carter, Cowley, Doyle, Faulkner, Forster, Fowles, Kesey, Joyce, McCullers, Morrison, Nabokov, O'Connor, Thompson, Walker, Spielberg, Woolf, Yamamoto as directed by Burton, Forman, Fellini, Gilliam, Huston, Jordan, Kurasawa, Lee, Potter, and others. Class and weekly screenings. Enrollment limited to 12. S/NC.

LITR 1110T. Script to Screen.

Script to Screen is an intensive production course designed for students with some proficiency in screenwriting and little to no directing or filmmaking experience. The course aims to serve as a two-way bridge, opening writing students up to possibilities for production, while also investigating how production experiences can inform future writing. Activities include shooting and editing video exercises, working with actors, and filming practice scenes. A local casting director will conduct a workshop and bring in actors for scene work. A highly acclaimed guest director will work with students over three classes, conducting an acting workshop and critiquing scene work.

LITR 1110U. Script to Screen: Fundamentals of Filmmaking.

This course explores ways in which a series of short filmmaking exercises can serve both first-time filmmakers, providing a solid foundation, and more experienced ones, providing low-stakes avenues for creative experimentation. Students who have some proficiency in screenwriting or poetry are especially encouraged to apply. The course aims to open writers up to the possibility of making films, while also investigating how production experiences can inform future writing projects. Assignments involve a variety of filmmaking techniques and tools to investigate visual language and its interplay with sound (with and without dialogue), and can be tailored to students with all levels of experience.

LITR 1110V. Script to Screen: Scene Work.

This intensive script development and directing workshop is designed for students who have some proficiency in screenwriting, and little to no directing experience. Basic shooting and editing skills are helpful, or will be learned in the first half of the semester. The course aims to serve as a two-way bridge, opening screenwriting students up to the possibility of directing their work, while also investigating how acting and directing experiences, and workshopping material with actors, can inform future screenwriting. Activities include learning acting and directing techniques, scene analysis, writing and revising scenes, casting and working with actors, creating a scene through improvisation, and filming practice versions of scenes. Guests will join us for workshops and final reviews.

LITR 1110W. Losing Record.

These past few years have forced us all to confront some harsh truths about our place on this planet. In this creative non-fiction course we will grapple with what it means to lose. More than just the agony of defeat, loss is a universal condition of entropic grief or enlightening relief, often as a result of forces beyond our control. We will examine first what it means to lose things, then people, and finally our place(s). We'll also explore the ways melancholy, grief, and non-attachment have been variously treated—all in effort to archive our own losing records. What can we do to keep from forgetting? And is it possible to forgive without forgetting (injury, trauma, theft)? When is it appropriate, or even desirable, to forget? In-class prompts will include transcendental meditations, journaling, and object histories.

LITR 1110X. Generative Poetry Workshop.

This intensive generative poetry workshop combines in-class workshops, reading and review assignments, craft talks, in-class writing exercises and course portfolios/packets. The in-class workshops will focus on work brought in for discussion and review and will also include in class writing workshops responding to prompts. The course is designed to encourage the generation of new poetry by students and to develop good reading practices to engender good poetry-writing craft.

LITR 1110Y. Verse Africa: A Critical Reading & Writing Workshop.

In this course we will critically engage the poetry and poetics of contemporary African, African American and Caribbean poets to examine the incredibly diverse aesthetic trends as well as their intersections. Students will also produce both critical and creative responses to the texts we read and will have the opportunity to regularly workshop their own poems influenced by the works we engage.

LITR 1110Z. Why YA?

"All American fiction is young adult fiction," claims cultural critic A.O. Scott. Is he right? Does it matter? In this course, we'll undertake a survey of American young adult literature as we attempt to answer a few central questions: Can anyone actually define what "young adult" literature is? What do writers hope to accomplish through the use of young protagonists? Who gets to be "young"? And how are our cultural beliefs about "youth" – and its comrades "time" and "mortality" – expressed through these works? To explore these questions, we'll read works by Jamaica Kincaid, Sandra Cisneros, Neal Shusterman and Akwaeke Ezeze, among others. We'll also attempt our own experiments with some of the aesthetic modes and thematic questions that have come to define the genre.

LITR 1150A. Ecopoetics in Practice.

What we have perpetrated on our environment has certainly affected a poet's means and material, thinking and life. Can poetry embody values that acknowledge the economy of interrelationship between human and non-human realms? How might poetry register the complex interdependency that draws us into a dialogue with the world, moving beyond theme and reference? In this class, we will think-with ecoscapes, ecotones, and Animalia (ourselves included, along with our humanimal contexts), and other life and nonlife forms, via the lapping possibilities of poetic language. We will write, read, discuss, create, think, experience. Do be prepared for some "field work". S/NC

LITR 1150B. The Foreign Home: Interdisciplinary Arts.

Project-centered workshop for exploration beyond one's "home" genre, whether in video, poetry, fiction, music, performance or visual arts. Contemporary and art-historical interdisciplinary works will ground our investigation into the tension between expertise and "beginner's mind". Collaborative and individual work expected. See general course description above for entry procedures for all special topics workshops/seminars. Written permission required. S/NC.

LITR 1150C. Unpublishable Writing.

Before becoming the dominant form of book-marking, "the codex" meant a tree stump where criminals were tied. After examining conventions of western print culture, we will explore literary practices which are performative, sculptural, multimedia, or out-scale. Through the course is primarily for creative projects, critical research will also be expected.

LITR 1150E. Strange Attractors: Adaptations/Translations.

A workshop for students from all genres and disciplines to explore adaptation as creative process. Adaptation can be between any genres and from any source. See general course description above for entry procedures for all special topics workshops/seminars. Written permission required. S/NC.

LITR 1150F. Home and Abroad.

This course combines seminar and workshop sessions for students with special interest in the writing of novels and short fiction. Attention will be given to the ways certain English and American writers - Herman Melville, Joseph Conrad, E. M. Forster, Graham Greene - have interpreted the lives of people in other and foreign cultures. These are classic examples of the meeting of insiders and outsiders in the house of fiction. Instructor permission required. Enrollment limited to 12.

LITR 1150G. Books by Hand.

As both a seminar and workshop, this course will explore small press publishing and bookmaking from historical, contemporary and hands-on perspectives. Students will be asked to design and carry out small creative projects throughout the semester as well as research particular concerns in the field. See general course description above for course entry procedures for all special topics workshop/seminars. Written permission required. S/NC.

LITR 1150H. Latin American Poetry Live.

We focus on 18 essential poets from Latin America. If you do not weep and run naked shouting through the streets of Providence you will not have read the poems closely. Bilingualism is not a prerequisite, but all the texts are bilingual and we will consider translation issues in a way that is accessible to and engaging for everyone. Several of the poems we consider are book length magisterial works. The poems are political, erotic, domestic, colloquial, innovative, or incendiary, and sometimes all at once. This section does not require permission from instructor.

LITR 1150I. The Lyric Essay.

Advanced level workshop for graduates and undergraduates to explore the possibilities of creative nonfiction in a radical or hybrid mode. See general course description above for course entry procedures for all special topics workshop/seminars. Written permission required. S/NC.

LITR 1150J. The Cinematic Essay.

A creative writing seminar in which we take the Essay Film as the primary inspiration for weekly writing exercises. Works by Marker, Godard, Ivens, Resnais, Varda, Akerman, Herzog, Morris, Su Friedrich, Sadie Benning and Trihn Mon-Ha to be included. Also writing by Cannetti, Gass, Handke, Cha, Hong Kingston and more. See general course description above for course entry procedures for all special topics workshop/seminars. Written permission required. S/NC. Students MUST register for the lecture section and the screening.

LITR 1150M. Short Fiction Experiments.

A course in fiction which pushes against the very definitions of stories and fictions. Using short forms, we will examine our habits and assumptions of story telling and engage in willful adventures of mind, spirit, and language. Prerequisites include a passion for trying everything and anything once. No prior writing experience needed. Written permission required.

LITR 1150N. The Novella: An Adventure in Writing.

In this workshop/seminar, we will explore the ever elusive world of the novella - how to think of this work, what the rules are, where the boundaries lay. Alongside their reading of writers such as Marguerite Dumas and Michael Ondaatje, students will embark on their own novella-writing journeys. Written permission required. S/NC.

LITR 1150P. John Cage and Meditative Poetics.

Primarily an interdisciplinary literature course, we will experience the writing and thinking of John Cage in the context of a wider exploration of creative process with a basis in american and european interpretations of Buddhist practice and thought. We will explore the work of contemporary artists such as Bill Viola, Philip Glass, Meredith Monk, Allen Ginsberg and Anne Waldman, as well as Samuel Beckett and others. Students in the course will be expected to write in both creative and critical modes. Instruction in basic meditation practice is recommended but optional throughout the semester. Written permission required.

LITR 1150Q. Reading, Writing and Thinking for the Stage.

Composed of contemporary dramatic literature for playwrights. Contemporary texts are studied. Use of each author's dramatic techniques, the influence of the times on his drama, his themes, the demands of market driven theater and popular art considered. Simultaneously students will write an original 60-page manuscript. Students applying must have already completed plays of 60 pages or have advanced playwriting experience. Written permission required. S/NC.

LITR 1150R. Exemplary Ancient Fictions.

We shall discuss and examine a selection of pre-Gutenberg narratives from *Gilgamesh* and *Genesis* through Ovid and fairytales and medieval romance, with a focus on the ancient art of narrative. We shall also try our hands at exercises in the alternative fictional strategies these works suggest. Course entry based on the submission of a writing sample (and in-class writing in response to an assignment) at the first class session.

LITR 1150S. What Moves at the Margins.

A multi-genre seminar/workshop based on fiction, non-fiction and dramatic literature that has been banned or otherwise marginalized because it is critical, interrogative and alternative. Weekly writing exercises based on readings and discussions in class. A term project is required. For students who love literature. For admission, students may submit fiction, non-fiction or drama. Enrollment limited to 12. S/NC.

LITR 1150T. Foreign Home.

Project-centered workshop for exploration beyond one's "home" genre, whether in video, poetry, fiction, music, performance or visual arts. Contemporary and art-historical interdisciplinary works will ground our investigation into the tension between expertise and "beginner's mind". Collaborative and individual work expected. Instructor's permission required.

LITR 1150U. Prose City: The Making of Spatial Texts.

In this workshop/seminar, we will explore, through selected reading and writing exercises, some basic questions of "writing city": how is place captured, encompassed; how can the city emerge in language as a character, an event, as reflective space; how do we enter the city; how do we recognize its borders? Students will be asked to create a portfolio of texts for an imagined city, as well as to think through concepts such as "structure," "location," "encounter," and "identity" as they occur in the paragraph. Instructor's permission required.

LITR 1150V. The Novel in Brief.

This workshop/seminar takes the novel form on a wild ride as it investigates concepts such as compression, fragmentation, miniaturization, and sequencing in the construction of narratives. Students will be required to write their own brief novel over the course of the semester. Writing sample due at first class session. Instructor permission given after review of manuscripts. Enrollment limited to 12.

LITR 1150W. Clown Aesthetics.

Clown as literary structure and trope as well as character will be our focus. We will ask if this "clown aesthetic" exists, could exist, should or might continue to exist -- in fiction, performance, and film in particular. Clowning of all kinds considered from history, theory, literary and performing arts. Graduate and undergraduate students from all disciplines invited. This workshop course includes individual research as well as collaborative projects. Come to first class for permission. Enrollment limited to 12. S/NC.

LITR 1150X. Reading, Writing and Thinking.

We will explore various ways to engage with a work of art in order to fuel one's imagination and projects. Close textual reading of several books with writing assignments based on the readings. Writers will include Woolf, Stein, Beckett, Coetzee, Kertesz and others. Writing samples due at first class session. Instructor permission given after review of manuscripts. Enrollment limited to 12. S/NC.

LITR 1150Y. Fiction Through Poetry.

This course is designed for poets, fiction writers, and cross-genre enthusiasts interested in looking at narrative as it occurs at the level of the sentence, even the level of the word. We will use a variety of poetic texts as well as other fractured content as means to think about fiction, and the borderlands of storytelling. Instructor permission required (bring a writing sample to the first class meeting). Enrollment limited to 12. S/NC

LITR 1150Z. Reading for Writers.

We will look closely and deeply and with a writer's passion and agenda to the various formal decisions used in a variety of astonishing and evocative texts with the objective of utilizing some of these strategies in weekly compositions of our own. Writers include: Aria, Berssenbrugge, Coetzee, Kertesz, Kincaid, Lispector, Mueller.

LITR 1151B. Figures of Thought.

What can you say about what can't be said, and what form does such a saying take? From the gnostic gospels to Agamben, Yeats to Yves Bonnefoy, we'll follow these fleeting figures of thought and their messages. We will read a variety of writings from the deep past to the present. These writings will come in a variety of forms but illuminate a path ahead of the one we daily follow. Students will keep journals that respond to the world and writing and bring these as material for discussion in class. Each one will give a presentation during the term.

LITR 1151C. Virginia Woolf: Four Novels.

This is a class for writers and will entail close devotional readings of the texts and weekly writing experiments based on methods, motions, patterns, rhythms, abstractions and other narrative strategies employed by the novels. We'll read the following books by Woolf: *Jacob's Room*, *Mrs Dalloway*, *To the Lighthouse*, and *Between the Acts*. S/NC required. Writing samples due at first class meeting.

LITR 1151D. Art of Film.

This is a course in the art of film writing, directing, editing picture and sound, and producing, be it narrative or avant-garde. Students will engage the theory and practice of the art of filmmaking via readings, viewings, writings, and making their own films. Each student will complete four films from initial conception to the final film in a collaborative environment.

LITR 1151E. Latin American Death Trip.

Death is the subject of many of the greatest (most moving, innovative, funny, haunting, political, oneiric) Latin American poems of the 20th century, from Gorostiza's *Death without End* to Villaurrutia's *Nostalgia for Death* to Saenz' *The Night*. What particularities of culture, gender, age, faith or experience might account for the visionary clarity of death as constant companion or permeable border, etc.? What makes the poems great? Our class will read classic Latin American books in bilingual editions (so Spanish literacy is not a requirement, but we will talk about translation issues).

LITR 1151F. Choose Your Own Adventure.

This game is lit. I mean this Lit is a game. How do the design elements of a novel resemble the design elements of a game? And to what extent have interactive [video] games been designed with novelistic conceits? Your adventure begins here, starting with what lies at the dark heart of the literary adventure genre (Defoe, Conrad, Behn). We'll sojourn at contemporary indie video games (*Undertale*, *Walking Dead*, *Broken Age*, *Gone Home*), along the way analyzing how "choice" is utilized to build reciprocal fictions. We will also undertake semester-long projects—creating our own "Choose Your Own Adventure's".

LITR 1151G. Everything Emily.

This is a course that wallows in Emily Dickinson—one of the most important poets at the foundations of American poetry and, still today, one of our most exacting and most experimental practitioners. No one in the ensuing 150 years has surpassed her radical modes of expression, invention, and vision. We will engage with her poetry, her letters, her biography, and many of the works of criticism, visual art, film, and poetry that her work has inspired, as well as exploring the Dickinson collections in Brown's Hay Library and visiting her Amherst home.

LITR 1151H. Discomfort.

Comfort is overrated! This course is an invitation to leave our comfort zones and dive into texts that invite us to rethink the way we view history, the world, fiction, writing, race relations etc. We will read recommended texts and discuss them in class. Discussions will include but not be limited to the narrative techniques employed by the writers and our response to the texts, both as readers and as writers.

LITR 1151I. Remaster + Remix.

This workshop/seminar will use the intuition, logic and esthetics of popular music forms such as punk, house, dub step, reggae and blues to delve into the complex connections between a selection of classic novels and versions of these novels retold. What tensions get reset when writers on an empire's margin write back? What assumptions get shifted when women refocus a novel's concerns? What are the possibilities and dangers in reconstructing classics while trying to mash them up? And why are we breathless when a stylist riffs? French Antillean notions of *créolité* will offer guidance. Main guide—the books.

LITR 1151J. Bob Marley: Lyrics and Legend.

Bob Marley is one of the most accomplished songwriters of all time. We're going to engage with the lyrics of this postcolonial Caribbean writer; contemplate him as a subject of memoirs, biographies and documentaries; and explore him as a figure in the creative imaginations of novelists and poets such as Marlon James and Lorna Goodison. We're also going to look at reggae as an important literary esthetic. And of course listen to a lot of his music. Special attention will be paid to the albums and singles produced under the guidance of Lee "Scratch" Perry.

LITR 1151K. Art of Assemblage: Collage, Reportage + Re-Appropriation.

In this class we will examine works of literature that challenge and re-imagine the poetic form using re-purposed text, research, fragment and image to enter into conversation with history and contemporary culture, and illuminate the every day realities of life. We'll explore the use and effect of collage in visual work and music, and investigate how the form operates when transformed for the page through reading, class discussion, and creative writing exercises.

LITR 1151L. World Tour: Recent Poetry in Translation.

This is a reading, writing, translation, and discussion class. Commit to a vigorous combination of all four. Some translation theory will be reviewed, but the emphasis of the course is upon models of translations. Texts will include translations of books by Laszlo Krasznahorkai, Jean Fremon, Yoshimasu Gozo, Kim Hysoon, Anja Utler, Adonis, and others. Enrollment limited to 12. S/NC

LITR 1151M. Cross-Fertilizations: Text-Based Performance.

Gabrielle Civil is a conceptual and performance artists whose stated aim is to "open up space." With that in mind, the aim of this course is to open up -- and engage -- multiple spaces of language as it operates in the interstices of poetry, visual art, music, performance, shamanism, documentation, and activism. Among the texts we shall read are those by Theresa Hak Kyung Cha, Guillermo Gómez-Peña, Yoko Ono, LaTasha N. Nevada-Diggs -- through them, we shall consider how performed language can activate various forms of engagement, perception, dissemination and understanding.

LITR 1151N. Zoologic: Wild Animals in the Surveillance State.

This interdisciplinary course asks students to research and deeply engage with the current status of wild animals in various states of surveillance (either through conservation and preservation, or for entertainment), trafficked for the pet trade, or living essentially as "refugees" in the human world. Original critical research will result in creative and collaborative projects. Site visits to animal sanctuaries, and lectures from people working with animals in a number of disciplines will be featured. Selection will prioritize seniority and relevant experience (any discipline.)

LITR 1151O. Ideas of Narration Before Don Quixote.

We shall read fictional narratives (and some narrative poetry) from the first moments of preserved literature up to Don Quixote, for clues about how earlier writers thought about form and narration. Of what was narrative fashioned before "omniscience" was a relevant term? Before there was a science of psychology that could speak to the protagonists? What can we say about the diversity and unpredictability of early narrative writing, and how does that contrast with the more consistent look and feel of the nineteenth century? How can these "ancient fictions" inform an interest in narrative innovation and formal ingenuity today?

LITR 1151P. Documentary Poetics.

This course will explore 20th and 21st century documentary poetic texts to provide points of discussion and inspiration for our own investigative poetry. We'll look at a range of works, from those confronting the legal record to those creating their own record of the infraordinary quotidian (Perec's term), and discuss the various aesthetic, ethical, social, and procedural questions raised. Participants will be asked to develop and create their own final documentary poetry projects. Readings will include works by Reznikoff, Niedecker, Williams, M. NourbeSe Philip, C.D. Wright, Bernadette Mayer, Cole Swensen, Raúl Zurita, Anne Carson, Cristina Rivera-Garza, and many others.

LITR 1151Q. Great Adventure.

This hybrid seminar/prose workshop will take you to Antarctica, Japan, France, Cambodia, outer space—and to other places too. But much of your writing will be about yourself. Your cross-genre wandering through novels, essays, and indefinable hybrid works by a fascinating list of thinkers and stylists, will lead to questions about your own sense of place, belonging, contextual otherness, and the pleasures, powers and implications of your gaze. You'll search for answers through the medium of your own creative work—lyric essays, fictional vignettes, pictures.

LITR 1151R. Ecstatic Alphabets: Poetry by Other Means.

How to do things with words? How to do words with things? The latter is a question whose answers might prove as—if not more—compelling than its familiar inverse. Both are at the core of this course focusing on interdisciplinary works for which notions intrinsic to poetry serve as either springboard or endpoint. We will study contemporary examples as well as historical antecedents, and will experiment with producing genre-defying works that animate the written word. Among the strategies we will cover are verbivocovisual works, cut-ups and collage, sound poetry and concrete poetry, happenings, agitprop, poets theater, and dance.

LITR 1151S. Fan_Fic.

Fan fiction is a thing, right? And, let's be honest, we all secretly love this kinda thing! O, to relive those Microsoft '95 nights spent reading semi-romantic Legend of Zelda fan fiction... What compels us to reinvent the stories we're already attached to? The texts we might consider fan fiction exist on a spectrum somewhere between high literary and kitsch, between Milton and My Immortal. If not a proper genre, let's imagine that fan fiction is a particular (perhaps ancient) practice of literary mimesis. The question is whether it's possible to create a wholly original derivative.

LITR 1151T. Poetry for Healing Territories.

The texts we'll be reading in this seminar/workshop address the will to heal and recuperate after loss. These are poets with courage enough to reclaim lost territory—and from their reclamations, we too are given permission to claim that which we've lost, that which has been taken, and that which is constantly pursued and harassed in us. How are these poets able to write through dissolution in a way that substantiates healing? What is gained in every/any instance of loss?

LITR 1151U. Literatura Puertorriqueña: Cruce-Ficciones y Contra-Poemas.

The purpose of this course is to analyze the myriad ways Puerto Rico and the United States have influenced each other through literature, music, and art. In 1898, the island was ceded to the U.S. by Spain following the Spanish American war. Since then, an ongoing exchange (often one-sided) regarding the political status of the island and its people has informed a wealth of literary materials, musical hybridity, and radically avant-garde arts.

LITR 1151V. Black Box Poetics.

We live in an age when most of the language we read and write runs through proprietary digital systems we do not understand. Accordingly, this course approaches poetry in terms of code[s], data collection, overflow, opacity, and one-way mirrors. We will consider ununderstandability itself as an aesthetic property, discuss compositional strategies of selective clarity and obscurity, and use poetics to probe the unknowable. We will look closely at source code, but our purposes will be more conceptual than technical. No coding experience is required.

LITR 1151W. The Restless Desk: Hybrid Writing, Performance, Collaboration.

Immersion in a range of writing possibilities linked to performance and collaboration. Assigned readings will explore multiple genres, theory, and engage writing prompts that are "experiments of attention", working with voice, instrumentation, movement, visuals, improvisation. We will invoke "documentary poetics" as a method that engages inquiry and research and consider historical and contemporary literary performance practices. Students will design semester-long creative projects out of these multiple trajectories. Several guest musicians, performers, writers will be visiting. We will have use of the University's recording studio and prepare a final class performance.

LITR 1151X. Interdisciplinary Arts Workshop: Translation of Concept.

Art-making is an act of translation – a thought, process, question, object, declaration, desire, system, or intention is filtered through the artist and subsequently finds new existence in the form of art. This project-centered workshop is a cross-genre exploration of that filter, where participants working in differing genres will be asked to engage a wide range of materials to "translate" into their art-making process. Please be prepared to write, dance, sing, mix, draw, ask, reach, and fail, in and out of your comfort zone. Individual and collaborative work expected. For writers, dancers, architects, musicians, painters, digital artists, "non-artists." Written permission required.

LITR 1151Y. Against Genre.

An experimental workshop in creative writing hybridized with other forms—not only literary work that does not adhere to traditional genres, like prose-poetry, but writing that includes video, or music, or collage, and which includes practices like appropriation and non-traditional distribution. Including weekly reading assignments (Gabrielle Civil, Yoko Ono, Jack Halberstam, Claudia Rankine, Kate Durbin, Rick Moody, Mary-Kim Arnold, Shelly Jackson, and others), weekly writing prompts, one oral presentation.

LITR 1151Z. Paysagisme and the Art of Eco-Responsibility.

Though the French word *paysagisme* is usually translated as "landscaping," "landscape design," or "landscape architecture," the field also incorporates many land-based issues, including urban planning, public space use, sustainable agriculture, land reclamation, botany, ecology; also, it has provided a pronounced aesthetic element in garden and park design, and overlaps with late 20th-century and contemporary art movement known as land art. This course seeks to make this alternative way of viewing the environment available to students at Brown, emphasizing the way that *paysagisme* and its inclusive gesture of bringing art, aesthetics, and land use together, fosters new modes of ecological responsibility. This intensive half-credit course begins half-way through the semester, starting on October 25. Students **MUST** register by the deadline for adding a class; the course still operates within the academic calendar and students will not be able to attend class prior to registering for the course. Contact the instructor with any questions.

LITR 1152A. Survey of the Historic Avant-Garde.

The avant-garde is a famously slippery category; the definition we'll be working from, more or less, is the series of movements and individuals from 1900 to 1940, based mostly in Europe, that led culture and the arts in directions that talked back to power, pushed aesthetic limits outward, and explored ways to give the arts social and political weight. While largely focused on writers, we'll also spend a lot of time with visual artists and other media and will address questions such the line between Modernism and the Avant-Garde and the roles of women in these movements.

LITR 1152B. Ekphrasis in Action.

Ekphrasis, according to its most basic definition, is simply poetry that addresses art; we'll be stretching that definition, making it into a way of interacting with art, of living with art, and even of looking at things in ways that make them into art. We'll be both reading texts in which others stretch the definition of ekphrasis and visiting sites on or quite near the Brown campus to engage in on-site exploration and writing. It's a course about discovering and exploring the ways that we represent and therefore create and recreate the world.

LITR 1152C. Writers-in-the-Community Training & Residencies.

This course will operate mostly "in the field." We will spend some weeks discussing pedagogical approaches to teaching creative writing in community settings. We will thereafter train in residence, observing a poetry residency at a local elementary school, with visits to other community settings as well (sites to be determined). We will continue to discuss pedagogy, classroom practices and management, administrator-writer relations, and all other necessary logistical planning throughout the semester. By week 7, students will engage in their own writing residencies in pairs or small teams, working in a community setting of their choosing (K-12 school, shelter, library, etc.).

LITR 1152E. Between the Seams: Hybrid Works.

Michael Ondaatje's *The Collected Works Of Billy The Kid* is part novel, poetry sequence, and visual collage; Anne Carson's *Autobiography of Red* is novel and poem. If, as Georges Bataille has put it, literature is a series of dislocations rather than a continuum, these "hybrid" works and others mark important breaks in the literary status quo. We will take inspiration from writing in which structures rub up against each other. Using poetry and prose, we'll seek intuitive logics in juxtaposition of text and image, and look at writers using hybrid forms as models for documenting ways of knowing and unknowing.

LITR 1152F. The Shape of Longing.

What are some of the formal shapes longing takes in poetry and fiction, film and music? Through a devotional experience with great works of art, creative pieces will be generated by the students and shared in class. Texts shall include Wagner, Sappho, Tagore, Rumi, St John of the Cross, Desnos, Kawabata, Woolf, Frisch, Valentine, Howe, Pessoa, Vuong, Angelopoulos, Weerasethakul, Kieslowski, Chacon, Jenkins, Coltrane and West.

LITR 1152G. Rebuilding the Book.

In the face of digital and other emergent technologies, where is the book today—what are its limits? Conversely, what is its essence? We'll blend the history of the book and its relationship to the visual arts with the creation of inventive book structures. Slide lectures and discussions will cover the emergence of writing and its gradual incorporation into book structures from tablet through scroll to codex, focusing on the development of the relationship between text and image, with a focus on late 19th century *livre d'artiste*, the "democratic multiple" (1960s); and two contemporary developments: the sculptural book and the altered book.

LITR 1152H. Writing from the Archives/In the Subjunctive Mood.

Memory, history, and trace haunt the present, perception, and the cultural contexts in which we live. When we turn to the archival record, we note its focus on the powerful, and its critical exclusion of Black, Brown, Indigenous, and LGBTQ people, people with disabilities, and "wild" women.

A growing number of writers employ new means to open the lens to render the present more clearly through counter-narrative, critical fabulation, and reparative technique.

We will read and write in this vein toward a new poetics of archive and study methods that give attention to the "unrecorded" incident, emotion, image, and music.

LITR 1152I. Poets' Tour of the Essay.

In this advanced workshop seminar, we will read essays that draw us into the question of art and evidence, surveying prose forms that fall across the spectrum. A sub-genre of nonfiction with the ability to shapeshift across forms, essays' elastic, bridging and blurring qualities span memoir, epistle, catalog, argument, observation, travelogue and more. We will read essays written in the past that demonstrate as much ingenuity as the post-modern, and contemporary essays that straddle genre. We will discuss the "poetics" of the essay as we look for innovation within the form to examine what new insight is gained through experiment. Interested students should bring a literary writing sample to the first class meeting. The instructor will announce at the first class the date/time that a class list and waitlist will be posted (typically a few days after the first class meeting).

LITR 1152J. Hybrid Writing Workshop: The Long Engagement.

In this course we will explore the tradition and possibilities of open-form hybrid writing via extended engagement with other works of literature and artworks, as well as with the writing practice itself. We will read a range of writers' such engagements and class time will largely be devoted to reading discussion, workshop, and occasional in-class writing exercises. In weekly writing assignments we will work across genres, with chance procedures and exploratory modes designed to extend, deepen and complicate our writing practices. Students' final project will be a long engagement with the work of another writer of their choosing.

LITR 1152K. The Shape of Longing.

This class will examine a variety of formal strategies that artists, writers, composers and mystics have used to render longing palpable, present and felt in works of art. Through a series of writing assignments, students will make their own explorations into this charged, expansive, and elusive terrain. A rigorous class of risk and experimentation.

LITR 1152L. I'm Feeling Myself: The Black Female Body as Its Own Utopia.

Audre Lorde described sensuality as an immense, untapped power within each of us "that lies in a deeply female plane." What would that power, generated by a Black woman's body, look like? By focusing solely on the poetry, art, and music of Black women, we explore the Black female body as its own utopia. Weekly readings include Lorde, Jordan, hooks, Morrison, and Dove, alongside the artwork of Mickalene Thomas and Wangechi Mutu, and the music videos of Rihanna, Janet Jackson, and Beyoncé. By re-centering the western gaze on the Black feminine erotic, we discover a poetics of the impolite body.

LITR 1152M. Speculative Fiction and the Literature of Imagination. Speculative Fiction and the Literature of Imagination is a seminar in the development of speculative fiction as a form over the last generation, its role in articulating political counternarratives, especially in the case of Afrofuturism, its reliance on imagination as a creative strategy, and its position as a particularly uncompromising outpost of experimental writing. The class will consist of weekly readings, as well as frequent creative assignments on issues raised by particular texts, and will include one presentation on a speculative work by each participant. Readings will include Mary Shelley, Sun Ra, Ursula LeGuin, Octavia Butler, William Gibson, N. K. Jemisin, and Ted Chiang, etc.

LITR 1152N. Ecopoetics in Action.

What we have perpetrated on our environment has certainly affected a poet's means and material, thinking and life. Can poetry embody values that acknowledge the economy of interrelationship between human and non-human realms? How might poetry register the complex interdependency that draws us into a dialogue with the world, moving beyond theme and reference? In this class, we will think-with ecoscapes, ecotones, and Animalia (ourselves included, along with our humanimal contexts), and other life and nonlife forms, via the lapping possibilities of poetic language. We will write, read, discuss, create, think, experience. Do be prepared for some "field work".

LITR 1152O. G-d Dream.

What, historically and aesthetically, constitutes an oracular vision, a clairvoyant revelation, a sign from another dimension? In this class we will explore a variety of ecstatic visions, from the Revelations of John of Patmos and Dream of the Rood, to Timothy Leary and L. Ron Hubbard, all in an effort to hone our own innervations of what exists beyond. In this multimedia workshop we shall be free to experiment with language, sound, light, pigment. Can our own creative endeavors become expressions of "...the substance of things hoped for, the evidence of things not seen."?

LITR 1152P. Structuring and Revising Reported Narrative Nonfiction.

This is a class in crafting and structuring essential, reported stories for maximum impact. How do you properly pace a longform story? How do you pitch, report, outline, and edit one? With the collapse of newspapers and magazines around the country, how can we still beautifully tell some of the critical stories that are going untold? The first half of class will run like a magazine editorial meeting, discussing weekly pitches grounded in a particular region—and, later, drafts, which will workshop. The second half of class, we will discuss reading that explores various approaches to structure, voice, and genre.

LITR 1152Q. Land Arts.

This ekphrastic workshop/seminar overflows the traditional definition of Land Art to encompass a much greater range, including contemporary modes of ecologically-oriented art. The class will be broken down into five thematic sections: 1) interventional land art, in which the earth is sculpted, excavated, or augmented; 2) ephemeral land art; in which elements from the landscape are worked into impermanent works; 3) kinetic land art, in which artists participate in the land, rather than making an object of or from it; 4) growing land art, in which plants and trees are grown into constantly changing and yet permanent forms; and 5) ecologically-oriented art, in which a variety of materials and practices are engaged to underscore contemporary issues of ecological importance.

LITR 1152R. Money!

"Money, it's a crime/Share it fairly, but don't take a slice of my pie..." So begins the end verse of Pink Floyd's dad-rock classic "Money". We'll explore financial literacy, class and identity, market trends, consumer demands, and alternative forms of currency—all by way of literary realism. At the beginning of the semester, you will be randomly assigned a character with their own income, assets, and debts. From week to week you will tell their story in real time, tracking their investments (if any) in state-sanctioned markets (and/or other channels). What will your single mother do with an inheritance after the untimely passing of her father? Whether coming from a hyper-capitalist or Marxist-Lacanian perspective, we'll reckon with the many ways (implicit and explicit) that money has come to define our lives—and perhaps, how and where it should never come between us.

LITR 1152S. Race and the Making of Art (ARTS 1004).

Interested students must register for ARTS 1004.

LITR 1152T. Memory's Imagination.

Taking inspiration from the autobiographical work of newly minted Nobel Laureate, Annie Ernaux, we will examine and produce works of fiction, creative narrative non-fiction and hybrid texts that cleave, in that good old double-sense, to personal experience and/or personal passions. Works by Marcel Proust, Virginia Woolf, James Baldwin, Michael Ondaatje, John Keene, Jessica Au and Svetlana Alexievich will be on the menu to inform and inspire. Students can expect a substantial weekly reading load and should come to each class prepared to discuss the assigned texts and linked creative assignments. Up to eight undergraduate or graduate students may register for this course during the registration period. Open slots (up to 12 for full enrollment) will be filled by the instructor at the start of the semester. Details to be provided as that time approaches.

LITR 1152V. The Space Crone and Her Children: Queer Reproductions in Science Fiction.

Rockets and Martian terraforming are frequent themes in the news. Less mentioned is human reproduction. Given humans must reproduce in space to actualize grand narratives of extraterrestrial exploration, this is a curious omission. Fortunately, science fiction does not neglect these matters. Sexuality, gender, and birth are of great interest to speculative writers; the future is an exciting place to live erotic lives. This is a course about possible genders, possible sexualities, possible ecologies. Reading queer feminist science fiction—e.g., Octavia Butler, Irene Clyde, Samuel Delany, N. K. Jemisin, Ursula Le Guin, Joanna Russ—we will consider how cycles of life might (already) be otherwise and interrogate current events re: reproductive and LGBTQIA+ rights, thinking both analytically and imaginatively. Participants will develop their own speculative prose.

LITR 1152W. Cinema Poetics.

We shall study the poetics of cinema and how the video-poem can expand, deepen, rescue, extend our writing and writing practices. We'll watch a panoply of poem-films, video art, and "poetic" feature length films to discern their basic components of sound + text + motion, their principles of composition and editing techniques. Our texts will explore concepts of diaspora and memory, documentary poetics, footage and sound recordings from which students will assemble video poems or essays of their own. Students will need access to a video editing application such as iMovie, Adobe Premiere, Premiere Rush, Stop Motion Studios, DaVinci Resolve, Canva, for instance.

LITR 1152X. Writing with the Family Archives.

VHS tapes, recipes, birth and immunization records, letters, heirlooms, passports, a shoebox of photographs, old laptops — these are among the tangible artifacts that make up the family archive. Amid the tangible, we recognize the intangible and ephemeral matter, such as oral histories, songs, missing records, objects lost in migration now only filed in memory. how do we open a creative space for these often undervalued inventories? In this class we shall read several texts of poetry and hybrid nonfiction that grapple with familial documents & materials, while, at the same time, beginning our own archival projects. We shall raise questions about the kind of research this project entails, the ethics of writing about kin, how to work creatively with photographs, audio, objects and documents, and how to write into that empty gap of what's missing from the archive.

LITR 1152Y. Curatorial Considerations: Writing Magical Realism.

This semester, we'll give your forays into the unusual the airtime and love they deserve, and nurture these evolutions toward the realms of absurdism, fabulism and magical realism. We will discuss the alteration of realism as a way of putting the narrative at hand to its highest use. We'll also examine music and artwork that pushes the boundaries of the "real" in terms of form. While not a 1:1 correlation in terms of the departures we make in literature, they're worth considering as interdisciplinary paradigms that push the envelope. We'll discuss the music/artwork briefly at the beginning of each course session. You need not write anything formal about these pieces—just note how they defy expectation to affect your understanding.

LITR 1152Z. Creative Process Workshop.

Creative Writing can be understood as a method of turning ideas, sounds, images, snippets, fragments, dreams, research -- and any and all of life's materials -- into fully realized literary works. The "work" of literary works is hidden when we read books and published authors, and thus our sense of how unique and wondrous work is achieved can be underdeveloped or perfectionistic. In other words, when we rely on only a reader's perspective to guide us as artists, it provides little to no sense of artistic path. This workshop is for writers of all levels to explore several works-in-progress in more depth. The result will be an enhanced relationship to the works (and to process) and to a lifelong and sustainable creativity. Becoming a more curious and helpful reader of others is another tangible and valuable outcome. Open to all.

LITR 1153A. The Illiberal Imagination: Fictions of Disinformation, Conspiracy, and Control.

What do an artist and a politician have in common? One person might say that they both make things up. Another might claim that both aim to tell truths that unite audiences. Bearing this genre-related ambiguity in mind, this course will explore the description of illiberal and anti-progressive political ideals and systems—particularly, although not exclusively, in narrative fiction. This class is therefore also about the strategies politicians, novelists, and others use to shape our sense of what is real and to argue for particular accounts of what is valuable, just, and possible, as well as how human life should be led. We will consider the work of Margaret Atwood, Octavia Butler, Philip K. Dick, Bret Easton Ellis, Colleen Hoover, R.F. Kuang, George Orwell, Thomas Pynchon, Ayn Rand, and the Marquis de Sade, among others, attending to the ways in

LITR 1153C. The Weak Novel.

The "weak" novel has been with us for a long time. The weak novel is a novel that partly or wholly fails to be a novel, at all. This is the confessional novel, the documentary novel, the novel that includes material from other genres of writing and fields of knowledge, the non-narrative novel, the unoriginal novel, the novel that plays with its status as a material object or book. It is possible that no novel exists without its allegedly weak(er) cousins, and that no novel—no matter how big, strong, or novelistic—is without its moments of weakness. We will read such authors as Kathy Acker, Percival Everett, David Foster Wallace, Robert Glück, John Keene, and Eileen Myles and compose our own gloriously "weak" fictions.

LITR 1153D. Conjuring God.

Is there a place for capital-G God in contemporary fiction? If so, how might the concept of God help us explore our individual and collective search for meaning? And what might narratives about encounters with the divine tell us about the idiosyncrasies of belief (in God, in ideas, in the self)? As we read works by Albert Camus, Graham Greene, Shusaku Endo, Marilyn Robinson and Ursula Le Guin, among others, we'll discuss why writers still attend to notions of the sacred and divine decades after "the death of God."

LITR 1153E. The God Part: Setting Your Fiction, Building Your World.

How do writers bring readers into their worlds in such a way that readers see all that writers project on the walls of the imagination? How do they then contextualize that world on all levels, from plot construction to sociopolitical commentary? This course will examine different writers' uses of both time and place to make sense of the fictional worlds they are creating. We will discuss foreign-set works as well as works from regions like Appalachia, which are underrepresented in the American literary ballroom. This course is split into two different components: reading, and workshoping. While we are here to read and discuss the forementioned texts, we are also here to discuss the ways in which you incorporate setting into your own works of fiction, and to nurture your evolutions in both realms, technical and holy.

LITR 1153F. Reading and Making with Large Language Models.

Large Language Models can be used to generate text with a facility that some of us hail as 'human-level.' Informed by theory -- chiefly linguistic and language philosophical -- this workshop seminar allows its participants to explore what we mean when we say that artificial intelligence reads and writes; and what is implied for our own processes of literary or language-art making when we agree or intend to read and write with (and/or against) such systems. Apart from its reading-informed discussion, the workshop will provide time and critique for its participants' projects, which will engage and experiment with the seminar-generated ideas and actual machine-learned techniques.

LITR 1153G. Against Mastery.

In "A Black Poetics: Against Mastery" Dawn Lundy Martin argues against mastery as a creative, compositional mode. She writes that mastery "is an attempt to dominate the artwork." In this hybrid workshop/craft seminar we will investigate Martin's assertion in the context of decolonial (and) queer poetics. How might poets' negotiations of mastery speak to the intersection of their aesthetic, linguistic, cultural, historical, and political concerns? How do poets materialize a rejection or reconfiguration of mastery within decolonial practices attentive to craft and concept? The texts we will primarily engage are African, Arab(ic), and Native American, by authors at home(s) and in diaspora. Class time will blend workshop, discussion, and writing. Assignments include a group presentation, book review, and a final portfolio.

LITR 1153H. MICRO-UTOPIAS.

This special topics workshop/seminar explores our capacity as poets, writers, and multi-disciplinary artists to dialogue with the world around us through a socially engaged practice. During this course we will study utopian and dystopian literature, world-making poetry, theoretical frameworks, and a variety of social philosophies and creative practices that, in the words of Carol Becker, create micro-utopias: artistic interventions that "attempt to create physical manifestations of an ideal 'humanity' in an inhumane world." We will workshop and activate our creative ideas in a laboratory-like atmosphere. All art-makers are welcome. Be prepared to move, discuss, risk, play, theorize, and revise.

LITR 1153J. The Poetics of Mysticism.

How does one speak the unspeakable? What rhetorical and rhythmical strategies can the poet use to write the ineffable? How can the practice of writing be used not only to document mystical experience, but to cultivate ceremonial attentiveness? This poetry workshop/seminar explores the intersection of mysticism and poetry. We will investigate how writers across traditions (Islamic mysticism, Christian mysticism, Neoplatonism, pantheism, atheistic mysticism) and eras use language to approach the divine. Through a combination of close reading, seminar-style discussion, and creative workshop, students will engage with core mystical concepts (apophysis, union, ecstasy, divine madness, love, the body, suffering, horror) and draw on these themes and strategies for inspiration into their own creative work.

LITR 1153K. Microfiction.

Novels unravel years, decades, or even generations, while short stories culminate in singular, brilliant moments of epiphany. Short shorts, paradoxically, are heavily theme-based and thus tend to cover eternity. In this course, we will discuss the thematic underpinnings of micro fiction, and we will visit with the ways in which short shorts are structured differently from longer stories. We will examine the idea of pacing, as it is rendered in micro fiction, so that we might learn how to use such economy of words in our own micro fiction or traditional-length fiction. Each student will turn in at least three pieces of micro fiction or magical realism, and as final projects, you will revise two of these.

LITR 1200. Writers on Writing.

Offers students an introduction to the study of literature (including works from more than one genre) with special attention given to a writer's way of reading. This course will include visits to the course by contemporary writers, who will read to the class and talk about their work. Enrollment is limited to 30 students.

LITR 1220A. History and Practice of English Versification.

An opportunity to study through reading and imitating poems that represent a variety of poetic eras and traditions. S/NC.

LITR 1220B. Samuel Beckett.

This course will mark the centenary of the author by reading and discussing a range of works from Samuel Beckett's substantial output of fiction, poetry, drama and translation.

LITR 1220C. The Cantos in their Environment.

A reading of Pound's Cantos, with attention to their origin and developments, their background and their influence.

LITR 1220D. The Bible as Literary Source.

A survey of the English Bible and its presence in English and American literature. Students will learn to notice and account for Biblical echoes in a wide variety of writings from several cultures.

LITR 1220E. Dada and Surrealism.

Two of the most famous modernist movements, studied through their writings, their visual arts, their performances, and their manifestoes; their origins and influence; their place in history. S/NC.

LITR 1220F. Restoration Drama.

A survey of English drama and theatrical practice from the reopening of the theaters at the Restoration to the early eighteenth century. Works of the major playwrights, including Dryden, Congreve, Wycherly, Gay. S/NC.

LITR 1220G. The Waste Land and After.

We shall examine Eliot's poem, and then deal with early poems by W.H. Auden and the work of Charles Williams and David Jones. S/NC

LITR 1220H. Gertrude Stein and What Comes After (ENGL 1711M).

Interested students must register for ENGL 1711M.

LITR 1220I. Zoopoetics (ENGL 1900J).

Interested students must register for ENGL 1900J.

LITR 1220K. Asian American Avant-Garde (ENGL 1762X).

Interested students must register for ENGL 1762X.

LITR 1230C. Poetry Newly in Translation in English.

This is a reading, writing, translation, and discussion class. Commit to a vigorous combination of all four. Some translation theory will be reviewed, but the emphasis of the course is upon models of translations. Texts will include works by Iva Blatny, Inger Christensen, Luljeta Lleshanaku, David Huerta, Takashi Hiraide; new translations of Rimbaud and Baudelaire and others. Enrollment limited to 20. S/NC

LITR 1230D. Poetry, Mind, World.

How does the poetic mind negotiate between an account of itself and an account of the world? How have poets used landscape as a model of mind, as an erotics, as elegy? Merleau-Ponty, Hardy, Houle, Alexander, Dewdney, Hass, D'Aquino, Audubon and others. Presentation, several short essays, a poem, and one final essay.

LITR 1230E. Form and Theory of Fiction.

"Form and Theory of Fiction" offers an exploration of narrative theories directed particularly at creative writers, in conjunction with a hands-on examination of contemporary fictional narrative practices. Theoretical readings include historical essays on fiction and work by Gaston Bachelard, Mieke Bal, Gilles Deleuze, and others. Enrollment limited to 20.

LITR 1230F. Writing, Reading City.

In this course, we will explore correlations, points of convergence, and possible mimesis between city and text. Students will be expected to keep a weekly journal, to have a city in question, and to write both imaginatively and critically in response to readings and class discussion.

LITR 1230G. Master Poets of Apartheid Streets: Sterling Brown, Robert Hayden, Margaret Walker, Gwendolyn Brooks.

With the theme of "Slavery and Justice" in recent Brown University review, [4] "Master Poets of Apartheid Streets: Perpetual Resistance against de jure and de facto Segregation" is the formal and precise embouchure as Critical Realism which legislates as antidote to pernicious social, economic and educational racism: the aesthetic stance of this seminar is "An Integer Is a Whole Number." Through close attention to the conventions of poetry as praxis by these four master poets, in social context, the modality of this study is poetic discourse (what Frederick Douglass called "a sacred effort" in Douglass' description of President A. Lincoln's 'Second Inaugural.' Peripheral insights will be provided by Brown University researchers of the past: Charles H. Nichols, Winthrop Jordan, Richard Slotkin, in their three dissertations, and James R. Patterson's most recent book on "Brown v. Board of Education." Written permission required. Enrollment limited to 20. S/NC.

LITR 1230H. Being in Time.

In this discussion-based course, we will examine the many roles time plays in the building of narratives as well as its impact on contemporary concepts of self. We will use both literary and philosophical texts to explore the spaces between time and perception, time and memory, time and experience, and time and grammar. Written permission required.

LITR 1230I. The Documentary Vision in New Literature of the Americas.

A study of genre-defiant works, lyric treatments, atypical narratives, film poems, etc., including works by Anne Carson, Elena Poniatowska, W.S. Merwin, Maggie Nelson, Raoul Zurita and others. Enrollment limited to 20.

LITR 1230J. Writing: Material Differences.

An exploration of practices that make a material difference to writing, that may change what writing is in specific cultural circumstance and locations. We will look for such differences through transcultural and translingual experiments with writing, beginning "West" and moving "East." We will engage with a selection of widely divergent writers and genres, with emphases on poetics - particularly a translated rendition of Chinese poetics (such as was taken up by Pound and became influential in English literature) - and on theories that we can use for our practice, from: Fenollosa, Foucault, Derrida, and others. Enrollment limited to 20.

LITR 1230K. Latin American Death Trip.

Death is the subject of many of the greatest (most moving, innovative, funny, haunting, political, oneiric) Latin American poems of the 20th century, from Gorostiza's *Death without End* to Villaurrutia's *Nostalgia for Death* to Saenz' *The Night*. What is up with Latin Americans and death? What particularities of culture, gender, age, faith or experience might account for the visionary clarity of death as constant companion or permeable border, etc.? What makes the poems great? We shall read classic Latin American books in bilingual editions (so Spanish literacy is not a requirement, but we'll talk about translation issues). Students will be expected to participate in literary discussions, to write essays and a death poem. Enrollment limited to 20.

LITR 1230L. Eros: Hot and Sour.

Literature, early and late, distant and near, at the intersection of love and loathing. A seminar on selected texts deriving their blood from poetry, their flesh from fiction, their anatomy from form and theory. Including works by Rikki Ducornet, Anne Carson, Roland Barthes, Helen Cixous, Gertrude Stein, Catullus, Henry Miller, et al. Enrollment limited to 20.

LITR 1230M. Poetry and Ethics (COLT 1812J).

Interested students must register for COLT 1812J.

LITR 1230N. Robert Coover -- Foremost Storyteller.

We shall examine the works of contemporary American fiction writer, Robert Coover. During his long, celebrated career, Coover has imaginatively responded to writers and forms that have come before him. We'll investigate how Coover appropriates earlier traditions and think about how he simultaneously preserves and subverts literary traditions. We shall consider such concepts as myth, religion, and history, and determine how Coover applies these. We'll focus on authorial strategies and themes explored. Furthermore, we'll define literary terminology as a tools for textual and critical analysis. Finally, through this experience you can develop or refine the capacity for self-expression and communication. Enrollment limited to 20.

LITR 1230O. Suppression and Invention in Modern Persian Literature.

This course begins with symbolic elements from classical mystic Persian literature and journeys into pre- and post-revolution Persian short fiction and poetry. We shall analyze creative responses to restricted expression, study efforts to modernize in a variety of genres, and finish with the rise of the woman writer in Iran. Enrollment limited to 20.

LITR 1230P. The New Wave in Iranian Cinema.

We shall explore this movement that produced remarkable award-winning films in Iran. Applying author (auteur) theory, we will study new Iranian movies, analyzing "signs and meaning" in their cinematic language, also investigating effects of Iranian culture on this new artistic wave. Enrollment limited to 20. S/NC

LITR 1230Q. London Consequences.

This course focuses upon a selection of British prose from the 1960s and 1970s, and gives particular attention to post-war literary history in Britain, autobiographical fiction and the legacy of neo-modernism. We'll consider the work of, among others, Anna Kavan, J.G. Ballard, Nicholas Mosley, Muriel Spark, Christine Brooke-Rose, Stefan Themerson, Ann Quin and B.S. Johnson, along with (if available) *London Consequences*, a collaborative novel co-edited by Johnson.

LITR 1230T. The Origins of the Detective Story.

This class will explore the development of the Detective genre, focusing on its roots in the 19th century and considering more broadly how genres develop and change. Readings include E.T.A. Hoffmann's "Mademoiselle de Scudery", Edgar Allan Poe's Auguste Dupin stories, Wilkie Collins, Arthur Conan Doyle, Martin Hewett, and selections from *Detection by Gaslight* and *The Penguin Book of Gaslight Crime*. We will also look at theoretical texts, including Franco Moretti's "Clues". This course fulfills Literary Arts' pre-20th century literature requirement. Enrollment limited to 20.

LITR 1230U. Samuel Beckett.

This course will examine the works of Samuel Beckett--novels, plays and stories--from the beginning of his career to his death. We will read the majority of Beckett's work, with a major focus on his novel trilogy (*Molloy*, *Malone Dies*, and *The Unnamable*) and on the other work Beckett published between 1948 and 1961 (especially *Endgame* and *How It Is*).

LITR 1230V. Why Don't We Fall in Love?

We focus here on intersections of the erotic and poetry. How do we fall in love? Why? We will explore joy and happiness, love and lust, devotion and seduction. We will also, unfortunately, explore longing, heartbreak, jealousy, unrequited love. We will explore, through literature and film, the ageless enigma that prompted Ruth Stone to proclaim, "there is no choice among the voices / of love..."

LITR 1230W. Spectroscopy: [Identifying] Black Bodies in Narrative.

We shall focus on character development and narrative structure through the formation and presence of textual and cinematic black bodies. Our discussions will focus on the identification of that which is not allowed to speak -- the prototypical foil (Caliban), the other (Man Friday), the black body (Jim). How are narratives (how are we) shaped by that which cannot be acknowledged?

LITR 1230X. The New Long Poem.

An energetic study of powerful, book-length poems recently published in English, including texts as core to 20th c. literature as Juan Rulfo's *Pedro Paramo* to books as archly exacting as John Ashbery's *Flow Chart*, as affably innovative as Lyn Hejinian's *My Life*, as ingeniously formal as Inger Christensen's *alphabet* and as unruly as Frank Stanford's *The Battlefield Where the Moon Says I Love You*. Also: Bernadette Mayer's *Midwinter Day*, Evan S. Connell's *Notes Found in a Bottle on a Beach at Carmel*, W.S. Merwin's *The Folding Cliffs*, and the intra-genre Cecilia Vicuña's *Spit Temple*.

LITR 1230Y. Structuring (and De-Structuring) Novels: Special Topics Literature Seminar.

How to structure a novel? This is a question most novelists approach with dread, because, a) all the good plots and structures have been used up; b) plots can feel annoying anyway, like a capitulation to cinema or theater; and c) nevertheless, it is impossible to write in total darkness. We'll dispel this darkness by reading works by a range of novelists. How do these authors strike a balance between complex thought and elegant/unusual structure? And how can we, as writers, maintain narrative coherence over the course of hundreds of pages?

LITR 1230Z. Syncretic Gods.

Is it possible to kill a God? What happens within a generation to change the face of a God? To change the nature of a God itself? In this course we will research the various transformations of the myths of Yoruba deities as they too traverse middle passage in the suffocating holds of merchant ships. We will commit to the (subversive) task of imagining and re-imagining the myths of the Orishas. Using as a foundation the seventeen drawings in Cuban artist Alberto del Pozo's *Orichas* series, we will cover the storied lives of these our immortal and syncretic Gods.

LITR 1231A. Time Mechanics: Poetry as Translation.

This seminar focuses on experimental translations and transcreations in the spirit of Spicer's claim in *After Lorca*: "A poet is a time mechanic not an embalmer." Various approaches to leading a text across the time and space divide will be studied. If for Pound to "make new" is to look elsewhere, for Zukofsky it's to listen closely. If Hawkey's *Ventrakl* posits the poem's decomposition over time, Bang gives us a current, self-obsolencing version of Dante's hell. And while Hsia Yü's poems stage the clash of analogue and digital transmission technologies, Brandon Brown offers contemporary readers *Fleur du mal* version 2.0.

LITR 1231B. The Enchantment of Re-Imagining.

The author, Sam Leith, likened the recent Jane Austen project (in which six authors are tasked with rewriting Jane Austen for a modern audience) to "writing fiction as literary criticism." In this course, we are invited to think more speculatively about the role of re-imagination in literature and society by reading texts which do not only re-imagine the past by reframing history but which also re-imagine life and the present to offer us an alternate view. In some cases, these texts re-write existing classics. We will engage closely with the texts and relevant works of criticism.

LITR 1231C. Experimental Poets of Color.

In this course we'll read and critically engage with contemporary experimental poets of color writing in English in the US and Canada. Exploring the intersection of poetics, aesthetics, critical race (and mixed race) theory, and social justice activism in the arts, we will question the modernist and post-modernist assumptions that experimentation and innovation are exclusively the domain of whiteness. We will explore how racism, colonialism, and other contemporary systems of oppression condition responses to poets of color, and consider how poets of color respond to and engage with these systems both overtly and through their aesthetic experimentation.

LITR 1231D. Narrative Possession: spirits, shamans and the walking dead.

Narrative Possession offers a creative and critical investigation of the nature of possession as it manifests in film, fiction, and theory, exploring narrative depictions of possession across a wide range of international cultural practices including shamanism, voodoo, Spiritualism and séance. We will explore the theoretical and political ramifications of possession as it pertains to embodiment, sovereignty, private property and personal identity. Texts include works by Toni Morrison, Muriel Spark, Antoine Volodine, Zora Neal Hurston, Lafcadio Hearn, Ishmael Reed, Cesar Aira, kobo Abe, Derrida, Sartre, and De Certeau. Films include works by Cocteau, Camus, Tourneur, and Russell.

LITR 1231E. Rereading Writing.

We will study writing and, more generally, language art in terms of reading, both reexamining theories and practices of writing — in linguistics, the philosophy of language, and in the actual making of literature — and also by proposing that reading is constitutive of language regardless of its medium. What is reading, historically, theoretically, and in the digitally mediated future of culture? If reading brings language into being, then how should we read and what should we compose to be read? Readings from Saussure and Ong to Hayles, Derrida, and beyond. Optional critical-creative project.

LITR 1231F. Listening/Voicing.

"How you sound??" the poet Amiri Baraka once asked. This seminar is concerned with acts of communication as pertains to voicing and listening. How do poets sound out in the world, and to whom? We will explore notions of voice as more than a site of identity production, looking at, for example, the various fractures possible in Sappho's "voice" and what is carried to us through history, while also considering forms of singular and collective sounding via a range of poets and writers. On the other side of voice, we'll read into and experiment with acts of deep listening.

LITR 1231G. Traditions of Rupture: the Latin American Avant-Garde.

We will read and write creative responses to poetry and hybrid works by the generation of early 20th-century Latin American writers who shaped a distinct corpus owing as much to the European tradition as to the region's postcolonial history and vernacular: Huidobro, Vallejo, Neruda, Borges, and Guillén, and the Brazilian Modernists. We will also study postwar innovators—Berenguer, di Giorgio, Paz, Pizarnik, Parra, and the Brazilian Concrete Poets—as well as contemporary writers' contributions to the expansion of the field. Special focus will be devoted to translation matters, indigenous writing, and ecopoetics. Knowledge of Spanish and/or Portuguese is not necessary.

LITR 1231H. New York City 1965-2001.

NYC's a city constantly in crisis. It's a city in protest, turning over its own history, its fatal oversights. A place where missteps made in the blink of an eye might mean death—or sliding into the dark groove between princes(ses) and peasants. We're looking for NYC's story from 1965 to 2001. Why these years as bookends? Why this city made of boroughs held together by a sticky substance of uncertain origin we might call pride or ideology...? More importantly, what does it take to write historical fiction? To write about the places most important to us?

LITR 1231I. The Sacred & Profane: Dante, Milton, Rushdie.

We will explore a variety of sacred texts in the Abrahamic tradition to better understand the major works of four radical makers (in chronologic order): Dante Alighieri, John Milton, Charles Mingus, and Salman Rushdie. We will read supplementary texts by Durkheim, Eliade Mircea, Simone Weil, Carl Jung, and Edward Said.

LITR 1231J. Histories.

Historical figures like Herodotus, Hannibal, Billy the Kid and Calamity Jane have all served as energy nodes around which writers have built significant works of prose. In this seminar we will examine texts like Michael Ondaatje's *Coming Through Slaughter*, Toni Morrison's *Beloved* and W.G. Sebald's *The Emigrants* as part of an exploration of that prose which, if we can kick awake that poor overworked pearl, posits the historical as its grain of sand. Students can expect a substantial weekly reading load of primary and secondary source material and should come to each class prepared to discuss the assigned texts.

LITR 1231K. Innovations in Indian Literature.

Modern Indian literature developed in the shadow of colonialism and the birth of the nation state. Indian writers working in English and vernacular languages were forced to confront a sudden—and fragmented—modernity. What innovative narrative and literary strategies did they embrace in response to this historical and cultural pressure? Do these techniques have application beyond the Indian context? In general, how do cultural and political forces precipitate formal innovation?

LITR 1300. Independent Study in Reading, Research, and Writing About Literature.

Provides advanced students with an opportunity to pursue tutorial instruction oriented toward a literary research topic.

LITR 1310. Independent Study in Creative Writing.

Offers tutorial instruction oriented toward some significant work in progress by the student. Typically taken by honors or capstone candidates in the antepenultimate or penultimate semester. See instructor to seek permission during the semester before undertaking the course of study. One advanced-level workshop is prerequisite. S/NC.

LITR 1410A. Fiction Honors.

A workshop setting for the completion of theses by advanced writers of fiction. See general course description above for course entry procedures for all honors workshops. Instructor permission required. Enrollment limited to 12 senior Literary Arts concentrators. S/NC.

LITR 1410C. Playwriting Honors.

A workshop setting for the completion of theses or capstone projects by advanced writers of dramatic literature. See general course description above for course entry procedures for all honors/capstone workshops. Written permission required. S/NC.

LITR 1510. Honors Independent Study in Creative Writing.

Provides tutorial instruction for students completing their theses or capstone projects. Typically taken by honors or capstone candidates in their final semester. See instructor to seek permission during the semester before undertaking the course of study. S/NC.

LITR 2010A. Graduate Fiction.

Advanced practice of the art: a writing seminar, limited to graduate students in Literary Arts. Emphasis is placed on developing a better understanding of the creative process, strategies and forms. Written permission required. S/NC.

LITR 2010B. Graduate Poetry.

Advanced practice of the art: a writing seminar, limited to graduate students in Literary Arts. Emphasis is placed on developing a better understanding of the creative process, strategies and forms. Written permission required. S/NC.

LITR 2010C. Graduate Playwriting.

Advanced practice of the art: a writing seminar, limited to graduate students in Literary Arts. Emphasis is placed on developing a better understanding of the creative process, strategies and forms. Written permission required. S/NC.

LITR 2110A. Theatrical Styles on Stage and Page.

An investigation of theatrical forms and for collaborations among actors, directors and playwrights. This course is limited to participants in the MFA programs in acting, directing and playwriting. Instructor permission required. S/NC.

LITR 2110C. Reading, Writing and Thinking.

A course for graduate prose writers. We will explore various ways to engage with a work of art in order to fuel one's imagination and projects. Close textual reading of several books with writing assignments based on the readings. Writers will include Woolf, Stein, Beckett, Coetze, Kertesz and others. Written permission required. S/NC.

LITR 2110E. The Foreign Home: Interdisciplinary Arts.

Project-centered workshop for exploration beyond one's "home" genre, whether in video, poetry, fiction, music, performance or visual arts. Contemporary and art-historical interdisciplinary works will ground our investigation into the tension between expertise and "beginner's mind". Collaborative and individual work expected. Written permission required. S/NC.

LITR 2110F. Essays Without Borders.

A workshop for writing, performing, or media artists exploring essay or non-fiction forms in any genre. No project too strange, no essay too fanciful. Readings and research into experimental non-fiction. Individual and group work as well as critical and artistic projects. Literary Arts MFAs will be given priority. Come to first meeting for permission. Enrollment limited to 12. Permission required. S/NC.

LITR 2110G. Writing The Novel.

For advanced fiction writers who wish to work in long form. Through this course, participants will read a selection of novels and investigate the form; the primary emphasis will be placed on the work being undertaken by the members of the workshop itself. S/NC.

LITR 2110H. Embodying the Book.

What are the limits of the book? How far can it go? Alternatively, what is its essence? What is absolutely essential to it? This collaborative class brings writers together with RISD industrial designers and graphics artists to consider these questions and to create inventive book structures. Focus will be on collaboration itself, with texts addressing various aspects, such as the ethics of cooperation and group dynamics, as well as on the history and nature of the book as a cultural tool and force. Working in teams of three, students will invent their own structures and work together to embody them.

LITR 2110K. Deep Rivers, Lost Roads, Bent Symbols: Poets and Poetry Outside the Frame.

Geographically and/or aesthetically suspect, often shelved under the wrong rubric. Word-works by hermits and wanderers, sots and sot nots, whose language confirm, as Sister Rosetta Tharpe sang: Strange Things Happening Every Day. Including work by Besmilr Brigham, Wong May, Bernadette Mayer, Mary Reufle, Frank Stanford, David Fisher, a new translation of Beowulf (by an American! A Woman!), and others. There may also be music.

LITR 2110M. Challenging the Single Story: Reading Africa.

In recent years, there has been an explosion of new writing from Africa on the international scene, even as the single narrative of the continent persists. In this course, we will engage with fiction published in the last 15 years as well as critical texts and essays. Students will read fiction written in different genres. We will examine, among other things, how these writers negotiate their themes without compromising the integrity of their craft with a view to excelling in our own writing.

LITR 2110O. Dialogue, Monologue, & Dialect.

This hybrid workshop/seminar for graduate students will use works of fiction, cinema, theater, and narrative poetry as beginning points for experiments and discussions centered on a wide range of concepts and practices designed to widen how they hear and see the possibilities of voice and body language in their work. Special attention will be paid to regional and international, especially hybrid, forms of English.

LITR 2110P. World of Echoes: The Poet as Translator.

How is a poet's translation different from other translations? What factors determine a poet's choice to translate a specific author? For this seminar we will read innovative poetry recently translated by a diverse group of poets. Examples include Jennifer Scapettone's rendering of Amelia Rosselli's *Locomotrix*, Sawako Nakayasu's translations of Chika Sagawa, and Daniel Borzutzky's version of Raúl Zurita's *The Book of Planks*. Besides the translated materials, we will consider their relationship to the translator/poets' own works and the politics of cultural transmission. Students may engage in translation projects themselves or respond creatively to the materials, thereby also engaging in translation.

LITR 2210A. House Language.

We shall explore the house and its adjacent places and categories, with a focus upon narrative mannerism, terror and the grotesque, and the creation of literary form. We'll discuss stories, essays, household artifacts and etiquette, architectural plans and dangerous parlor games. Works by, among others: Georges Perec, H.G. Wells, Shirley Jackson, Isabella Beeton, Alain Robbe-Grillet, Frank Lloyd Wright, Rube Goldberg and Edith Wharton.

LITR 2230. Graduate Independent Study in Reading, Research, and Writing About Literature.

Provides graduate students with an opportunity to pursue tutorial instruction oriented toward a literary research topic.

LITR 2310. Graduate Independent Studies in Literary Writing.

Offers tutorial instruction oriented toward some significant work in progress by the graduate student. S/NC.

LITR 2410. Graduate Thesis Independent Study in Literary Writing.

Provides tutorial instruction for graduate students completing their graduate creative theses. Typically taken in the final semester. See instructor to seek permission during the semester before undertaking the course of study. S/NC.

LITR 2450. Exchange Scholar Program.**LITR 2600. Seminar in Teaching Creative Writing.**

A course focused on how to design and lead a creative writing workshop. Reading, writing and laboratory workshop sessions. Designed for first-year Literary Arts graduate students. S/NC.

LITR 2700. Pedagogy Seminar.

The Pedagogy Seminar examines ideas about teaching in a literary arts/creative writing environment. The pros and cons of the "workshop"-style will be discussed alongside alternative models, and general topics of exploration will include: creative process pedagogy, writing-to-learn, multi-genre approaches, uses of readings/research, and general classroom management. Designing an inclusive classroom and syllabus as well as exploring generative and innovative practices will be covered as well. A special emphasis will be on preparing students to feel confident and to explore a range of creative process issues. Personal writing as well as syllabus design will be expected.

LITR 2710. Literary Arts Pedagogy in Practice.

The Pedagogy in Practice Seminar examines ideas about teaching in a literary arts/creative writing environment. The pros and cons of the "workshop"-style will be discussed alongside alternative models, and general topics of exploration will include: creative process pedagogy, writing-to-learn, multi-genre approaches, uses of readings/research, and general classroom management. This is a hands-on forum to provide guidance on how to build an inclusive, pedagogically effective meeting space. A special emphasis will be on preparing instructors to feel confident and explore a range of creative process issues. There will be opportunities to develop personal writing, especially in response to student work.

LITR 2780. Graduate Independent Study in Professional Development.

This half-credit course is for a Literary Arts graduate student not enrolled in a pedagogy seminar. Through this independent study, the graduate student will work with a faculty advisor to prepare for the post-MFA experience. This may include a focus on aspects of teaching, but may also focus on related professional pursuits, such as working in literary agency, publishing and professional writing.

Mathematics

The Mathematics Department at Brown balances a lively interest in students and teaching with a distinguished research reputation. Our several strong research groups, Analysis, Algebraic Geometry, Geometry and Topology, and Number Theory, all have active seminar schedules that draw local and international speakers. The undergraduate program in mathematics is designed to present students with challenging courses that will train them for any future they desire, be it in the economy, the government, or academe. We are also quite flexible in placing students; our goal being to discover a student's level of competence and then offering a stimulating course.

We support 40+ graduate students in a Ph.D. program whose graduates populate top mathematics departments and prominent positions in industry. Our joint graduate courses and seminars with the adjacent Division of Applied Mathematics add to the breadth of offerings available to our graduate students.

For additional information, please visit the department's website: <https://www.brown.edu/academics/math/>

Mathematics Concentration Requirements

Mathematics is a grouping of sciences, including geometry, algebra, and calculus, that study quantity, structure, space, and change. Mathematics concentrators at Brown can explore these concepts through the department's broad course offerings and flexible concentration requirements. The concentration leads to either the Bachelor of Arts or Bachelor of Science degree (the latter is strongly recommended for students interested in pursuing graduate study in mathematics or related fields). Concentrators begin their learning with multivariable calculus, linear algebra, and abstract algebra. Beyond these prerequisites, students take a variety of advanced topics on the 1000 level based on their interests. After sufficient preparation and with permission of the instructor, students may also take courses on the 2000 level. Students also have the option of completing a thesis project.

Concentrators in mathematics should complete the prerequisites by the end of their sophomore year. It is strongly recommended that students take MATH 1010 before taking MATH 1630, (formerly MATH 1130).

Prerequisites:

Multivariable calculus and linear algebra (choose one of the following sequences): 2

MATH 0180 & MATH 0520 Multivariable Calculus and Linear Algebra

MATH 0180 & MATH 0540 Multivariable Calculus and Linear Algebra With Theory

MATH 0200 & MATH 0520 Multivariable Calculus (Physics/Engineering) and Linear Algebra

MATH 0350 & MATH 0540 Multivariable Calculus With Theory and Linear Algebra With Theory

Or the equivalent

Program:

MATH 1530 Abstract Algebra 1
Five other 1000- or 2000-level Mathematics courses. The year-long sequence 0750/0760 may be substituted for one of these course credits. 5

Total Credits 8

Honors

Honors degrees may be recommended for students who have exhibited high achievement in mathematics. Candidates must complete at least eight mathematics courses at the 1000 or 2000 level with sufficiently good grades and must write an honors thesis under the guidance of a faculty member. The honors thesis is usually written while the candidate is enrolled in MATH 1970. The candidate should consult with the concentration advisor for the precise grade requirements.

Concentrators in mathematics should complete the prerequisites by the end of their sophomore year. It is strongly recommended that students take MATH 1010 before taking MATH 1630, (formerly MATH 1130).

Standard program for the Sc.B. degree

Prerequisites:

Multivariate calculus and linear algebra (choose one of the following sequences): 2

MATH 0180 & MATH 0520 Multivariable Calculus and Linear Algebra

MATH 0180 & MATH 0540 Multivariable Calculus and Linear Algebra With Theory

MATH 0200 & MATH 0520 Multivariable Calculus (Physics/Engineering) and Linear Algebra

MATH 0350 & MATH 0540 Multivariable Calculus With Theory and Linear Algebra With Theory

Or the equivalent

Program:

MATH 1630	Real Analysis I (formerly MATH 1130)	1
MATH 1640	Real Analysis II (formerly MATH 1140)	1
MATH 1530	Abstract Algebra	1
MATH 1540 or MATH 1560	Topics in Abstract Algebra Number Theory	1
Four other 1000- or 2000- level Mathematics courses. The year-long sequence 0750/0760 may be substituted for one of these course credits.		4
Four additional courses in mathematics, science, economics, or applied mathematics approved by the concentration advisor.		4
Total Credits		14

Honors

Honors degrees may be recommended for students who have exhibited high achievement in mathematics. Candidates must complete at least eight mathematics courses at the 1000 or 2000 level with sufficiently good grades and must write an honors thesis under the guidance of a faculty member. The honors thesis is usually written while the candidate is enrolled in MATH 1970. The candidate should consult with the concentration advisor for the precise grade requirements.

Those interested in graduate study in mathematics are encouraged to take:

MATH 1630	Real Analysis I (formerly MATH 1130)
MATH 1640	Real Analysis II (formerly MATH 1140)
MATH 1460	Complex Analysis (formerly MATH 1260)
MATH 1710	Topology (formerly MATH 1410)
MATH 1540	Topics in Abstract Algebra

Mathematics-Computer Science Concentration Requirements

Students may opt to pursue an interdisciplinary Bachelor of Science degree in Math-Computer Science, a concentration administered cooperatively between the mathematics and computer science departments. Course requirements include math- and systems-oriented computer science courses, as well as computational courses in applied math. Students must identify a series of electives that cohere around a common theme. As with other concentrations offered by the Computer Science department, students have the option to pursue the professional track of the ScB program in Mathematics-Computer Science.

Requirements for the Standard Track of the Sc.B. degree.

Prerequisites

Three semesters of Calculus to the level of MATH 0180, MATH 0200, or MATH 0350		3
MATH 0520	Linear Algebra	1
or MATH 0540	Linear Algebra With Theory	
or CSCI 0530	Coding the Matrix: An Introduction to Linear Algebra for Computer Science	

Core Courses

MATH 1530	Abstract Algebra	1
Select one of the following series:		2
Series A		
CSCI 0150 & CSCI 0200	Introduction to Object-Oriented Programming and Computer Science and Program Design with Data Structures and Algorithms	
Series B		
CSCI 0170 & CSCI 0200	Computer Science: An Integrated Introduction and Program Design with Data Structures and Algorithms	
Series C		

CSCI 0190	Accelerated Introduction to Computer Science (and an additional CS course numbered 200 or above not otherwise used to satisfy a concentration requirement; a Foundations course, or a 1000-level CS course)	
Series D ¹		
CSCI 0111 & CSCI 0200	Computing Foundations: Data and Program Design with Data Structures and Algorithms	
Foundations Courses: Two courses, touching two different Foundations areas:		2
a. Algorithms/Theory Foundations		
CSCI 0500	Data Structures, Algorithms, and Intractability: An Introduction	
b. AI/Machine Learning/Data Science Foundations.		
CSCI 0410	Foundations of AI	
c. Systems Foundations. Concentration credit for only one of 300/330		
CSCI 0300	Fundamentals of Computer Systems	
or CSCI 0320	Introduction to Software Engineering	
or CSCI 0330	Introduction to Computer Systems	
Three 1000-level Mathematics courses		3
Three courses in Computer Science at the 1000-level or higher. One of these can be an additional 100-level Foundations course or a CSCI non-technical course, as defined by the concentration handbook.		3
Three additional courses different from any of the above chosen from Mathematics, Computer Science, Applied Mathematics, or related areas ⁴		3
A capstone course in Computer Science or Mathematics ⁵		1
Total Credits		19

¹ Students wishing to go directly from CSCI 0111 to CSCI 0200 will need to successfully complete additional exercises to receive an instructor override code for CSCI 0200.

² These must be CSCI courses at the 1000-level or higher. Credit will only be given for one of CSCI 410, CSCI 1410, CSCI 1411, and only one credit for CSCI 300, CSCI 330. See current handbook for list. <https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>

³ Concentration credit will be given for only one of APMA 1650, APMA 1655, and CSCI 1450. These must be approved by a concentration advisor.

⁴ A one-semester course, taken in the student's last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic in depth. A senior thesis which involves two semesters of work may count as a Capstone. Course-based capstones are currently only available through CS. Approved capstone courses and instructions may be found in the CS concentration handbook (<https://cs.brown.edu/degrees/undergrad/concentrating-in-cs/concentration-handbook/>)

Requirements for the Professional Track of the Sc.B. degree.

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Mathematics-Economics Concentration Requirements

The Mathematics Economics concentration is designed to give a background in economic theory plus the mathematical tools needed to analyze and develop additional theoretical constructions. The emphasis is on the abstract theory itself. Students may choose either the standard or the professional track, both award a Bachelor of Arts degree. If you are interested in declaring a concentration in Mathematics Economics, please refer to this page for more information regarding the process.

Standard Mathematics-Economics Concentration Honors:

Economics

ECON 1130	Intermediate Microeconomics (Mathematical) ¹	1
ECON 1210	Intermediate Macroeconomics	1
ECON 1630	Mathematical Econometrics I	1
Two courses from the "mathematical-economics" group: ²		2
ECON 1170	Welfare Economics and Social Choice Theory	
ECON 1225	Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies	
ECON 1255	Unemployment: Models and Policies	
ECON 1470	Bargaining Theory and Applications	
ECON 1490	Designing Internet Marketplaces	
ECON 1545	Topics in Macroeconomics, Development and International Economics	
ECON 1560	Economic Growth	
ECON 1640	Mathematical Econometrics II	
ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1750	Investments II	
ECON 1770	Crisis Economics	
ECON 1805	Experimental and Behavioral Economics	
ECON 1820	Theory of Behavioral Economics	
ECON 1860	The Theory of General Equilibrium	
ECON 1870	Game Theory and Applications to Economics	
One course from the "data methods" group: ²		1
ECON 1301	Economics of Education I	
ECON 1310	Labor Economics	
ECON 1315	Health, Education, and Social Policy	
ECON 1330	Gender and Development	
ECON 1340	Economics of Global Warming	
ECON 1345	Climate Change and the Commons	
ECON 1355	Environmental Issues in Development Economics	
ECON 1360	Health Economics	
ECON 1375	Inequality of Opportunity in the US	
ECON 1385	Intergenerational Poverty in America	
ECON 1400	The Economics of Mass Media	
ECON 1410	Urban Economics	
ECON 1430	The Economics of Social Policy	
ECON 1510	Economic Development	
ECON 1530	Health, Hunger and the Household in Developing Countries	
ECON 1629	Applied Research Methods for Economists	
ECON 1640	Mathematical Econometrics II	

ECON 1660	Big Data	
ECON 1670	Advanced Topics in Econometrics	
ECON 1680	Machine Learning, Text Analysis, and Economics	
ECON 1825	Behavioral Economics and Public Policy	
ECON 1830	Behavioral Finance	
Two additional 1000-level economics courses ³		2
Mathematics		
Calculus: MATH 0180 or higher		1
Linear Algebra - one of the following:		1
MATH 0520	Linear Algebra	
MATH 0540	Linear Algebra With Theory	
Probability Theory - one of the following:		1
MATH 1210	Probability (Formerly MATH 1610)	
MATH 1620	Mathematical Statistics	
APMA 1650	Introduction to Probability and Statistics with Calculus	
Analysis - one of the following:		1
MATH 1010	Analysis: Functions of One Variable	
MATH 1630	Real Analysis I (Formerly MATH 1130)	
MATH 1640	Real Analysis II (Formerly MATH 1140)	
Differential Equations - one of the following:		1
MATH 1110	Ordinary Differential Equations	
MATH 1120	Partial Differential Equations	
One additional course from the Probability, Analysis, and Differential Equations courses listed above		1
Total Credits		14

¹ Or ECON 1110 with permission. For students matriculating at Brown in Fall 2021 or later, note that if ECON 1110 is used, then one additional course from the mathematical-economics group will be required

² No course may be "double-counted" to satisfy both the mathematical-economics and data methods requirement.

³ Students may apply, at most, one Economics course whose number is in the range of 1000 to 1099 toward the concentration. Note that ECON 1620, ECON 1960, and ECON 1970 (independent study) cannot be used for concentration credit. However, ECON 1620 and ECON 1960 can be used for university credit and up to two 1970s may be used for university credit.

⁴ MATH 1630 (formerly MATH 1130) is a prerequisite for MATH 1640 (formerly MATH 1140).

Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites.

Professional Track:

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradproftrack/>

Mathematics Graduate Program

The Math Department PhD program is intended for students with a solid background in undergraduate mathematics and a strong interest in research. Most of our students intend to pursue academic careers or find other kinds of positions, for example in industry or finance.

We aim to provide a supportive environment for teaching, learning, and creating mathematics. The relatively small size (about 40+ graduate students and 25+ faculty and postdocs) allows for close contact with faculty and a sense of community. The program is flexible enough to

accommodate a range of levels of preparation. More than 85% of students admitted receive their PhD.

For more information on admission and program requirements, please visit the following website:

<https://www.brown.edu/academics/math/graduate> (<https://www.brown.edu/academics/math/graduate/>)

5th Year Masters Program

The program is only available as a 5th year masters program and only open to current Brown undergraduates, who must apply before graduating.

To earn a fifth year masters degree, the student must complete eight 2000-level courses with a grade of B or higher.

Students must complete at least three of the following "core" courses, which are offered in the fall.

MATH 2110	Introduction to Manifolds	1
MATH 2210	Real Function Theory	1
MATH 2250	Complex Function Theory	1
MATH 2410	Topology	1
MATH 2510	Algebra	1

Other eligible courses, beyond the minimum three core courses from above, are the following spring term courses:

MATH 2010	Differential Geometry	1
MATH 2220	Real Function Theory	1
MATH 2260	Complex Function Theory	1
MATH 2420	Algebraic Topology	1
MATH 2520	Algebra	1

There are also the below advanced graduate courses. In order for one of these to be counted toward the fifth year Master's, it must be taken for "qualifying credit". This means that the student must notify the instructor in advance that he/she desires to earn qualifying credit, and then the instructor will assign suitable written work or an oral presentation.

MATH 2050	Algebraic Geometry	1
MATH 2060	Algebraic Geometry	1
MATH 2370	Partial Differential Equations	1
MATH 2380	Partial Differential Equations	1
MATH 2530	Number Theory	1
MATH 2540	Number Theory	1
MATH 2630	Probability	1
MATH 2640	Probability	1

A course in the 2710-2720 Topics Series

With permission of the Director of Graduate Studies, up to two graduate level courses in Applied Mathematics may also be counted.

A Master's thesis is not required, nor are there any additional exams beyond the final exams for each of the courses.

Up to two of the eight courses may be graduate-level Mathematics courses which the student has already taken as an undergraduate.

Courses

MATH 0010A. First Year Seminar: A Taste of the Infinite.

The concept of infinity occurs in many disciplines - philosophy, mathematics, physics, religion, art, and so on. This class will focus on the mathematical aspects of infinity, surveying some of the ways that the infinite arises in mathematics. Topics will include: the sizes of infinity, rates of growth, computational complexity, construction of the real numbers, the notion of compactness, geometric spaces, transcendental numbers, and fractal sets. I will not assume any prior knowledge of mathematics beyond a good grounding in high school algebra and geometry.

MATH 0010B. Exploring the Fourth Dimension.

This interdisciplinary seminar explores all the mathematics students have seen or ever will see, concentrating on an engaging topic that begins with elementary geometry and branches out to literature, history, philosophy, and art as well as physics and other sciences. Guideposts to the fourth dimension include Salvador Dali's *Corpus Hypercubicus*, Edwin Abbott Abbott's *Flatland*, and Jeff Weeks' *The Shape of Space*. Students will investigate new mathematical topics such as combinatorics, regular polytopes, topology, and non-Euclidean geometry. Although students will use computers for visualization, no computer experience is required. There are no specific mathematical prerequisites except curiosity and a willingness to participate actively. Students considering concentrations in humanities, social sciences, and the arts are especially invited to this first-year seminar. Enrollment limited to 19 first year students.

MATH 0010C. From 'Flatland' to the Fourth Dimension.

No description available. Enrollment limited to 15 first year students. Instructor permission required, after initial placement of students.

MATH 0050. Analytic Geometry and Calculus.

MATH 0050 and 0060 provide a slower-paced introduction to calculus for students who require additional preparation. Presents the same calculus topics as MATH 0090, together with a review of the necessary precalculus topics. Students successfully completing this sequence are prepared for MATH 0100. S/NC only.

MATH 0060. Analytic Geometry and Calculus.

A slower-paced introduction to calculus for students who require additional preparation. Presents the same calculus topics as MATH 0090, together with a review of the necessary precalculus topics. Students successfully completing this sequence are prepared for MATH 0100. Prerequisite: MATH 0050 or written permission. May not be taken for credit in addition to MATH 0070 or MATH 0090. S/NC only.

MATH 0070. Calculus with Applications to Social Science.

A survey of calculus for students who wish to learn the basics of calculus for application to social sciences or for cultural appreciation as part of a broader education. Topics include functions, equations, graphs, exponentials and logarithms, and differentiation and integration; applications such as marginal analysis, growth and decay, optimization, and elementary differential equations. May not be taken for credit in addition to MATH 0060 or MATH 0090. S/NC only.

MATH 0081. Math Teaching Fellows Program.

The Math Teaching Fellows Program is a semester-long certificate program that provides UTAs with the skills and knowledge required to be an effective UTA in the Math Department. Admission into the program is by application only; participants will hold a UTA appointment in a Mathematics course approved by the Teaching Fellows Coordinators and must therefore be eligible for student employment at Brown during the term. Participants should have completed at least one of Math 0100, 0180, 0190, 0200, 0350, 0520, 0540.

MATH 0090. Single Variable Calculus, Part I.

An intensive course in calculus of one variable including limits, differentiation, maxima and minima, the chain rule, rational functions, trigonometric functions, and exponential functions. Introduction to integration with applications to area and volumes of revolution. MATH 0090 and MATH 0100 or the equivalent are recommended for all students intending to concentrate in the sciences or mathematics. May not be taken for credit in addition to MATH 0060 or MATH 0070. S/NC only.

MATH 0100. Single Variable Calculus, Part II.

A continuation of the material of MATH 90 including further development of techniques of integration. Other topics covered are infinite series, power series, Taylor's formula, polar coordinates, parametric equations, introduction to differential equations, and numerical methods. MATH 90 and 100 or the equivalent are recommended for all students intending to concentrate in mathematics or the sciences. MATH 100 may not be taken in addition to MATH 170 or MATH 190.

MATH 0170. Single Variable Calculus, Part II (Accelerated).

This course, which covers roughly the same material and has the same prerequisites as MATH 100, covers integration techniques, sequences and series, parametric and polar curves, and differential equations of first and second order. Topics will generally include more depth and detail than in MATH 100. MATH 170 may not be taken in addition to MATH 100 or MATH 190.

MATH 0180. Multivariable Calculus.

Three-dimensional analytic geometry. Differential and integral calculus of functions of two or three variables: partial derivatives, multiple integrals, Green's Theorem, Stokes' theorem, and the divergence theorem. Prerequisite: MATH 100, MATH 170, or MATH 190, or advanced placement or written permission. [MATH 180 may not be taken in addition to MATH 200 or MATH 350.]

MATH 0190. Single Variable Calculus, Part II (Physics/Engineering).

This course, which covers roughly the same material and has the same prerequisites as MATH 100, is intended for students with a special interest in physics or engineering. The main topics are: applications and techniques of integration; sequences, series, and power series methods; parametric equations and polar coordinates; additional topics at instructor's discretion. MATH 190 may not be taken in addition to MATH 100 or MATH 170.

MATH 0200. Multivariable Calculus (Physics/Engineering).

This course, which covers roughly the same material as MATH 180, is intended for students with a special interest in physics or engineering. The main topics are: geometry of three-dimensional space; partial derivatives; Lagrange multipliers; double, surface, and triple integrals; vector analysis; Stokes' theorem and the divergence theorem, with applications to electrostatics and fluid flow. Prerequisite: MATH 100, MATH 170, or MATH 190, or advanced placement or written permission. [MATH 200 may not be taken in addition to MATH 180 or MATH 350.]

MATH 0350. Multivariable Calculus With Theory.

This course provides a rigorous treatment of multivariable calculus. Topics covered include vector analysis, partial differentiation, multiple integration, line integrals, Green's theorem, Stokes' theorem, and the divergence theorem. MATH 0350 covers the same material as MATH 0180, but with more emphasis on theory and on understanding proofs. Prerequisites: MATH 0100, MATH 0170, or MATH 0190, or advanced placement or written permission. [MATH 0350 may not be taken in addition to MATH 0180 or MATH 0200.]

MATH 0420. Introduction to Number Theory.

An overview of one of the most beautiful areas of mathematics. Ideal for any student who wants a taste of mathematics outside of, or in addition to, the calculus sequence. Topics include: prime numbers, congruences, quadratic reciprocity, sums of squares, Diophantine equations, and, as time permits, such topics as cryptography and continued fractions. No prerequisites.

MATH 0520. Linear Algebra.

A first course in linear algebra designed to develop students' problem solving skills, mathematical writing skills, and gain facility with the applications and theory of linear algebra. Topics will include: vector spaces, linear transformations, matrices, systems of linear equations, bases, eigenvalues, and additional topics at instructor's discretion. Applications may include differential equations, difference equations, least squares approximations, and models in economics and in biological and physical sciences. MATH 0520 or MATH 0540 is a prerequisite for all 1000-level courses in Mathematics except MATH 1260 or MATH 1610. Recommended prerequisite: MATH 0100 or equivalent. May not be taken in addition to MATH 0540.

MATH 0540. Linear Algebra With Theory.

This course provides a rigorous introduction to the theory of linear algebra. Topics covered include: matrices, linear equations, determinants, and eigenvalues; vector spaces and linear transformations; inner products; Hermitian, orthogonal, and unitary matrices; and Jordan normal form. MATH 540 provides a more theoretical treatment of the topics in MATH 520, and students will have opportunities during the course to develop proof-writing skills. Recommended prerequisite: MATH 100, MATH 170, or MATH 190. [MATH 540 may not be taken in addition to MATH 520.]

MATH 0550. Problems from the History of Mathematics.

This course presents a history of mathematics through the lens of famous mathematical problems. Beginning in Ancient Greece and Babylon and continuing to the present, we discuss the problems that shaped the development of modern mathematics. Sample topics include the impossible constructions of Ancient Greece, paradoxes from the birth of calculus, the problems that gave rise to graph theory, and the rise of computer-assisted proofs.

MATH 0580. Mathematical Forms in Architecture.

This project will explore and advance innovative applications of mathematics to architecture using computational methods. Historically, architecture has been guided primarily by an intuitive creative process. In contrast to the end-results of intuitive design, many "optimal" forms--i.e. geometric shapes and configurations that satisfy extremal conditions--are unique because they are the result of systematic physical experiments or explicit mathematical study in addition to imaginative input. Classic questions for which human intuition alone has been incapable of finding a solution include: What is the exact shape of the optimal arch?, or What is the shape of a child's slide that minimizes the time of travel? The use of computational methods to generate solutions to these problems will be made considerably simpler via optimization libraries in Mathematica. The application to architecture in this project will provide students a unique concrete backdrop to visualize solutions to these problems.

MATH 0750. Introduction to Higher Mathematics.

This semester-long class will expose students to several fundamental areas of mathematics. It will be team taught by three members of the faculty. Topics, which will vary from year to year, will be chosen from logic and set theory, number theory, abstract algebra, combinatorics and graph theory, analysis, and geometry. Approximately 4 weeks will be devoted to each of the selected topics.

MATH 0760. Introduction to Higher Mathematics.

This year-long class will expose students to six fundamental areas of mathematics. It will be team taught by six members of the faculty. Fall topics will include logic, combinatorics, and analysis. Spring topics will include number theory, algebra, and geometry. Approximately 4 weeks will be devoted to each topic.

MATH 1000. The Art of Writing Mathematics.

Math 1001 is an introduction to proof-writing designed to prepare students for further exploration of rigorous mathematics. Students will be trained to identify and employ a variety of proof-techniques such as direct proof, proof by contradiction, proof by induction, and proof by cases, to name a few. Mathematical topics covered include samplings of set theory, logic, and number theory, with additional topics chosen at the instructors discretion if time permits. Recommended Prerequisites: MATH 0520, MATH 0540, MATH 0100, MATH 0190, MATH 0180, MATH 0200, or MATH 0350. Students with little proof writing experience are encouraged to take MATH 1001 prior to taking, or concurrently with, other 1000-level Mathematics courses.

MATH 1010. Analysis: Functions of One Variable.

Completeness properties of the real number system, topology of the real line. Proof of basic theorems in calculus, infinite series. Topics selected from ordinary differential equations. Fourier series, Gamma functions, and the topology of Euclidean plane and 3-space. Prerequisite: MATH 0180, 0200, or 0350. MATH 0520 or 0540 may be taken concurrently. Most students are advised to take MATH 1010 before MATH 1630.

MATH 1030. Graph Theory.

This course covers important material about graph theory, such as spanning trees, network flow problems, matching problems, coloring problems, planarity, Cayley graphs, spectral theory on graphs, and Ramsey Theory. The emphasis will be on a combination of theory and algorithms. Depending on the instructor, connections to such fields as combinatorics, geometry, or computer science might be emphasized. Prerequisite: MATH 0180, 0200 or 0350 and MATH 0520 or 0540 are recommended.

MATH 1040. Fundamental Problems of Geometry.

This class discusses geometry from a modern perspective. Topics include hyperbolic, projective, conformal, and affine geometry, and various theorems and structures built out of them. Prerequisite: MA 0520, MA 0540, or permission of the instructor.

MATH 1060. Differential Geometry.

The study of curves and surfaces in 2- and 3-dimensional Euclidean space using the techniques of differential and integral calculus and linear algebra. Topics include curvature and torsion of curves, Frenet-Serret frames, global properties of closed curves, intrinsic and extrinsic properties of surfaces, Gaussian curvature and mean curvature, geodesics, minimal surfaces, and the Gauss-Bonnet theorem.

MATH 1080. Cryptography.

This course focuses on the mathematics underlying public key cryptosystems, digital signatures, and other topics in cryptography. A sampling of mathematical topics, such as groups, rings, fields, number theory, probability, complexity theory, elliptic curves, and lattices, will be introduced and applied to cryptography. No prior knowledge of these topics is assumed, nor is prior programming experience needed; any programming knowledge required will be covered in class.

MATH 1110. Ordinary Differential Equations.

Ordinary differential equations, including existence and uniqueness theorems and the theory of linear systems. Topics may also include stability theory, the study of singularities, and boundary value problems.

MATH 1120. Partial Differential Equations.

The wave equation, the heat equation, Laplace's equation, and other classical equations of mathematical physics and their generalizations, discussion of well-posedness problems. The method of characteristics, initial and boundary conditions, separation of variables, solutions in series of eigenfunctions, Fourier series, maximum principles, Green's identities and Green's functions.

MATH 1150. Machine Learning for Scientific Modeling: Data-Driven Discovery of Differential Equations.

This junior/senior level course will explore the use of Machine Learning to automate the discovery and calibration of models involving differential equations directly from data. After introducing the basic machine learning tools (Gaussian Processes and Neural Networks) we will see how they can be combined with ODE and PDE computational methods to generate models in physics, medicine, and finance. The course will progress to a survey of recent research works on the topic. No prior knowledge of machine learning is required.

MATH 1210. Probability.

Basic probability theory including random variables, distribution functions, independence, expectation, variance, and conditional expectation. Classical examples of probability density and mass functions (binomial, geometric, normal, exponential) and their applications. Stochastic processes including discrete and continuous time Poisson processes, Markov chains, and Brownian motion.

MATH 1220. Mathematical Statistics.

Frequentist and Bayesian viewpoints and decision theory principles. Concepts from probability, including the central limit theorem and multivariate normal distributions, and asymptotic estimates. Inferences from independent, identically distributed sampling: point estimation, confidence intervals, and hypothesis testing. Analysis of variance (ANOVA) and generalized linear models of regression.

MATH 1270. Topics in Functional Analysis.

Infinite-dimensional vector spaces with applications to some or all of the following topics: Fourier series and integrals, distributions, differential equations, integral equations, calculus of variations. Prerequisite: At least one 1000-level course in Mathematics or Applied Mathematics, or permission of the instructor.

MATH 1460. Complex Analysis.

Examines one of the cornerstones of mathematics. Complex differentiability, Cauchy-Riemann differential equations, contour integration, residue calculus, harmonic functions, geometric properties of complex mappings. Prerequisite: MATH 0180, 0200, or 0350. This course does not require MATH 0520 or 0540.

MATH 1530. Abstract Algebra.

A proof-based course that introduces the principles and concepts of modern abstract algebra. Topics will include groups, rings, and fields, with applications to number theory, the theory of equations, and geometry. Previous proof-writing experience is not required. MATH 1530 is required of all students concentrating in mathematics. It is strongly suggested that potential mathematics concentrators make MATH 1530 one of the first thousand level mathematics classes that they take.

MATH 1540. Topics in Abstract Algebra.

Galois theory together with selected topics in algebra. Examples of subjects which have been presented in the past include algebraic curves, group representations, and the advanced theory of equations. Prerequisite: MATH 1530.

MATH 1560. Number Theory.

Selected topics in number theory will be investigated. Unique factorization, prime numbers, modular arithmetic, arithmetic functions, quadratic reciprocity, finite fields, and related topics. Prerequisite: MATH 1530 or written permission.

MATH 1630. Real Analysis I.

A rigorous introduction to real analysis, this course treats topics in point set topology, function spaces, differentiability of functions on Euclidean spaces, and Fourier series. Among the many topics and theorems we investigate in detail will be connectedness and compactness, the Arzela-Ascoli theorem, the inverse and implicit function theorems, and L^2 and pointwise convergence of Fourier series. It is recommended that a student take MATH 1010 before attempting MATH 1630.

MATH 1640. Real Analysis II.

A second course in real analysis, in this class we study measure theory and integration as well as Hilbert spaces. Among the many topics we study will be abstract measure and integration theory, Fourier transform, linear functionals and the Riesz representation theorem, compact operators, and the spectral theorem. The course may also include additional material of interest to the students and instructor.

MATH 1710. Topology.

Topology of Euclidean spaces, winding number and applications, knot theory, fundamental group and covering spaces. Eulercharacteristic, simplicial complexes, classification of two-dimensional manifolds, vector fields, the Poincaré-Hopf theorem, and introduction to three-dimensional topology. Prerequisites: Abstract Algebra (Math 1530) and Real Analysis (Math 1010 or Math 1630).

MATH 1720. Manifolds.

Manifolds are a basic concept that unite ideas from linear algebra, multivariable calculus, geometry, and topology. Math and physics research require a familiarity with manifolds. Topics covered include the definition of a smooth manifold either as a smooth subset of $\mathbb{R}^n$ or as an abstract manifold, coordinating charts, and transition functions. The course will cover concrete examples: e.g. surfaces and 3-manifolds. Other topics include tangent vectors, vector fields, tensors, exterior algebra, differential forms, change of coordinates, Stokes' Theorem and the basics of De Rham cohomology.

MATH 1810A. Applied Algebraic Topology.

Topology is a powerful tool for identifying, describing, and characterizing the essential features of functions and spaces. In the recent years some of these methods have been adapted to study the shape of data collected from a range of different fields, including graphics and visualization, computational biology, etc. This course is an introduction to the basic concepts and topological structures behind these developments, focusing on persistent homology and mapper. Projects will involve using these methods to analyze and describe the shape of concrete data sets.

MATH 1810B. A Second Course in Linear Algebra.

This is a course in linear algebra for students who have had a standard first course (vector space, linear map, characteristic polynomial). We'll emphasize coordinate-free constructions and universal properties as much as possible. Among the topics we'll study are sum, product and quotient spaces; duality (kernel, cokernel); tensor product (Hilbert's third problem, differential form); homological algebra (exact sequence, snake lemma); normal forms (Frobenius, Weyr, Smith) and invariant factors. If there are sufficient time and interest, we might explore other topics, such as geometric algebra, control theory (pole placement) and/or tropical linear algebra.

MATH 1810C. Artificial Intelligence and Euclidean Geometry.

This course explores the exciting field of automated reasoning systems for complex mathematical problems, inspired by Google DeepMind's AlphaGeometry. We'll delve into the mathematical foundations of such systems, starting with the essentials of Euclidean geometry from Euclid's Elements, including axioms and deductive reasoning. The course structure combines theoretical learning with hands-on experience. We will also focus on the practical application of building a Euclidean geometry reasoning system. Students will work in groups throughout the semester to develop their own system to solve geometry problems. **Admission into this class is by application only. Please contact the Instructors for more information**

MATH 1820A. Introduction to Lie Algebras.

Lie groups and Lie algebras are important, because they are the symmetries of structures such as quadratic forms, differential systems and smooth manifolds. The prototype of a Lie algebra is the space of 3-vectors together with their cross product, which is closely related to the Lie group of rotations. We will see how this basic example generalizes, mostly in the context of matrices. We'll examine special types of Lie algebras, such as nilpotent, solvable and semi-simple, study root systems and their diagrams, explore some representation theory, and end with the classification of the simple Lie algebras. Prerequisite: MATH 1530.

MATH 1970. Honors Conference.

Collateral reading, individual conferences. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MATH 2010. Differential Geometry.

Introduction to differential geometry (differentiable manifolds, differential forms, tensor fields, homogeneous spaces, fiber bundles, connections, and Riemannian geometry), followed by selected topics in the field. Pre-reqs: MATH 2110 and undergraduates require permission from the instructor.

MATH 2050. Algebraic Geometry.

Complex manifolds and algebraic varieties, sheaves and cohomology, vector bundles, Hodge theory, Kähler manifolds, vanishing theorems, the Kodaira embedding theorem, the Riemann-Roch theorem, and introduction to deformation theory. Pre-reqs: MATH 2510 and MATH 2520 and undergraduates require permission from the instructor.

MATH 2060. Algebraic Geometry.

See Algebraic Geometry (MATH 2050) for course description.

MATH 2110. Introduction to Manifolds.

Inverse Function Theorem, manifolds and submanifolds, tangent and cotangent bundles, transversality, flows and vector fields, Frobenius Theorem, vector bundles, tensors and differential forms, Sard's Theorem, introduction to Lie groups. Pre-reqs: MATH 1060, MATH 1140 and preferably MATH 1410 and undergraduates require permission from the instructor.

MATH 2210. Real Function Theory.

Real numbers, outer measures, measures, Lebesgue measure, integrals of measurable functions, Holder and Minkowski inequalities, modes of convergence, L^p spaces, product measures, Fubini's Theorem, signed measures, Radon-Nikodym theorem, dual space of L^p and of C , Hausdorff measure.

MATH 2220. Real Function Theory.

The basics of Hilbert space theory, including orthogonal projections, the Riesz representation theorem, and compact operators. The basics of Banach space theory, including the open mapping theorem, closed graph theorem, uniform boundedness principle, Hahn-Banach theorem, Riesz representation theorem (pertaining to the dual of $C_0(X)$), weak and weak-star topologies. Various additional topics, possibly including Fourier series, Fourier transform, ergodic theorems, distribution theory, and the spectral theory of linear operators.

MATH 2250. Complex Function Theory.

Introduction to the theory of analytic functions of one complex variable. Content varies somewhat from year to year, but always includes the study of power series, complex line integrals, analytic continuation, conformal mapping, and an introduction to Riemann surfaces.

MATH 2260. Complex Function Theory.

See Complex Function Theory (MATH 2250) for course description.

MATH 2370. Partial Differential Equations.

The theory of the classical partial differential equations; the method of characteristics and general first order theory. The Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Semester II concentrates on special topics chosen by the instructor.

MATH 2380. Partial Differential Equations.

The theory of the classical partial differential equations; the method of characteristics and general first order theory. The Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Semester II of this course concentrates on special topics chosen by the instructor.

MATH 2410. Topology.

An introduction to algebraic topology. Topics include fundamental group, covering spaces, simplicial and singular homology, CW complexes, and an introduction to cohomology. Pre-reqs: MATH 1410, MATH 1530, and MATH 1010 and/or MATH 1130 and undergraduates require permission from the instructor.

MATH 2420. Algebraic Topology.

This is a continuation of MATH 2410. Topics include cohomology, cup products, Poincaré duality, and other topics chosen by the instructor.

MATH 2450. Exchange Scholar Program.**MATH 2510. Algebra.**

Basic properties of groups, rings, fields, and modules. Topics include: finite groups, representations of groups, rings with minimum condition, Galois theory, local rings, algebraic number theory, classical ideal theory, basic homological algebra, and elementary algebraic geometry. Pre-reqs: MATH 1530 and MATH 1540 and undergraduates require permission from the instructor.

MATH 2520. Algebra.

See Algebra (MATH 2510) for course description. Pre-reqs: MATH 2510 and undergraduates require permission from the instructor.

MATH 2530. Number Theory.

Introduction to algebraic and analytic number theory. Topics covered during the first semester include number fields, rings of integers, primes and ramification theory, completions, adeles and ideles, and zeta functions. Content of the second semester varies from year to year; possible topics include class field theory, arithmetic geometry, analytic number theory, and arithmetic K-theory. Pre-reqs: MATH 2510 and undergraduates require permission from the instructor.

MATH 2540. Number Theory.

See Number Theory (MATH 2530) for course description.

MATH 2630. Probability.

Introduces probability spaces, random variables, expectation values, and conditional expectations. Develops the basic tools of probability theory, such fundamental results as the weak and strong laws of large numbers, and the central limit theorem. Continues with a study of stochastic processes, such as Markov chains, branching processes, martingales, Brownian motion, and stochastic integrals. Students without a previous course in measure theory should take MATH 2210 (or APMA 2110) concurrently.

MATH 2640. Probability.

See MATH 2630 for course description.

MATH 2710A. Probability, Quantum Field Theory, and Geometry.**MATH 2710B. Solitary Waves.****MATH 2710C. Gluing Constructions in Differential Geometry.****MATH 2710D. Lie Groups and Lie Algebras.****MATH 2710E. Arithmetic Groups.****MATH 2710F. Stable Homotopy Theory.**

No description available.

MATH 2710H. Topics in Complex and p-adic Dynamics.

No description available.

MATH 2710I. Topics in Effective Harmonic Analysis.

Graduate topics course in Harmonic Analysis.

MATH 2710P. Harmonic Analysis on Polytopes and Cones.

Graduate Topics course in harmonic analysis.

MATH 2710R. Problems of the Uncertainty Principle in Harmonic Analysis.

Graduate Topics course in Harmonic Analysis.

MATH 2710T. Random Walks, Spanning Trees, and Abelian Sandpiles.

This is an advanced level discussion seminar for specific topics in probability. We will study random walks on networks, the uniform spanning tree model, and the abelian sandpile model of self-organized criticality, and their connections to one another. Using these connections, we will derive properties of these objects on large graphs. We will also cover related topics such as the random walk loop soup.

MATH 2720A. Topics in Harmonic Analysis.**MATH 2720B. Multiple Dirichlet Series.****MATH 2720C. Curves on Surfaces and the Classification of Finitely Generated Kleinian Groups.**

This is a course in the study of geometry and topology of hyperbolic 3-manifolds.

MATH 2720D. Piecewise Isometric Maps.

This class will cover a variety of topics, all more or less related to dynamical systems that are defined by piecewise isometric maps. Topics may include: polygonal billiards and flat cone surfaces; outer billiards; interval exchange maps; The Gauss map and continued fractions; aperiodic tilings, such as the Penrose tiling; cut and paste theorems about polyhedra; and Ashwin's conjecture about piecewise rotation maps. A fairly large part of the class will be devoted to the explanation of the instructor's proof of the Moser-Neumann conjecture for outer billiards. For this part, the instructor will use his book on the subject. For other parts of the course, a variety of sources will be used.

MATH 2720E. Advanced Topics in Mathematics.**MATH 2720F. Topics in Geometric Analysis.**

No description available.

MATH 2720G. Introduction to Hodge Structures.

No description available.

MATH 2720H. Discrete Groups, Ergodic Theory and Hyperbolic Geometry.

No description available.

MATH 2720I. Automorphic Representations for $GL(2)$.

Graduate topics course in automorphic representations for $GL(2)$.

MATH 2720N. Groups Acting on Trees.

This course will be an introduction to geometric group theory from the viewpoint of groups acting on trees. Some topics that may be covered included Bass-Serre theory, R-trees and the Rips machine and groups acting on quasi-trees.

MATH 2720O. Equivariant Homotopy Theory.

This course will serve as an introduction to equivariant homotopy theory, with an emphasis on intuition and with a grounding in concrete computations. We will begin with the homotopy theory of equivariant spaces, seeing what can be said here that mirrors the non-equivariant cases, before introducing stabilization and discussing the kinds of problems stabilization works to solve. Here, we have lots of choices for how we stabilize, and we will spend a little time discussing this and the consequences. Having developed the foundations, the end of the course will focus on student-led presentations on applications of equivariant homotopy theory.

MATH 2720P. Stability Problems in Non-collisional Kinetic Theory.

We will cover the local and global well-posedness for solutions to the Vlasov-Poisson problem, consider steady solution and move on to their stability, starting with the stability of vacuum, we will move on to homogeneous equilibrium and the connection to Landau

MATH 2970. Preliminary Exam Preparation.

No description available.

MATH 2980. Reading and Research.

Independent research or course of study under the direction of a member of the faculty, which may include research for and preparation of a thesis. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MATH 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

MATH XLIST. Courses of Interest to Students Majoring in Mathematics.**Spring 2026**

The following courses may be taken for credit by graduate students majoring in Mathematics. Please check with the sponsoring department for times and locations.

Applied Mathematics

AMPA 2240 Partial and Differential Equations Applied

Medieval Studies

The program in Medieval Studies offers a concentration in Medieval Cultures with two tracks with distinct foci: one in Medieval Cultures and the other in Late Antique Cultures. **Medieval Cultures** focuses on the 6th-15th centuries, combining interdisciplinary perspectives with in-depth study of one or two related disciplines.

Late Antique Cultures deals with the 3rd-9th centuries, when ancient cultural forms were still in place but medieval cultures were beginning to take shape simultaneously. The first undergraduate degree of its kind in this country, Late Antique Cultures studies the changing relation of cultural practices, social patterns, political and economics forms, and artistic and literary traditions in this important transition period.

A traditional area of study in Medieval Cultures is Western Europe in the High Middle Ages, but students are encouraged to work comparatively in Byzantine, Islamic, Judaic, Slavic, and/or East Asian cultures in the middle ages.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Medieval_Studies/

Medieval Cultures Concentration Requirements

The program in Medieval Studies offers a concentration in Medieval Cultures with two tracks with distinct foci: one in Medieval Cultures and the other in Late Antique Cultures. Medieval Cultures focuses on the 6th-15th

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A traditional area of study in Medieval Cultures is Western Europe in the High Middle Ages, but students are encouraged to work comparatively in Byzantine, Islamic, Judaic and/or Slavic cultures in the middle ages.

Medieval Cultures Track

It is recommended that prospective concentrators take the introductory course, Medieval Perspectives, during their freshman or sophomore year.

Requirements

Ten courses approved by the Program in Medieval Studies, including two courses in medieval history and one 1000- or 2000-level course that uses primary texts in a medieval language other than Middle English. Interested students are invited to discuss their plans with an appropriate faculty member of the Program. A concentration proposal should be prepared in consultation with the faculty advisor and submitted to the Program Chair for approval.

JUDS 0050M	Difficult Relations? Judaism and Christianity from the Middle Ages until the Present
RELS 0015	Sacred Stories
ENGL 0100D	Matters of Romance
RELS 0110	Christians
RELS 0150	Islam Unveiled
HIST 0150B	The Philosophers' Stone: Alchemy From Antiquity to Harry Potter
ENGL 0150C	The Medieval King Arthur
RELS 0290D	Islamic Sexualities
ENGL 0300F	Beowulf to Aphra Behn: The Earliest British Literatures
ENGL 0310F	Prose Sagas of the Medieval North
HIAA 0321	Toward a Global Late Antiquity:200-800 CE
MDVL 0360	The Body: Medieval Perspectives
RELS 0410	Ancient Christianity: Jesus to Muhammad
RELS 0420	Sacred Bodies
HIAA 0460	Muslims, Jews and Christians in Medieval Iberia
COLT 0510K	The 1001 Nights
HIST 0521A	Christianity in Conflict in the Medieval Mediterranean
HIST 0521M	The Holy Grail and the Historian's Quest for the Truth
CLAS 0600	The Literary Worlds of Late Antiquity
MDVL 0620	Muslims, Jews, and Christians in Medieval Iberia
RELS 0640	Dying To Be With God: Jihad, Past and Present
HIST 0621B	The Search for King Arthur
CLAS 0660	The World of Byzantium
JUDS 0681	Great Jewish Books
HISP 0750E	Topics in Hispanic Culture and Civilization
MUSC 0910	From Darkness to Light: Medieval and Renaissance Music
ITAL 0100	Elementary Italian
LATN 1110F	Fortunatus
LATN 1110H	Literature at the Court of Charlemagne

LATN 1110L	Medieval Latin Lyric
GREK 1110Q	Greek Erotic Literature: From Plato to the Medieval Romances
GREK 1110T	Rhetors and Philosophers: Intellectual Thought and Sophistic Style in the Ancient World
LATN 1120C	Survey of Late and Medieval Latin
LATN 1120D	Alcuin
CLAS 1120G	The Idea of Self
CLAS 1120V	The Age of Constantine: The Roman Empire in Transition
HIST 1205	The Long Fall of the Roman Empire
HIST 1210A	The Viking Age
HIST 1211	Becoming Medieval: Self, Other, and the World
HIST 1260D	Living Together: Muslims, Christians, and Jews in Medieval Iberia
HIST 1280	Death from Medieval Relics to Forensic Science
COLT 1310E	A Classical Islamic Education: Readings in Arabic Literature
ENGL 1310T	Chaucer
ENGL 1310V	Chaucer: The Canterbury Tales
ENGL 1311E	History of the English Language
ENGL 1311H	Sagas Without Borders: Multilingual Literatures of Early England
ENGL 1311L	From Mead-Hall to Mordor: The Celtic and Germanic Roots of Tolkien's Fiction
RELS 1325C	The Virgin Mary in Christian Tradition
HISP 1330T	El amor en español
ENGL 1360F	Quest, Vision, Diaspora: Medieval Journey Narratives
ENGL 1360H	Introduction to the Old English Language
ENGL 1360J	Middle English Literature
ENGL 1360U	Europe in the Vernacular
ENGL 1361D	Women's Voices in Medieval Literature
ENGL 1361K	Seminar in the Old English Language II
HIST 1440	The Ottomans: Faith, Law, Empire
HIAA 1440B	The Architecture of Solitude: The Medieval Monastery
RELS 1520	Pilgrimage and Sacred Travel in the Lands of Islam
RELS 1530A	Methods and Problems in Islamic Studies
RELS 1530D	Medieval Islamic Sectarianism
HIAA 1560A	Italy and the Mediterranean
ASYR 1600	Astronomy Before the Telescope
JUDS 1630	The Talmud
CLAS 1750L	Erotic Desire in the Premodern Mediterranean
COLT 1813P	Captive Imaginations: Writing Prison in the Middle Ages
HIST 1835A	Unearthing the Body: History, Archaeology, and Biology at the End of Antiquity
ENGL 1900Y	Medieval Manuscript Studies: Paleography, Codicology, and Interpretation
HIST 1963L	Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050
HIST 1963M	Charlemagne: Conquest, Empire, and the Making of the Middle Ages

HIST 1963Q	Sex, Power, and God: A Medieval Perspective
MDVL 1970	Independent Study
HIST 1979H	Prostitutes, Mothers, + Midwives: Women in Pre-modern Europe and North America
MDVL 1990	Honors Thesis
HISP 2030D	Fifteenth-Century Sentimental Romances and Celestina
GREK 2110F	Greek Palaeography and Premodern Book Cultures
ENGL 2360Q	Manuscript, Image, and the Middle English Text

Honors

This is awarded to students who present a meritorious honors thesis in addition to completing the required courses of the concentration. The thesis permits the student to synthesize various disciplines or interests, or to pursue a new interest in greater depth. To be eligible for Honors, candidates must complete a minimum of six approved courses in Medieval Studies by the end of their third year with more grades of A than B. Students should apply for admission to Honors and should meet with their faculty advisor(s) no later than spring of the junior year to plan the thesis project. Accepted candidates write the thesis in a two-semester course sequence under the supervision of a director and second reader drawn from the Medieval Studies faculty.

Interested students should contact the concentration advisor for further details or consultation (863-1994).

Late Antique Cultures Track

One course in Roman history:	1
CLAS 1310	Roman History I: The Rise and Fall of an Imperial Republic
CLAS 1320	Roman History II: The Roman Empire and Its Impact (recommended)
One class in medieval history	1
One course at the advanced level (numbered at least 1000) in one approved language	1
Six other courses drawn from appropriate offerings and with the approval of the concentration advisor. These courses should support a concentrational area of special interest.	6

Total Credits **9**

¹ The language in most cases will be Latin, but students will present different competencies and interests; other languages, such as Greek, Hebrew, or one of the medieval vernaculars can be substituted for Latin, with the approval of the concentration advisor and in conjunction with a clearly articulated program of study.

Under the supervision of the director of the program, students may choose courses from the following:

CLAS 0660	The World of Byzantium
CLAS 1120G	The Idea of Self
CLAS 1120V	The Age of Constantine: The Roman Empire in Transition
CLAS 1750L	Erotic Desire in the Premodern Mediterranean
COLT 0510K	The 1001 Nights
COLT 1813P	Captive Imaginations: Writing Prison in the Middle Ages
ENGL 0100D	Matters of Romance
ENGL 0150C	The Medieval King Arthur
ENGL 0300F	Beowulf to Aphra Behn: The Earliest British Literatures

ENGL 0310F	Prose Sagas of the Medieval North
ENGL 1310T	Chaucer
ENGL 1310V	Chaucer: The Canterbury Tales
ENGL 1311H	Sagas Without Borders: Multilingual Literatures of Early England
ENGL 1311L	From Mead-Hall to Mordor: The Celtic and Germanic Roots of Tolkien's Fiction
ENGL 1360F	Quest, Vision, Diaspora: Medieval Journey Narratives
ENGL 1360H	Introduction to the Old English Language
ENGL 1360J	Middle English Literature
ENGL 1360U	Europe in the Vernacular
ENGL 1361D	Women's Voices in Medieval Literature
ENGL 1900Y	Medieval Manuscript Studies: Paleography, Codicology, and Interpretation
ENGL 2360Q	Manuscript, Image, and the Middle English Text
GREK 1110Q	Greek Erotic Literature: From Plato to the Medieval Romances
GREK 1110T	Rhetors and Philosophers: Intellectual Thought and Sophistic Style in the Ancient World
GREK 2110F	Greek Palaeography and Premodern Book Cultures
HIAA 0321	Toward a Global Late Antiquity:200-800 CE
HIAA 0460	Muslims, Jews and Christians in Medieval Iberia
HIAA 1440B	The Architecture of Solitude: The Medieval Monastery
HISP 2030D	Fifteenth-Century Sentimental Romances and Celestina
HIST 0150B	The Philosophers' Stone: Alchemy From Antiquity to Harry Potter
HIST 0521A	Christianity in Conflict in the Medieval Mediterranean
HIST 0521M	The Holy Grail and the Historian's Quest for the Truth
HIST 0621B	The Search for King Arthur
HIST 1205	The Long Fall of the Roman Empire
HIST 1210A	The Viking Age
HIST 1260D	Living Together: Muslims, Christians, and Jews in Medieval Iberia
HIST 1211	Becoming Medieval: Self, Other, and the World
HIST 1963L	Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050
HIST 1963Q	Sex, Power, and God: A Medieval Perspective
HIST 1963M	Charlemagne: Conquest, Empire, and the Making of the Middle Ages
HIST 1974M	Early Modern Globalization
HIST 2970A	New Perspectives on Medieval History
JUDS 0050M	Difficult Relations? Judaism and Christianity from the Middle Ages until the Present
JUDS 0681	Great Jewish Books
JUDS 1630	The Talmud
LATN 1110F	Fortunatus
LATN 1110H	Literature at the Court of Charlemagne
LATN 1120C	Survey of Late and Medieval Latin
LATN 1120D	Alcuin

MDVL 0360	The Body: Medieval Perspectives
MDVL 0620	Muslims, Jews, and Christians in Medieval Iberia
MDVL 1970	Independent Study
MDVL 1990	Honors Thesis
RELS 0025	Wealth: Religious Approaches
RELS 0110	Christians
RELS 0150	Islam Unveiled
RELS 0290D	Islamic Sexualities
RELS 0410	Ancient Christianity: Jesus to Muhammad
RELS 0640	Dying To Be With God: Jihad, Past and Present
RELS 1300	Ancient Christianity and the Sensing Body
RELS 1520	Pilgrimage and Sacred Travel in the Lands of Islam
RELS 1530A	Methods and Problems in Islamic Studies
RELS 1530D	Medieval Islamic Sectarianism

Courses

MDVL 0015. Sacred Stories (RELS 0015).

Interested students must register for RELS 0015.

MDVL 0024. Arts of Asia: Beginnings to 1300 (HIAA 0024).

Interested students must register for HIAA 0024.

MDVL 0025. Wealth: Religious Approaches (RELS 0025).

Interested students must register for RELS 0025.

MDVL 0041. The Architectures of Islam (HIAA 0041).

Interested students must register for HIAA 0041.

MDVL 0050M. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 0050M).

Interested students must register for JUDS 0050M.

MDVL 0063. Antisemitism: A History (JUDS 0063).

Interested students must register for JUDS 0063.

MDVL 0089. Jews and Muslims: Their Contacts through the Ages (RELS 0089).

Interested students must register for RELS 0089.

MDVL 0100D. Matters of Romance (ENGL 0100D).

Interested students must register for ENGL 0100D.

MDVL 0110. Christianity (RELS 0110).

Interested students must register for RELS 0110.

MDVL 0150. Islam: An Introduction (RELS 0150).

Interested students must register for RELS 0150.

MDVL 0150B. The Philosopher's Stone: Alchemy From Antiquity to Harry Potter (HIST 0150B).

Interested students must register for HIST 0150B.

MDVL 0150C. The Medieval King Arthur (ENGL 0150C).

Interested students must register for ENGL 0150C.

MDVL 0150E. Skill: From the Medieval Workshop to the Maker Movement (AMST 0150E).

Interested students must register for AMST 0150E.

MDVL 0290D. Women, Sex and Gender in Islam (RELS 0290D).

Interested students must register for RELS 0290D.

MDVL 0300F. Beowulf to Aphra Behn: The Earliest British Literatures (ENGL 0300F).

Interested students must register for ENGL 0300F.

MDVL 0300L. The Global Middle Ages (ENGL 0300L).

Interested students must register for ENGL 0300L.

MDVL 0300M. Medieval Gender (ENGL 0300M).

Interested students must register for ENGL 0300M.

MDVL 0310F. Prose Sagas of the Medieval North (ENGL 0310F).

Interested students must register for ENGL 0310F.

MDVL 0310G. Gender and Genre in Medieval Celtic Literatures (ENGL 0310G).

Interested students must register for ENGL 0310G.

MDVL 0321. Toward a Global Late Antiquity: 200-800 CE (HIAA 0321).

Interested students must register for HIAA 0321.

MDVL 0360. The Body: Medieval Perspectives.

In this course, we will explore bodies from a wide range of disciplines in medieval studies. The body has been always an object of imagination, literature, science, philosophy, and religion, it is the vehicle of both the divine and the profane, and it is at the center of debates on sexuality, gender identities, race, and politics. In this course, we look at how different views on the body and on sexuality developed and changed throughout the medieval period and how they influenced and were influenced by the religious doctrines, medical theories, and the intellectual environment of different groups of people. Finally, we will explore bodies both physical and metaphorical.

MDVL 0410. Christianity in Late Antiquity (RELS 0410).

Interested students must register for RELS 0410.

MDVL 0415. Ancient Christian Culture (RELS 0415).

Interested students must register for RELS 0415.

MDVL 0420. Sacred Bodies (RELS 0420).

Interested students must register for RELS 0420.

MDVL 0432. Pilgrimage Art and Architecture in the Middle Ages (HIAA 0432).

Interested students must register for HIAA 0432.

MDVL 0460. Muslims, Jews and Christians in Medieval Iberia (HIAA 0460).

Interested students must register for HIAA 0460.

MDVL 0510K. The 1001 Nights (COLT 0510K).

Interested students must register for COLT 0510K.

MDVL 0521A. Christianity in Conflict in the Medieval Mediterranean (HIST 0521A).

Interested students must register for HIST 0521A.

MDVL 0600. Literary Worlds of Late Antiquity (CLAS 0600).

Interested students must register for CLAS 0600.

MDVL 0620. Muslims, Jews, and Christians in Medieval Iberia.

The cultural diversity of medieval Spain and Portugal is proclaimed by their Christian cathedrals, Islamic palaces, and Jewish synagogues. The three distinct cultures that produced these buildings lived together for centuries in medieval Iberia, sometimes in peace, sometimes not. This *convivencia* of Jews, Muslims, and Christians will be examined from the perspectives of literature, art, architecture, archaeology and history.

MDVL 0640. Dying to Be With God: Jihad, Past and Present (RELS 0640).

Interested students must register for RELS 0640.

MDVL 0660. The World of Byzantium (CLAS 0660).

Interested students must register for CLAS 0660.

MDVL 0681. Great Jewish Books (JUDS 0681).

Interested students must register for JUDS 0681.

MDVL 0682. How Bible Became Holy (JUDS 0682).

Interested students must register for JUDS 0682.

MDVL 0683. Jews and Money (JUDS 0683).

Interested students must register for JUDS 0683.

MDVL 0710D. History of the Spanish Language (HISP 0710D).

Interested students must register for HISP 0710D.

MDVL 0711L. The Quran and its Readers (COLT 0711L).

Interested students must register for COLT 0711L.

MDVL 0750E. Topics in Hispanic Culture and Civilization (HISP 0750E).

Interested students must register for HISP 0750E.

MDVL 0750N. Muslims, Christians, and Jews in Medieval Spain (HISP 0750N).

Interested students must register for HISP 0750N.

MDVL 0812H. Literary Bestsellers of the Islamic World (COLT 0812H).

Interested students must register for COLT 0812H.

MDVL 0910. From Darkness to Light: Medieval and Renaissance Music (MUSC 0910).

Interested students must register for MUSC 0910.

MDVL 0980G. The Search for King Arthur (HIST 0621B).

Interested students must register for HIST 0621B.

MDVL 1010. Dante in English Translation: Dante's World and the Invention of Modernity (ITAL 1010).

Interested students must register for ITAL 1010.

MDVL 1019. The Cathedral as a Living Object (HIAA 1019).

Interested students must register for HIAA 1019.

MDVL 1020. Decameron: Technologies of Representation, Medieval to Modern (ITAL 1020).

Interested students must register for ITAL 1020.

MDVL 1020A. Boccaccio's Decameron (ITAL 1020).

Interested students must register for ITAL 1020.

MDVL 1030. The Long Fall of the Roman Empire (HIST 1030).

Interested students must register for HIST 1030.

MDVL 1100C. Medieval Arabic Philosophy (PHIL 1100C).

Interested students must register for PHIL 1100C.

MDVL 1110B. Augustine, Confessions (LATN 1110B).

Interested students must register for LATN 1110B.

MDVL 1110F. Fortunatus (LATN 1110F).

Interested students must register for LATN 1110F.

MDVL 1110G. En Marge: Exilés et Hors-la-Loi au Moyen Age (FREN 1110G).

Interested students must register for FREN 1110G.

MDVL 1110H. Literature at the Court of Charlemagne (LATN 1110H).

Interested students must register for LATN 1110H.

MDVL 1110L. Medieval Latin Lyric (LATN 1110L).

Interested students must register for LATN 1110L.

MDVL 1110Q. Greek Erotic Literature: From Plato to the Medieval Romances (GREK 1110Q).

Interested students must register for GREK 1110Q.

MDVL 1110T. Rhetors and Philosophers: Intellectual Thought and Sophistic Style in the Ancient World (GREK 1110T).

Interested students must register for GREK 1110T.

MDVL 1120C. Survey of Late and Medieval Latin (LATN 1120C).

Interested students must register for LATN 1120C.

MDVL 1120D. Alcuin (LATN 1120D).

Interested students must register for LATN 1120D.

MDVL 1120G. The Idea of Self (CLAS 1120G).

Interested students must register for CLAS 1120G.

MDVL 1120V. The Age of Constantine: The Roman Empire in Transition (CLAS 1120V).

Interested students must register for CLAS 1120V.

MDVL 1205. The Long Fall of the Roman Empire (HIST 1205).

Interested students must register for HIST 1205.

MDVL 1210A. The Viking Age (HIST 1210A).

Interested students must register for HIST 1210A.

MDVL 1210C. History of the Spanish Language (HISP 1210C).

Interested students must register for HISP 1210C.

MDVL 1210E. History of Romance Languages (HISP 1210E/FREN 1020B).

Interested students must register for HISP 1210E or FREN 1020B.

MDVL 1210F. History of the Spanish Language (HISP 1210F).
Interested students must register for HISP 1210F.

MDVL 1211. Crusaders and Cathedrals, Deviants and Dominance: Europe in the High Middle Ages (HIST 1211).
Interested students must register for HIST 1211.

MDVL 1211A. Imperial Diadem to Papal Tiara: Analyzing the Sources for History of Europe, 476 to 1215(HIST 1211A).
Interested students must register for HIST 1211A.

MDVL 1213. Memories of the Medieval in the Age of White Supremacy(HIST 1213).
Interested students must register for HIST 1213.

MDVL 1220. Byzantine Art and Archaeology: Material Stories of a Christian Empire (ARCH 1220).
Interested students must register for ARCH 1220.

MDVL 1260D. Living Together: Muslims, Christians, and Jews in Medieval Iberia (HIST 1260D).
Interested students must register for HIST 1260D.

MDVL 1280. Death from Medieval Relics to Forensic Science (HIST 1280).
Interested students must register for HIST 1280.

MDVL 1300. Ancient Christianity and the Sensing Body (RELS 1300).
Interested students must register for RELS 1300.

MDVL 1310E. A Classical Islamic Education: Readings in Arabic Literature (COLT 1310E).
Interested students must register for COLT 1310E.

MDVL 1310T. Chaucer (ENGL 1310T).
Interested students must register for ENGL 1310T.

MDVL 1310V. Chaucer: The Canterbury Tales (ENGL 1310V).
Interested students must register for ENGL 1310V.

MDVL 1311E. History of the English Language (ENGL 1311E).
Interested students must register for ENGL1311E.

MDVL 1311H. Sagas Without Borders: Multilingual Literatures of Early England (ENGL 1311H).
Interested students must register for ENGL 1311H.

MDVL 1311L. From Mead-Hall to Mordor: The Celtic and Germanic Roots of Tolkien's Fiction (ENGL 1311L).
Interested students must register for ENGL 1311L.

MDVL 1311P. Medieval Drama (ENGL 1311P).
Interested students must register for ENGL 1311P.

MDVL 1325C. The Virgin Mary in Christian Tradition (RELS 1325C).
Interested students must register for RELS 1325C.

MDVL 1325D. Desire and the Sacred (RELS 1325D).
Interested students must register for RELS 1325D.

MDVL 1325E. Ecotheology in Ancient Christianity (RELS 1325E).
Interested students must register for RELS 1325E.

MDVL 1330A. Life/After Apst Paul-RELS1330A.
Interested students must register for RELS 1330A.

MDVL 1330T. El amor en español (HISP 1330T).
Interested students must register for HISP 1330T.

MDVL 1360F. Quest, Vision, Diaspora: Medieval Journey Narratives (ENGL 1360F).
Interested students must register for ENGL 1360F.

MDVL 1360H. Introduction to the Old English Language (ENGL 1360H).
Interested students must register for ENGL 1360H.

MDVL 1360J. Middle English Literature (ENGL 1360J).
Interested students must register for ENGL 1360J.

MDVL 1360U. Europe in the Vernacular (ENGL 1360U).
Interested students must register for ENGL 1360U.

MDVL 1361D. Women's Voices in Medieval Literature (ENGL 1361D).
Interested students must register for ENGL 1361D.

MDVL 1361J. Seminar in Old Norse-Icelandic Language and Literature (ENGL 1361J).
Interested students must register for ENGL 1361J.

MDVL 1361K. Seminar in the Old English Language II (ENGL 1361K).
Interested students must register for ENGL 1361K.

MDVL 1361Q. Medieval Race (ENGL 1361Q).
Interested students must register for ENGL 1361Q.

MDVL 1401. Objects of Devotion in the Middle Ages (HIAA 1401).
Interested students must register for HIAA 1401.

MDVL 1420B. Mirror for Romantic-COLT1420B.
Interested students must register for COLT 1420B.

MDVL 1430B. Art and Exemplarity in Medieval and Early Modern Literature (COLT 1430B).
Interested students must register for COLT 1430B.

MDVL 1440. The Ottomans: Faith, Law, Empire (HIST 1440).
Interested students must register for HIST 1440.

MDVL 1440B. Architecture of Solitude: The Medieval Monastery (HIAA 1440B).
Interested students must register for HIAA 1440B.

MDVL 1440E. The Body and the Senses in Medieval Art (HIAA 1440E).
Interested students must register for HIAA 1440E.

MDVL 1520. Pilgrimage and Sacred Travel in the Lands of Islam (RELS 1520).
Interested students must register for RELS 1520.

MDVL 1530. Methods and Approaches to Islamic Studies (RELS 1530).
Interested students must register for RELS 1530.

MDVL 1530D. Islamic Sectarianism (RELS 1530D).
Interested students must register for RELS 1530D.

MDVL 1560A. Italy and the Mediterranean (HIAA 1560A).
Interested students must register for HIAA 1560A.

MDVL 1600. Astronomy Before the Telescope (ASYR 1600).
Interested students must register ASYR 1600.

MDVL 1610. The Divina Commedia: Inferno and Purgatorio (ITAL 1610).
Interested students must register for ITAL 1610.

MDVL 1620. The Divina Commedia: Paradiso (ITAL 1620).
Interested students must register for ITAL 1620.

MDVL 1630. The Talmud (JUDS 1630).
Interested students must register for JUDS 1630.

MDVL 1744. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 1744).
Interested students must register for JUDS 1744.

MDVL 1750L. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).
Interested students must register for CLAS 1750L.

MDVL 1801. Jewish Magic (JUDS 1801).
Interested students must register for JUDS 1801.

MDVL 1813P. Captive Imaginations: Writing Prison in the Middle Ages (COLT 1813P).
Interested students must register for COLT 1813P.

MDVL 1815. On the Edges of the Roman World (CLAS 1815).
Interested students must register for CLAS 1815.

MDVL 1835A. Unearthing the Body: History, Archaeology, and Biology at the End of Antiquity (HIST 1835A).
Interested students must register for HIST 1835A.

MDVL 1900Y. Medieval Manuscript Studies: Paleography, Codicology, and Interpretation (ENGL 1900Y).

Interested students must register for ENGL 1900Y.

MDVL 1963L. Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050 (HIST 1963L).

Interested students must register for HIST 1963L.

MDVL 1963Q. Sex, Power, and God: A Medieval Perspective (HIST 1963Q).

Interested students must register for HIST 1963Q.

MDVL 1968M. The Worlds of Crusading (HIST 1968M).

Interested students must register for HIST 1968M.

MDVL 1970. Independent Study.

Tutorial instruction on an approved topic in Late Antique and/or Medieval cultures, supervised by a member of staff. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. May be repeated once for credit.

MDVL 1971U. Kabbalah: An Introduction to Jewish Mysticism (HMAN 1971U).

Interested students must register for HMAN 1971U.

MDVL 1972H. Sex, Power, and God: A Medieval Perspective (HIST 1972H).

Interested students must register for HIST 1972H.

MDVL 1975R. Religion from Below (HMAN 1975R).

Interested students must register for HMAN 1975R.

MDVL 1976R. Early Modern Globalization: Jewish Economic Activity, 1500-1800 (HIST 1976R).

Interested students must register for HIST 1976R.

MDVL 1979H. Prostitutes, Mothers, + Midwives: Women in Pre-modern Europe and North America (HIST 1979H).

Interested students must register for HIST 1979H.

MDVL 1990. Honors Thesis.

Independent research and writing on a topic of special interest to the student, under the direction of a faculty member. Required of candidates for honors. Permission should be obtained from the Director of the Program in Medieval Studies.

MDVL 2030B. History and Fiction: Literature of the 15th Century (HISP 2030B).

Interested students must register for HISP 2030B.

MDVL 2030D. Fifteenth-Century Sentimental Romances and Celestina (HISP 2030D).

Interested students must register for HISP 2030D.

MDVL 2040D. Arts du récit, 1100-1400 (FREN 2040D).

Interested students must register for FREN 2040D.

MDVL 2110F. Greek Palaeography and Premodern Book Cultures (GREK 2110F).

Interested students must register for GREK 2110F.

MDVL 2360Q. Manuscript, Image, and the Middle English Text (ENGL 2360Q).

Interested students must register for ENGL 2360Q.

MDVL 2520T. Critical Disability Studies (Medieval and Early Modern) (HISP 2520T).

Interested students must register for HISP 2520T.

MDVL 2970A. New Perspectives on Medieval History (HIST 2970A).

Interested students must register for HIST 2970A.

MDVL 2971I. New Perspectives on Medieval History (HIST 2971I).

Interested students must register for HIST 2971I.

Center for Middle East Studies

The Center for Middle East Studies (CMES) at Brown University promotes greater understanding of the cultural, social, and political dynamics that have impacted and continue to impact the Middle East and the people who inhabit it. MES seeks to increase knowledge and informed discussion

of the region and its societies through research, teaching, and public engagement.

Since 2012, Middle East Studies has grown from an undergraduate concentration into one of the top centers in the country. Eschewing the hothouse legacy structures of the conventional Oriental and Area Studies models, CMES is driven by thematic research initiatives that tap into Brown's tradition of interdisciplinary, critical, and engaged scholarship. Organized through partnerships, CMES seeks to integrate Middle East and Islamic Studies into the larger streams of intellectual life at Brown University by building a cutting-edge research community, producing innovative programming, and offering an exciting array of courses and opportunities for undergraduate and graduate students.

For more information please visit: <http://middleeastbrown.org> (<http://middleeastbrown.org/>)

Middle East Studies Concentration Requirements

The concentration in Middle East Studies (MES) seeks to build a strong, interdisciplinary understanding of historical and contemporary issues within the Middle East, broadly defined. Requirements are intentionally flexible to accommodate the focused interests of students in understanding the diverse dynamics, histories, and societies of this region. A variety of courses from departments across the University, addressing subjects from antiquity to the present day, expose students to methods and materials of different disciplines and help them build a framework for understanding the Middle East in historical and contemporary context. Concentration requirements are structured around four major cornerstones: language, foundational knowledge and methods, multidisciplinary area studies, and research.

A semester-by-semester roster of courses eligible for MES elective credit can be found on the Center for Middle East Studies (<http://middleeastbrown.org/>) website.

Foundational Course: All MES concentrators are expected to take the following foundational course. The foundational course requirement cannot be fulfilled via independent study, study abroad, or transfer credits.

HIST 1968A	Approaches to the Middle East	5
Electives: Students must take at least five elective courses chosen in consultation with the Director of Undergraduate Studies (DUS) from among the courses listed by MES as approved electives on its website (https://watson.brown.edu/cmec/academics/undergraduate-concentration/course-listing/all-courses). Students may apply up to two Middle Eastern language credits (beyond those that fulfill the language requirement: see below) to the MES electives requirement. To allow for exposure of different disciplinary approaches to the Middle East, students must take at least one course in the humanities (offered within the departments of Archaeology and the Ancient World, Classics, Comparative Literature, History of Art and Architecture, Modern Culture and Media, Philosophy, or Religious Studies) and at least one course in the social sciences (offered within the departments of Anthropology, History, International Relations, Political Science, Sociology, or Urban Studies). Some examples of recent courses that would fulfill these requirements include:		
Humanities		
ARCH 0150	Introduction to Egyptian Archaeology and Art	
ARCH 0230	Myriad Mediterraneans: Archaeology, Representation and Decolonization	
ARCH 1630	Fighting Pharaohs: Ancient Egyptian Warfare	
ASYR 0300	Babylon: Myth and Reality	
ASYR 0310	Thunder-gods and Dragon-slayers: Mythology + Cultural Contact - Ancient Mediterranean and Near East	
ASYR 0320	The Origin(s) of Science	

ASYR 0800	The Cradle of Civilization? An Introduction to the Ancient Near East	RELS 1500	From Moses to Muhammad: Prophets of the Ancient World
ASYR 1100	Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia	RELS 1530B	Heresy and Orthodoxy in Islamic Thought
ASYR 1300	The Age of Empires: The Ancient Near East in the First Millennium BC	RELS 1530H	Problems in Islamic Studies: Shaking up the Study of the Islamic World
ASYR 1600	Astronomy Before the Telescope	TKSH 0720A	Understanding Modern Turkey Through Film and Literature
BHBR 0100	Introduction to Biblical Hebrew	TKSH 0720B	Istanbul, Global Metropolis
BHBR 0200	Readings in Biblical Hebrew	Social Sciences:	
CLAS 0660	The World of Byzantium	ANTH 1150	Middle East in Anthropological Perspective
CLAS 1230	The Persian Empire and Achaemenid Culture	HIST 0244	Understanding the Middle East: A Modern History
COLT 0510K	The 1001 Nights	HIST 0150D	Refugees: A Twentieth-Century History
COLT 0610Q	Before Wikipedia	HIST 0246	The Ottoman Empire and Modern Middle East
COLT 0711L	The Quran and its Readers	HIST 1202	Formation of the Classical Heritage: Greeks, Romans, Jews, Christians, and Muslims
COLT 1310E	A Classical Islamic Education: Readings in Arabic Literature	HIST 1457	Understanding the Palestinians
EGYT 1030	Collapse! Ancient Egypt after the Pyramid Age	HIST 1960S	North African History: 1800 to Present
EGYT 1310	Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I)	HIST 1964L	Slavery in the Early Modern World
EGYT 1320	Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian II)	HIST 1968V	America and the Middle East: Histories of Connection and Exchange
EGYT 1430	History of Egypt I	HIST 1969D	Palestine versus the Palestinians
FREN 1070L	Islam, Immigration et Identité nationale dans le roman français contemporain	IAPA 1804A	Iran and the Islamic Revolution
FREN 1410R	Images d'une guerre sans nom: The Algerian War in Literature and Film	POLS 1822I	Geopolitics of Oil and Energy
FREN 1710J	Geopolitics and Identity Divides in the Middle East	Language Semesters: Middle East Studies concentrators are expected to reach a level of language proficiency consistent with completion of four semesters of Brown language coursework in at least one of the modern Middle Eastern languages, such as Arabic, Persian, Hebrew, or Turkish, or the equivalent through transfer or study abroad credits. Courses at Brown that can be used to fulfill this requirement include:	
FREN 1710K	Frantz Fanon: Critical Theory and Decolonizing Practices between the Caribbean and (North) Africa	ARAB 0100	First-Year Arabic
HIAA 0042	Islamic Art and Architecture	ARAB 0200	First-Year Arabic
JUDS 0050H	Israel's Wars	ARAB 0300	Second-Year Arabic
JUDS 0050P	Sacred Spaces: Synagogues, Churches, Mosques	ARAB 0400	Second-Year Arabic
JUDS 0608	The Parting of the Ways?: Questioning Jewish/Christian Difference	ARAB 0500	Third-Year Arabic
JUDS 1630	The Talmud	ARAB 0600	Third-Year Arabic
JUDS 1711	History of the State of Israel: 1948 to the Present	ARAB 0700	Advanced Arabic: Tales of the City
MCM 1504R	Iranian Cinema	ARAB 0800	Advanced Arabic: Language & Culture through Cinema
MCM 1505Z	Kiarostami: Questions of Cinema + Reality	ARAB 0850	Advanced reading and composition in Arabic: Kalila wa-Dimna
PRSN 1200	Iranian Cinema: Before and After the Islamic Revolution	ARAB 0950	Advanced Reading and Composition: Arabic Fiction in the West
PRSN 0720	Modern Iran: Literature, Media & Pop Culture	HEBR 0100	Elementary Hebrew
RELS 0014	Jesus	HEBR 0200	Elementary Hebrew
RELS 0021	Inequality in the Ancient World	HEBR 0300	Intermediate Hebrew
RELS 0088	Judaism, Christianity, and Islam	HEBR 0400	Intermediate Hebrew
RELS 0090M	Islam, Violence and Media	HEBR 0500	Writing and Speaking Hebrew
RELS 0095A	Islam from the Ground Up	HEBR 0600	Issues in Contemporary Israeli Society, Politics, and Culture in Hebrew
RELS 0096	The Imaginary Lives of Muslims	PRSN 0100	Basic Persian
RELS 0290D	Islamic Sexualities	PRSN 0105	Accelerated Persian
RELS 0290H	Defense Against the Dark Arts in the Ancient World	PRSN 0200	Basic Persian
RELS 0320	Israelite Religion	PRSN 0300	Intermediate Persian Language and Culture
RELS 0410	Ancient Christianity: Jesus to Muhammad	PRSN 0400	Intermediate Persian Language and Culture
RELS 1315	Religious Authority in an Age of Empire	PRSN 0500	Advanced Persian Language and Culture I

PRSN 0600	Advanced Persian Language and Culture II
PRSN 1100	Reading Persian for Research
PRSN 2980	Reading and Research
TKSH 0100	Introduction to Turkish Language and Culture I
TKSH 0110	Intensive Elementary Turkish Language and Culture
TKSH 0200	Introduction to Turkish
TKSH 0300	Intermediate Turkish
TKSH 0400	Intermediate Turkish II
TKSH 0500	Advanced Turkish I
TKSH 0600	Advanced Turkish II Online
Through advanced reading and writing courses in that language. Recent examples include:	
COLT 1310J	The Arab Renaissance
COLT 1431B	Modern Arabic Poetry
JUDS 1810	Israeli Literature in Hebrew
- Through taking courses in a second Middle Eastern language. - Or through courses in a non-Middle Eastern language to be used in a senior capstone project (for example, Spanish for the study of Andalusia or French for the study of North Africa).	

Capstone/Honors Project: MES requires all concentrators to conduct a capstone project within their senior year (i.e., in their last two semesters before graduation). The purpose of the capstone is to synthesize and apply the skills and knowledge that MES concentrators have acquired through the MES curriculum—including disciplinary perspectives, methodological and theoretical approaches, background in the historical and contemporary dynamics of the region, and language competency—to particular interests developed through the concentration. Capstones offer students the opportunity to integrate and build upon their experiences within the concentration, while demonstrating intellectual creativity, research skills, and effective communication, and should serve in some sense as a culmination of or reflection on what one has gained in the concentration. All students are expected to present their capstone research in the final semester before graduation. Presentations of honors theses will be approximately twenty minutes long, and those of non-honors capstone projects will be approximately ten minutes long, both followed by a question-and-answer session. Capstone projects must fulfill the following requirements:

- Must be taken in the final two semesters before graduation (excluding summer and winter sessions)
- Must incorporate research in a Middle Eastern language.
- Must be approved or overseen by a MES or MES-affiliated faculty member.
- Must be presented in the final semester before graduation.

Capstones can take one of three forms:

- A Middle East–focused research paper of at least 20 pages for an existing concentration-eligible (MES-coded or X-Listed) course, undertaken with the permission and supervision of the instructor.
- An independent study or project (artistic, research, or otherwise), approved by the DUS and supervised by at least one faculty member for at least one semester under the MES 1970 - Independent Study designation.
- A two-semester honors thesis, completed under the supervision of a primary reader (who is an MES or MES-affiliated faculty member) and a secondary reader (who can be from other Brown departments and programs), and in coordination with the DUS.⁴

- ¹ For concentrators graduating before 2023, courses designated “Foundational Courses” under previous concentration requirements may be used to fulfill this requirement. Please meet with the MES Director of Undergraduate Studies (DUS) to discuss any such arrangements.
 - ² Previously HIST 1968 or HIST 1968A: Approaches to the Middle East. Any student who has taken HIST 1968 or HIST 1968A: Approaches to the Middle East, will have fulfilled this requirement.
 - ³ Concentrators are encouraged to discuss options for fulfilling language requirements with the DUS.
 - ⁴ Two semesters of Independent Study (MES 1970 & MES 1971) are required for honors and will raise the number of required courses to 13. One of these Independent Study courses should take the form of a thesis writing workshop supervised by the DUS or other designated MES faculty during the first semester of thesis writing. Students must declare their intention to write an honors thesis and submit a thesis prospectus (to include a thesis proposal, research plan, proposed thesis outline, initial literature review, and initial bibliography) by April 25th of their junior year (for May graduates) or November 20th of their junior year (for December graduates).
- * **Study Abroad**
Concentrators may apply up to two courses per semester of study abroad toward their MES concentration requirements, with a maximum of four courses (for two semesters abroad). Students must meet with their advisors and have them sign off on their specific course selections prior to embarking upon their program. Study abroad transfer credits may only be applied toward fulfilling elective and language requirements. Study abroad transfer credit may not be used to fulfill foundational course requirements.
- ** **Dual Concentrators**
Middle East Studies concentrators may apply up to two courses that fulfill MES concentration requirements toward fulfilling the requirements of another concentration. Language courses do not count toward this two-course limit on overlapping courses.

Honors

Students may graduate with honors in MES by completing an undergraduate honors thesis in MES. To be eligible for honors, students will have earned an ‘A’ (or ‘S’ with distinction) in the majority of courses for the concentration and will have submitted a thesis prospectus and secured a faculty advisor by the end of their junior year. Honors theses are substantial research projects driven by a deep interest in engaging with a selected topic of study. They require a time commitment and coordination between students, advisors, and the DUS to ensure completion. Honors students will undertake two semesters of thesis writing in their senior year, the first in a thesis writing workshop (MES 1971) supervised by the DUS or other MES faculty, followed by a second semester of Independent Study (MES 1970) to complete the thesis under the guidance of the thesis advisor. This is typically done during senior year and will raise the total number of required courses to 12.

Courses

MES 0100. The Middle East: Cultures & Societies.

This course highlights major cultural, social, and political developments in the amorphous region known, since the 20th century, as the Middle East. Covering expanses of space and time, this course attends to a diversity of peoples and polities, and considers different regional concepts that include some or all of the territories normally included in the Middle East (including the Fertile Crescent, the Mediterranean world, the Indian Ocean world, the Arab world, and the Muslim world) and addresses the region's coherence in terms of shared historical and political experiences, religious and cultural references or practices, and/or socialities and ways of being.

MES 0155. Cultures of the Contemporary Middle East.

In our exploration of Middle Eastern social movements, this course addresses the role of culture and art in social change; the relationship between faith and politics; as well as the impact of national, regional, and transnational discourses on identity, ethics, and citizenship. The study of social movements in the region will address the impact of technology, media, women's rights and LGBT movements, as well as economic liberalization, entrepreneurship, and the politics of oil. Finally, we will trace the emergence and consequences of the "Arab Spring."

MES 0165. How Did We Get Here: Middle East City from Antiquity to the Present.

This course examines the origins, evolutions, and radical transformations of Middle Eastern cities. By combining essential and original texts in religion, law, and politics with studies of architectural form and urban morphology we explore the cultural significance and ethical claims from historically situated cities. From the ancient Levantine household to the contemporary Gulf megalopolis, analysis of the relationships between subtle and articulated cultural meanings and corresponding concrete architectural embodiments reveals rich depth in each case. While we might see ancient hierarchies long buried by modernity's desire for a capitalist city, our analysis shows they are very much alive and struggling.

MES 0170. Visual Expressions of Social Change in the Contemporary Middle East.

This course explores the relationship between the visual arts and social change in the contemporary Middle East. With a specific focus on visual art, architecture and cinema we examine how visual creativity expresses the desires of social and political groupings and, existing within historic traditions, give form and shape to larger social-political movements across the area. From the 20th century, we see the intertwining religious, political, and social movements, large and small, nationalist and separatist, embodied in visual expressions. This interdisciplinary course will uncover the iconographic origins of contemporary art to understand how visual expressions convey meanings in shaping our world.

MES 0750. Forced Displacement: History, Ecologies and Impacts.

Course covers the basis, processes and consequences of forced displacement in an interdisciplinary and historical perspective. Forced displacement is unintended mobility of humans in large groups who move out of their place of origin for extended periods or often permanently. It has played a vital role in shaping our modern world. Drivers of forced displacement have persisted while others subsided. Wars, religious persecution and targeting of specific ethnic groups displace millions annually. Forced displacement is implicated in the creation of nation states, altering group identities and organizing people, and the responses of the host community, the state and wider world.

MES 0825. From Blind Owls to Mute Dreams: A Introduction to Modern Iranian Literature (in translation).

This is a survey of the modern Persian literature of Iran (in translation) for students who have little to no background in the topic. Starting in the early twentieth century and continuing until the present day, we will examine the major themes and aesthetic techniques of some of the most important writers who have shaped modern Persian literature throughout the twentieth century, paying significant attention to the socio-political context and formal characteristics of texts. Prose-fiction (novels and short stories) will be the focus, also read a number of poems, essays and memoirs. All readings will be available in English translation.

MES 0850. The Wall, the Drone and the Tunnel-Theaters of Sovereignty and Resistance.

Israel/Palestine is a site for experimenting with technologies of security and warfare, including those serving resistance and insurgency. The seminar examines three technologies: drones used for collecting intelligence and "targeted killings;" heavily surveilled separation walls used to enforce a strict regime of movement; tunnels used by insurgency forces for undercover movement. We will study these technologies' modes of operation; the discourse that represent and justifies their actual deployment; the local and global economy of violence in which they are embedded; the system of state sovereignty which they enable or undermine; and the political regime which they help reproduce or destabilize.

MES 0950. Cultures, Societies and Resistance in the Arab World.

This course examines the manifestations of counter-hegemony, resistance and dissent in the Middle East and North Africa. It studies the ways in which dominant forms are countered in cultural production and every day cultural practices, analyzing how subcultures, social movements and individuals have negotiated with, subverted and resisted these forms of social and political hegemonies through the use of art forms such as writing, poetry, music, political film, political posters and pamphlets, performance art and public art and the mixed outcomes of many of these struggles. The readings cover major issues in cultural theory, cultural sociology, cultural studies.

MES 1000. Tradition and Protest: Persian and Iranian Music.

Examines Persian and Iranian musical approaches to tradition and protest. First half focuses on traditional Iranian music. Students will learn the basic cultural and musical traditions underpinning Persian/Iranian musical styles. Through directed reading and listening, and occasional in-class performance by the instructor, students will learn the primary characteristics of Iran's classical music traditions and instruments; relevant musical concepts and terminology, and develop critical listening skills. Second half examines how modern Iranian musicians are disrupting these traditional concepts as a form of protest, making the music relevant to modern listeners while fundamentally changing conceptions of classical poetry in the process.

MES 1001. Revolution and Poets: Content and Form in Iranian Poetry.

Explains classical rules of Persian poetry and development of poetic content by several different modern Iranian poets. Examines how modern poets such as Shamlou, Akhavan, and Forough have been influenced by Nima Yooshij, the father of modern poetry in Iran. We will explore different formalistic approaches to poetry in Iran from the 1960's to present, and examine various literary movements and their relation to the Islamic Revolution and post revolutionary context. We will examine the new postmodern poets from the 1990's to present and the ways in which classical form is repurposed to achieve social commentary in subversive ways.

MES 1050. Israel/Palestine: A Critical Lexicon.

This is an introductory course to the question of Israel/Palestine. The course uses a series of alphabetically ordered and carefully selected concepts as a way to cut through the dense history of the region and the conflicting forces that shape its present. From "Colonialism" to "Zionism", each concept will be surveyed with respect to its history, the pattern of its present usages, the discursive formations to which it belongs, and its political impact, taking into account the inevitable, conflicting ideological biases and discursive constraints of the many kinds of knowledge about Israel/Palestine.

MES 1051. Israel-Palestine: Public Humanities.

This seminar will engage current debates on heritage, traditions, and history in Israel-Palestine with a focus on shared as well as antagonistic cultural and artistic spheres. It will explore how contested narratives can produce diverse perspectives and positions with regard to past and current events. The focus will be on cultural productions in Israel-Palestine and on diasporic Israeli and Palestinian communities in Europe and the US. In addition, examples from the visual and performing arts, museums and public spaces, film and media will illustrate how cultural expressions and events can foster dialogue. Students will work individually and together to design and implement a public event for the Brown and larger Rhode Island community and beyond on the subject of Israel-Palestine, bridging the divides of the region's diverse ethnic and religious populations through cultural dialogue.

MES 1055. Zionism and some of its Jewish Critics: Political, Philosophical, and Theological Perspectives.

Zionism is an idea, an ideology, a national movement that sought to solve "the Jewish question" in Europe, a political project that morphed into a political regime, a mighty colonial force, a form of Jewish secularization and an engine for religious revival. As such Zionism has been accompanied with criticism from its inception. The first part of the seminar will study of Zionism through the eyes of some of the major thinkers who shaped its ideology and practices. The second part will look at Zionism through the eyes of some of its (more and less sympathetic) Jewish critics.

MES 1100. Between the River and the Sea: Political Concepts from Israel/Palestine.

This course will introduce some of the main aspects of the Israel-Palestine conflict, its history, and the recurring patterns of the unending violence that permeates it by paying close attention to some of the key concepts used to grasp and explicate the reality and history shared by those who were engaged in it. Our concepts – e.g., nationalism, colonialism, statelessness – will be drawn from the writings of engaged scholars, ideologues, and other participants. These concepts will be problematized twice: first, by the actors involved in the ongoing conflict who question their capacity to capture, illuminate, and make sense of the complex reality at stake, and second by us, as critical observers inquiring how these concepts have been used not only to understand and explain but to construct and reconstruct reality.

MES 1111. The Modern Middle East: Struggles for Power and Justice.

This course is an introduction to the modern Middle East, spanning from the 18th century to the present. It focuses on struggles—individual and collective—for power and justice. At times, these struggles overlap: when groups seek to overthrow the existing authority and install a more just one in its place. Other times, they diverge: when groups or individuals seize power for their own interests, or seek justice by reforming the existing order (rather than toppling it). These struggles illuminate the shifting material and ideological conditions within the Middle East over the past three centuries or so: in other words, over what are people struggling, and why? By focusing on struggles for power and justice, this course emphasizes the Middle East as a dynamic region shaped by numerous stakeholders and challengers, rather than a space with an essential or homogenous character.

MES 1120. Art, Culture, and Society in Tehran.

This course explores the city as physical and metaphorical space and aggregator of possibilities. It focuses on Tehran, in its historical, geographical, artistic and virtual specificity, and artists who have lived there, including: Kamal-al-molk (and his followers in the early twentieth century); artists associated with Saqqakhaneh (modern school of art) at mid-twentieth-century, artists of the Revolution and the Iran-Iraq war in the 1980s and 1990s, and contemporary urban and transnational artists. By examining urban participation, aesthetics, and politics in Tehran across more than a century, the course provokes critical reflection on experience and representations of urban space, citizenry and creativity.

MES 1150. Labor and the Long Downturn in the Middle East.

This course examines the question of labor in the contemporary Middle East. The 1970s saw a global economy defined increasingly by deindustrialization, intensified competition, financialization, and squeezes on profitability. For workers, these changes meant that technological development, agrarian change, debt, and increasing precarity have transformed who works, where they work, and the sorts of politics that work (or its absence) gives rise to. This course examines these wider concerns within the context of the Middle East. Through a focus on social history and ethnographic accounts, it illuminates the ways different groups of workers experience and grapple with these broader transformations.

MES 1151. Middle East in Anthropological Perspective (ANTH 1150).

Interested students must register for ANTH 1150.

MES 1170. Iranian Art: Sites and Sights.

This course introduces students to the modern and contemporary history of art in Iran, including architecture, visual art, cinema, theatre, and politics. It starts with the transition from the Qajar period (1781-1925) and its visual culture to the modern 20th-century nation-state, addressing: processes of urbanization; spread of modern technologies; revolutionary sentiment of 1979; displacement and formation of diasporic communities after the Islamic revolution; and the emergence of Internet technology in the 21st century. This historical backdrop informs investigation into artistic milieus, platforms, and the ever-changing notion of creativity. Course readings consist of excerpts from primary sources in addition to textbook assignments.

MES 1171. Ethics and Politics of Intimacy in the Middle East.

Intimacy is often a synonym for proximate, close relations, connected with the interior and the personal: sexual and romantic relations. It is associated with private embodied life, the realm of psychology, desires and emotions. Intimacy as an analytical concept in social sciences draws on these micro-level (private) meanings, but also introduces macro-level (public) socio-economic, cultural, and political dimensions, including power relations. This course explores the ethics and politics of intimacy in contemporary Middle Eastern societies. We examine these transformations in a comparative manner, including various countries (Afghanistan, Egypt, Jordan, Iraq, Israel, Lebanon, Palestine, Saudi Arabia, Syria, Tunisia, Turkey, UAE, etc.), though Iran will be our main geographical focus. We will discuss marriage, family, kinship, gender, and sexuality and evaluate the impact of modernity, globalization, capitalism, and individualism on shifting notions of romantic love and companionate marriage in Muslim societies.

MES 1172. Iranian Cinema: History, Aesthetics, and Politics.

Iranian cinema presents a striking paradox: while Iranians are often demonized globally, their films have garnered international acclaim for moral depth and humanistic vision. Drawing on Persian poetry, Sufism, and Islamic philosophy – while also influenced by modern movements like Italian neorealism and the French New Wave – Iranian cinema stands out for its sophistication and artistic originality. This course surveys its evolution from the 1960s to today, examining how major cultural and political events, from the 1979 Revolution to the Woman, Life, Freedom uprisings (2022–2023), have shaped cinematic expression. Students will explore themes of censorship, gender relations, sexualities, intimacy, love, and friendship, analyzing how filmmakers navigate moral and political constraints to create profound works of art. All films are subtitled; no knowledge of Persian required.

MES 1198. Reflections on "The Jewish Question".

In the mid-19th century, "the Jewish Question" became a galvanizing topic of debate among European thinkers with diverse political and theological orientations. In the wake of the French Revolution, and in an era of "questions" of minorities of all kinds, kindled by ideas of emancipation and equality, "the Jewish Question" centered on promoting or blocking Jewish "assimilation" and was driven by interpretations of Jewish otherness, the possibility of its transformation, and its meaning as a metonym for/ a symptom of a secularized civil society. The goal of this seminar is to become acquainted with the history of "the Jewish Question" to reframe it for the contemporary historical moment; to do so without adopting the terms of the 19th century's Question; and to understand the ways and meaning of asking "the Question" today without necessarily offering it any "solutions."

MES 1199. Anti-Semitism, Racism, Anti-Zionism: Debates, Contexts, Stakes.

Over the last two decades negative perceptions, conceptions, and treatment of Jews, and the effort to preempt and suppress them have been marked by fierce debates about "antisemitism." Everything about the term – what it designates, its historical, theological, and scientific origins, its current targets, how to trace and fight it, and its relation to racism, colonialism and anti-colonial struggles, anti-Zionism, and Islamophobia – is disputed among scholars, educators, and political actors, creating odd alliances and dividing old communities. The seminar offers a study of contemporary antisemitism in the context of these debates and their historical background, theoretical presuppositions, and political stakes.

MES 1200. Ways of Seeing: The Arab World in Global Perspective.

The course examines visual politics in contemporary Middle Eastern society and grapples with fundamental debates in the study of cultural politics and visual cultures of the Arab region in a global context. We will contextualise the region's contemporary visual cultures within wider debates and scholarship on the construction of subjectivities, the distribution of power, the formation of identity and belonging, and culture and representation. Emphasis is on translation and reception in a global context and transnational frame by focusing on how states and security, conflicts and displacements, social movements and revolution, aesthetics, art and global media are linked, characterized, analyzed.

MES 1221. Palestine: A Comparative Ethnic Studies Approach.

This course examines Palestine and the Palestinians through interdisciplinary ethnic studies optics and frameworks. The course begins by examining the Palestinian struggle from a historical and geographically contextual lens. It then engages the question of Palestine from an ethnic studies approach centering theories and ideas on indigenous sovereignty, transnational social movements, racial carcerality, sexual and gender politics, displacement and refugeehood, apartheid and international law. We will also examine Palestinian relationships with communities and causes of the global South in the past and present. Students with backgrounds training in Middle East studies, ethnic studies, and/or gender/sexuality studies are especially encouraged to enroll in this course. Students interested in intersectional and interdisciplinary to Middle East and ethnic studies are also encouraged to enroll. There are no prerequisites for this course.

MES 1222. Modern Palestinian History.

This course examines the origins of one of the longest running and most significant settler colonial realities in modern history. It explores social dynamics in late-Ottoman Palestine; the birth of the Zionist movement; the establishment of British imperial rule; the Palestinian revolt of 1936-39; the 1948 Nakba; the creation of the state of Israel; the dispossession of the Palestinian refugees; and the 1967 occupation and its aftermath. Students will consider questions of social, demographic, and cultural transformation as well as political dynamics. Using a range of primary sources, they will reflect upon the period in question on its own terms and search for the voices of its protagonists. This subject has attracted lively debate and contributed to major theoretical approaches such as post-colonialism and comparative settler-colonial studies. The course will engage these approaches and major historiographical debates in the field.

MES 1235. Policing and Imprisonment in the Modern Middle East.

Policing figured prominently in recent events, from the self-immolation of Tunisian street vendor Mohamed Bouazizi to the rise of the Islamic State. Repressive regimes relied heavily on police, prisons, and criminal law to maintain power and authority. This course examines recent uprisings and ongoing conflicts, and questions of state and non-state violence. Major topics are: the role of Islam in law and criminal justice; the imposition of European colonial rule; the rise of police states; the production and maintenance of a gendered social order; non-state and informal mechanisms of maintaining "law and order"; and the role of law and security.

MES 1240. Middle East as Global History: Comparing and Connecting Theories and Approaches.

This seminar explores a global history perspective to the Middle East and a Middle Eastern perspective to global history since the late eighteenth century to the twentieth century and beyond. This is a time in which shifting global orderings and ties between regions of the world become reconfigured around newly visible, large-scale processes and shifting flows of power: statesmen, thinkers, revolutions, war and migration render themselves to new forms of global imagination beyond imperialism and colonialism. The seminar intends to provide a rich expose on new trends in history writing focus on global history and transnational perspectives.

MES 1243. Understanding Palestine-Israel: Ideologies and Practices.

"Palestine-Israel" is a name designating a territory between the east shores of the Mediterranean Sea and the Jordan River. In addition to the two national movements that fight over this territory, the Jewish (Zionist) and the Palestinian, this land is a matter of ongoing engagement, investment, and entanglement for foreign powers, religious orders, and international organizations. This course will introduce main aspects of this ongoing struggle, its history, and its recurring patterns. Each of these perspectives will be part of what needs to be narrated and explained, not imposed as a framework for the narrative and the explanation at stake.

MES 1244. Orientalism and the Question of Palestine: Theory, History, Literature.

Edward Said's ground breaking work, *Orientalism*, was published in 1978 and soon became a founding moment for the field of postcolonial theory and a pivotal point of return within it. A year later, Said published *The Question of Palestine*. This was one of the first comprehensive accounts of the Palestinian condition as a stateless nation. The book's explicit goal was to present the Palestinian story and cause to an American and European audience, with a special effort to reach out to Jewish American intellectuals. The seminar first task will be to highlight and explore explicit and tacit links and divergences between the two books. The goal is to identify two, not entirely compatible frames for studying "Palestine," as a piece of land, a homeland, and above all a set of historically changing conditions of Jewish-Palestinian co-existence and co-habitation.

MES 1250. Palestinians and Kurds: The Condition of Statelessness.

This seminar seeks to achieve three interrelated goals: to introduce students to the condition of statelessness experienced by two ethnic groups in the Middle East, the Kurdish and Palestinian peoples; to examine the contours and potency of, and the problematics associated with, the concept of statelessness; and to offer the production and management of statelessness as a viable perspective for the study of the modern Middle East. We look for analogies and distinctions between the two cases, and qualify and multiply the condition of statelessness for each, guided by categories of Nation, State, Nationalism, Colonization, Settler Colonialism, Citizenship, and Precariousness.

MES 1265. Culture and Politics in the Modern Middle East.

This seminar examines the various cultural and artistic manifestations of protesting histories of violence in the Middle East. By studying the ways in which dominant understandings are countered in cultural production and everyday cultural practices, it will analyse how collective and personal memories have been appropriated by artists, writers and filmmakers throughout the region to protest social and political hegemonies. The readings cover major issues in cultural theory, cultural sociology, cultural studies and visual cultures. The seminar will theorize themes such as the aesthetics of resistance, memory, dissensus, social movements and global culture through specific case studies.

MES 1270. Histories of Watching and Surveying.

How are surveillance practices historically embedded in social fabric? How have surveillance technologies altered social life throughout history? This course explores these questions by mapping the complex ways that technologies and societies interact to produce security, fear, control, and vulnerability. Some of the areas covered include close-circuit television (CCTV) in public and quasi-public spaces, biometric technologies on the border, and a host of monitoring technologies in cyberspaces, workplaces, and the home. Readings are drawn from the critical theories in visual culture, science-fiction, and popular media.

MES 1290. War and Cultural Representation in the Modern Middle East.

This is an overview of contemporary Arabic and Persian literatures and cinemas through war in literature and film originating from the Eastern Arab World, Iran and Afghanistan. Using contemporary works of prose fiction, poetry and film, we interrogate the various ways in which the people of the region have grappled, through literature and film, with some of the most brutal conflicts that the world has witnessed in the late twentieth and early twenty-first centuries. We will explore the Lebanese Civil War, the Israeli-Palestinian conflict, the Iran-Iraq War, Iraq since 1991, Afghanistan since 1979 and the current Syrian Civil War. While this course is open all students it is especially geared towards students concentrating in MES and who have upper-level reading/ translations ability in Persian or Arabic. Students at the advanced language level will do translation in lieu of a second paper.

MES 1291. Jerusalem Divided: Politics and Cultural Heritage.

In 2016, UNESCO's director-general stated: "The heritage of Jerusalem is indivisible, and each of its communities has a right to the explicit recognition of their history and relationship with the city. To deny, conceal or erase any of the Jewish, Christian, or Muslim traditions, undermines the integrity of the site, and runs counter to the reasons that justified its inscription on the UNESCO World Heritage list." This reflects the reality of Jerusalem's Old City's intertwined historical, cultural, and religious legacies, but does not address the geopolitical conflict, in which ideological and territorial claims produce diverging heritage narratives. This seminar examines how Israeli, Palestinian, and international interests shape competing heritage narratives. It explores archaeological exploration, discovery, and interpretation in Jerusalem in the contexts of social, political, and religious debates from the mid-nineteenth century to the present, emphasizing its urban landscape.

MES 1299. Rural Palestine: Natives, Peasants, and Revolutionaries.

This course looks at how the inhabitants of rural Palestine were seen (and saw themselves) as natives, peasants, and revolutionaries. Over the 19th and 20th centuries, rural Palestine was understood as both isolated and globalized; timeless and transforming; unchangeable and critically vulnerable to forces of modernity. The native, the peasant, and the revolutionary emerged as different actors—European missionaries and Palestinian activists, international NGOs and local cooperatives, village cultivators and urban CEOs, seed banks and financial banks—draw on rural practices, knowledges, and histories. How, then, does the rural past become the basis for claims on, and struggles for, Palestine's future?

MES 1300. Intellectual Change: From Ottoman Modernization to the Turkish Republic.

A critical survey of Ottoman intellectual history in the 19th and early 20th centuries. Modernization, formation of the modern state and issues of nationalism and other ideologies of the time form the main framework, analyzing their political, social and cultural impact on intellectual production in the Ottoman Empire and through the making of Republican Turkey. It is a history of mentalities organized around thematic/chronological modules, each representing a set of concepts, ideas, movements as well as facts and problems, which will be compared to the larger world of modern state formation both in thought and practice.

MES 1301. Interventions and Activism in the Contemporary Middle East.

It is not uncommon to hear simplifying perspectives when it comes to analyses of politics and everyday lives of people in the Middle East. Instead of reducing lived experiences into binary categorizations (success or failure, authoritarian or democratic), this course examines the intricate relations between top-down political decisions, interventions and bottom-up resistance movements. It raises questions about the connections among economy, crises, democracy, and humanitarianism, and introduces diverse stories and perspectives. Using comparative historical and social scientific analysis, we will discuss topics ranging from struggles against colonial containment to the role of urban movements in social change; from the impacts of Global North-induced crises on Islamic mobilization to the use of humanitarianism as a governance tool; from LGBTQ+ movements to artistic and digital unrest; and from "Arab" Spring to the intersectionality of struggles across identities.

MES 1350. Israel/Palestine: The One State Condition.

This course follows the formation and transformation of the Israeli Regime, since its inception in the last years of the British Mandate in Palestine. At the theoretical level, we shall explore the difference between State and regime, ask what is a political regime, how to classify types of regimes and how to determine the regime of any given state. At the historical level we shall reconstruct and question the structural transformations and continuities of the Israeli regime, giving special attention to the impact of Palestinians' civic status and almost half a century of "occupation" of Palestinian territories.

MES 1400. The Middle East in Berlin: Urban Spaces and Voices.

This seminar explores the physical and human landscapes of post-war Berlin: its steadily expanding urban fabric and how it engages with the rapidly changing population make-up. The focus will be on the tension between past and present histories, new German identities, the recent massive migrations, anti-Semitism and Islamophobia, and how these social and geopolitical phenomena interact with the city's urban spaces and monuments. As case studies we will explore the relationship among Germans and three other significant communities: Turks, Israelis, and Palestinians.

MES 1401. Strange Powers: Energy in the Modern Middle East.

Do energy needs determine the shape of society, or the other way around? Is there such a thing as an energy transition, and if so, what drives such a change? What is the relationship between our ways of thinking and the energy regimes that have prevailed at different points in history? This course reframes the Middle East in modern global history (1750–present) from the perspective of different energy sources: water, wood, coal, oil, gas, wind, and sun. It highlights the production, circulation, and consumption of energy in processes of capitalist development; state construction (and destruction); imperialism, mass politics, and cultural difference; formation and maintenance of citizenship and migration regimes; and authoritarian rule. If global heating will render much of the Middle East uninhabitable by the end of the century, how did we get here and what does the future hold?

MES 1450. The Archival of Gestures.

Often people think about archives as static spaces. How to develop a gestural archive able to translate instances and desires of justice? This course provides students with a theoretical and practical background on the archival of gestures in performance and the role that artists-archivists can play in contributing to change through exploring and problematizing social and political memories. We explore how Arab artists have sought and investigated this role after the "Arab Spring" and of civil disobedience against Arab regimes. We then look closely at a series of performance works, by Arab, Israeli and international artists. No dance experience required.

MES 1501. The Palestinian Revolution, 1948-1982.

The phenomenon generally referred to in Arabic as the Palestinian Revolution (al-Thawra al-Filastiniya) was momentous by any standard. Unfolding over several decades between 1948 and 1982, it had profound implications for the history of Palestine, the Middle East, and global anti-colonialism. Traditionally, it is studied using top-down state, diplomatic and military themes in history and politics. In contrast, this course focuses on the grassroots level, approaching Palestinian revolutionaries as subjects, rather than objects, of politics and history. While taking account of the role of external historical forces, the focus here is on Palestinian popular structures, movements, cadres, philosophies, feminist initiatives, songs, poetry, art, tactics, and strategies. As such, the course explores the development of collective agency, political production, and active engagement with history. It also addresses transnational connections that bound the Palestinian revolution with other anti-colonial struggles and solidarity movements worldwide.

MES 1550. Non-Jews in the Jewish State: A Study in the Constitution of Otherness.

This course approaches multiple aspects of otherness by examining major sites where the work of "othering" takes place: debates relating to the "Jewishness" of the Jewish State; the legal and theological debates over the question who is a Jew; immigration and naturalization law; the regulation of marriage, burial, and religious conversion, and the recent racialization of non-Jewish aliens. The course materials are drawn from Zionist thinkers, legal documents, news items and analyses, and academic studies, as well as from literary and cinematic works. Students may concentrate on the more theoretical texts, the legal documents, or the literary and cinematic works.

MES 1591. People & Ruins (Studio): Remapping Demolished Spaces & Narratives.

How do Palestinians revive and rebuild their identities and remain resilient around the physical remains of their demolished and displaced heritage? This course is a multi-disciplinary studio that integrates digitization and visualization with political, historical, and planning analysis to explore contested spaces, uncover hidden histories, restore lost heritage, spatialize oral histories, and visualize the narratives and practices of Palestinian communities facing ongoing dispossession. The studio employs digital methods, mapping, filmmaking, and visual arts to generate geospatial data and conduct qualitative analysis of texts, plans, legislation, perceptions, oral histories, archives, and visual materials. We will engage with theories, studies, and data on restorative, decolonial, and Indigenous justice in urban environments, combining discourse and political analysis with spatial digitization and visualization to reveal the tragedy, resilience, and narratives of Palestinians, with a particular emphasis on Haifa.

MES 1650. The Pen and the Gun: Literature and the Political Body.

This course will examine the sphere and influence of literature and film as vehicles of expression and memory reconstruction during and following periods of dictatorship. We will explore themes such as history and/as fiction, the structuring of truth and national narrative, the intersection of human rights and medicine, and discourse of the nation as a body. Taking a transnational and cross regional approach, we will include prominent writers from Latin America (with a focus on the political 'disappearances' of the 1970's), Africa (post-colonial and civil war texts), and the Middle East (writing of, within, and through the Arab Spring).

MES 1968. Approaches to the Middle East (HIST 1968A).

Interested students must register for HIST 1968A.

MES 1970. Individual Research Project.

Limited to juniors and seniors. Section numbers vary by instructor. Please check Banner for the correct section and CRN to use when registering for this course. Required: all proposals for independent study must be approved by the faculty sponsor and the MES program director. Students should not register for any section of MES 1970 without this approval.

MES 1971. Senior Honors Thesis.

The purpose of this course is to guide you through the development and construction of your senior thesis project. It will provide you with empirical, methodological, and theoretical toolkits, as well as practical writing strategies, to help you bring your thesis to fruition. Open only to Senior students pursuing honors in Middle East Studies. Instructor permission required.

MES 1985. Understanding Modern Iran.

This course examines the history of modern Iran through primary historical documents, secondary studies and cultural production, beginning with an historical overview and attempts at historical narrative in the modern era, from the latter half of the Qajar dynasty (~1850) until today. Topics include modernist reform in the late-nineteenth and early twentieth centuries, Iranian identity, attempts at political reform, women's movement and foreign affairs. The course emphasizes the debates of Iranian intellectuals and artists and how cultural representations of major historical events and socio-political changes contribute to and challenge historical narratives and how contemporary history and politics affects cultural representation.

MES 1990. Middle East Studies Pro-Seminar.

This course explores the current state of Middle East Studies scholarship with an eye to its current moment of crisis. We will begin by situating MES within its institutional history, then survey classic works from its core disciplines. The second half of the course will trace contemporary debates over the significance and origin of political Islam.

MES 1993. Middle East Politics.

The Middle East and North Africa has consistently dominated global headlines as one of the most penetrated regional state systems in the world. Analyses of the MENA region are often bound by this monolithic rubric that has shaped how we view and understand state-society relations across the region. We examine historic and contemporary dynamics that have shaped domestic, regional, and international politics and analyze issues relating to comparative politics and international relations of the region, issues relating to colonialism and state formation, institutional configuration, authoritarianism and regime typologies, the politics of oil, identity politics, and social and economic development.

MES 1994A. Islamic Economics.

Despite the fact that the scriptural and early historical legacy of Islam is widely considered to be market-friendly, debates about the relationships between Islam and capitalism abound. This course moves beyond simplistic concerns of compatibility or conflict, and delves into the diverse ways by which Muslims from around the globe have devised a range of social, cultural, religious, legal and fiscal strategies that enable them to both remain true to their faith and live in today's swiftly-evolving economic context.

MES 1995. Zionism: Political, Philosophical, and Theological Perspectives.

Zionism has been an idea, an ideology, a national movement, a political project morphed into a political regime, and a colonial force that transformed the history of the Middle East and the landscape of Palestine. It was a Jewish response to the persecutions of Jews in Europe, a renaissance of the Hebrew language and Jewish culture, and a form of Jewish secularization that has yielded religious revival and transformation. The ideology and practice of Zionism, its politics and political theology will be studied from the perspectives of four great thinkers: Martin Buber, Hannah Arendt, Edward Said and Judith Butler.

MES 1995B. Israel/Palestine: Holy Land – Profane Spaces.

Seizing land in Israel/Palestine, colonizing it, shaping its boundaries, and reconstructing it as a governed space have played a major role in the struggles between Jews and Palestinians. Space has been a medium of domination and resistance, a scene of dispossession, construction and destruction, and its governmentalization has become a powerful state apparatus. Using concepts drawn from political theory, human geography, and postcolonial studies we shall examine and contrast the mental geographies and actual government of land and space(s) in Israel/Palestine and use space as a privileged perspective for understanding the history and structure of the Land's political predicament.

MES 1996A. The Anglo-Arab Novel.

This course examines a new development in the contemporary novel: the rise of the Arab-British novel from the late 1980s onwards. The aim is to understand this emerging genre in its historical and aesthetics specificity, and to determine how Arab immigrant writers responded to a time of profound cultural and political change. At the intersection of such processes, and in a literary culture marked by postmodernism and cosmopolitanism, does the Anglo-Arab novel develop a distinctive aesthetic form? Writers studied are: Ahdaf Soueif, Jamal Mahjoub, Leila Aboulela, and Hisham Matar.

MES 1997A. Islam and Human Rights.

Are Islam and human rights compatible? Both human rights and Islam raise universal claims that may conflict in some cases. We will consider various attempts by religious and legal theorists to reconcile these claims through reinterpreting Islam or deriving human rights from Islamic sources. We will explore the practical side of these issues by examining legal documents and legal practices in various Muslim countries, paying special attention to the status of women and non-Muslim minorities. We will examine tensions arising from Muslims living in Europe and N.America, such as recent debates over secularism and religion, multiculturalism and the scope of tolerance.

MES 1997B. Visualizing the Middle East.

How has the capacity to visualize been both an enabling and limiting condition in relation to the post-colonial production of knowledge in the Middle East? The act of seeing is taken up in its practical dimension in the ways that it requires one to pay attention to the cultural and historical specificity of mechanisms of visibility and modes of representation. Through readings and discussions, we will take heed of the following questions: What is allowed to be seen? By whom? Under what circumstances? How is the visible structured?

MES 1997C. Ethnographic Perspectives of Islam: Tradition, Religiosity and Modernity.

Media coverage presents two ways of thinking and approaching modern Islam. One assumes Islam to be an entire way of life and single set of religious beliefs with compulsive adherence to the Quran and the Prophetic Sunna. The other reduces Islam to a set of essentialist principles, rules and spiritual values that even many Muslims have trouble grasping.

Recent anthropological scholarship makes every-day practical interpretations, practices and living social relationships central towards understanding Islam. This class will explore socio-historical and cultural specificities by which Muslims grapple with their faith, and how they shape these resources into every-day beliefs and practices.

MES 1997D. The Politics of Heritage, Tradition and Culture in the Middle East.

Western media has pervasively portrayed the Middle East as "a-historical", "timeless", an "Other" that is beyond the logic of modern time. Simultaneously, it is also considered the cradle of "Western Civilization" where vital elements of "world" patrimony may be traced. But how do those who inhabit the region relate to their past and what are the various ways by which its discourses are drawn upon to embody different socio-political and ethical life-worlds? This course explores recent texts on heritage and memory while offering insights of ways in which modalities of history and memory have shaped the postcolonial dynamics of this region.

MES 1998. The Arab Spring.

The Middle East has witnessed significant socio-cultural, political, and economic transformations in recent decades. This seminar will explore the role of both state and non-state actors in these processes. In the face of globalization, liberalization, democratization, conflicts, and regional instability, what social movements have emerged and in what specific contexts? Additionally, how have civil society, mass media, global discourses, and Islamist groups and ideologies shaped the contemporary reality? What are the prospects for security, prosperity, and pluralism in the region? These are central questions we will attempt to address in this course.

MES 1999. Arab Youth: Movements, Cultures, and Discourses.

"Youth" has become a central social concept in the contemporary global economy. In the wake of 9/11, the discussion of "youth" in the Arab world became a global priority. This course takes an anthropological and sociological approach to studying youth. Why has "youth" become a focus of concern now? How does this shape our thinking about social, economic, political, and historical issues in the Arab world, and what issues does it obscure? The course examines the historical emergence and transformation of categories of "youth," "teen" and "adolescent" in the contexts of capitalist industrialization, nationalism, post/colonialism, state formation and globalization. Enrollment limited to 20.

MES 1999A. Cultures of Neoliberalism in the Middle East.

The course focuses on debates in the social sciences in the Arab world around contradictions of the cultures of neoliberalization in contemporary Arab culture(s), society (ies) and economy (ies). We will explore the relevance of neoliberalism to the increasing relevance of consumption and consumerism, for citizens and scholars alike, in shaping selfhood, society, identity and even epistemic reality, the concomitant eclipse of such modernist categories as social classes, the burgeoning importance of generation, ethnicity, gender, identity and social movements. Also covered, the relation of political Islam to neoliberalism, and the rise of labour migration in/out of the Arab world.

MES 1999B. Colonialism and Human Rights.

Are anti-colonial struggles human rights struggles? Is emancipation the objective of these struggles? Where and when do anti-colonial and human rights discourses converge and diverge? What is the role of violence in the moral, political and discursive trajectories of anti-colonialism and human rights? This course takes up these questions, starting with the reconstruction of the historical relationship between colonialism, anti-colonial struggles and the post-World War II formation of the international human rights regime. We then turn to discuss different authors who developed their anti-colonial thought and dealt with, appropriated or ignored human rights in their different conceptions of anti-colonial justice.

MES 1999C. Elites in Arab Culture and Society.

Social science studies the marginalized while ignoring elites and their role. This is especially the case with "Arab" Elites. Yet, to understand the conditions of the poor and marginalized, one must study elites. Elites are a lens to historically understand class formation in the Arab World, and influences beyond. We will consider how and why we study elites, different theories and methodologies of studying elites, and focus on elites in Arab societies. The course will deal with elites in the mandate period and early independence. The last part of the course will focus on elites in contemporary Arab society.

MES 1999D. Anthropology /Sociology of Development in the Arab World.

After the Second World War, questions of economic growth, poverty, and inequality were internationalized, leading to the rise of national and international agencies which aimed to promote development in the "Third World." This course examines the anthropological study of development. Touching on development theory (and the political context of each model), we examine connections to anthropological models of socio-cultural change, and consider the relationship between anthropology and the development industry. How can cultural relativist and applied anthropology approaches be reconciled? Can anthropologists and anthropological knowledge contribute to improving development interventions and outcomes, or are they merely critical of such interventions?

MES 1999E. Displacement and Refugees in the Middle East.

Displacement and refugees constitute one of the most significant sources of upheaval, instability, and uncertainty in our time. In 100 years, the Middle East saw waves of displaced persons, with no singular explanation and no end in sight: Armenians, Circassians, Palestinians, Iraqis, Yazidis, Kurds, and Syrians. The impetuses for displacement include wars, fall of empires and nations, crafting of new states, and modernization attempts and environmental disasters. These stories of displacement are distinctive for their multitude of causes and protracted defiance of resolutions. They challenge the narratives of the durability of nation-states, ascendancy of capitalism, and emplaced, "timeless" Arab populations.

MES 2000A. Decolonizing the Racialized Female Subject: Black and Indigenous Women's Self-Making Under Empire.

This study grapples with conceptions of freedom and humanity emergent in Black and Indigenous women's practices under empire. Colonialism is prefaced on construction of an "other." Aimé Césaire refers to this as "thingification," whereby colonial subjects are dehumanized and the colonizer "decivilized". Totalizing dehumanizing forms are resisted by praxes and epistemologies which challenge the prevailing symbolic order and assert the humanity of those regarded as subhuman. We will examine how epistemological and political contestations of the human inform discourses on freedom and sovereignty and interrogate how various categories of identity refract and re-frame conceptions of humanity, freedom, and sovereignty.

MES 2002. The World “After Gaza”.

Many observers, horrified by the ongoing carnage in Gaza, interpreted “the world’s response” to Israel’s war against Hamas after the attack of October 7, 2023, as a symptom for an end of an era in international relations. Taking these observations seriously and critically, this seminar asks what this international order was – or was imagined to be – and why the war in Gaza is seen to epitomize this order’s dismantling. While making Gaza the perspective from which this international order, and its image, will be studied, the seminar will focus on three key concepts: Holocaust, Genocide, and Settler Colonialism. We will examine how each concept is used to make sense of the violence in Gaza, to conceive the international order whose end Gaza marks, and to recognize the dismantling of this order, or its image.

MES 2091. People & Ruins (Studio): Remapping Demolished Spaces & Narratives.

How do Palestinians revive and rebuild their identities and remain resilient around the physical remains of their demolished and displaced heritage? This course is a multi-disciplinary studio that integrates digitization and visualization with political, historical, and planning analysis to explore contested spaces, uncover hidden histories, restore lost heritage, spatialize oral histories, and visualize the narratives and practices of Palestinian communities facing ongoing dispossession. The studio employs digital methods, mapping, filmmaking, and visual arts to generate geospatial data and conduct qualitative analysis of texts, plans, legislation, perceptions, oral histories, archives, and visual materials. We will engage with theories, studies, and data on restorative, decolonial, and Indigenous justice in urban environments, combining discourse and political analysis with spatial digitization and visualization to reveal the tragedy, resilience, and narratives of Palestinians, with a particular emphasis on Haifa.

Modern Culture and Media

Modern Culture and Media (MCM) is committed to the study of media in the context of the broader examination of modern cultural and social formations. Our curriculum proposes a distinctive subject matter, stresses comparative analysis and theoretical reflection, and highlights the integration of theory and practice, creative thought and critical production. In research and teaching at both the graduate and undergraduate level, MCM combines the analysis of diverse texts — visual and verbal, literary and historical, theoretical and popular, imaginative and archival — with the study of contemporary theories of representation and cultural production and creative practice in a range of media. Through studying MCM, students will become critically sophisticated and knowledgeable about the theory, history, and analysis of media and cultural forms. They will also learn to produce innovative work — whether in theory, media practice, or historical scholarship — that interrogates and transforms conventional understandings of these forms.

For additional information, please visit the department’s website: <http://www.brown.edu/academics/modern-culture-and-media/>

Modern Culture and Media Concentration Requirements

Modern Culture and Media (MCM) is an interdisciplinary concentration that explores the ties between media and broader cultural and social formations. We stress creative thinking and critical production: comparative analysis and theoretical reflection, as well as work that integrates practice and theory. We thus bring together aspects of modern culture that are normally separated by departmental structures such as film and media studies, fine art, literature, literary arts and philosophy. This concentration offers the student a range of possible specializations.

A student might decide to focus on the critical study and production of a certain type or combination of media (print, photography, sound recording, cinema, video, television, and digital media); or they might focus on certain cultural, theoretical and/or social formations (for example, gender/sexuality in post-Cold war television, postcolonial theory and film, the changing form of the novel, theories of subjectivity and ideology, video games and theories of representation). These paths are united by a commitment to critical thinking/practice: rather than reproducing conventions, MCM

concentrators learn how conventions emerge, what work they do, and explore ways to change them.

Theory Based concentrators may choose to study a particular historical moment, a medium, or a mode of textual production, in combination with theoretical studies that examine the categories of cultural analysis: for example, the distinction between high and low culture. Examples of areas of interest include but are not limited to film, gender/sexuality, digital media, television, post-coloniality, the novel, modern thought, the modern arts, sound, and theories of ideology and subjectivity. Productive work in some modern medium or textual mode is encouraged for all concentrators. MCM’s approach to production recognizes the inextricable link between theory and practice, and the possibility of a fruitful complicity between them. Production, in the sense defined here, is a theoretically informed sphere or practice, one within which acknowledged forms of cultural creation are tested and extended in close complementarity with the analyses conducted elsewhere in MCM.

The Practice Based concentration combines production courses with the critical study of the cultural role of practice. It aims to engage students in the analysis of theories of production elaborated within philosophical, artistic, and technological traditions, while encouraging them to produce works that interrogate these traditions.

Theory Based

Theory Based consists of 11 courses.

Core courses

MCM 0150	Text/Media/Culture: Theories of Modern Culture and Media	1
Select two of the following: ¹		2
MCM 0220	Print Cultures: Textuality and the History of Books	
MCM 0230	Digital Media	
MCM 0240	Television Studies	
MCM 0250	Visuality and Visual Theories	
MCM 0260	Cinematic Coding and Narrativity	
MCM 1110	The Theory of the Sign	

Additional courses

One must be an upper level course from the MCM 1200 series		5
Two must be senior seminars from the MCM 1500 or MCM 1700 series		
Two must be at any level in MCM above MCM 0260		
Three additional courses. These courses must be in MCM or in related departments. ²		3

Total Credits

11

¹ No more than three courses from this list may count for concentration requirements.

² The specific courses must be approved by an MCM concentration advisor as part of a coherent program of study.

Other Requirements:

1. Focus Area: Of the 11 courses required for the concentration, at least 3 courses must be in a focus area approved by a concentration advisor. These courses may be MCM courses, related courses, or a combination of the two, and they must represent a focus on some aspect of modern literature, theory, media, art or culture. Examples of possible focus areas are: mass/popular culture, gender/sexuality, language/representation/subjectivity, narrative, digital media, film, modern thought, television, the modern arts, the novel, colonialism and post-colonialism. This is **not** an exhaustive list. Production courses may be in the focus area but must be in addition to the minimum 3 courses.
2. Production: Work in production is encouraged but not required for Theory Based concentrators. Of the 11 courses required for concentration, as many as 3 may be in production. These may be production courses offered by MCM (film, video, digital media) or

courses in creative writing, painting, photography, journalism, etc., provided they do not bring the total number of concentration courses taken outside MCM to more than 3.

Practice Based

Practice Based consists of 11 courses:

Two core courses:

MCM 0150	Text/Media/Culture: Theories of Modern Culture and Media	1

Select one MCM Introductory Practice course (MCM0700 series). Introductory practice courses in other disciplines may fulfill this requirement and should be selected in consultation with the concentration advisor. Possible disciplines include Literary Arts, Music, Theatre Arts and Performance Studies, Visual Art.

MCM 0700A	Introduction to the Production Image	1
MCM 0710A	Introduction to Filmic Practice: Time and Form	
MCM 0730A	Introduction to Video Production: Critical Strategies and Histories	
MCM 0750A	Art in Digital Culture	

One additional course from the following:

MCM 0220	Print Cultures: Textuality and the History of Books	1
MCM 0230	Digital Media	
MCM 0240	Television Studies	
MCM 0250	Visuality and Visual Theories	
MCM 0260	Cinematic Coding and Narrativity	
MCM 1110	The Theory of the Sign	

Three additional courses from the MCM 1200 or MCM 1500 series ¹

Four practice courses selected in consultation with an advisor. ²

One Senior Seminar from the MCM 1700 series or other equivalent in production

Total Credits **11**

¹ At least one must be from the MCM 1500 series.

² Courses can be in any medium or combinatory sequence of media from the following departments: Modern Culture and Media, Visual Art, Music, Literary Arts, Theatre Arts and Performance Studies, Computer Science, Engineering, supplemented by approved courses at Rhode Island School of Design and study abroad. This list is not exhaustive.

The honors program in MCM is designed for students who wish to integrate their skills in a special project. Students who qualify for Honors in the Theory Based track are eligible to apply to do an Honors project or thesis. Students should submit a letter of intent in their 6th semester, and a formal proposal by the first day of their 7th semester. Applications will be screened by the MCM Honors Committee. (Application forms are available in the MCM office.) If approved, a student must then register for MCM 1980 (taken in the 7th semester), a one-credit course which can count towards their Focus Area requirements, and MCM 1990 (taken in the 8th semester), a one-credit thesis course in which they complete the Honors project/thesis.

Modern Culture and Media Graduate Program

The department of Modern Culture and Media offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. There is no terminal Master's program, but students who enter the doctoral program only with an undergraduate degree may earn an A.M. en route to the Ph.D.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/modern-culture-and-media> (<http://www.brown.edu/academics/gradschool/programs/modern-culture-and-media/>)

Courses

MCM 0110. Theory and Analysis of Modern Culture and Media.

An introduction to critical theory, cultural studies, and media analysis that addresses print, photography, film, television, and digital media. We will examine these media in relationship to influential theoretical approaches such as structuralism and post-structuralism, ideological analysis and psychoanalysis, feminist and queer theory, critical race theory and theories of post-colonialism and globality, and media and technology studies.

MCM 0150. Text/Media/Culture: Theories of Modern Culture and Media.

This introductory course will explore its three key terms "modern," "culture," and "media" through a variety of theories, historical narratives, and media objects. We will ask how different media—such as print, photography, cinema, television, digital art, online video, archival practices, and social media—yield distinct modes of seeing, thinking, and feeling, structure the ways we act and engage with the common world, and communicate and collaborate. We will read semiotic theory, critical race studies, feminist, post-colonial, queer and political theory, and examine concepts such as textuality, viscosity, and networks. Open to undergraduates only.

MCM 0220. Print Cultures: Textuality and the History of Books.

Print media are ubiquitous, appearing in myriad forms, material configurations, and genres. This course investigates the concept of print as a mass medium, the first produced by means of mechanical reproduction. We will give particular attention to the theoretical problematics that govern its analysis and to competing concepts of print as a form. The course will trace the emergence of mass literacy and reading habits, print culture and the public sphere, the rise of the novel and history of the book, as well as concepts of literariness and representation, mediation and signification, narrativity and virtuality, the work and the text.

MCM 0230. Digital Media.

This course introduces students to the critical study of digital media: from surveillance to activism, from cyberpunk fiction/films to art installations, from social media to video games. We will analyze the aesthetics, politics, protocols, history and theory of digital media. Special attention will be paid to its impact on relation to social/cultural formations, especially in terms of new media's "wonderful creepiness," that is, how it compromises the boundaries between the public and private, revolutionary and conventional, work and leisure, hype and reality.

MCM 0240. Television Studies.

Introduces students to the rigorous study of television, concentrating on televisual formations (texts, industry, audience) in relation to social/cultural formations (gender, generational, and family dynamics; constructions of race, class, and nation; consumerism and global economic flows). That is, this course considers both how television has been defined and how television itself defines the terms of our world. Students MUST register for the lecture section, the screening, and a conference section. Open to undergraduates only.

MCM 0250. Visuality and Visual Theories.

How do we see the world? Not only through our own eyes but through the eyes of others and with the mediation of technologies, perspectives, and points of view, giving us an embedded language to interpret what we see. In the last centuries, this construction of our visual field has been heavily indebted to imperial and racial capitalist modes of production. We will examine these constructions through a variety of technological devices: the camera obscura, panorama, photography, and cinema, and their use in processes of colonization and decolonization, drawing on the case of Algeria and other cases as well.

MCM 0260. Cinematic Coding and Narrativity.

Introduces students to rigorous study of the structural and ideological attributes of cinema, concentrating on the dominant narrative model developed in the American studio system and alternatives to that model. Attention to film theory in relation to questions of representation, culture, and society. Students become conversant with specific elements and operations of the cinematic apparatus (e. g. camerawork, editing, sound-image relations) and how they produce discursive meanings. Open to undergraduates only.

MCM 0700. Introduction to the Moving Image.

The purpose of this course is to provide a basic introduction to film and video production and to begin to consider the kinds of texts that might be produced using these media. Students are expected to work in an intelligent manner, take risks with the content and form, engage in empirical research of the medium, and in so doing, examine common presumptions about media production. Students will utilize 16mm non-sync film cameras and small format video to produce a series of short projects emphasizing the creative use of these media in various social and visual arts contexts. Classes will consist of screenings and discussion of a wide variety of works, basic technical demonstrations, and critiques of student work. No previous production experience necessary. Prerequisites (two of the following or equivalent): MCM 0100, 0150, 0230, 0240, 0250, 0260, 1110. Application required. Enrollment limited to 15. Written permission required. Mandatory S/NC.

MCM 0700A. Introduction to the Production Image.

The course will provide students with a basic introduction to digital sound and image acquisition and post-production, and to consider the particular capabilities of these digital technologies, especially as these relate to the production of meaning. Of particular interest will be the representational limits of these technologies at the intersection of science and art. Classes will be organized as workshop environments where extensive class time will be devoted to hands-on learning with digital film cameras, lighting, and digital sound recorders. There are no prerequisites for this class.

MCM 0700B. Mediating the Live: Making and Documenting Performance Art.

This course focuses on performance art and how artists use recording technologies to document their acts. We will look at key examples of performance art from the past five decades to understand how artists have explored gesture, movement, conduct, speech, embodiment. Documentation is especially important to performance because of the ephemeral nature of the art form. While the performance document is not the same as the performance, it is central to our understanding of the medium and often intrinsic to the works themselves. Students will experiment with various presentation platforms and recording technologies to understand their relationship to performance art.

MCM 0700C. Screenwriting I (LITR 0110E).

Interested students must register for LITR 0110E.

MCM 0700D. Introduction to Film Preservation and Restoration.

This course will give students practical experience with film preservation and restoration in an active film archive at Brown University: The MCM Film Archives. Students will gain the ability to understand and recognize film elements in a variety of gauges (8mm, Super 8mm, 9.5mm, 16mm, Super 16mm, and 35mm). The class will undertake and complete film preservation projects for 16mm films. Students will learn to apply best preservation practices and archival standards to take a preservation project from start to finish, creating both film and digital preservation masters. Previous experience with film is not required. All students will acquire the film handling skills needed to complete a successful preservation project over the course of the semester. Public health rules permitting, the final projects will be presented in a public restoration showcase organized by the students and supported by MCM.

MCM 0700E. Introduction to DJ Culture.

Drawing on histories and subcultures of electronic dance music, alongside theories of sampling, mixing, remixing and postproduction, this practice-based course offers a basic introduction to DJ and production technologies as well as an exploration of world making tactics via the manipulation of sound and space. How do DJs manipulate sound to stitch together a unique sonic narrative? How is DJing itself a kind of theorizing through sound? Topics include the history of the DJ from the early 20th century to the rise of DJ-focused dance musics, from hip-hop to techno. Students will have hands-on experience with CDJs and throughout the semester, students will work on a series of short sound exercises and a final or collaborative project. There are no prerequisites for this class.

MCM 0710A. Introduction to Filmic Practice: Time and Form.

A studio-style course on working with time based media, focused specifically on the technology of 16mm film production. With its focus on photographic and montage processes, as well as lighting and sound, the principles established in this course provide a solid foundation for all subsequent work in media, whether cinematic, video or new media, and it is strongly advised as a foundation level, skills oriented media course. Students produce a series of short, non-sync films. No previous experience required. Screenings, demonstrations and studio work.

MCM 0720. Intermediate Filmmaking: Cinematic Space.

Introduces more sophisticated film production techniques, including sync sound and lighting technique. Explores the influence of digital technologies on cinematic practice. Studio work supplemented by screenings, demonstrations, and discussions. Group and individual projects. Prerequisite: MCM 0710. Application required. Application is available in the MCM office or from <http://www.brown.edu/Departments/MCM/>. Students must bring a completed application to the first class to be considered for admission. Class list will be posted 2 days after the first class meeting. Enrollment limited to 12. Instructor's permission required. S/ NC.

MCM 0730A. Introduction to Video Production: Critical Strategies and Histories.

Provides the basic principles of independent media production through a cooperative, hands-on approach utilizing digital video. Emphasizes video as a critical intervention in social and visual arts contexts. A major project, three shorter works, and in-class presentations of work-in-progress required. Weekly screenings contextualize student work. No previous experience required.

MCM 0730B. TV/Not TV: Theory and Practice.

This course examines both commercial television and non-commercial media forms, considering the dialogue and/or tensions between them. What are the critical potentials and political stakes of viewing TV and of making independent media? How can we re-write TV's cultural codes by stimulating alternative readings, fostering new interpretive practices, creating different texts, or developing diverse modes and sites of distribution? Combining theory and practice (media studies, televisual and anti-televisual screenings, and simple production assignments using available technologies), this course encourages students to read and critique commercial television through both analysis and their own creative media practices.

MCM 0730C. Foundation Media (VISA 0120).

Interested students must register for VISA 0120.

MCM 0740. Intermediate Video Production: Sound, Image, Duration.

Expanded principles of independent video production utilizing small format video (Mini DV). Emphasizes video as a critical intervention in social and visual arts contexts. A major project (10-20 minutes) and a class presentation concerning your project are required. Prerequisite: MCM 0730. Application required. Application is available in the MCM office or from <http://www.brown.edu/Departments/MCM/>. Students must bring a completed application to the first class to be considered for admission. Class list will be posted 2 days after the first class meeting. Enrollment limited to 15. Instructor's permission required. S/NC.

MCM 0750A. Art in Digital Culture.

This course traces the relationship between art and technology to now, a time when our relationship with computers permeates nearly every aspect of visual culture. How does this relationship relate to human history and what technologies will come next? In this course we examine the impact of these technologies on our everyday lives and ultimately in the arts. An emphasis will be placed on resourceful and creative use of technologies, to make new things or subvert existing tools. We will examine projects by artists who use digital media to produce art or, inversely, use conventional media to explore the digitized condition of contemporary life. Throughout the semester, students will work on a series of short works, and a final individual or collaborative project.

MCM 0750C. Subtle Machines: Designing for Engagement and Response-Ability.

We will build novel individual and collaborative extensions enabling engagement in dialogues and in structures of communication otherwise difficult due to social, political, technological, habitual, and/or unavowable circumstances. Students will develop individual and collective hypotheses, project plans, built apparatuses and systems, actions and performances. We will read and discuss excerpts from Donna Haraway's *Staying with the Trouble*, Maurice Merleau-Ponty's *Phenomenology of Perception*, D. W. Winnicott's *Playing and Reality*, and Karen Barad's *Meeting the Universe Halfway*. We will build with familiar and experimental electronic and other materials. Work may occasion collaboration with multiple departments at Brown as well as more broadly.

MCM 0750D. Dynamic Futures: Speculative Media.

In this co-learning course we will articulate the effects rapid adoption of AI has in culture to speculate possible actions, technologies, systems, and performances for futures which value ethical relationships. What contributions can artists uniquely bring to cybernetics? Can we reach beyond the limits of technological "fixes" and the veil of novelty 'clout' or 'influencer' culture? How do we design for the benefit of differently abled bodies? Can artists reconcile systems designed for endless growth on a finite planet? This course will be driven by readings and discussions as we build to present collaborative proposals for dynamic holistic futures.

MCM 0750E. Listening Beyond the Browserscape.

If field recordings document audio of a given location and time, what do the sounds of our digital environments tell us? This production course offers a foundational understanding of electronic as well as computer-based means of audio capture and production. We will explore many aspects of sonic culture, technologies, and theory while developing our own experimental compositions, field recordings, and environmental soundscapes. An emphasis will be placed on deep listening inside, outside, and beyond the browserscape as we engage in listening sessions, discussion, workshops, & critique.

MCM 0750G. Sonic Visions: The Art of Music Video Making.

This course will explore the music video format as art while providing an introduction to basic digital video and audio editing skills for the purpose of creative output. As a production course, ample time will be allotted to the workshops and studio time leading toward a final project. We'll also look at avant-garde film and video which have influenced the visual language of music videos and we'll analyze the technical components as well as the cultural context of these works. Music videos are often found at the intersection of technology, dance, fashion, and culture so we can anticipate rich discussion around these topics.

MCM 0760. Intermediate Digital Media Production.

How do technologies enabling new forms of media and communication reconfigure notions of geography, location, speed, presence, community, autonomy, public, private, and one's ability to participate in culture? This class is an exploration of how artists and other cultural producers use these new technologies and new conditions to activate networks, form communities, create access, self-publish, proliferate, draw attention to context, demand agency, redefine property, and develop spaces for exchange and play.

MCM 0780A. Soundtracks: Sound Production and Visual Media.

A production course that examines the role of sound in film, video, and installation forms. The listening assignments and visual media screenings will foreground the usage of audio in the works of selected artists/filmmakers. The course also considers works of sound art. Readings by sonic theorists and producers will examine the possibilities of sound production as a key register of modern social and aesthetic experience. Class members should have completed at least one time-based media class. Students are expected to be competent technically.

MCM 0790. This is a Public Service Announcement.

This course will examine the broad mission of "public service" media in its various iterations, both in commercial broadcast television, state run television, and in numerous forays by artists and collectives into public space. Students will produce a series of short video and/or installation projects that will explore critically the content and form of the Public Service Announcement and its historical precedents. In addition, the class will also collectively design, shoot, and produce, in collaboration with the RI Department of Education, their own Public Service Announcement that will air on local television stations. This will be a rare opportunity for undergraduate students not only to gain hands-on production experience, but also to think about and exhibit work outside of the University classroom context. Prerequisite: MCM 0700, MCM 0710, MCM 0720, MCM 0730, or MCM 0740.

MCM 0800A. Agency and Representation.

Agency is one of the most popular concepts across the disciplines today, but its definitions are often far from satisfactory in relation to representational forms such as literature and film. Using both fictional and theoretical texts, this course will examine some common assumptions about agency and develop a range of possible interpretations that will make the term viable in the study of artistic representation. For first year students only.

MCM 0800B. Freshman Seminar on Visuality.

An examination of the key texts (from such diverse fields as philosophy, visual arts, cultural studies) which describe the historical transformation of personal and social visual space. We will explore, for example, Renaissance and Cartesian optics, the mechanization of vision in the late nineteenth century and recent hypotheses around machine-centered visuality. For first year students only.

MCM 0800C. Marx, Nietzsche, Freud: History of Theory.

Many of the most pressing theoretical issues addressed by contemporary cultural analysis were first investigated in the works of these three groundbreaking intellectuals. This course will survey some of their major works, with attention to such concepts as ideology and the commodity; the will to power and truth in language; the unconscious and sexual difference. For first year students only.

MCM 0800D. Sound for A Moving Image.

A production/seminar. An examination of the role of sound in the works of five exemplary artists/filmmakers while we produce sound works for filmic projects. For first year students only.

MCM 0800E. Race and Imagined Futures.

Why is race so important to imagining utopian or dystopian futures - to signaling world peace or Malthusian disaster? What do these imaginings tell us about contemporary anxieties over / desire for multiculturalism and globalization? This course responds to these questions by examining speculative, science and utopian fiction and films by African-, Asian- and Euro-American authors/film makers. Readings will be theoretical, as well as literary. Enrollment limited to 19. Students MUST register for the lecture section and the screening.

MCM 0800F. The Face in Cinema.

Cinema has always been obsessed with the thematics of the human face. The close-up is most frequently associated with a revelation of intense human signification, with a rendering legible of the face as the signifier of the soul, and with the face as the privileged signifier of individuality, truth, beauty, and interiority as well as the most basic support of intersubjectivity. We will examine the face in the cinema in relation to the star system, theories of desire and affect, and a history of representation of the face (Darwin, Galton, Duchenne, etc.). Films by Dreyer, Hitchcock, Warhol, Wiseman, and others. Students must register for the primary meeting and one film screening. Enrollment limited to 19 first year students.

MCM 0800H. TV/Not TV: Theory and Production.

This freshman seminar examines both commercial television and non-commercial media forms, considering the dialogue and/or tensions between them. What are the critical potentials and political stakes of viewing TV and of making independent media? How can we re-write TV's cultural codes by stimulating alternative readings, fostering new interpretive practices, creating different texts, or developing diverse modes and sites of distribution? Combining theory and practice (media studies, televisual and anti-televisual screenings, and simple production assignments using available technologies), this course encourages students to read and critique commercial television through both analysis and their own creative media practices. Enrollment limited to 19 first year students.

MCM 0800I. Victim Testimonies.

This seminar will explore primarily first person narratives and historical and other accounts that seek to recreate victim's voices (of the Jewish Holocaust, Stalin's terror, the Algerian War, the Rwandan genocide) in order to understand the cultural contexts and narrative styles that fashion victims, shape readers' views of them, and lead us to take some more seriously than others. Enrollment limited to 19 first year students.

MCM 0800J. The Revolution is Being Photographed.

The course will examine the following idea: revolution is not an epoch making event but a dialect, a genre and grammar of practices and gestures. Images and moving images will be read as the "written" signs of this dialect, which document more and less known revolutionary moments. The recurrent familiar gestures repeated by the demonstrators will be studied as components of a language rather than planned actions carried out to achieve a given goal. The recurrence of the same idioms and gestures in various parts of the world requires questioning the universal and regional dimension of this language. Enrollment limited to 19 first year student.

MCM 0800K. Pirates!

This course examines the figure of the pirate and understandings of piracy from Treasure Island and Pirates of the Caribbean to Pirate Bay and the WTO—that is, from sea-faring pirates and early print culture to the Internet and "pirate modernity." What do pirates do, mean, stand for, teach us? Readings, discussions and screenings will focus on both the history of pirates and piracy as well as the contemporary (media) pirate and issues related to creativity and originality, intellectual property rights and global governance, participatory cultures and democratization, information feudalism and the pirate modernities of the Global South, enclosures and the common. Enrollment limited to 19 first year students.

MCM 0800L. "I Don't Even Know Why They Call It Color TV": Television and Race in America.

Our era has been called both "post-televisual" and "post-racial," yet images that define and are defined by (mis)understandings of race fill our screens (whether on TV sets or other means for disseminating TV). Formations of television and race not only remain pressing concerns but are intertwined, mutually constructing one another. This course thus explores how notions of race have been mediated and how media have figured race. Topics include: stereotype analysis; race in television history; scandal and crisis; intersections of gender and sexuality; consumerism and commodification; racial representation across TV genres (comedy, drama, sports, reality TV), and new media possibilities.

MCM 0800M. The Terrible Century (ENGL 0150U).

Interested students must register for ENGL 0150U.

MCM 0800N. Hitchcock! (ENGL 0151A).

Interested students must register for ENGL 0151A.

MCM 0800O. Global Anime.

This course provides a systematic introduction to the forms, history, and culture of Japanese animation (anime). Surveying the historical developments, artistic styles, major themes and subgenres of anime under both the national context of Japan and a wider trajectory of globalization, this course focuses on analyzing the forms and idioms of anime in relation to changing technological conditions and their cultural ramifications. The students are expected to relate anime culture with their experience of new media technologies, and to expand their artistic interest in anime to wider theoretical questions such as posthumanism, globalism, techno-orientalism, and media convergence.

MCM 0800P. Introduction to Italian Cinema (ITAL 0950).

Interested students must register for ITAL 0950.

MCM 0800Q. Hitchcock: the Auteur.

Hitchcock is not only one of the most famous auteurs in the history of cinema, he is the one for whom the term was invented. Most of you can recognize him from the few lines of a caricature drawn in profile and know him immediately by his sobriquet, "the master of suspense." But what does this nickname mean; what is Hitchcockian about the way suspense escalates in his films? What are the identifying marks of a Hitchcock film? One of the most compelling features of his films is that they work on two levels at once, while telling a story they also pose questions about cinema and our fascination with it. It is no wonder that not only film enthusiasts but philosophers as well are drawn to Hitchcock's films.

MCM 0800R. Transnational East Asian Cinemas: Local Ghosts, Global Monsters.

This freshman seminar comparatively studies the forms and histories of East Asian cinemas in the context of transnationalism and globalization. The course revisits the theoretical debates on the concept of national cinema by exploring the transnational connections among different film cultures in China, Taiwan, Hong Kong, Japan, and South Korea. We will emphasize as much the local diversities and specificities as the stylistic, generic, thematic, and industrial conjunctions across national/cultural boundaries. While surveying major genres and auteurs in East Asian cinemas, such as Wong Kar-Wai, Hou Hsiao-Hsien, Ozu, Kurosawa, and Bong Joon-ho, through the theoretical frameworks of nationalism, transnationalism, post-colonialism, and globalization, the course will particularly focus on the shifting representation of identities of gender, class, race, and ethnicity in the rapidly changing social, political, and cultural environments in the region.

MCM 0800S. Film after Film: An Introduction to Digital Cinema.

"Is the age of Cinema over? This seminar explores work by historians, theorists, and filmmakers responding to this question. From debates over an emergent "post-cinematic" medium proposing a fundamental rupture with the classical cinema of the 20th century, to investigating works that suggest a continuity between the earlier analog cinema and its contemporary digital component, we will interrogate film form, history, and theory with an eye to placing these changes within their proper socio-political context. In doing so, we will place 21st century film culture within the global paradigm opened up by new modes of distribution theorized by digital, postcolonial, and transnational film scholars. In doing so we will ask: Is Netflix cinema? Has filmmaking collapsed into a heterogeneous media environment through the rise of the global internet? What distinguishes 21st century film language from what came before?"

MCM 0800T. Hitchcock! (ENGL 0151A).

Interested students must register for ENGL 0151A.

MCM 0800U. Hyper/Pop.

Hyperpop: a meme, a subculture, a Spotify playlist, a mashup of disparate sounds, a sense of street style, a glitch, a microgenre and an anti-genre noted for its brashness, intensity, and maximalist take on pop. This first year seminar will provide an introduction to the study of contemporary popular culture through the lens of hyper/pop as a queer and trans aesthetics of intensity, maximalism and excess. Readings, discussions and screenings will engage theories of gender, punk, fashion, the glitch, postmodernism, remixing and hacking, and students will engage with examples of hyper/pop from music, contemporary art, fashion, film and television. Overall, this course investigates the aesthetics of a "hyper" popular culture, with a particular focus on queer and trans artists pushing the limits of form.

MCM 0800W. Transnational Cinemas in East Asia.

This first-year seminar comparatively studies the forms and histories of East Asian cinemas in the context of transnationalism and globalization. As the notion of nation-state has increasingly been problematized, the concept of "national cinema," which frames cinematic works according to their countries of origin, has come into question. This course revisits this theoretical debate by exploring the transnational connections among different film cultures in China, Taiwan, Hong Kong, Japan, and South Korea. The course will emphasize as much the local diversities and specificities as the stylistic, generic, thematic, and industrial conjunctions across national/cultural boundaries. While surveying major genres and auteurs in East Asian cinemas, such as Wong Kar-Wai, Hou Hsiao-Hsien, Ozu, Kurosawa, Park Chan-wook and Bong Joon-ho, through the theoretical frameworks of nationalism, transnationalism, post-colonialism, and globalism, the course will particularly focus on the shifting representation of identities of gender.

MCM 0800Y. DIY: Notes from the Underground.

DIY: Notes from the Underground explores DIY and alternative creative practices, communities and subcultures through the potentiality of the "underground" as a site of radical making. But what, exactly, do we mean by "underground"? Readings, discussions and screenings will engage theories of situationism, hacking, the remix, subculture and opacity alongside histories of DIY creative communities, punk, zines, fashion, and the garage as a site of creativity. Students will engage with "underground" subcultural productions across music, contemporary art and performance, fashion, film and television. Overall, this course is an exploration of DIY as a critique of cultural production under capitalism, with an emphasis on experimentation and creativity "underground."

MCM 0900A. Cinema and Stardom: Image/Industry/Fantasy.

Focuses on the star within the "machinery" of Hollywood cinema: how stars function in the film industry, within cinematic and extra-cinematic texts, and at the level of individual fantasy and desire. Including screenings of films which exploit, foreground, or critique star images, also considers the ideological implications and cultural consequences of stardom.

MCM 0900B. Global Cyberpunk.

Examines how cyberpunk functions both as a global phenomenon and as a way to imagine the global. Texts include American science fiction by authors such as Octavia Butler and Neal Stephenson; anime such as *Akira* and *AD Police Force*; feature films such as *Blade Runner*; as well as theoretical texts on globalization, science fiction, and animation.

MCM 0900F. Real TV.

This course will investigate the construction of reality on U.S. television, considering not only specific reality genres (news and "magazine" programs, crisis coverage, docudrama, talk and game shows) but the discursive and representational modes that define the "reality" of commercial television as a whole. Issues include: "liveness"; social relevancy; therapeutic discourse; TV personalities; media simulation; independent television; and new technologies/realisms.

MCM 0900G. Representing the Internet.

Investigates popular representations of the Internet (many of which precede the WWW) from cyberpunk to Supreme Court decisions, from mainstream film to Internet map sites. Considers the relationship between representation, ideology, culture, and technology. All written work for the seminar will be digital.

MCM 0901C. Photography/Film/Art: Memory, History and Ruin.

Questions of the nature of the photographic image have come to the fore in some of the most exciting modern art, such as the work of Cindy Sherman and Andy Warhol. In particular, the question of how the photograph relates to film and history has generated important questions about art and media. This course will analyze these questions through the work of such artists as Jeff Wall, Jean-Luc Godard, and Hiroshi Sugimoto. We will examine these in relation to writings that theorize the relationship of photography to film and art after World War Two. Readings include Benjamin, Barthes, and Krauss. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 undergraduates.

MCM 0901D. Film Comedy.

What makes some films so funny? This course will investigate many different forms of film comedy-- from slapstick physical gags involving hapless men and umbrella-wielding matrons, to eccentric verbal character, to parodies that subvert state politics using puppet characters. Instead of treating film comedy as "just mindless escapism," we will study how comedy's complex and slippery devices are central to the history of cinema. Readings in critical discourses about comedy, film history and film theory, e.g. Freud, Bergson, Benjamin, Rob King, Miriam Hansen, and Kathleen Rowe. Screenings range from silent slapstick, to communist satire, to romantic comedy, to political mockumentary. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901E. The Fantastic in Contemporary Cinema.

This course addresses the idea of the Fantastic from its definition to its articulations in contemporary cinema. Focusing more on form than on content, we will privilege a reading of the Fantastic as an effect rather than a genre or a theme: specific attention will be given to the relationships between filmic texts, spectatorship and the production of meaning. Screenings will include popular Hollywood cinema as well as European and independent films. We will discuss works by directors such as Lynch, Nolan, Fincher, Spielberg, Gondry, Cronenberg and Haneke. Readings will range from literary theory and psychoanalysis to film theory and semiotics. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 undergraduates.

MCM 0901F. "America" in Diaspora Literatures.

How have diasporic and immigrant writers come to see the United States? How do these writers negotiate dominant understandings of race, gender, ethnicity, religion, and language that come to define "the nation"? Is all immigrant/minority writing necessarily (auto)biographical? How are notions of history, memory, and futurity taken up by writers of diasporic and hybrid cultures in the US? These are some of the questions that this course will take up through a close reading of canonical and contemporary African-American, South/Asian-American, and Arab-American texts. This course is ideal for students interested in minority literatures, diaspora studies, and Ethnic Studies.

MCM 0901G. Digital Culture and Art after 1989.

How can we contextualize new media art alongside earlier forms of media such as photography and cinema? Is its relation to the "outside world" primarily conceived as representation, or as process? What are the cultural effects of this mediatic shift? Taking as our starting point the fall of the Berlin Wall and the resulting spread of capitalism as a near-global political-economic system, we will "read" a variety of works of art and culture from several contemporary theoretical perspectives. Topics include digital media, the Internet, European cinema, and popular music. Readings from Galloway, Fukuyama, Deleuze, Hardt and Negri, Freud, Jameson, etc. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901H. Uncomfortable Media.

Why are we often addicted to that which disgusts us? This course analyzes why "uncomfortable media" – media that plays with notions of the perverse, the abject, and the taboo – remain so popular in the American cultural imaginary. Studying a variety of popular television programs and films, this course will approach these viscerally transgressive media texts through analyzing representation (how cultural taboos appear in popular culture) and analyzing spectatorship (how viewers perform discomfort). We will examine how developments in genre and narrative form, affect studies, performance studies, and queer theory have contributed to theorizing the perverse. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901I. Body Count: Technologies of Life and Death.

From the War on Terror and the global obesity crisis to self-help reality TV and new biotechnologies, questions of life and death have come to center stage of contemporary politics. This course investigates the theoretical and historical contexts under which "life itself" has emerged as a key arena of social, cultural, and technological importance. We will read critical studies of race, media, embodiment, and the state, tracing how distinctions between life and its others have structured the distribution of death, risk, and freedom in modernity. Topics include biocolonialism, cyborgs and swarms, U.S. prison regime, computer viruses, "bugchasing," suicide bombing. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901J. Adaptation Culture: New Media <---> Traditional Theatres (TAPS 0080).

Interested students must register for TAPS 0080.

MCM 0901K. Statelessness and Global Media: Citizens, Foreigners, Aliens.

What is citizenship? What does it mean to be granted or refused state protection within the global system? To better understand how nation-states govern subjects, we will consider the condition of refugees, displaced persons, illegal residents, undocumented aliens, and stateless persons. We will read the representations of non-citizenship in global media texts (humanitarian graphic narrative, migrant diary, atrocity photography, world cinema, war fiction, crowdsourced crisis mapping). This course will place a special emphasis on how perpetual warfare, territorial re-mappings, and nationality legislation continue to generate sliding scales of non-citizenship. Readings include Arendt, Balibar, Chatterjee, Foucault, Lowe, and Said. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901L. African American Media Visibility: Image, Culture, Crisis.

This course explores the "problem" of the black image in 20th - 21st century U.S. film and television. What is the role of spectacle and scandal in (re)presenting blackness to the public? Emphasis placed on the tension between invisibility and (hyper)visibility of the black subject in relation to gender and sexuality as well as the political, ethical, social, and psychical implications of such varying degrees of visual exposure. Topics include the aesthetics of black celebrity from Josephine Baker to Beyoncé, cinematic practices from filmmakers Spike Lee to Tyler Perry, and televisual blackness from *The Cosby Show* to *Flavor of Love*. Prerequisite: MCM 0110, 0220, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901M. Ishiguro, Amongst Others (ENGL 0710L).

Interested students must register for ENGL 0710L.

MCM 0901N. Body/Gesture/Cinema.

Antonin Artaud once called the body "a language to which it seems we no longer have the key." This course is an attempt to take up his challenge in light of our experience at the cinema. Two questions will guide our investigation: Do the bodies on film "signify"? If so, how does this signifying practice trigger our own corporeal unconscious? We will explore a wide range of texts across film studies, theatre, anthropology, linguistics, and critical theory. Topics include gesture, ethnography, disability, violence, horror, and phenomenology. Readings include Didi-Huberman, Benjamin, Ricoeur, Merleau-Ponty, Kristeva, Shavero, Sobchack, Naremore, Clover, Linda Williams, etc.

MCM 0901O. Reinventions of Life: Aesthetics, Biopolitics, and the Avant-Gardes.

The impulse to connect art with life runs through the avant-gardes of the early and mid-twentieth century. Yet recently, the question of what constitutes life itself has emerged with increasing persistence. In this course, we will reconsider the history of the avant-gardes – and avant-garde cinema particularly – in relation to this question. Drawing broadly on theories of how contemporary forms of life have been managed and made productive, we will explore the links between the avant-garde's aesthetic and political practices and its ongoing efforts to redefine and reinvent social existence. Readings include Benjamin, Foucault, Lacan, Fanon, Debord, Mulvey, and Agamben.

MCM 0901Q. Governing Sex: Citizenship, Violence, Media.

From the photographs of Abu Ghraib, to Tyler Clementi's suicide, and the rise of "revenge porn," contemporary media have been central to understanding the ways in which sexuality, law, and citizenship are negotiated in our present moment. This course will take these moments of public crisis as instances from which to understand the politics of belonging within the framework of the contemporary nation-state. We will examine the inter-related problematics of sexuality as a site of state governance, and the anxieties about sexual violence as national crises. Assigned readings will include queer of color critique, critical race theory, feminism, and postcolonialism.

MCM 0901R. Altered Cinema: The Cultural Politics of Film Revision.

Repetition and variation define contemporary cinema texts. Media producers create multiple "cuts" of the same picture for domestic/international theater, television and home video markets. Meanwhile, consumers use new technologies to create their own textual variations and share them using informal distribution channels. This is a primary concern of *Altered Cinema*, which examines the history and culture of film revision from multiple perspectives, including originality, authorship, censorship, globalization, preservation, translation, copyright, fandom, new media and piracy. Screenings compare and contrast different editions, including director and fan cuts, of *Metropolis*, *Star Wars*, *Dune* and *Night Watch* among others.

MCM 0901S. Mediating Reproduction: Feminism, Art, Activism.

How have feminist artists and activists imagined and transformed the politics of reproduction? This course explores the complex meanings of "reproduction" across media, performance, and public culture, with a focus on questions of sexuality, race, labor, and aesthetic practice. Situating reproduction in an expanded frame, we will consider the relationship between biological reproduction and the gendered labor of reproducing social life (e.g., domestic labor, sex work, care work). Throughout, we will pay special attention to the entanglements of artistic labor with women's reproductive labor. Topics include: eugenics, housework/welfare activism, art workers movements, biotechnologies, queer kinship, and feminist utopias.

MCM 0901T. Shakespeare: The Screenplays (ENGL 0310E).

Interested students must register for ENGL 0310E.

MCM 0901U. What is Colonialism - Archives, Texts and Images (COLT 0812B).

Interested students must register for COLT 0812B.

MCM 0901W. The Space Within: Contemporary Borderland Moving Image Practice.

In this course we will examine post-NAFTA moving images that take as their subject the culture and politics of the Mexico-US Borderlands. We will tackle problems such as globalization, neoliberalism, the drug war, securitization, migration, biopolitics, and femicide. To make our claims we will place importance on film form as we unpack how the films figure and/or represent the bodies and spaces of the Borderlands. More, we will think seriously about how the concepts we adopt—including that of "border" itself—function as epistemological tools. This will be a course for those invested in Borderland issues and political moving image practice.

MCM 0901X. Digital Cinema and the Inhuman.

From the incursions of biopolitics to the specter of ecological collapse, the problem of how life is organized, sustained, and functionalized strikes at the heart of contemporary society. And yet to whom or what "life" belongs remains an open and evolving question. This course examines contemporary digital cinema as a textual, technological, and political site to rethink the concept of "the human." Drawing on theoretical traditions that investigate the nature of vitality, automation, and the distinction between human and nonhuman, we will study how bodies, identities, and categories of thought are troubled and transformed by moving images.

MCM 0901Y. Puzzle Films.

This course explores a group of diverse and increasingly popular films termed "puzzle" or "mind game" films. The first unit of the course focuses on a sample of the debates surrounding post-classical cinema and its stylistic and institutional features. We will then explore these films against the background of the economic and political shift to Post-Fordism and Neoliberalism. Since many of these films explicitly with philosophical issues, we will also examine these. The topics will include skepticism and its relation to a changing and expanding media environment, and the importance of speculation in neoliberal economics and culture.

MCM 0901Z. Reading Practices: An Introduction to Literary Theory (ENGL 0800R).

Interested students must register for ENGL 0800R.

MCM 0902A. Cultures, Societies, and Resistance (MES 0950).

Interested students must register for MES 0950.

MCM 0902B. Film Classics: Greeks on the Silver Screen (MGRK 0810).

Interested students must register for MGRK 0810.

MCM 0902C. Digital Media in the Time of Ecological Crisis.

In a time characterized by anthropogenic climate change, militaries forecast climate refugees, scientific communities broadcast the end of 'nature' while politicians engineer influence in a media ecosystem. What are the politics of how media represents science, the environment and ecological crisis? This course considers the historical emergence of digital media alongside ecology. By studying the exchange between scientific knowledge, digital technology and the communication of environmental crises at local and global scales, we will attempt to establish an interpretive framework for the matrix of politics, power, inequality and violence that accompanies the historical and temporal conditions consistent with climate change.

MCM 0902D. The Visual Culture of Suffering.

This seminar explores how suffering is constructed as a visual phenomenon. Through close analysis of photographs, films, monuments, and exhibitions, we will explore how suffering has been deployed, and the sort of meanings it has been assigned. We will examine four specific scenes of historical suffering: Lynching and Reconstruction, The Holocaust, Hiroshima, and 9/11.

MCM 0902E. In Design: Layouts of Modern Media and Design.

This course aims to engage with media and design by thinking critically about them and asking questions about their relationship to the larger culture. We will survey design elements and principles and show how they construct products and media. Beginning from the basics, we will move onto systems to demonstrate how they lay out the rules of design. We will then move to digital media in which the design elements are re-organized by new uses of old principles and inventions of new ones. Readings include: Ranciere, Latour, Flusser, Bloch, and Baudrillard, alongside with Lupton, Buchanan, Papanek, Dunne and Raby.

MCM 0902F. Post Cinema? Histories and Politics in the "Digital Revolution".

The rapid influx of digital technology and so-called "new media" around the new millennium has led some to suggest that Cinema—conceived of as a photochemical technology experienced publicly as a mid-twentieth century cultural phenomenon—is dead or dying. This course explores the political and historical stakes of this claim, taking an archaeological and genealogical approach to problematize notions of technological progress and periodization. Rather than seeking to "rescue" cinema, we will instead explore how "the cinematic" has been adopted and dismantled by the logics of neoliberal governmentality, and what it can still offer for modes of political resistance.

MCM 0902G. Visual Cultures of Repair and Resistance.

This seminar will explore the poetics and politics of cultural production that engages war, state violence, and intersecting social inequalities through processes of repair and resistance. Using methodologies of visual culture analysis, we will examine how images shape the political imagination, paying special attention to the politics of looking, witnessing, and (not) being seen. Addressing various historical and political contexts, we will focus on a few primary loci: Afrofuturism and what Saidiya Hartman calls "critical fabulation" in the "afterlife of slavery"; acts of witnessing and speculation in Palestine-Israel; and transnational resistance to surveillance, drone warfare, and global networks of control.

MCM 0902H. Cinema and Revolution: A Global Perspective.

This course provides a critical introduction to the history and theory of revolutionary cinema. Students will be exposed to a range of filmic modes and textual practices that mediated the political idea of revolution, including such celebrated movements as Soviet formalism, Surrealism, 60s Counter Cinema, and Third Cinema. We will investigate the role of film in the revolutionary renewal of life, the dialectic of repetition and emergence that structures revolutionary temporality and the modernist work of art, the compulsive drive to reconstruct revolutions as cinematic events, and the political antagonisms that prevent the revolutionary project from achieving representational closure.

MCM 0902I. Never Work! History, theory and media of work and its refusal.

This course attempts to clarify some of the intricacies of the category of work and examine the role of media in its articulation. We will explore the characterization of historical epochs and articulation of theoretical binaries that have contributed to a contemporary understanding of labor and productivity: the transition from feudalism to capitalism, idleness and leisure, productive and reproductive labor, etc. Throughout the course we will explore both media produced with the intent to glorify, enforce and structure work as well as media intended to reflect critically on conditions of labor and instigate work refusal.

MCM 0902J. The Humanities in Context: Literature, Media, Critique (HMAN 0800A).

Interested students must register for HMAN 0800A.

MCM 0902L. Film Classics: The Greeks on the Silver Screen (MGRK 0810).

Interested students must register for MGRK 0810.

MCM 0902M. The end of politics as we know it? New Media & Political Imagination.

Technical inventions have always spawned utopian visions of total social amelioration, followed closely by dystopian fears and moral panics. Digital information technologies are no different. Producing the full range of reactions—from celebrations of "networked protests" to wild accusations of "fake news"—responses to today's media environments proclaim the end of politics as we know it. Reading works by political theorists alongside scholars of the digital, this course will question both triumphant digital utopianism and fatalist assumptions of ubiquitous manipulation, and instead engage in more complex readings of the ways media shapes and is shaped by subjects and communities alike.

MCM 0902N. Intro to Surveillance Studies, or, You're So Paranoid, You Probably Think This Class is About You.

What does it mean to identify as? Or to be identified as? Identification is a practice of self-making, a way that we communicate to ourselves and to others who we are. It is also a practice of surveillance, a way that institutions – from the Department of Education to the CIA drone program, from the doctor to the data consultant – determine who we are. This course takes up these tensions within identification to consider its effects – technological, theoretical, and political – on our contemporary moment. Examining practices of surveillance – or identification technologies – through digital media studies, trans studies, and Black studies, we will reflect critically on concepts such as subjectivity, visibility, and opacity, and on popular representations of surveillance, from the expressions “flying while Muslim” or “walking while trans” to the viral “FBI agent” meme.

MCM 0902O. Neural Media: A Cultural History of Machine Learning.

After decades at the fringes of computer science, neural networks are now recognized as one of the most effective models for machine learning. A key object of study for media studies, these systems provide a privileged entry into the history and epistemology of computing machines, digital cultures, and the supposedly “objective” data practices underpinning them. Readings works from media studies, history of science, and postcolonial theory, this course will link the historical emergence of neural networks to the remediation of broader ideals and practices of knowledge related to the classification, management, and regulation of individuals and populations.

MCM 0902P. Digital Media on Trial.

Digital Media on Trial explores the traffic between media, technology, and the law. We are familiar with lamentations over the law's struggle to keep up with rapid technological change. We are also familiar with claims of the law's ‘timeless’ or even ‘universal’ principles. This course troubles both of these dominant conceptions of the law's relationship to technology through media. How do courts of law and of public opinion respond to seemingly accelerating cycles of obsolescence? How is technological ‘innovation’ shaped by legal discourses in return? How might a focus on digital media and technology throw these questions into sharper relief?

MCM 0902Q. Literally Occult: Hidden Imaginaries in Media and Theory.

From the printing press to digital computation, mediating technologies have long been associated with ghosts, demons, magic. Emerging media are often touted as enabling unprecedented access to information, yet this also beckons a fascination with that which necessarily remains hidden. This course examines how hidden — or, “literally occult” — operations, techniques, frequencies, and figures pervade popular media and media scholarship. We will focus on themes of the occult read in and through critical theory, media archaeology, and software studies. What remains hidden in photographs, films, songs, maps, webpages, books? And how might the occult help us comprehend the (literally) occult?

MCM 0902R. In Real Time: Mediation and the Lives of "Liveness."

"In Real Time: Mediation and the Lives of 'Liveness'" will examine the concept of "liveness" across media from an interdisciplinary, theoretical perspective. Liveness is given a great deal of attention in theater and performance studies, yet the term's meaning is underexplored and/or contested in sound, radio, television, and digital media studies. This course will look at how a sense of "liveness" is constructed vertically and horizontally for various media, and how ideas about what constitutes "liveness" have changed over time. As "liveness" becomes an integral part of a given medium, does it still refer to a relation between event and spectator in "actual" time and space? What is lost when the potential for preservation is opened, and how is the ephemeral quality of some media retained? What does this imply for our very notions of media, liveness, history, and living?

MCM 0902S. Celluloid Deaths.

Exploring major themes in film theory, aesthetic theory, affect theory, queer theory, and post-colonial theory, this course asks the question, why do movies matter today? What does cinema have to do with life—and with death? From the operations of the cinematic apparatus (incorporating a process of mechanical indexicality that employs a shutter to block out light as often as it opens to it) to the marginalized, overlooked stories and audiences to which cinema connects us, film, an inert object, animates us upon its projection. Movies about multiple kinds of deaths and filmic representations of deaths—including social death, archival absences, labor exploitation, and killing—are the focus of this course. Yet we might be enlivened by cinema as well; understanding the complex situation of films within capitalism allows us to envision opportunities for subversive participatory spectatorship.

MCM 0902T. Media Epistemologies: Propaganda, Conspiracies, and Other Ways of (Not) Knowing.

How do we evaluate claims to the truth? Who and what do we consider legitimate sources of facts and opinions? What assumptions guide how we interact with media, our institutions, and each other? In our current age, seemingly dominated by fake news, conspiracy theories, and a crisis of “truth”, these questions are more important than ever. This is not a course about theories of media reception, but rather a course that takes the ways that media have been imagined within the process of knowledge production as its object of study. Drawing from a wide variety of fields including media studies, cultural theory, Black critical thought, and feminism, this course will examine how knowledge is configured, debated, and defended in our hypermediated landscape.

MCM 0902U. Inventing Spaces: Theories of Spaces as Cultural Creations.

This course will trace the cultural production of spaces from tourist landscapes, to urban architecture, to the making of maps, to the plantation. It will consider the theorization of space broadly, working with theorists traditionally affiliated with the field (Henri Lefebvre, Yi-Fu Tuan) and theorists who think with spaces but are associated with other disciplines (Krista Thompson, Karin Amimoto Ingersoll). Photographs, films, television, and works of art will be used to analyze how spaces are represented, and how representations and imaginings of spaces relate to their built construction. In studying the influence of visual culture in (re)making spaces, it can be observed that spaces are not neutral but are instead culturally determined and are often imbued with violences. With this notion in constant consideration, we will critically examine how we exist within, move between, remember, and reinforce spaces.

MCM 0902V. Imperial Visions/Decolonial Practices: From Palestine to Turtle Island.

How do we look at ourselves, and how do we look at others? From where do these distinctions emerge, and how can we trace the, at times, blatant and at other times, insidious trajectories of imperial formations of looking that have shaped enduring configurations of race, class, citizenship, sex, gender, and ethnicity in our shared world? In this course we will trace the operations of the imperial gaze and (settler) colonial visibility, using different cultural, political, intellectual, and critical engagements with decolonial practices, focusing on such concepts as “resistance,” “refusal,” “resurgence,” “repair,” and “return.” In dialogue with weekly readings, screenings, and student-led discussions, we will work together to unpack these methods and approach them from different perspectives that center Black feminist, Critical Indigenous, and Palestinian theories anchoring our approaches in the geopolitical and imaginative terrain of Palestine and Turtle Island.

MCM 0902W. Simulating Reality: The (Curious) History and Science of Immersive Experiences (ITAL 0701).

Interested students must register for ITAL 0701.

MCM 0902X. Italian EcoCinema Earth Ecologies and Cinema: The Anthro/Bio/Geo/Morphic Machine (ITAL 0910).

Interested students must register for ITAL 0910.

MCM 0902Y. Screenshot: Remediation, Transmediation, and Digital Media.

Drawing on a range of case studies from film, television, and social media and thinking with larger cultural and political contexts, this course will consider remediation of the digital (social media, phone screens, computer screens) as an aesthetic and narrative form. Interrogating transmediations of new media, the course will consider the stakes of these representations. How are gender, sexuality, and race considered in both remediation and transmediation? How do ideas of the digital function on film and television? What aesthetic features have shifted to depict YouTube, Twitter, Instagram, TikTok, and other social media platforms in "old" forms of media? Considering texts interested in online connections (mutual, romantic, transactional, parasocial, paranormal, etc.), theories of remediation, transmediation, digital media will guide discussions concerning the aesthetic and narrative function of our cultural obsession with new media.

MCM 0902Z. Theories of Cinema, Trauma, and Sex.

This course introduces students to various theories of cinema, trauma, and sex. Our primary question will be: What is "trauma" as a historical, structural, and sexual concept? What and how does cinema tell us about "trauma"? We will consider the filmic depiction of traumatic events as a formal and epistemological problem to be interrogated rather than as something that we can take at face value. We will survey a broad range of approaches to these issues, from "classical" trauma theory and psychoanalysis to critical race studies and feminist/queer studies. Weekly screenings will be put into conversation with these diverse methodologies and film theory. We will analyze films wherein cinematic form tells us something about trauma as an ontological issue. How cinematic form poses and exposes the limits of knowledge around individual and collective traumas will thus be our focus.

MCM 0903A. Let's Get Physical: Histories and Theories of Fitness.

Did you know that the treadmill originated as a prison torture device? Or that aerobics videos are credited with giving rise to the popularity of the VCR? "Let's Get Physical: Histories and Theories of Exercise" will examine the body and technology, as well as fitness cultures across media from an interdisciplinary, theoretical perspective. Through readings in critical theory, media studies, gender studies, disability studies, and science and technology studies, students will explore the spaces and instruments of fitness, as well as the cultures that have emerged around them. By looking at a variety of texts, including treadmill patents, aerobics videos, and live-streamed Peloton classes, we will ask what the history of exercise tells us about gender, perceptions of health and disability, and our relationship to technology.

MCM 0903B. Visions of Algeria: Revolution, Visuality, and the Potentialities of History.

"Christians go to the Vatican, Muslims go to Mecca, revolutionaries go to Algiers" Amílcar Cabral, guinean revolutionary. What is Algeria? A country, a nation, a flag, a history, but also a narrative, a potentiality and, until recently, an ideal, a blueprint, and a paradigmatic example for anticolonial and liberation movements of the Global South in the 20th Century. In this class, we will ask the question of Algeria beyond the simple area study or historical inquiry, as a way to explore such vast concepts as visibility, colonialism, nationalism, revolution, and the writing of history. We will question the value of looking at images in order to unpack and untangle how places like Algeria became fraught emblems of many concepts, myths, and opposing visions.

MCM 0903C. Surveillance Media.

Surveillance media surround us; we are watched by CCTV cameras and satellites and tracked by our cellphones and computers. In this course, we will examine surveillance media as technologies of power that do not neutrally perceive but actively produce subjects. This course focuses on government surveillance, looking at drones, border surveillance and war media, but extends to other sites such as the factory and workplace. Key threads here will be the origins of contemporary surveillance in capitalism, colonialism, and empire. Throughout the semester we will attend to how some are disproportionately targeted according to race, gender, sexual orientation, class, disability, religion, and citizenship. We will also ask what it means to resist surveillance, with particular attention to surveillance in contemporary visual culture. This entails asking what it means to look back and how not to be seen.

MCM 0903D. Diagnostics, Media and the Making of Experience.

What does it mean to interpret and "diagnose"? How do we interpret and diagnose others, and how do we interpret and diagnose ourselves? What forms of self-discovery are enacted? And what forms of violence might take place instead? In this course, we will explore "diagnostics" and "diagnostic media" as a specific way media is used to build meaning about others and ourselves. This course will be shaped around two key facets of diagnostics: diagnostics as a media form, and diagnostics a mode of encounter. We will pay close attention to the ways empire, race, gender, sexuality, and ability are intertwined in these discussions, and how we create worlds about our experiences, and the experiences of others.

MCM 0903E. Capitalism, Computers, and the Era of A.I..

What is the relation between capital and the computer? To answer this question, this course attends to the particulars of the computer as a mathematical proposition, to its claim to legitimacy as a logic of superior military and political organization, and to its elaboration as something of a natural philosophy in scientific practice. In doing so, we will formulate a conceptual basis to critically assess the glittery promises of current discourse invoking Artificial Intelligence (A.I.), which sees near-total automation as inevitable and the threat of sentient Artificial General Intelligence (A.G.I.) as nigh. We will establish a critique of the computer as a structure (as a philosophical arrangement with a specific and persistent imagination) to think critically about popular ideologies associated with A.I., often put forward by those with capital stake in its commercial success.

MCM 0903F. Black Love: Slavery and Sexuality on Screen.

Is love a luxury in the time of racial terror? Does war render romance obsolete or out-of-touch? This course explores the worth, role, and work of love in the afterlives of slavery through attention to its tele-visual and cinematic presences. Together, we will look for narrative forms and aesthetic gestures that—rather than simply pointing us back to the antebellum period or evidencing its contemporary vestiges—unconceal racial slavery's sexual and romantic present. We question the role of screen cultures in popular knowledge-production around African diasporic enslavement and trouble common sense notions of sexual pleasure and intimacy as they pertain to histories of racial representation and repression. Through critical cultural analysis, concept-tracing, and ideology critique, this course deploys blackness as a framework and mode of enfolded existence by which to assess modern experiences of the erotic insofar as love remains a site

MCM 0903I. Take Me Apart: The Body As Myth Between Literature, Film, and Theory.

Through various media such as novels, films, and performance art, together we will interrogate our primary question: what is a body? 'The Body As Myth' explores the work of artists and scholars across disciplinary fields that have discussed and dissected the concept of the body as an amalgamation of biological, sociocultural, psychological, and/or philosophical schemas rather than the pure instrument of Cartesian dualism. Topics that we will encounter over the course of the semester include horror and the tortured body, phenomenology, the libidinal self, race and the body, feeling and cinema, and more. This course has required asynchronous film screenings each week.

MCM 0903J. The Dancer and The Muse.

It has by now become a cliché to assert—rightfully so—that aestheticians and philosophers have neglected dance by reducing the female dancer to a muse. In this course, rather than insisting on this fact, we will unpack the relation between the dancer and her proximity to the concept of a muse. We will read canonical and contemporary texts on the philosophy of dance, and watch dance performances and films, to reinterpret this provocative, elusive concept and follow the unconventional path it opens up for the criticism and interpretation of contemporary dance and cinema. Students who have not fulfilled the prerequisite may apply for permission to enroll by requesting an override in Courses@Brown.

MCM 0903K. Mediated Anxieties, Anxious Mediations.

What is anxiety? Far from constituting merely a fleeting feeling, a negative emotion, or a “minor affect” (Ngai), anxiety lies at the very foundation of modernity’s structures of spectatorship, theories of subjectivity, and interpretive methods. Bridging the history and philosophy of medicine, film studies, and digital media theory, this course will take anxiety as a conceptual lens through which to examine current debates in media studies and critical theory. We will ask: is anxiety particular to current subject formations and media ecologies within what is called ‘modernity’ and its afterlives, or is it a transhistorical phenomenon constitutive of subjectivity itself? How does anxiety emerge from and destabilize ideological formations? We will engage theoretical and cinematic texts as well as paintings, photographs, and digital platforms. Authors covered include Kant, Nietzsche, Freud, Benjamin, Simmel, Heidegger, Lacan, Fanon, Barthes, Bazin, Derrida, Sedgwick, Kornbluh.

MCM 0903L. Between Media and Ecology: Life, Technology, and Inhabitation.

This course examines the entwinement between media and ecology, exploring how they affect, structure, and shape living systems. We understand “ecology” not just as a thematic concern of media content or as a scientific and cultural narrative on media platforms. Instead, we approach it as a critical framework to rethink perception, relationality, embodiment, and systems of meaning. We analyze the material conditions—geophysical resources, labor, and infrastructures—that enable media technologies and explore “media” as a dynamic process of “mediation” and networks of technologies of power. In an era of climate crises, we ask how ecological and media systems coconstitute subjectivity, community, and political agency. Our texts and media objects will prompt us to challenge the very concepts of “media” and “ecology,” as we think through our situated, material conditions of being and relationality.

MCM 1110. The Theory of the Sign.

A survey of three late twentieth-century theorists: Louis Althusser, Jacques Derrida, and Michel Foucault. Our analyses will focus on these figures as they emerge from and reorient the broad field of semiotics, with particular attention to the evolution of each oeuvre, the continuities and discontinuities that distinguish their theoretical claims, and their diverging legacies. Readings will include Althusser’s Reading Capital and “Contradiction and Over-determination,” Derrida’s Of Grammatology and Spurs; and Foucault’s This is Not a Pipe and History of Sexuality. Critical concepts to be examined include signification, reading, discourse, subjectivity, power, historicism, archaeology, the supplement, and difference.

MCM 1200D. African Cinema.

Subsaharan African cinemas 1960-present, primary emphasis on narrative films. We will analyze cultural and aesthetic strategies, (cinematic style, narrative, and subjects). in the context of postcolonial African and international film histories. Themes include: anticolonial resistance/nationalist ideologies; third cinema/international art cinemas; oral aesthetic culture and cinematic style; political critique (e.g., gender, state politics); media globalization and resistance; the struggle for a mass audience. Enrollment limited to 50. Previous coursework in MCM, Africana Studies, or related areas highly recommended.

MCM 1200G. Cinema and Stardom: Image/Industry/Fantasy.

This course focuses on the role of the star within the “machinery” of Hollywood: how stars function in the film industry, within cinematic and extra-cinematic texts, and at the level of individual fantasy and desire. The paradoxes posed by stars—represented as like yet unlike us, public yet privately known, commodities yet (super)human—suggest complex formations and implications of the star system. We will read film theories and histories and investigate films in which star images are foregrounded to explore these issues.

MCM 1200K. Hollywood as Global Cinema.

Commonly treated as a U.S. national cinema, Hollywood film has long been a global institution dominating worldwide distribution. We reread U.S. narrative filmmaking and its products in relation to its global ambitions. Topics include: internationalizing the history of U.S. cinema; rethinking theories of the classical and anticlassical text; local, national and global spectatorship; concepts of cultural imperialism and cultural globalization; etc. Students interested in the class who have not fulfilled the prerequisite may apply to the instructor for permission to enroll. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50. Students must register for the primary meeting and one film screening.

MCM 1200Q. Publicity and Surveillance.

Investigates the converging technologies and practices of publicity and surveillance. Considers phenomena such as webcams, face recognition technology and networked art, as well as concepts such as enlightenment, paranoia and exhibitionism. Theoretical, historical and legal readings.

MCM 1201C. Imagined Networks, Glocal Connections.

This course examines emergent “imagined networks” (Arab Spring activists, global anti-globalization networks, global climate and financial systems) impacted by new media technologies and applications. Emphasis will be placed on understanding the changing relationship between the local and the global, and how “glocal” phenomena affect national and personal identities. Readings will be theoretical, historical, political and literary. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1201E. Feminist Theory and the Question of Sexual Subjectivity.

Many contemporary theories of sexual subjectivity have to do not with the body but with gender. Gender is seen to have liberated people from the dictates of biology. But there are other feminist theories that see sexual subjectivity as reducible neither to anatomy (biologically male/female) nor to gender (culturally male/female/other). We’ll look at current debates among theorists and will ask what these debates have to do with the canonical work of earlier feminist film theorists on questions of spectatorship. Readings include Butler, Copjec, Freud, Lacan, Irigaray, Kristeva, Mulvey, Doane, and others. Prerequisites: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1201J. Aesthetics and Politics (ENGL 1900E).

Interested students must register for ENGL 1900E.

MCM 1201K. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).

Interested students must register for ENGL 1900R.

MCM 1201O. Global Media/Global War.

The 20th Century has been called the age of total war. Alongside the globalized military conflicts of the past 100 years is a corresponding globalization of visual media technologies. This course is a study of the links between the technologies, strategies, tactics and technologies of the military and those of various media industries. Topics include “target markets”; flight simulators; Google Earth; “the logistics of military perception”; the bombing of television and radio stations in Serbia and Iraq; the global presence of U.S. military bases and their role in the Americanization of global culture; and Michael Bay’s Pentagon contracts. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50. First year students require instructor permission.

MCM 1201P. Freedom in Africana Political Thought (AFRI 1020B).

Interested students must register for AFRI 1020B.

MCM 1201R. Music and Modern Life (MUSC 1920).

Interested students must register for MUSC 1920.

MCM 1201T. Russian Cinema (RUSS 1250).

Interested students must register for RUSS 1250.

MCM 1201W. Modernity, Italian Style (ITAL 1030A).

Interested students must register for ITAL 1030A.

MCM 1201X. Global Media: History, Theory, Production (INTL 1800N).

Interested students must register for INTL 1800N.

MCM 1201Y. Reading Michel Foucault.

This course will explore Foucault's work and impact primarily through his own writings, but also by exploring the transformation his thought has effected on traditional ways of approaching state and society, the body, social discipline, and a number of other areas of study. In short, this course seeks to put his work in the context of ideas he meant to challenge and how those challenges have been met and incorporated in current thought about politics, society, and culture. We will follow Foucault's trajectory from what he termed "archaeology" to "genealogy." Prerequisites: MCM 0110, 0230, 0240, 0250, 0260 or 1110. Enrollment limited to 50 Sophomores, Juniors and Seniors.

MCM 1202A. The Poetics of Confession (ENGL 1561J).

Interested students must register for ENGL 1561J.

MCM 1202B. Literature and Politics (ENGL 1900D).

Interested students must register for ENGL 1900D.

MCM 1202C. Camera Works: The Theory and Fiction of Photography (ENGL 1900V).

Interested students must register for ENGL 1900V.

MCM 1202D. China Through the Lens: History, Cinema, and Critical Discourse (EAST 1270).

Interested students must register for EAST 1270.

MCM 1202E. Extreme Asian Cinema: Contemporary Genre Cinemas in an East Asian Context.

Since the late 1990's, a discourse of "extreme Asian cinema" has gained traction among aficionados of global cinema, transforming our understandings of "national cinema." In this course, we will interrogate the spectacular aesthetics of "extremity," with its violence, polymorphous perversion, and grotesquerie, in relation to social and cultural phenomena in contemporary East Asia. By analyzing the genres of the gangster film, the revival of wuxia (heroic martial arts genre) and samurai films, horror, revenge films, and techno-dystopia and ecological disaster anime, we will explore "extreme Asian cinema," as a response to cultural shifts in global identities and film experience. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202F. Science Fiction Cinema.

Although it raises compelling philosophical, aesthetic, and socio-historical questions, science fiction cinema has been underrepresented in scholarly literature and the academic curriculum. This course surveys the modern science fiction film from experiments in the silent era through the contemporary science fiction blockbuster (with particular emphasis on the latter). Covers various thematic concerns (disaster, post-apocalypse, the future, simulation, space travel and inhabitation, future cities, alien arrivals/invasions, posthumanity) and is international in scope. Films by Kubrick, Cameron, Scott, Verhoeven, Gilliam, Bigelow, Boyle, Emmerich, and others. Readings in theory, philosophy, cultural studies, film studies, gender studies, and fiction. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50. Not open to first-year students.

MCM 1202H. French Cinema: The First Fifty Years (FREN 1150C).

Interested students must register for FREN 1150C.

MCM 1202I. Warriors, Gangsters, and Misanthropes: Violence and Sociality in Asian Genre Cinemas.

By analyzing films from a variety of popular genres, from war to horror, gangster, action-thriller, and disaster films, we will consider the problem-solving function, visual pleasure, visceral thrills, and ethical stakes of multiple forms of film violence, including state violence, gendered violence, heroic and anti-heroic violence, and spectacular, extreme, or fantasmatic violence. Further, we will ask what forms of sociality or intersubjective relations these differing modes of violence posit or problematize, to gain insight into broader questions concerning the anti-sociality of violence and the prevalence of film violence in the social, cultural, and historical contexts of contemporary East Asia. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202J. Faking Globalization: Media, Piracy and Urbanism.

This course explores issues related to media, piracy, and development—centering on two entangled processes: faking and globalization. It asks: how do we understand globalization? And what does it mean to fake, forge or fail at it? We will examine theories of globalization and global media as well as challenges to dominant models of neoliberal modernity. Key examples include "pirate modernity," "information feudalism," parasites, terrorists, copycats and other markers of excess or imitation. Rather than dismissing alternative or counter-globalization practices as aberrations, the course examines how faking globalization enables both new forms of control and capacities in political society. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202K. Garibaldi Panorama: the Invention of a Hero (from pre-cinema to digital) (ITAL 1340).

Interested students must register for ITAL 1340.

MCM 1202L. The Many Faces of Casanova (ITAL 1400J).

Interested students must register for ITAL 1400J.

MCM 1202M. Issues in Contemporary Hollywood Cinema.

How can we begin to think about contemporary Hollywood? This course examines Hollywood filmmaking from the end of the studio era through the present. It interrogates the concept of "classical Hollywood cinema" as it persists, develops, and/or attenuates outside of its natural habitat under the studio monopolies, addressing topics and areas like genre revisionism, New Hollywood, technological development, postmodernity/simulation, digitization, corporatization, merchandising, globalization, Vietnam, counterculture, Reaganism, 9/11, etc. Films by the likes of Sirk, Fuller, Hitchcock, Peckinpah, Kubrick, Scorsese, Coppola, Cassavetes, Polanski, Malick, Spielberg/Lucas, Carpenter, Bigelow, Cameron, Scott, Verhoeven, Lynch, Nolan, Peter Jackson, Jonze, P.T. Anderson, Rian Johnson, Winding Refn. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202N. Global Theatre and Performance: Paleolithic to the Threshold of Modernity (TAPS 1230).

Interested students must register for TAPS 1230.

MCM 1202P. Fellini (ITAL 1030A).

Interested students must register for ITAL 1030A.

MCM 1202Q. Word, Media, Power in Modern Italy (ITAL 1590).

Interested students must register for ITAL 1590.

MCM 1202R. Rhetorics of New Media.

Digital technologies have shaped culture, but they've also shaped how we talk about culture, and about art, bodies, and communities. Is there political potential in the trend toward computerization? Or might technophilia and technocracy obstruct collective betterment? We'll study the legitimizing rhetorics of our increasingly digital present, and read electronic literature, print sci-fi, film, games, and art, along with cultural theory spanning the past half century. Historically arrayed, our topics range from globalization to the aesthetics of code, the newness of new media, technics-out-of-control, gamification of war, technologies of race and gender, digital narratology, and the ideology of computationalism. Prerequisite: MCM 0110, 0220, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202S. Click Here to Continue: Bodies, Identities and Practices in a Digital Age.

Why is the notion of 'post-racial' synonymous with this digital age? How are political and social effects visible not only in the practice of digital technology, but in the underlying structure itself?

Crossing the fields of digital humanities, critical theory, feminist theory, race studies, and new media studies, this course considers how technology is a constant reflection of fantasies and fears. We will consider the interplay between users, humans, bodies, avatars, code and systems as we simultaneously practice and critique the prevalent forms of digital technology in our lives today. Readings include work by Nakamura, Gonzalez, Haraway and Coleman.

MCM 1202T. Perverse Cinema (ENGL 1762A).

Interested students must register for ENGL 1762A.

MCM 1202U. Sex and Sexuality in American Film.

What is the connection between "sex" and "sexuality," and how do these terms intersect in film and theory? In this course, we take a long historical view of both mainstream and experimental American film. We look at how sex and sexuality have been depicted on screen, while exploring cinema's role in the construction of diverse, often radical, identities and practices. We test a range of critical approaches—deconstruction, feminism, close reading, queer historiography—to the theory of sexuality, and read major figures in film from Greta Garbo, Orson Welles, and Rock Hudson to Lizzie Borden, Divine, and the Brokeback cowboys.

MCM 1202X. Twentieth-Century Western Theatre and Performance (TAPS 1250).

Interested students must register for TAPS 1250.

MCM 1202Y. World Cinema in a Global Context (ITAL 1029).

Interested students must register for ITAL 1029.

MCM 1202Z. Native Americans in the Media: Representation and Self-Representation on Film (ETHN 1890G).

Interested students must register for ETHN 1890G.

MCM 1203A. Gaming of the Oppressed: Theory and Design.

This course gives an overview of various types of "serious games" or "anti-oppressive games" that range from videogames to immersive transmedia storytelling games. We will explore issues of why gaming is so enticing and the potential games have through their history, procedure, and design. We will then examine the role games play in our everyday lives and games' potential for understanding motivation, education, and labor. Students will also work with complimentary theories of race formation, queer theory, and gender identity. At the end of the semester, students have the opportunity to create their own game.

MCM 1203B. Politics + Aesthetics of Hollywood.

Hollywood is an industry, a cultural bellwether, and a globally distributed artform. This course will consider these functions together, asking how Hollywood's aesthetics connect to its ideology and commerce. Focusing on the post-studio life of Hollywood, and on Hollywood's preoccupation with sex and violence, we'll pay special attention to the genres of melodrama and crime film, 1945-2000. We'll read film theory, "Hollywood novels," and documents of film culture, and watch films by filmmakers who were central to the industry (like Hitchcock and Minnelli) as well as by those at its margins (from Lupino and Waters to Burnett and Cronenberg).

MCM 1203C. Tv Time Machine: History, Representation, Politics.

How does television both document and represent historical events? This course examines American history "as seen on TV": how viewers watch noteworthy events live; how television archives crucial moments and time periods; and how genres such as the news, period drama and sitcom, and reality TV differ in their representations. We consider what makes television a unique medium for which to study history, particularly focusing on questions of gender, class, race, and sexuality. Utilizing approaches including the study of collective memory, historiography, aesthetic and textual analysis, and media theory, we will assess the imbrication of American history and popular culture.

MCM 1203D. Back to the Future: Nostalgia and Futurity in Contemporary Sci-Fi TV and Telefantasy.

How do contemporary science fiction and fantasy television programs not only imagine our future, but also our past? How do visions of the future from the past inform both of these genres today? And what does contemporary TV's nostalgic longing for futures past suggest about where the medium is headed? This course addresses these and other related questions while providing students with an overview of contemporary English-language sci-fi and fantasy television. The course combines elements of both the lecture and seminar, and will include screenings of such varied programs as *Babylon 5*, *True Blood*, and *Dr. Who*.

MCM 1203E. Intellectual Life and Culture in the Post-Western World.

No one alive today has experience of a world in which the United States is not the leading economic power. This is the world we shall all encounter, however, very soon. Such headlines are small indices of an emerging post-Western future. We will investigate the intellectual, political and aesthetic culture of this future. What will change when Judaeo-Christian societies no longer monopolize global conversation? When societies that have historically rejected Western capitalism come to dominate it? What new ideas will be unleashed in such a world, and what will their consequences be for our thinking about politics, economy and identity? This is a half-credit course.

MCM 1203F. The Aesthetics of Political Cinema: Montage, Political Modernism, and Beyond.

In the 1920s, Russian filmmakers with political concerns blended mass cinema and innovative avant-garde and modernist filmmaking styles. Their most famous filmmaker, Sergei Eisenstein, elaborated his concept of montage to explain his ideas of cinema. This course will examine the heritage and strategies of political filmmaking which draws on modernist aesthetics, beginning from the montage filmmaking of the 1920s. Some emphasis on 1920s-30s and 1960s-70s, but not limited to those years. Work by filmmakers such as Eisenstein, Vertov, Brecht, Ivens, Capra, Godard, Marker, Oshima, Bertolucci, Tavianis, Kluge, Fassbinder, Akerman, Rainer, Mulvey, Solanas, Hondo, Gerima, M. Moore, Oppenheimer, and/or others.

MCM 1203G. East Asian Internet Cultures.

This course examines the social, cultural, and aesthetic dimensions of internet life in China, Japan, and South Korea. Our focus will be on the formal diversity of internet use (including websites, social media, mobile phones, blogs, gaming, and streaming video); the relationship between the internet and other media (literature, film, animation, documentary); and interdisciplinary methods for studying online life. By considering how the internet has developed in each country and how it has reshaped identity, sociality, politics, public space, and aesthetic form, we will work towards building a conceptual and critical vocabulary for the comparative study of internet cultures.

MCM 1203H. The Visual Culture of Freedom.

Organized around three classics of anticolonial thought by M.K. Gandhi, C.L.R. James, and Frantz Fanon, this course aims to formulate the relationship between visual media and the pursuit of freedom across the globe. We will critically examine various forms of resistance, from insurgency to civil disobedience, from fugitivity to refusal, in the theatre of colonialism. Through visual materials like the monster film, human rights photos, and new wave cinema, we will consider the cultural mechanisms of othering, stereotyping, removal, and exoticization that constitute the history of colonial rule and determine the course of resistance against it.

MCM 1203I. Media, or Affect.

The concept of affect—what we feel, what our bodies do and can do—is now at the center of vibrant theoretical debates. This course selectively surveys the "affective turn," focusing on four related areas: 1) the philosophy of Baruch Spinoza and its influence today; 2) the work of Deleuzian theorist Brian Massumi, who rejects the very concepts of media and mediation; 3) developments in film theory and new media theory following from Spinoza, Deleuze and Massumi; 4) psychoanalytic accounts of affect that endeavor to reaffirm mediation, representation, and sexuation against affective immediacy. Films by Malick, Cronenberg, Resnais, and others.

MCM 1203J. Anime Studies.

The scholarly study of anime has rapidly matured over the past few years, and now represents a key site for debates over the social status of drawn characters, the role of animation within larger media ecologies, and the transnational reach of Japanese popular culture. Through close engagement with the central books in anime studies and the major works of anime history, this course examines how anime has forced the rethinking of gender, sexuality, labor, intellectual property, narrative form, and the convergence of on and off-screen space.

MCM 1203L. Media and Everyday Life in Japan.

This course examines how media use intersects with the aesthetics of everyday life in modern Japan. We will examine the role of mediation through Japan's tumultuous modern history, from the early 20th century to the early 21st, drawing on accounts from a range of creative works and critical studies. In the process, we will map out shifts in the circulation of emotion, the border between private and public, the deployment of routine and habit, and the objective design of the ordinary.

MCM 1203N. The Collapse of the Nation-State System: An Intellectual Preparation.

The century-long dominance of the nation-state idea is ending. Radical Islamic internationalism, at war with twentieth-century state divisions, has created post-national forms of personal identity which bewilder the old archetypes. Russia and China are reverting to a nineteenth-century model of regional empires. Even the most stable nations are contorted by global currents which increasingly undermine the national sense in favour of new forms of localism, regionalism and internationalism.

Looking at theory and contemporary culture we will consider the long dominance of the nation-state idea, and study the emerging territorial concepts with which a world "after nations" might organise itself.

This course begins half-way through the semester. The first screening will start, before the lecture begins, on Sunday, March 5, 2017. The first lecture will begin on Thursday, March 9, 2017 and the last lecture will be Thursday, May 4, 2017. The instructor, Rana Dasgupta, will make contact with all students via email in the first half of the semester to establish the rapport of the group and answer any queries students may have. Contact information: rana@ranadasgupta.com

MCM 1203O. Modernity, Italian Style. Class, Gender, Race, Ideology in the Cinema of the Economic M(ITAL 1030B).

Interested students must register for ITAL 1030B.

MCM 1203P. Fashion as Technology.

The course explores the interplay between fashion, subjectivity and technology, tracing a genealogy of clothing and adornment as a fundamental tool for gendering and racializing subjects – from analog prosthetics to the Click-and-Buy apps of today, from tattooing to the burkini. Central to the course will be the status of the material body (along with its cosmetic and pharmacological appendages and enhancements) in an increasingly digital world. We will gain critical literacy in the history of fashion and luxury, assessing the role of dress in fabricating sexual difference and holding it into place, as well as fashion's potential for subversion.

MCM 1203R. Visual Politics in Contemporary Middle East (MES 1200).

Interested students must register for MES 1200.

MCM 1203S. New Waves from Paris to Hollywood (FREN 1150G).

Interested students must register for FREN 1150G.

MCM 1203T. Digital Masculinities.

Masculinity has historically been associated with agency over objecthood. What happens, then, to masculinity's strategies of survival within a context of perpetual digital representation? This course examines the ways male and masculine bodies – cis, trans, queer – perform themselves online, and how the digital may threaten masculinity's undoing whilst revealing its modus operandi in unprecedented ways. Through digital media theories, queer theory and psychoanalytic concepts, we investigate the various virtual, fleshly and fantasmatic assemblages that prop up phallic power in late capitalism: from trolling and online misogyny to drone warfare, from racial and gender passing to digitally enabled terrorist networks.

MCM 1203U. East Asian Cinemas in a Global Frame.

Arguably, cinema has political value because it manipulates the texture of our collective imaginations, shaping how the world, races, nations and regions appear before globally differentiated audiences. By analyzing films from Hollywood, the PRC, Japan, Korea, Hong Kong and Taiwan, this course charts how "East Asia" emerged cinematically as a textured cultural and geopolitical entity within the framework of a broader global circulation of images. Topics covered include Hollywood Orientalisms, Japanese Empire, postsocialist China, and New Korean Cinema.

MCM 1203W. Social Media Networks: From Local to Global.

Social media networks have played an increasingly conspicuous role in national and transnational politics, from the Arab Spring uprisings, to the 2013 Gezi Park demonstrations in Turkey, to the viral spread of fake news leading up to the 2016 US election. In this course, we will discuss how media connect people across the globe to an unprecedented degree, as well as the stark divisions and borders they reveal, complicating any utopian visions of a "global village." We will explore how individuals' networked identities and national and global scales of social media communities are mutually constituted.

MCM 1203X. Digital Bodies: Cyborgs, Biometrics, and Corporeal Data.

In this course we will learn about the ways human bodies interface with digital technologies. Medical scans, prosthetic limbs, and technologies like the Pacemaker promise to protect and supplement the human body, and feminists and disability scholars have at times embraced the empowering potentials of the cyborgian body. Yet the ways in which the human body is digitized—its data harvested, charted, and merged with technologies—also have more dystopian valences. We will discuss how medical technologies, CGI, phone apps, and corporations have translated and used the data of the human body, and how this changes definitions of "human."

MCM 1203Y. Rhythm Beyond Music (MUSC 1240L).

Interested students must register for MUSC 1240L.

MCM 1203Z. Race, Ethnicity, and American Film.

This course asks what a study of selected American films offers to our understanding of "race," "ethnicity," "power" and "resistance." We ask how cinema participates in shaping our collective sense of race and ethnicity, of racialization, and of racial and ethnic identity. We seek to answer our questions by attending to cinematic productions that offer insights in the history and contemporary situations of African Americans, Asian Americans, Chicanos and Latinx, Native Americans, and European Americans. An aim is to work towards a comparative analysis of racialization that reveals not only differences between these groups, but also commonalities among them.

MCM 1204B. China Modern: An Introduction to the Literature of Twentieth-Century China (EAST 1070).

Interested students must register for EAST 1070.

MCM 1204C. Ways of Seeing: The Arab World in Global Perspectives (MES 1200).

Interested students must register for MES 1200.

MCM 1204D. Politics of Chinese Cinemas.

Focusing on films produced since 1949, this course explores how "Chinese cinema" delimits a field of political contest, a global arena for antagonism over the meaning of revolution, the definition of art, the reach of propaganda, the articulation of gender, and the boundaries of culture. We begin with an examination of cinema in the Maoist PRC, moving on to a discussion of China's international Cold War presence, and finally to contemporary themes of independent film production, women's and queer cinema, and the place of Hong Kong and Taiwan in the shadow of the PRC's "rise."

MCM 1204E. The Politics of Perspective: Post-war British Fiction (ENGL 1711K).

Interested students must register for ENGL 1711K.

MCM 1204F. Critical Video Game Studies.

This course serves as a gateway into the study of video games from an analytical humanities perspective. Because reception, design, and, ultimately, interpretation are intimately entwined in gaming culture today, students will also engage the popular and corporate discourses surrounding gaming, particularly as they address issues of social justice, gender, race, and sexuality. Over the course of the semester, students will fine-tune interpretive skills that have been developed in other humanities courses for the unique challenges presented by video games and other interactive texts.

MCM 1204I. On Both Sides of the Lens: Latin American Women Filmmakers (GNSS 1070).

Interested students must register for GNSS 1070.

MCM 1204J. A New Black Gaze.

What is a 'black gaze'? The title of this course is a provocation that poses the question of whether we can identify the existence of a black gaze, while asserting the transformative potential such a gaze both promises and portends. Starting from a close examination of theories of the gaze, we will engage the relationship between contemporary black visibility and what constitutes a black gaze in the twenty-first century. Focusing on a select group of black contemporary artists, we will explore how their work challenges traditional notions of what constitutes the power/politics of the gaze.

MCM 1204K. From Analog to Analogue: Digitality and Ephemerality in Audiovisual Archives.

This seminar explores histories of moving image archives in relation to social movements, technological change, and philosophies of cultural memory that dictate the content of archives and shape perceptions of their use value. We begin by exploring archives as physical entities (buildings), structures of information (catalogs, databases, finding aids), arbiters of meaning (collections). We also consider enterprises that present themselves as archives of our contemporary selves and collective existence: Instagram, YouTube, Twitter, Tumblr, Snapchat, TikTok. We explore these issues historically and theoretically, and visit local archives to engage in hands-on activities with analog and digital moving image media.

MCM 1204L. Transmedia Storytelling and the New Italian Epic (ITAL 1350A).

Interested students must register for ITAL 1350A.

MCM 1204M. Latin American Horror Film (GNSS 1520).

Interested students must register for GNSS 1520.

MCM 1204N. TV and/as Popular Culture.

TV and/as Popular Culture is a broad critical exploration of U.S. television, broadcasting, popular culture, and media convergence from the 19th century to the current day. Students will explore the roles of industry, advertising, representation, and technology in the development of broadcast media, and learn to analyze these texts within their cultural and historical contexts. Special attention will be paid to issues of class, gender, race, and reception.

MCM 1204O. Post-1989 Chinese Media: The Culture and Politics of Control.

1989 is a dramatic turning point in China's recent history, when the crackdown of the democratic movement in Tiananmen Square led to profound socio-political changes that significantly transformed the nation's media culture. This course maps the history, politics, and culture of contemporary China through the changing lenses of post-1989 Chinese media including film, television, digital videos, visual arts, and the Internet. The focus is the culture and politics of control in post-1989 China. We will examine the controlling mechanisms in Chinese media in public and commercial domains, as well as the counter-control practices among media artists and general audience.

MCM 1204P. Nationalism and Transnationalism in Film and Fiction (COLT 1440P).

Interested students must register for COLT 1440P.

MCM 1204R. Memory, Identity, and the Archival Paradigm.

As 'alternative facts' proliferate, archive-based evidence is valued for its ability to document the histories and perspectives of diverse peoples, cultures, and movements. The inter-relationship of archives, memory, and identity was predicated on theories of power relations in archives. Today, archives are increasingly considered "memory prostheses." Audiovisual archives have inherently problematized these theories due to issues of provenance. This class questions the archival paradigm as it relates to community, celebration, reclamation of identities, artistic re-use of archives, and social activism. Students are encouraged to imagine new paths of access to media archives and to create new works using archival materials.

MCM 1204S. Asian Extreme: Beauty and Violence in Korean Media (EAST 1504).

Interested students must register for EAST 1504.

MCM 1204T. What Happened to the Future? Nostalgia After the End of History.

Many critics have suggested that contemporary popular culture is mired in a nostalgic mode, one that responds to tumultuous and traumatic changes in the world with a retreat into the safety of past styles and aesthetics. As Mark Fisher has suggested, it is as if the future itself has been "slowly cancelled." This course asks why this contemporary wave of nostalgia emerges when it does and how we might read media symptomatically to better understand what has happened to conceptions of the future in an age of media change, economic crises, and the looming threat of environmental collapse.

MCM 1204U. Slow Cinema.

In the wake of the increasingly frantic pace of 21st century life, a loose, international movement known as "slow cinema" has gained a significant following in the last two decades. But what do we mean by "slowness," and can these films reveal anything about our current moment of crisis and economic contraction? Are they simply a nostalgic repetition of earlier art cinemas, or are they capable of engendering new, oppositional modes of spectatorship? We will attempt to answer these questions while grounding our inquiry firmly in a close, formal analysis of key slow films.

MCM 1204V. Global Theatre and Performance: Paleolithic to the Threshold of Early Modernity (TAPS 1230).

Interested students must register for TAPS 1230.

MCM 1204X. Rereading Writing (LITR 1231E).

Interested students must register for LITR 1231E.

MCM 1205. ITALY: World Cinema in a Global Context.

This fully immersive, intensive and project-oriented summer course introduces students to World Cinema and its histories through an original contextualized approach centered around the Cinema Ritrovato Film Festival, hosted every summer by the Cineteca of Bologna.

MCM 1205A. What We Talk About When We Talk About Horror.

The killer, their victims, the 'terrible place,' the 'final girl': components like these, associated with 1970s American slasher films, tend to dominate popular accounts of the genre—but the cinema of fear and sensation is a dynamic mode of contemporary filmmaking, transnational in its origins and circulation, and thematically and formally eclectic. This course will study the horror genre through scholarly and critical debates, emphasizing the ways both experts and enthusiasts have theorized horror's significance and social urgency, the unique properties of horror spectatorship, and the formal attributes of individual films. Each week will focus on a specific conceptual area, including monstrosity, the uncanny, Otherness, excess, allegory, haunting, and abjection.

MCM 1205B. Screening Capital.

We are living through an era of profound change in the global economy, from the post-industrial turn to economic crises large and small, transformative digital technologies, supply chain shortages, and the return of labor unrest and organization. These issues and more have led many scholars to argue that capitalism is facing if not merely an important period of transition, then a serious historical crisis. This course asks how popular culture—from cinema to television and digital media—has dealt with these myriad changes, from attempts to represent changes in the global capitalist economy to their very impact on creative industries. In the process, we will unite approaches of contemporary film theory with World Systems Theory, with screenings ranging from Hollywood blockbusters to art films and television.

MCM 1205C. Global Anime.

This course provides a systematic introduction to the forms, history, and culture of Japanese animation (anime). Surveying the historical developments, artistic styles, major themes and subgenres of anime under both the national context of Japan and a wider trajectory of globalization, this course focuses on analyzing the forms and idioms of anime in relation to changing technological conditions and their cultural ramifications. The students are expected to relate anime culture with their experience of new media technologies, and to expand their artistic interest in anime to wider theoretical questions such as posthumanism, globalism, techno-orientalism, and media convergence.

MCM 1205D. Dimensions of Czech Animation: Contexts, Interpretations, and Dialogs with the East (CZCH 1000)..

Interested students must register for CZCH 1000.

MCM 1205F. Black Queer Diasporas.

This course serves as an introduction to critical theories of race, gender, and sexuality across selected sites in the African diaspora and on the African continent. We will begin the semester with some broad theoretical considerations about Black queer and trans lives and then we will discuss critical writings and analyze literary texts, films, and musical practices about Black queerness and transness in order to understand the complex ways Blackness and shapes marginalized genders and sexualities across the globe.

MCM 1205G. The Politics of Contemporary Black Popular Music.

This course provides an introduction to the history of black popular music since the 1970s, focusing primarily on sound cultures from the US, Caribbean, and Western Europe. We will begin by studying the mixing techniques developed in Reggae (dub), Disco (remix), and Hip-Hop (scratching and sampling) to discuss how they have shaped popular music since the 1970s. We will then survey these genres as well as the histories of R&B, House and Techno and some of their many offshoots (Jungle & Afrobeats, for instance) have developed over the last 30 years to ask how popular music functions as one of the main channels of communication among the cultures of the African diaspora. Overall, this course investigates the aesthetic, political, cultural, and economic dimensions of black popular music, paying particular attention to questions of gender, sexuality, class, nation, language, and technology.

MCM 1205I. Queer Nightlife.

What do we want from a night out? What is possible in this "queer" time? And what are we wearing to the function? This seminar explores the connections between and among nightlife, queer worldmaking, and other unruly subcultural practices. Rather than a linear history of nightlife and club culture, in each week we venture to a new theme/destination. We explore the spaces, the dancing, the outfits, the laws and legal gray areas, the drag, the cruising, and the rumbling bass, textures, and frequencies of queer nightlife. Through close readings, guest speakers, site visits and sustained cultural analysis, we acquire a critical understanding of the potentialities of queer "after hours" in the making of subcultural identity and emerging aesthetic practices. The course melds theory and practice and includes site visits to Providence area venues as well as a CDJ workshop.

MCM 1205K. Emplaced Art in the Americas : Creating Change Through Materiality.

What does it mean to think about art, place, history and meaning making in the Americas? What kinds of visualities, imaginaries, and memories guide how we imagine South America, Chile? What are the roles of art, video, performance, and memorials as sites of emplacing memory, collective witness, creating future possibilities? Our thinking, making, and engagement is guided by social, cultural, feminist, and environmental movements and explore modes of sensing, creating, feeling and being with the land through Indigenous, migrant, "expert" and local knowledge and place. How are these projects raced and gendered? What kinds of aesthetics and art projects inform our own understandings of emplaced learning? This course invites us to think with creators and place. It will support and guide you towards making and living with art as a way to perceive with and beyond neoliberal and colonial logics.

MCM 1205L. Angels and Monsters: Queer and Trans Religion (RELS 1600C)..

Interested students must register for RELS 1600C.

MCM 1205N. Aesthetics at War.**MCM 1205O. Polish Cinema: Uneven Histories, Uneasy Aesthetics (PLSH 1050).**

Interested students must register for PLSH 1050.

MCM 1205Q. ¡Qué miedo! El cine hispánico de horror (HISP 1666).

Interested students must register for HISP 1666.

MCM 1205R. Mise en Scene (TAPS 1380).

Interested students must register for TAPS 1380.

MCM 1205S. Late Modern and Contemporary Theatre and Performance (TAPS 1250).

Interested students must register for TAPS 1250.

MCM 1205T. Global Theatre and Performance: Paleolithic to the Threshold of Modernity (TAPS 1230).

Interested students must register for TAPS 1230.

MCM 1205U. Spain on Screen: 80 Years of Spanish Cinema (HISP 1290J).

Interested students must register for HISP 1290J.

MCM 1205V. Let's Get Physical: Histories and Theories of Fitness and Wellness.

Did you know that the treadmill originated as a prison torture device? This course will examine the body and technology, as well as exercise and wellness cultures across media. Through readings in critical theory, media studies, gender studies, disability studies, and science and technology studies, students will explore the spaces and instruments of fitness, as well as the cultures that have emerged around them. Looking at a variety of texts, including treadmill patents and live-streamed Peloton classes, we will ask what the history of exercise tells us about gender, perceptions of health and disability, and our relationship to technology. Utilizing different research methods, including interviewing an Instagram fitness influencer and conducting autoethnography at the Nelson Gym, we will interrogate theories of "fitness," from eugenics up through contemporary wellness fads such as biohacking, polygenic embryo screening, and "Make America Healthy Again."

MCM 1205W. The Black Outdoors (HMAN 1977O).

Interested students must register for HMAN 1977O.

MCM 1500C. Archaeology of Multimedia.

A historical and theoretical study of "multimedia" from magic lanterns to the Internet. Examines the ways in which media have always been multiple and have always impacted on each other, as well as the ways that various media discourses constitute an "archive" of the knowable and sayable.

MCM 1500D. Contemporary Film Theory.

Major arguments in film theory from the late 1960s to the present, contextualized by contemporaneous intellectual tendencies and selected films. Some key issues: cinematic specificity and signification, the politics of form and style, subjectivity/spectatorship, gender/sexuality, postmodern media, digital theory and cinema. Readings from figures such as Baudry, Bordwell, Deleuze, Doane, Elsaesser, Gunning, M. Hansen, Heath, Jameson, Koch, Manovich, Metz, Mulvey, Pasolini, Rodowick, L. Williams, Willemen, Wollen, etc. Enrollment limited to 15. Prerequisite: one MCM core course.

MCM 1500J. Feminist Theory and the Problem of the Subject.

Readings in contemporary feminist theory and 20th-century theories of subjectivity. Topics include interpellation, modes of address, apostrophe, positionality; texts include Butler, Haraway, Spillers, Spivak. Previous work in feminist theory strongly recommended.

MCM 1500K. Film and the Avant-Garde.

An examination of film's historical relations with various avant-garde movements from surrealism, French Impressionism, German Expressionism, and Dadaism to the theoretically informed independent film of the 1970s and beyond. However, the goal of the course is not a historical survey but the investigation of various conceptualizations of "avant-gardism" and its relation to modernity, mass-culture, and technology.

MCM 1500L. Film Theory.

Major positions in the history of film theory, contextualized by both contemporaneous filmmaking and intellectual approaches (phenomenology, Marxism, structuralism/poststructuralism, feminism, etc.) Key issues include: cinematic specificity, cinematic representation and the real, the politics of form and style, cinema and language, subjectivity and spectatorship, film and postmodern "media." Readings in Munsterberg, Arnheim, Kracauer, Bazin, Balázs, Metz, Heath, Mulvey, Williams.

MCM 1500O. Film Theory: From Classical Film Theory to the Emergence of Semiotics.

Readings from earliest film theory through the emergence of cinema semiotics, with awareness of contemporaneous filmmaking and underlying philosophical and ideological tendencies. Some key issues: cinematic specificity and relations to other media; the politics of cinema; filmic representation and the real; cinema, modernity, and modernism; mass culture debates; cinema, language and signification. Readings drawn from Adorno, Arnheim, Balázs, Bazin, Benjamin, Bergson, Debord, Eco, Eisenstein, Epstein, Kracauer, Lukács, Merleau-Ponty, Metz, Munsterberg, Pasolini, Sartre, Wollen, etc. Enrollment limited to 20 juniors, seniors and graduate students.

MCM 1500S. In the Public's Eye: Publicity and Surveillance.

Investigates the converging technologies and practices of publicity and surveillance. Considers phenomena from the paparazzi to digital surveillance, from the commodification of privacy to reality television, in order to analyze this convergence's impact on theories of public sphere. Theoretical and historical readings. Class hours include viewing time.

MCM 1500X. Middlemarch and the Sopranos.

The world of *The Sopranos* has been called "a postmodern *Middlemarch*, whose inhabitants' moral and spiritual development (or devolution) unfolds within a parochial social milieu." This course offers a comparative analysis of Eliot's 1871-72 novel and HBO's (continuing) television drama, juxtaposing these two very popular, very powerful serializations in formal, thematic, ideological and narrative terms.

MCM 1501B. Nation and Identity: The Concept of National Cinema.

Comparative study of constructions of nationhood in films and written texts about cinema. Interrogation of the discursive, political and epistemological power achieved by different version of the concept "national cinema" and the kinds of collective identities they imagine, from early cinema to globalized media. Readings by theorists, historians and filmmakers. Screenings from pertinent contexts (e.g. Weimar Germany, U.S. classical cinema, Japanese 1930s, third cinema, New German Cinema, New Chinese cinema, multinational corporate cinema, etc.)

MCM 1501C. National Cultures/Global Media Spheres.

Contemporary cultural practices and media processes are often described as being implicated in "globalization," but this is a linkage that may well predate the present. This course examines theoretical, historical, and critical texts that conceive of media culture through notions of globalization, with attention to the status of nation and cultural identity in a transnational context.

MCM 1501I. Reading Marx.

What is it to read Marx now? We will begin with a group of key texts written by Marx drawn from different points in his development, including the first volume of *Capital* and sections from the other volumes. We will study influential later reinterpretations and commentaries on Marx that argue for his contemporary importance (drawn from figures such as Althusser, Balibar, J. Butler, Derrida, Haraway, Hardt, Negri, Virno, Zizek, etc.).

MCM 1501K. Seeing Queerly: Queer Theory, Film, Video.

While cinema has typically circumscribed vision along (hetero) sexually normative lines, can film also empower viewers to see "queerly"? How do we, as sexual subjects (gay and straight), "look" in the cinema, in both senses of the word? How have sexual desires been portrayed across film history, and how might audiences wield the look, appropriating or creating imagery with which to (re)formulate subjectivity and sexuality? This course addresses such questions as it considers both "mainstream" and "alternative" productions. Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0260, or 1110, or instructor permission. Students MUST register for the lecture section and the screening.

MCM 1501N. Television Time and Space.

Explores television's temporal and spatial construction, considering how television demarcates time (regulating it through flow and segmentation, articulating work and leisure times, marking familial and national events, encouraging rhythms of reception) and space (mapping public and private space, defining a "global media culture" through local viewings, representing and enacting travel and exchange, creating imaginary geographies and communities).

MCM 1501O. Television, Gender, and Sexuality.

Television, across all the screens on which we view, has an enormous impact on society—including on relations of gender and sexuality—just as it is impacted by those relations in turn. This course investigates how television produces and reproduces constructions of gender and sexuality through its institutional form (as it maps relations between public and private, domestic and social, familial and defamiliarized), narrative patterns (as it circulates family romances, links gender and genre, and mediates sexual and social tensions), and spectatorial relations (as it variously addresses viewers as sexed and gendered subjects, consumers and commodities, "mainstream" and marginalized).

MCM 1501Q. The Close-Up: Theory and Practice.

An examination of the use of the close-up in film and theory, from the "primitive" cinema to IMAX and from Münsterberg to Aumont and Deleuze. Special attention to the way in which the close-up has been associated insistently with the face and its heightened cultural significance, with the advent of a "cinematic language," and with questions of cinematic space and scale.

MCM 1501W. The Rhetoric of New Media.

An examination of contemporary theories and practices of "new media," but in particular cyberspace; investigates the ways in which information technologies are challenging our inherited ideas about knowledge and ethics. All written work for the seminar will be digital. Application required. Occasional screenings to be announced during semester.

MCM 1502B. Publicity and Surveillance.

Investigates the converging technologies and practices of publicity and surveillance. Considers phenomena such as webcams, face recognition technology and networked art, as well as concepts such as enlightenment, paranoia and exhibitionism. Theoretical, historical and legal readings.

MCM 1502C. Race And/As Spectacle.

Theoretical and historical examination of race and/as spectacle, from 19th century world fairs and exhibitions to 20th century media events. Focuses on the productive relationship between race and media, from early cinema to the Internet.

MCM 1502E. Theories of the Photographic Image.

Examines the history of attempts to assimilate the photographic image to a theory of representation. Will analyze theories of photography, chronophotography, film with respect to issues of time, subjectivity, historicity, the archive. Will also address the rise of the digital image and its potential threat to photography. Readings in Kracauer, Benjamin, Bourdieu, Barthes, Batchen, Marey, Bazin, Aumont and others.

MCM 1502H. Information, Discourse, Networks.

What is information and how can we understand its relation to narrative, networks and power? this course offers a historical and theoretical examination of the rise of information and networks. Key issues include: the relationships between cybernetics and humanistic theories, information and language, the rise of big data, questions of gender, sexuality and race.

MCM 1502J. Race as Archive.

Examination of the importance of race to the logic and practice of biological, technological and cultural archives. Engaging the similarities and differences between the categorization of race in these fields, the course will focus on race as a justification for archives more broadly, and race as an archival trace "evidence" of a biological or cultural history. Readings will be theoretical, historical and literary. Preferences given to students in Modern Culture and Media, Art-Semiotics, Modern Culture and Media- German, Modern Culture and Media-Italian, Semiotics-French, Ethnic Studies, and Science & Technology Studies. All others seek permission from the instructor.

MCM 1502K. Real TV.

How does television bring "real" events to us? How do we know what's "real"? What kinds of "realities" exist on television, and how do they operate (in relationship to one another, to TV fantasy, and to our everyday lives)? This course will consider not only some specific "reality genres" (news, catastrophe coverage, "surveillance programming," documentary and docudrama, talk and game shows, reality series and "docu-soaps") but the representational modes that define the reality of commercial television as a whole. Issues to be addressed include: TV "liveness," crisis and scandal, therapeutic discourses, "surveillance society," media simulation, realism and anti-realism, civic and commercial discourses, and television's construction of history and knowledge. Preference given to graduate students, seniors, and juniors in Modern Culture & Media and Art-Semiotics. Prerequisites - two of the following: MCM 0100, 0150, 0230, 0240, 0250, 0260, 1110. Interested students who cannot pre-register should come to the first day of class for an application for admission by instructor permission.

MCM 1502N. Derrida and Telecommunications.

Derrida famously proclaimed that writing preceded speech, rendering all communications a form of writing, but he also argued that the history of psychoanalysis would have been different if Freud had used e- instead of snail-mail. Tracing Derrida's thought re. telecommunications from Grammatology to Writing Machines, as well as engaging his interlocutors (Samuel Weber, Avital Ronell, etc.), this course examines the importance of medium-specificity to post-structuralism. Prerequisite - two of the following: MCM 0100, 0150, 0230, 0240, 0250, 0260, 1110. Preferences given to juniors and seniors in Modern Culture and Media, Art-Semiotics, Modern Culture and Media-German, Modern Culture and Media-Italian, Semiotics-French, Science Studies, Anthropology, Comparative Literature, English, Gender Studies, and Philosophy. All other seek permission from the instructor.

MCM 1502P. Nation and Identity in Cinema.

Comparative study of constructions of nationhood in films, different cinematic strategies, and written texts about cinema. We will examine the discursive, political and epistemological power achieved by different versions of the concept of "national cinema" and the kinds of collective identities they imagine, from early cinema to current globalized media. Readings by theorists, historians and filmmakers. Screenings from pertinent contexts (for example, Weimar Germany, U.S. classical cinema, Japanese 1930s, third cinema, New German Cinema, New Chinese cinema, multinational corporate cinema, etc). Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0260, or 1110, or instructor permission. Students MUST register for the lecture section and the screening.

MCM 1502T. Film Noir: Femmes Fatales, Urban Space, and Paranoia.

An examination of film noir, concentrating on the classic films of the 1940s and 1950s, but also investigating film noir's relation to German Expressionism as well as remakes and reincarnations of the genre such as Blade Runner. We will discuss various methodologies: psychoanalysis, ideological analysis, close textual analysis, the historiography of noir. Films by Lewis, Tourneur, Wilder, Hawks, Lang, Pabst, Welles, Preminger, Hitchcock, Ray. Readings in Copjec, Zizek, Naremore, Dimendberg, Vernet, Jameson. Enrollment limited to 20. Primarily for MCM senior concentrators and MCM graduate students; other qualified students must obtain permission from the instructor.

MCM 1502U. Media and Memory: Representing the Holocaust.

The Holocaust has been described as unimaginable, at the limits of representation. Yet there have been numerous attempts to imagine and represent it, across media (film, television, graphic novels), genres (documentary, melodrama, comedy, fantasy), and modalities (through history and memory, "high" and "low" culture, fiction and nonfiction, reporting and marketing). Considering such attempts to represent the unrepresentable and "mediate" the immediacy of trauma, this course will explore media texts and theoretical/philosophical reflections on the Holocaust. Enrollment limited to 20. Prerequisite: one of the following: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Preference given to juniors, seniors, and graduate students. All others seek permission from the instructor.

MCM 1502V. Theories of the Body and the Limits of Constructionism.

Scholars currently argue that cultural constructionism went too far, that theories of subjectivity that dominated the academy for over two decades neglected the materiality of the body. We will examine these criticisms as well as what it means to theorize the body. Readings include Merleau-Ponty (phenomenology), Freud and Dolto (psychoanalysis), Damasio (neurology), Fausto-Sterling (biology), Butler, Grosz, Kirby, Moore, Wilson, etc. Enrollment limited to 20. Prerequisite: one related MCM course.

MCM 1502X. Race and/as Technology.

This course asks: to what extent can race be considered a technology? That is, not an identity that is true or false, but rather a technique that one uses, even as one is used by it? Ranging from contemporary cyborgs to early 20th century eugenics, it investigates what race does, regardless of what we think it is. Readings will be theoretical, historical and literary. Enrollment limited to 20 juniors, seniors and graduate students. All other seek permission from the instructor. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110.

MCM 1502Y. Simulation Speed Implosion: Theories of Media Technology.

Jean Baudrillard and Paul Virilio are generally regarded as two of media studies most notorious pessimists and hyperbolists. Yet they are also theorists who treat the media as technological systems that transcend the traditionally held boundaries of the cultural, economic, social and political. This course will place Baudrillard and Virilio in a context of media theory and technology studies rooted in the work of Harold Innis and Marshall McLuhan while demonstrating important differences between these figures. We will engage in close readings of Baudrillard's and Virilio's major works as well as some of the writings of their interlocutors. Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110.

MCM 1502Z. Art Cinema and Its Legacy.

Art cinema is associated with directors who achieved international prominence after World War II, with unconventional narrative films that were understood as expressions of original artistic subjectivities and film movements like the French New Wave (e.g., Antonioni, Bergman, Fellini, Godard, Resnais, and many others). Art cinema defined how many imagined non-Hollywood cinema in a global context, but was neither avant-garde nor necessarily political. Its legacy persists to the present, for example, in the reception of recent Iranian cinema and New Taiwanese cinema. We will study its aesthetic and textual strategies, its significance in global film history, and its theoretical implications. Enrollment limited to 20 juniors, seniors, and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110.

MCM 1503A. The Ethics of Romanticism (ENGL 1560Y).

Interested students must register for ENGL 1560Y.

MCM 1503B. Jane Austen and George Eliot (ENGL 1560A).

Interested students must register for ENGL 1560A.

MCM 1503C. "Terrible Beauty": Literature and the Terrorist Imaginary (ENGL 1760I).

Interested students must register for ENGL 1760I.

MCM 1503D. W. G. Sebald and Some Interlocutors (ENGL 1761Q).

Interested students must register for ENGL 1761Q.

MCM 1503E. Aesthetic Theory/Cultural Studies.

Aesthetic thought has a long and varied history, but aesthetic categories have recently become a central concern of cultural studies. This course combines readings in the history of aesthetics; twentieth-century work on aesthetics from various philosophical and disciplinary perspectives (from the "anti-aesthetic" to "a return to aesthetics"); and recent scholarship addressing (while not necessarily celebrating) the reemergence of aesthetic questions in cultural and media studies and the evolving relationship of the aesthetic to categories such as ideology, form, and virtuality. Readings from Schiller and Kant to Adorno, Berube, Foster, Ranciere, and Spivak.

MCM 1503F. Critical Methodologies: Contemporary Literary Theory (ENGL 1900I).

Interested students must register for ENGL 1900I.

MCM 1503G. Representations of Suffering in History and Media.

This course will explore accounts of suffering in works on slavery, genocide, as well as extra-legal violence (lynching, gay bashing) in order to explore debates about the representation of violence and the use of new technologies of representation. Readings include historians, critical and legal theorists, and journalists. We will also explore recent debates around images of suffering and the reemergence of "shame" as a topic in the context of combatting violence and asserting identity in queer theory. Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110, or instructor permission.

MCM 1503H. Literature and the Ideology of the Aesthetic (ENGL 1950B).

Interested students must register for ENGL 1950B.

MCM 1503I. Digital Media and Race: Ethnicity, Technicity, Embodiment.

Are we becoming post-racial in the digital age? This course questions what constitutes "race" through exploration of the ways technology affects identity. Turning to examples from new media art, World of Warcraft, cyborgs and cyberculture, the role of race in the "natural" body, and the formation of identity in online communities, we will explore the relationship between race and digital media. We draw upon critical race theory, critical theories of new media and technology, postcolonial theory and posthumanism to provide a clear and nuanced understanding of race and identity, situating it within the digital culture of our increasingly virtual world. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503J. Film Authors and Authorship.

Who is the "author" of a film? Drawing on readings about authorship from literary theory, semiotics, poststructuralism and film studies, and close attention to films by major American and international directors (e.g. Hitchcock, Welles, Mizoguchi, Antonioni, Tarkovsky, Godard, Akerman, Jodorowsky, Deren, Brakhage, Malick, Scorsese, Lynch, Kiarostami, Aronofsky, Nolan, Bigelow), this course examines theories and practices of film authorship and the historical development of the idea of film directors as authors within film criticism and theory. Film authorship will also be considered in relation to other formations such as genre, national cinema, gender, race, coloniality, etc. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503K. Memory and Modern Media: Permanence and Presence in Film and Digital Media.

Film and digital media, often claim to remember or preserve our experiences. But what does it mean to capture, catalogue and archive experiences by such media? How are mediated memories encoded within a larger cultural order? How do these media make fleeting moments permanent, lend an air of truth to the image, compose an archive of experiences? We will study key examples in photography, experimental and mainstream cinema, video art, and new media, which engage with memory and visuality. Readings include key critics and theorists concerned with these issues. Screenings will include Marey, Brakhage, Kurosawa, Tarkovsky, Frampton, and Marker. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503L. South Korean Cinema: From Golden Age to Korean Wave (EAST 1950U).

Interested students must register for EAST 1950U.

MCM 1503O. Market Economy, Popular Culture, and Mass Media in Contemporary China (EAST 1950G).

Interested students must register for EAST 1950G.

MCM 1503Q. Communication Culture and Literary Politics.

A common concept of "medium" ties communication culture to art and literature. But what's a medium? Is it basic material for a work of art, like a sculptor's clay? Is it a communications device, like a telephone? Or is it a means to share information, like a network? The course explores the social ramifications of these questions, while also considering how politics can mediate art and technology, not just the other way around. Materials include novels by Delany, Yamashita, Mackey, and LeGuin; video art; and media and community theory by Nancy, Terranova, Rancière, Riley, Mattelart, and Liu. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503S. Cinema and Memory.

This course investigates some of the major ways in which cinema has been associated with memory from the late nineteenth century to the present day. Drawing from the history of cinema practice and criticism, as well as from key theories of memory, it provides multiple frameworks for making sense of cinema as a technology of memory. While we will examine popular films, emphasis is also placed on local, minority, non-theatrical, and small-scale cinemas. Topics to be covered include film archives, prosthetic memory, trauma, community and home movies, race, migration, nostalgia, and postmodernism. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503T. Sensing Time: Affect and the Moving Image (GNSS 1960R).

Interested students must register for GNSS 1960R.

MCM 1503V. Reading Michel Foucault.

A study of Foucault's work from his early texts through his last. We will look at the ways Foucault challenged conventional thinking with his theories of discourse, epistemic rupture, disciplinary formations, power, sexuality, biopolitics, governmentality, and the care of the self. We will examine the questions and tensions that drive Foucault's work internally and will consider the ways his thinking has been both used and perhaps abused. Enrollment limited to 20 juniors and seniors. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110.

MCM 1503W. Getting Emotional: Passionate Theories (ENGL 1560W).

Interested students must register for ENGL 1560W.

MCM 1503X. The Ekphrastic Mode in Contemporary Literature (ENGL 1762B).

Interested students must register for ENGL 1762B.

MCM 1503Z. Dialogues on Feminism and Technology.

This experimental course asks students to reexamine the critical practices and discourses of science and technology through a feminist lens.

"Dialogues on Feminism and Technology" is part of a worldwide network of feminist scholars, artists, and activists called femtechnet. We will ask students to consider how feminist thought contributes to computing, hacker culture, new media, nanotechnology, surrogacy, genetic culture, bioart, and a wide range of related topics. Students will be expected to participate in the discussion of the class both online and in person, give short presentations, write a research paper, and complete a creative assignment outlined in the syllabus. Limited to 20 juniors and seniors.

MCM 1504B. Democracy Among the Ruins (POLS 1823M).

Interested students must register for POLS 1823M.

MCM 1504G. Chinese Women, Gender, and Feminism from Historical and Transnational Perspectives (EAST 1950B).

Interested students must register for EAST 1950B.

MCM 1504H. The Panorama and 19th-Century Visual Culture (ITAL 1340).

Interested students must register for ITAL 1340.

MCM 1504I. Image, Music, Text (ENGL 1762C).

Interested students must register for ENGL 1762C.

MCM 1504J. Kubrick (ENGL 1762D).

Interested students must register for ENGL 1762D.

MCM 1504L. Radical Poetics + World Cinema.

"Cinema is a language," so they say. But what kind of language? Is it prose, telling stories about the world? Or is it poetry, with no formal rules but those it imposes upon itself, and with enough creative energy to remake or shatter the world? As we'll see, "film poetry" has, since cinema was born, been a watchword to filmmakers and theorists for whom cinema might deform the world's grotesque structures of power. We'll read manifestoes of radical poetics and "film poetry"—authors range from Glissant and Kristeva to Ruiz and Pasolini—and watch political films from all seven continents.

MCM 1504M. The Politics and Practices of Digital Media.

Crossing the fields of digital humanities, critical theory, feminist theory, race studies, and new media studies, this course considers how technology is a constant negotiation of fantasies and fears, politics and practices. We will consider the negotiation between users, bodies, code and systems as we simultaneously practice and critique the prevalent forms of digital technology. We will address questions such as: how are political and social effects visible not only in the practice of digital technology, but in the underlying structures themselves? How are digital technologies both producing and produced by certain forms of sociality and cultural discourse?

MCM 1504Q. Reading Narrative Theory (ENGL 1950G).

Interested students must register for ENGL 1950G.

MCM 1504R. Iranian Cinema.

The emergence in the 1990s of Iranian cinema onto the world stage caught many by surprise. This cinema has, however, had a long and illustrious history. While attempting to provide an historical survey of these films, we will focus primarily on those produced in the last two decades. We will pay close attention to cinematic form but will also examine the ways the films intersect with cultural-political events, including the Revolution and the subsequent Islamicization of the culture, the institutionalization of the "modesty system," and the alteration of divorce laws.

MCM 1504S. 1948 Photo Album: From Palestine to Israel (COLT 1440F).

Interested students must register for COLT 1440F.

MCM 1504T. Literature and Judgement (COLT 1813Q).

Interested students must register for COLT 1813Q.

MCM 1504V. Technologies of/and the Body: Mediated Visions (GNSS 1720).

Interested students must register for GNSS 1720.

MCM 1504X. Landscape and Japanese Cinema.

This class explores what a hundred years of Japanese cinema can reveal of the shifting meanings, emotions, and values ascribed to human and non-human landscapes. What role has film played in crafting our collective imagination of landscape and lived space? How does the meaning of "landscape" shift across time and culture? Engaging with a range of interdisciplinary approaches to these questions (including cultural studies, environmental history, philosophy, geography, and film theory), this seminar pairs an introduction to key works of Japanese film with a close look at the shifting landscapes at the base and the "background" of this cinema.

MCM 1504Y. Spatial Audio: Envelopment & Immersion.

Spatial Audio: Envelopment and Immersion investigates historical and contemporary theories and creative sound practices involving the perception, interpretation, and production of auditory space. Course participants analyze and explore how the sensation of space is activated in the listener through soundscapes, built environments, and audio technologies. Readings from psychology, philosophy, the arts, and sound studies support class discussions and students' writings and projects that examine the reception and composition of works that exploit acoustic phenomena to create immersive experiences. Spatial audio techniques are introduced including the use of multichannel loudspeaker arrays, binaural and surround sound formats, reverberation effects, and recording strategies.

MCM 1505B. Hitchcock: The Theory.

The films of Hitchcock often overwhelm the compelling narratives for which they are widely appreciated by threading them through meta-cinematic reflections on the nature of cinema itself. This peculiar method of construction has piqued the attention not only of film theorists, who look to Hitchcock to teach them about technique, but also philosophers, who look to him to help them think more clearly about the nature of thinking, promising, doubting, and obsession. We will not only examine the films themselves alongside the speculations they have inspired, but also attempt to define the complex pleasures – somatic, cinematic, and cerebral – they elicit from viewers.

MCM 1505C. Cinema's Bodies (COLT 1440T).

Interested students must register for COLT 1440T.

MCM 1505E. Theory and Practice of the Essay: Word/Image/Remix.

This course will approach the art of the essay in its written and cinematic renditions as we experiment with – and critique – the interactive and remix configurations of essayistic thinking in contemporary digital culture. What is (in) an essay? How do we write essays for the digital era? The goal is to develop essayistic literacy through the crafting of ideas in various platforms (word, image, interaction), highlighting the maker's subjective position while finding new ways of enjoying the pleasures of argumentation. How do we choose the technologies to best support and perform our thinking?

MCM 1505F. The Child and the Digital: Queer Theory, Psychoanalysis and New Media.

The child as victim and master of digital technology; the trans-national child; the fetishized child; the queer child as a redundancy; the child as site of futurity and panic, anxiety and eroticism... We will explore the intersections and frictions between queer theory and psychoanalysis in the face of new media through the figure of the child. What's the role of Desire in the formation of new media objects, i.e. toys for adults and children alike? We will develop a strong literacy in psychoanalytic and queer theory as we utilize digital technologies to complicate them.

MCM 1505I. Writing and the Ruins of the Empire (ENGL 1561D).

Interested students must register for ENGL 1561D.

MCM 1505J. Oppositional Cinemas.

This seminar explores the ways in which cinema is mobilized in the service of "opposition," that is critique, revolution, resistance, and the invention of alternative pleasures. It asks how films and their spectatorship become matters of political urgency. The arc of our screening itinerary moves at a deliberate pace from the historical avant-garde's interest in the revolutionary potential of cinema as a new industrial medium to an examination of the themes of realism, gender, race, geopolitics and temporality. Discussions and readings will emphasize close reading, theoretical concerns, and historical contexts of production, distribution and exhibition.

MCM 1505K. Blackness and the Cinematic.

This course equips students to think creatively and well about what might be encountered under the categories of "Blackness" and "cinematic reality" even as it aims to expose students to how "Blackness" and "legibility" have been thought in selected recent scholarly and expressive works. Our emphasis will be on Black diasporic audio-visual culture. We will consider scholarship in the cinema and media studies, performance studies, art history, and visual studies. Though most of the material we will consider was published recently, we will strive to understand the ideas and expressions that have created the fundament for our present concerns.

MCM 1505L. Framing Gender in Middle Eastern Studies (GNSS 1961G).

Interested students must register for GNSS 1961G.

MCM 1505M. From Nanobots to Space Probes: Media and Scale.

Bridging science studies and media studies, this course asks how media represent and make accessible scales of time and space that are otherwise outside the scope of human perception. We will cover how media translate nano, micro, somato, local/global, cosmic scales of space, addressing scientific visualizations and questions of representation and exhibition across media forms (including cinema, electron microscopes, radio telescopes, video games, IMAX, Planetariums, space probes, and more). We will also discuss media representations of diverse scales of time. This will involve the exploration of speculations, simulations, and questions of visualizing and narrating "deep time," both past and future.

MCM 1505N. Gender, Sexuality and the Imagination.

This seminar is designed to encourage students to think creatively and well about what might be encountered under the categories of "gender," "sexuality," and "media." We will take up "the Imagination" as a concept that has a history and therefore a discernible (even if contradictory) set of politics and as an injunction to create from within existing paradigms. Please note, this course is not a survey of existing scholarship, nor is it an engagement with or production of a canon. It is instead an opening to the possibility that gender, sexuality, and media might be thought otherwise.

MCM 1505O. Does Utopia Still Exist? Media, politics and the hope of something else.

Why, in so many of our fantasies, do we leave behind a ruined earth in search of new planets? Is it really easier to imagine the end of all life on earth than to imagine the end of capitalism? In this course we examine Utopia—its philosophical architecture and its media history—in an attempt to diagnose (and overcome?) our present inability to think ourselves into any world better than this one. This is a global course, in which we journey through theory, literature, cinema and art from all over the world.

MCM 1505P. Channeling Race: Television and Race in America.

Our era has been called both "post-televisual" and "post-racial," yet images that define and are defined by (mis)understandings of race fill our screens (whether on TV sets or other means for disseminating television). Formations of television and race not only remain pressing concerns but are intertwined, mutually constructing one another. This course explores how notions of race have been mediated and how media have figured race. Topics include: stereotype analysis (and beyond); televising Civil Rights; intersections of gender and sexuality; consumerism and commodification; crisis and scandal; racial representation across TV genres (comedy, drama, sports, reality TV), and new media possibilities.

MCM 1505S. Cinema and Imperialism.

This seminar examines how cinema has been utilized in the service of and in opposition to imperial projects from the twentieth century to the present. We will consider the close kinship between the capture of moving images and practices of imperial war and domination. We will also explore how movements such as Third Cinema have sought to create oppositional space within global culture industries. Films we will discuss include non-fiction such as U.S. Information Agency shorts and the work of Harun Farocki, as well as narrative features such as *Apocalypse Now*, *Zero Dark Thirty*, *Battle of Algiers*, and *Perfumed Nightmare*.

MCM 1505U. The 60s: Film Countercultures (ENGL 1901H).

Interested students must register for ENGL 1901H.

MCM 1505V. Reading Sex (ENGL 1900K).

Interested students must register for ENGL 1900K.

MCM 1505W. Queerness & Games.

This advanced seminar introduces students to the intersection of LGBTQ issues and video games, or "Queer Game Studies," a growing area of interest for scholars, game developers, critics, and artists. Both an overview of a field in formation and an invitation to participate in the creation of this new area of critical theory and practice, this course asks students to familiarize themselves with games, books, and articles in the field, to engage critically through game design and scholarly writing, and to (virtually) attend the Queerness and Games Conference, an annual event which will be held this year in Montreal Canada.

MCM 1505X. TRANS/MEDIA: Transgender Studies and (Trans)Media Narratives.

The field of transmedia studies addresses the travel of intellectual properties across the world and across media platforms, conceptualizing the "trans" prefix through transnational, transmedia intertextuality (Kinder 1991), and transmedia storytelling (Jenkins 2006). Yet new work in film and media studies on transgender film and media authorship also demands attention to the work of trans media producers in this transmedia landscape. This course asks a set of questions to address the need for representation of trans media producers in transmedia studies. Is transmedia trans? Is trans media transmedia? What would happen if we understood transgender as central to transmedia?

MCM 1505Y. In Order to Write About the Twenty-First-Century City, We First Have to Imagine It (ENGL 1160L).

Interested students must register for ENGL 1160L.

MCM 1505Z. Kiarostami: What is an Image?.

In the history of cinema, a small number of directors have been treated as if their work stood for cinema itself. Abbas Kiarostami is one of these. Yet while his films foreground the act of cinema, they also address questions of reality to which the "neorealist" label cannot respond. To existing attempts to analyze his films in this light, we will add a *principia domestica*. Our question is this: how is it that the mystical, Islamic background from which Kiarostami invents is able to respond to current debates about reality in compelling, modern terms?

MCM 1506A. Digital Media and Virtual Performance (MUSC 1971).

Interested students must register for MUSC 1971.

MCM 1506E. Rethinking Black Visuality.

As part of the Cogut Institute for the Humanities Black Visualities Initiative, this course will engage practices and theories of black visibility that refuse traditional definitions of visibility that function to refuse blackness itself. Each year, the seminar will focus on a selected genre of visual texts, artistic works, and/or embodied performances and use them to develop an keen understanding of how black artists/thinkers/writers/practitioners articulate the multi-sensory frequencies of black life. Key to our discussions is a rigorous theorization of the complex practices of black refusal and futurity that structure these works.

MCM 1506I. Fanon and Spillers (ENGL 1901J).

Interested students must register for ENGL 1901J.

MCM 1506J. Representing Sexuality and Gender on Screen.

Representing Sexuality and Gender On Screen explores the relationship between censorship and self-expression, with a particular focus on queer and feminist readings of Hollywood cinema and the history of the adult film and video industry in the United States. Students will learn queer and feminist reading strategies, performative strategies of resistance, and artistic movements including the New Queer Cinema within the histories of regulation that shaped them, from the Motion Picture Production Code, to the ratings system, to SESTA-FOSTA.

MCM 1506K. Image, Spectacle, Everyday Life.

In 1967, Guy Debord famously declared that we inhabit a "society of the spectacle," a society in which images dominate everyday life. In the decades since, this state of affairs seems only to have intensified. Yet how exactly might we understand spectacle today? How, given our current social and political climate, might we conceive spectacle's role in shaping our ideas and perceptions? Foregrounding cinema but also examining television and new media, we will consider these questions in broad historical perspective, emphasizing in turn both the wide-ranging political implications of spectacle and the critical counter-practices that have arisen to contest it.

MCM 1506L. Small Screens.

While television is often called "the small screen," digital distribution finds TV, film, video, and games coexisting on the small screens of mobile devices, and the big, HD screens of home entertainment systems. Yet smallness persists in aesthetic modes of the everyday, toy, mobile, cute, viral, indie, trashy, and pirated. Small Screens (MCM 1506L) is an advanced seminar exploring the theory and aesthetics of the small. It considers film, video, television, video games, and digital media within global distribution networks, and the changing meaning of media reception in the home.

MCM 1506M. Art, Culture and Society in Tehran (MES 1120).

Interested students must register for MES 1120.

MCM 1506N. From Pathogens to Memes: Media, Pandemics, and Globalization.

Plagues and epidemics have fueled narratives, imaginations, and media events when rumors and gossip spread as fast as germs and viruses. The fear and fascination with pathogens have also revised our understanding of the technology and culture of global media that are often metaphorically described as "contagious" or "viral." This seminar explores the historical and theoretical intersection between media and pandemics. Conjoining media studies, postcolonial criticism, and the history of medicine and public health in an interdisciplinary approach, we will critically examine how power, body, machines, chemicals and bio-organisms are mediated in the contexts of colonial expansion and global migration.

MCM 1506O. Technologies of/and the Body - Mediated Visions.

The relationship between body and machinery, technology and biology is often thought in terms of the mechanical doll, the animated robot and other hybrid figures. Science fiction films for example offer double visions of the gendered body: women are masters/slaves of the technology and still symbolic bodies of biological surviving of the human species. We will explore mediated visions in films and other media of different kinds spanning a bridge between SciFi-films and performance art. And we will study theoretical texts (like Haraway et al.) on the problem of the merging of technology and body.

MCM 1506P. From Hypernovel to Paranoid Fiction (ITAL 1400T).

Interested students must register for ITAL 1400T.

MCM 1506Q. Whites, Whites Jews and Us: Radical Black, Arab & Jewish Thinkers (COLT 1610W).

Interested students must register for COLT 1610W.

MCM 1506S. Iranian Art: Sites and Sights (MES 1170).

Interested students must register for MES 1170.

MCM 1506T. Freud: Writer and Reader (COLT 1810N).

Interested students must register for COLT 1810N.

MCM 1506V. The Listener: Literature, Theory, Film (COLT 1440U).

Interested students must register for COLT 1440U.

MCM 1506X. Love Hurts: Romance, Media, Masochism.

The widespread popularity, profitability, and critical derision of mainstream romance media, from ABC's prolific *The Bachelor* franchise to *Fifty Shades of Grey*, affirms masochism—the enjoyment of what is painful—as a key subject for film and media studies. This course will pair a range of film and television romance texts—from global art cinema to Hollywood rom-coms to reality TV—with conceptual frameworks at the intersections of pain, personhood, and performance. We'll survey the critical lenses media studies offers for the contemplation of historically derided objects, including genre studies (melodrama, pornography), platform analyses (reality, soap), to critical theory (including queer and affect-based approaches), working collectively to historicize and defamiliarize contemporary mediations of amity, intimacy, and identity.

MCM 1506Y. Croenberg/Lynch (ENGL 1901L).

Interested students must register for ENGL 1901L.

MCM 1506Z. Medium(s) of Animation: Plasticity, Labor, Technology (STS 1705).

Interested students must register for STS 1705.

MCM 1507E. Black Queer Life (AMST 1906X).

Interested students must register for AMST 1906X.

MCM 1507F. Market Economy, Popular Culture and Mass Media in Contemporary China (EAST 1931).

Interested students must register for EAST 1931.

MCM 1507G. Virtual Bodies: Play, Power, Performance (AMST 1906V).

Interested students must register for AMST 1906V.

MCM 1507H. Chinese Women, Gender and Feminism from Historical and Transnational Perspectives (EAST 1932).

Interested students must register for EAST 1932.

MCM 1507I. The Jewelers of the Ummah: The Jewish Muslim World is not History (MCM 1507I).

Interested students must register for HMAN 1975U.

MCM 1507Q. Colonialisms on Trial (COLT 1441).

Interested students must register for COLT 1441.

MCM 1507R. Practices of Autofiction (ENGL 1901T).

Interested students must register for ENGL 1901T.

MCM 1507T. Oceanic Planet: Colonial Transits and the Submerged Otherwise.

Ocean acidification, bleached corals, and the general diminishment of biodiversity currently defines our planet's oceans. Yet in the discussion of the ocean's degradation, too often we write out racial and extractive capitalism from our current understanding of the Anthropocene, the era of human-led disaster. When we speak of the oceans as diminished, or a site for resource extraction, we also write out the dynamism of the sea as a protagonist in the history of the human. This course places the ocean at the center of our analysis to understand the root causes of its deterioration, centrally engaging with the unequal histories of colonialism and their afterlives. By exploring the comparative histories of the Trans-Pacific, Trans-Atlantic, Indian Ocean, Arctic, and Southern Ocean, we address the colonial roots of biodiverse diminishment and extinction, beyond mere land-based or anthropos-centric perspectives.

MCM 1507U. In the Cut.

The technique of film editing has been a source of enduring fascination for theorists, propagandists, digital cinephiles, and avant-garde experimenters alike. This film studies seminar aims to deep dive below the line into editing in terms of theory and practice, and art and labor. We will read theoretical accounts of editing techniques and effects; we will mine practitioners' craft discourse for conceptual insights; and we will comparatively analyze pairs of films for formal traces of editing's function and potency. This course is openly suited to theory concentrators interested in historical accounts of how film editing works (both within films and on spectators), and practice concentrators interested in historicizing and contextualizing the compositional choices they make and consume. Students of both persuasions will have an opportunity to develop creative as well as critical projects.

MCM 1507W. Genealogies of Noise (MUSC 1241).

Interested students must register for MUSC 1241.

MCM 1507X. Animatedness: History and Theory of Animation.

This course explores the history and theory of animation through the notion of "animatedness," a concept raised by Sianne Ngai to describe a racialized feeling of being moved both physically and emotionally, an affect that is deeply rooted in the forms and techniques of animation. We will examine animation's historical development and stylistic possibilities, from the earliest stop-motion animations to the latest computer graphic techniques, exploring the aesthetics of animation as a fertile ground to interrogate the relationship between changing technological conditions and often-racialized bodily experience in modern society marked by mobility, fragmentation, and demarcation. It is also meant to give you a different way to think about the basic concepts in film history and theory, moving away from the assumption of an essentially photographic medium to consider different ways in which moving images are produced, received, and appreciated.

MCM 1507Y. Politics and Film 3: Adaptation.

Beginning with examples of repetition, adaptation, or re-making in feminist, literary, or political theory, cinema studies and philosophy, legal studies and history, (eg., Butler, Cavell, Douglass, Morrison, Spillers) this seminar will study the re-do: looking at filmic remakes/adaptations in political/cultural contexts as iterative, citational, augmentative/aspirational or perfectionist. The aim is to consider such efforts in connection with debates in the fields of Adaptation Studies, structuralism/post structuralism, Classics' "reception studies." The focus is on adaptation as a site of contestation. Is it conservative reclamation? or radical reform/abolition of contemporary norms, genders, institutions, and politics? Final projects can be essays or performance pieces, adaptations or analyses. All will be shared collectively in the final class.

MCM 1507Z. Writing: Material Differences (LITR 1230J).

Interested students must register for LITR 1230J.

MCM 1508A. Bad, Mad, and Sad: Misbehaving Femmes in Literature (ENGL 1761J).

Interested students must register for ENGL 1761J.

MCM 1508B. Gift and Debt (COLT 1611C).

Interested students must register for COLT 1611C.

MCM 1700A. Approaches to Digital Cinema.

An advanced seminar for students of film and video production. Examines the impact of digital technologies on the forms and practices of time-based media. A production seminar in which students undertake a semester-long project. Requires technical competence and completion of an intermediate level production class. Projects may include digital films, video, installations, and other media-based works. Application required.

MCM 1700B. Approaches to Narrative.

A production seminar for intermediate to advanced students in film and/or video production. Students complete a substantial media project in the course of the semester. Class meetings will focus on close readings and critical feedback of students' work during all phases of production. Texts related to narrative theory and production will be discussed. Screenings of exemplary works will supplement the class. Class members should have completed at least one time-based media class. Students are expected to be competent technically. An application will be completed during the first class session and the final class list will be determined after this meeting, with permission of the instructor. S/NC

MCM 1700D. Reframing Documentary Production: Concepts and Questions.

An advanced seminar for students of video and/or film production. Focuses on the critical discussion and production of documentary media. A major project (10-20 minutes), three shorter works, and in-class presentations of work-in-progress required. Readings on the theory and practice of the form and weekly screenings augment the presentation of student work. Class members should have completed at least one time-based media class. Students are expected to be competent technically.

MCM 1700F. Theory for Practice / Practice as Theory.

This advanced seminar explores the tensions between theory and practice in contemporary media and art works. The course examines how recent creative practices use theoretical concepts, and how practices today often include textual production or crucial theoretical implications. Requirements include: a major production project, short papers, presentations of work-in-progress, and weekly readings and screenings. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission. The final class list will be determined after this meeting, with permission of the instructor. Enrollment limited to 20. S/NC.

MCM 1700J. Tv/Tv: Commercial and Alternative Television.

Given the centrality of commercial television in our culture, what possibilities exist for independent television viewing and/or independent television production? How might we re-write TV, either by stimulating alternative readings and new interpretive practices or by creating alternative texts and new modes of transmission? Combining theory and practice (television studies and video production), this course will encourage students to critique commercial television through both media analysis and their own video work. Enrollment limited to 20. Preference given to advanced students (graduate students, seniors, juniors) in Modern Culture & Media, Art-Semiotics, MCM German, MCM Italian, Semiotics French and Visual Arts. Prerequisites: any two previous MCM courses. Interested students who cannot pre-register should come to the first day of class to fill out an application for admission by instructor permission.

MCM 1700M. Techniques of Surveillance.

In the decades since George Orwell wrote 1984, Big Brother has evolved from a menacing specter of government power into a form of entertainment—a reality TV show that makes a game of the camera's watchful eye. Yet from NSA wiretapping to Facebook, our images and words are relentlessly tracked and profiled. This production seminar investigates surveillance as an object of cultural fascination and as a means of production in cinema, television, social software, and media art. Students give presentations and produce media art projects. Readings include Michel Foucault, Gilles Deleuze, and Laura Mulvey. Enrollment limited to 20. S/NC

MCM 1700N. Open Source Culture.

Where do we draw the line between sampling and stealing? What would it mean to call a urinal a work of art? This production seminar explores the tension between artistic appropriation and intellectual property law, considering open source software as a model for cultural production. We will trace a history of open source culture from Cubist collage and the Readymades of Marcel Duchamp through Pop art and found footage film to Hip Hop and movie trailer mashups. Students give presentations and produce media art projects. Readings include Roland Barthes, Nicholas Bourriaud, and Rosalind Krauss. Enrollment limited to 40. S/NC

MCM 1700P. Radical Media.

Walter Benjamin wrote that in the age of mechanical reproduction art ceases to be based on ritual and "begins to be based on another practice—politics." What is the relation between art and politics in an age of digital distribution? This course explores the nexus of media production and political action from the films of Sergei Eisenstein to WikiLeaks. Students give research-based presentations produce media art projects. Readings include Walter Benjamin, Jacques Rancière, and Claire Bishop. The final class list will be determined by the instructor. Enrollment limited to 40. S/NC

MCM 1700Q. Approaches to Media Form.

A production seminar for advanced students, organized around the completion of a substantial film or video project. Screenings and discussions will emphasize alternative approaches to media practice. Students will conduct a series of presentations on their own work as it progresses. Intermediate level production class required. Application required. Applications (available at the MCM department) should be completed and returned. Decisions will be posted on the MCM office door at the beginning of pre-registration. Enrollment limited to 20. Instructors permission required. S/NC. Students MUST register for the lecture section and the screening.

MCM 1700R. The Art of Curating.

It is sometimes said in contemporary art circles that curators are the new artists. Curating involves a wide range of activities, including research, selection, commissioning, collaboration with artists, presentation, interpretation, and critical writing. This production seminar considers curatorial practice as a form of cultural production, paying particular attention to questions of audience, ethical responsibility, and institutional context. Students give presentations, develop exhibition proposals, curate online exhibitions, and collaborate on gallery exhibitions, screenings, performance art presentations, or public art programs. Visiting curators present case-studies on recent projects. Readings include Pierre Bordieu, Douglas Crimp, and Boris Groys. Enrollment limited to 40. S/NC

MCM 1700S. Narrative and Immersion.

A production course examining the potentials for engagement in new media installations. The course draws on techniques of narrative to establish engagement in immersive environments. Students will be introduced to cinematic concepts, interactive technologies, multi-channel video and surround sound environments. Classes meetings will consist of viewing and analysis of exemplary work, discussion of readings, and critiques of student projects. An additional 1-hour technical workshop will be devoted to learning Jitter. Class members should have completed advanced work in film/video, digital sound, and/or creative writing. Open to upper-level undergraduate students and graduate students. The final class list will be determined after the first class meeting, by permission of instructor. Lab times to be announced. S/NC

MCM 1700T. Approaches to Narrative.

A media production course concerned with practical and conceptual aspects of narrative in contemporary film and dv cinema. After attention to technique (use of 16mm film and digital cameras, lighting, sound and editing), the second half of the semester will be devoted to individual projects and discussion of them. Screenings and close analysis of contemporary narrative films from the current global renaissance in narrative cinema, involving filmmakers in China, Thailand, the Philippines, Argentina, Greece, Portugal, etc. — partly led by feature filmmakers with backgrounds in the art world. Requirements include a group project and an individual, advanced level project in film/video. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission. The final class list will be determined after this meeting, with permission of the instructor. Enrollment limited to 20 juniors and seniors. S/NC

MCM 1700U. Experimental Data Representation.

Experimental Data Representation (EDR) focuses on generatively composed, multimedia experiences utilizing the large-scale, video wall within the Digital Scholarship Lab. This interdisciplinary course brings together students from Brown and RISD to explore the creation of screen-based visualizations via programs authored by course participants. EDR provides a platform for students to examine and design ways in which experiential variables (as output) may be algorithmically determined by data sets (as input). Readings and projects will engage areas such statistical graphics, cartography, multimodal interaction, data visualization, sonification, and media art. Instruction will be offered in programming environments: NodeBox, Processing, Max/MSP, and Pure Data. Enrollment limited to 20.

MCM 1700V. The Place of the Moving Image.

Our experience of moving image-based media is intimately connected to our experience of place. Moving images have a unique ability to record, document, and archive places, and to alter or even produce the experience of place itself. Through readings, screenings, and production work, this hybrid production/theory course confronts place as a dynamic process, as more than the backdrop against which concrete actions and concepts form. Readings in philosophy, critical theory, and media theory. Screenings from popular, art, and experimental film/media. Students will produce three media projects related to questions of place. Previous production experience and technical competence are required.

MCM 1700W. History, Theory and Practice of Storytelling Using Stereoscopic ("3D") Motion Pictures (HMAN 1971C).

Interested students must register for HMAN 1971C.

MCM 1700X. New Genre: Site and Sound (VISA 1710).

Interested students must register for VISA 1710.

MCM 1700Y. Expanded Storytelling: Capture, Share and Expose.

How can we shoot a documentary inside an online videogame? How can we transform a historical archive into a dynamic narrative platform? How can we tell a story together with hundreds of other people? How can we create portraits with data retrieved from the Internet/mobile companies about ourselves? In this production course we will explore how emerging technologies and new habits of image making/sharing are challenging traditional forms of storytelling. In particular, we will focus on collaborative authorship, citizen journalism, fictional online persona creation, big data, and digital archives editing. Includes screenings, readings, technical-workshops (video/lighting/editing/coding), assignments, and a final project.

MCM 1700Z. What is Happening to Narrative?

An advanced media production seminar about the impression of digital technology on the practice of media based storytelling. We begin with questions: are we still interested in telling stories? What kinds of stories do we tell? Are there narratives specific to particular technics? What happens when technology makes things "easier?" We explore forms that work well online, on smart devices, or in theaters and TV. This workshop includes group experiments and a major individual project that may be linear, installation, or interactive in format. Projects should function as a stimulus and a challenge to conventional practices of duration-based narrative.

MCM 1701A. Art/Gender/Technology.

This production course explores and actively engages digital media and art practices that investigate questions of technology, gender, sexuality, and the body. Key topics include: cyberfeminism, gaming and virtual worlds, the social and the deep web, health apps and the datafication of the body, gendered social media bots, and affective digital labor. Technical workshops (on video/editing/coding/live-video-performance), guest speakers, and in-depth analysis of relevant case studies will provide students with the necessary skills and theoretical understanding to develop their own artworks during the course. This class is a Distributed Open Collaborative Course networked with FemTechNet.

MCM 1701B. Hearing Image, Seeing Sound.

This course explores how composers, filmmakers, painters, and others have forged connections between sound and image, and how we might learn from them to create our own meaningful creative work. Our readings and screenings will dig deep into the genealogies of film sound, and students will create their own imaginative combinations of sound and image throughout the semester. Final projects will be screened, performed, and/or exhibited publicly at the end of the semester. Note: although there will be a few labs, students should have experience with media production of some kind, be it sonic or visual.

MCM 1701C. Advanced Digital Language Arts.

Interested students must register for LITR 1010D.

MCM 1701D. Writing3D (LITR 1010G).

Interested students must register for LITR 1010G.

MCM 1701E. Experimental Narrative.

With film well into its 2nd century, a large body of work has emerged that plays with, around, and against conventions of classical cinema. Specifically, what we understand to be traditional narrative structures, such as drama, documentary, and action films. In fact, experimental narrative now has some of its own genres, which are to be found in both mainstream and fringe media. The goal of this class is to investigate some of these forms of experimental narrative. It is predicated on a basic understanding of narrative conventions, and designed to encourage students to make work that challenges those conventions.

MCM 1701G. Text in Time-based Art.

Semiotics has taught us to regard each film as a text. What, then, is the role of written text in film? This advanced production seminar explores the interplay of film's desire to image language and language's desire to produce images, not to mention the temporal constraints placed on reading when it is no longer a private, self-regulated activity. We will consider text as a purely visual character, the impact of subtitles, television's gluttonous use of text, and film's appropriation of literary forms. In addition to screenings and readings, students will create their own instantiations of written language in time-based art.

MCM 1701H. Finalizing Your First Documentary Feature: Content Creation from Script to Screen (ARTS 1013B).

Interested students must register for ARTS 1013B.

MCM 1701I. Digital Worlding: Terraforming Future, Fact, Fiction and Fabulation.

Inspired by Marilyn Strathern's concept of 'worlding' this production course will speculate on technologies of the future as a way to address the present. We'll work primarily with the Godot Engine and Adobe Photoshop to fabricate and co-create our worlds. Although not a gaming course, tools, theories, and vernaculars of game design may be utilized/subverted. Expect readings, discussions, technical workshops, and weekly assignments leading to a final project. "Art in the biological, ecological, and cyborg modes are all aspects of worlding. We cannot denounce the world in the name of an ideal world" - Donna Haraway

MCM 1701J. Data Visceralization and Climate Change.

The body - our biological corpus, and its social, environmental, and technological extension - grounds our ability to sense and make sense. In ever-changing ways, the sensing and acting body is extensible. Apparatuses, networks, patterns, and affects are central in sculpting consciousness, addressability, and accountability. In contrast to Data Visualization, in which perspectival representations of data are arranged and optically received, Data Visceralization foregrounds information via translations that are physically experienced. In this course, students will focus on climate change and will develop individual and collective hypotheses, projects, and actions disrupting habitual procession and enabling active engagement.

MCM 1701K. AS ABOVE, SO BELOW: Spatial Relations in Film Practice.

We commonly watch most time-based media through a rectilinear frame, and just as commonly acknowledge that what we are seeing are two-dimensional representations of three-dimensionality. However, it is less common to examine closely the functions of scale, perspective, distortion, and proprioception in the cinematic image. This course proposes to delve deeply into the myriad manifestations of how spatial relations impact our viewing experience. Since this is a production seminar, students will make a series of short videos that attend to various aspects of our investigations, completing the semester with a longer piece on a relevant topic of their choosing.

MCM 1701L. Time Deformation (VISA 1740).

Interested students must register for VISA 1740.

MCM 1701M. Advanced Screenwriting.

Interested students must register for LITR 1010E.

MCM 1701O. The Arts Workshop for Practice and Practice-Oriented Research (LITR 1000).

Interested students must register for LITR 1000.

MCM 1701P. Advanced Digital Language Arts (LITR 1010D).

Interested students must register for LITR 1010D.

MCM 1701Q. Script to Screen (LITR 1110T).

Interested students must register for LITR 1110T.

MCM 1701S. Anti-Social Reproduction: Art, Activism and the Question of Reproductive Labor.

Combining art making with the close reading of scholarly texts and media objects, this course engages with the categories of 'reproduction' and 'reproductive labor' as complex and contradictory sites of activist and aesthetic involvement. We explore 20th and early 21st century traditions of feminist, queer and anti-colonial activism and aesthetics for what they teach us about the uneasy status of the 'social' and its reproduction as a semi-autonomous realm. How might we represent the realm of reproduction and reproductive labor when it is at once culturally devalued and obscured even as its representatives are idealized (or vilified) in highly classed, raced and gendered terms—as selfless mothers, prostitutes, mummies, 'essential workers,' etc.? Such questions demand a variety of approaches and students may choose to engage the course primarily through written assignments, artistic projects or a combination of both.

MCM 1701T. Advanced Digital and Cross-Disciplinary Language Arts (LITR 1010H).

Interested students must register for LITR 1010H.

MCM 1701U. Advanced Projects in Film and Video.

This course is designed to accommodate the needs of our advanced students (Juniors and Seniors). It provides a structured environment in which to create longer, more ambitious films, while at the same time exploring little-examined topics within the practice of filmmaking. Students will work on a project of their choosing throughout the semester, using class meetings to critique their works in progress at regular intervals. In between screenings of student work, we will examine topics such as the relationship between still photography and the moving image, non-narrative experimental films from the canon, and the essay film. Essentially a studio course, class meetings will be long, combining discussions of student work, readings, and screenings.

MCM 1701V. The Cloud Beneath the Ground, Under sea:.

'The cloud' has become a part of our daily lives, but what exactly is it? As of late 2021, there are approximately 436 submarine cables sending internet data to servers around the world*. While marketing language reinforces an image of ephemerality, this course is an attempt to reveal its physicality and networked relations behind the screens. We will sift through the cloudiness of metaphor by taking a look at the ground beneath us and learn to recognize some of the networked structures hiding in plain sight and their antecedent industrial infrastructures. Readings, lectures, workshops, and field trips will guide us in our discussions regarding the geopolitical economic, social, and climate effects of massive data centers being built to support cloud computing. How do we as digital artists reconcile this gap? What work will emerge as a response to this information?

MCM 1701X. CS for Social Change (CSCI 1951I).

Interested students must register for CSCI 1951I.

MCM 1701Y. Future Ancients of the Pluriverse.

If today's digital technologies are built upon yesterday's fictions, it matters which fictions we embrace and it matters how we speculate future technologies. Imagination may be our greatest resource for liberating technologies from an ideology of 'technosolutionism.' In this production course we'll work primarily with moving image formats such as video installation, video essay, video performance. We'll employ a science fiction lens to co-create futures which value ethical, equitable, and sustainable relationships. Expect readings, discussions, technical workshops, and weekly assignments leading to a final project. We'll also examine works by artists, activists, and science fiction authors that engage community with care, cast light on climate injustice, mass resource extraction, racial bias in tech, and surveillance capitalism.

MCM 1701Z. Performance Practice Workshop (ARTS 1007).

Interested students must register for ARTS 1007.

MCM 1702A. Nonbinary Thought and Elemental Media Practices.

Engaging what Denise Ferreira da Silva has called "elemental cinema", this class pauses in the interval of the false binary between theory and practice in the arts. We will read texts, view or listen to artwork, and craft responses in multiple materialities. Readings in Black feminist thought, transmedia, tidalectics, decolonial method, poethics, and new materialisms will accompany our engagement with artworks that challenge the habits and limits of screenal, embodied, or narrative forms (Bellmore, Shonibare, Whittle, Cassils, Warhol, Jaffa, Vo, Lemon, Gumbs, Rosenbach/Nauman, Bey among others). On class days without assigned reading/viewing students will share their own creative responses, collaborative or solo, in their chosen visual, object, textual, sonic, or performance-based work.

MCM 1702B. Artist@Work: Kym Moore (ARTS 1910C)..

Interested students must register for ARTS 1910C.

MCM 1702D. Opening the Archives: The “Stuff” of (Un)Making, (Re)Pairing, and (Re)Imagining.

Archives and archivists have been described as agents with the power to control, privilege, and marginalize collections and their histories. This power can be wielded to determine the shape and direction of historical scholarship, collective memory, and identities, thereby impacting how we know ourselves as individuals, groups, and societies. These links are further complicated in archives where the provenance of collections is unclear. Students will gain a greater understanding of archival organization and authority, and are encouraged to imagine new modes of access to archives forging their own openings into/beyond the archives: making material traces and connections to produce critically engaged, creative works. Projects may take many forms: historiography; speculative, revisionist, or historical fictions; live or recorded performances; site-specific installations; single or multi-channel AV works, or curated programs.

MCM 1702E. Animals and Film.

In this advanced production seminar, we will address fundamental questions about the status of representation—of the animal and of ourselves—in the age of biomechanical reproduction. Through the study and production of time-based media, our aim will be to rethink animality. Students will make a series of filmic assignments about animals, with multiple screening and readings, including *Electric Animal: Toward a Rhetoric of Wildlife*, by Akira Mizuta Lippit; *The Companion Species Manifesto*, by Donna Haraway, and *Animal Liberation*, by Peter Singer.

MCM 1702F. Producing Your First Documentary Film In Theory And Practice (ARTS 1013A)..

Interested students must register for ARTS 1013A.

MCM 1702G. Body as Medium: Queer Lineages of Duration, Resonance, and Excess (ARTS 1012)..

Interested students must register for ARTS 1012.

MCM 1702I. Advanced Digital & Cross-Disciplinary Language Arts Workshop (LITR 1010H).

Interested students must register for LITR 1010H.

MCM 1702J. Experimental Video and Emerging Media.

This production course explores experimental video and media practices that challenge conventional cinematic forms and modes of storytelling. Each week, we will engage with the aesthetic and critical dimensions of a range of experimental approaches, including essay films, video poetry, elemental and immersive media environments, video game documentaries, and forms of micro-cinema—such as internet memes and animated GIFs—as well as critical engagements with generative AI. Through hands-on workshops in video and image-making, alongside screenings and discussions, students will complete short creative assignments and develop a major final project. Guest lectures by invited artists and filmmakers will provide insight into current moving-image practices. The course will culminate in a group screening and exhibition at the MCM-Carriage House.

MCM 1702K. Activating the Archive: Contemporary Film Practice.

This film and media production course explores historical and contemporary archives as sites of both artistic and critical intervention. Engaging with questions of inscription, memory, erasure, and historical re-imagining, students will examine how artists and filmmakers repurpose archival materials to craft counter-histories and speculative narratives. Through workshops in video and image-making, screenings, discussions, and guest lectures by invited artists and filmmakers, students will engage with archives as spaces for critical inquiry and poetic retrieval. Each student will select one or more archives to develop a major project that reinterprets, recontextualizes, or reimagines the retrieved material. The course will culminate in a final group exhibition and screening at the MCM Carriage House.

MCM 1702L. TV/Video: Theory/Practice.

This course examines both commercial television and independent video forms, considering their connections and/or tensions and the dialogue between them. Combining theory and practice (involving readings in media studies, TV and video screenings, critical writing, and media production assignments using available technologies), this course will give students an understanding of television and independent video histories and forms, encourage students to critique commercial media, and allow them to produce alternatives through their own creative practice. In this way, students will gain a broad understanding of televisual/videographic media, from the mainstream through the marginalized, and have an opportunity to engage with and intervene in media formations and histories in both scholarly and creative ways.

MCM 1970. Independent Study in Modern Culture and Media.

Section numbers vary by instructor. Please check Courses @ Brown for the section number and CRN to use when registering for this course or contact the MCM office if you need a section number created for an instructor that's not listed. Time dedicated to the project should fall within the recommended range for independent studies (10-20 hours per week). Instructor's permission required.

MCM 1980. Honors Thesis/Project Research in Modern Culture and Media (Part 1).

Independent research under the direction of a faculty member leading to an honors thesis/project. MCM 1980 is the first of two courses required of MCM honors candidates and is taken in the 7th semester. Instructor's permission required.

MCM 1990. Honors Thesis/Project in Modern Culture and Media (Part 2).

Independent research and writing a thesis or creating/producing a project under the direction of a faculty member leading to an honors thesis/project. MCM 1990 is the second of two courses required of MCM honors candidates and is taken in the 8th semester. Instructor's permission required. Prerequisite: MCM 1980.

MCM 2100A. Contemporary Feminist Theory and the Problem of the Subject.

Recent feminist theory represents the persistence of identity politics and the problem of the subject in various forms: through the "intersectionality" of race, class and gender; in the idioms of psychoanalysis; in terms of the "queer" subject. We will examine these often conflicting theories and the subjects of feminism they invoke with particular attention to the modes of address.

MCM 2100B. Culture and Criticism in Marxist Theory.

Readings in major 20th and 21st century texts, with emphasis on Western Marxist thought, from Lukács through the present. Focus on problems in the conception and reading of culture and cultural texts, with some attention to cinema and other media where possible. Where appropriate, consideration of interaction with other major theoretical frameworks (such as aesthetics, phenomenology, semiotics, psychoanalysis, feminism, postcolonial criticism, globalization theory, affect theory etc.) Readings may include figures such as Lukács, Benjamin, Eisenstein, Bakhtin, Adorno, Sartre, S. Hall, Haraway, Heath, Mouffe, Virno, Spivak, Lazaratto, Jameson, Zizek, etc. Some screenings.

MCM 2100G. Freud and Lacan.

Readings of major texts by Freud and Lacan will stress the relations between language, subjectivity and sexuality and the feminist use and/or critique of psychoanalytic concepts. We will also look at texts by other theorists (e.g. Melanie Klein, Heinz Kohut) and investigate the clinical implications of various approaches. Familiarity with semiotic and poststructuralist theory required. Enrollment limited to 20. Primarily for MCM graduate students; other qualified graduate students and MCM seniors must obtain permission from the instructor.

MCM 2100J. Space and Time in Media Discourse.

The course asks how space and time are conceptually, socially and aesthetically constructed thru different media. Perspectival constructions of space and time were always in the center of analysis when it came to cultural representations of the subject. Here will be the main focus of the course: Reconstructing the discourses on perspectivism (Nietzsche), pictorial perspective (Renaissance perspective) and temporalities of media like seriality, repetition, duration etc. During the course we will look on concepts of narrative and temporal perspectives in the context of general theories of time as well as in the context of specific media as photography and film.

MCM 2100L. Metals, Mining, and Jewelry: Making the World Anew (HMAN 2402D).

Interested students must register for HMAN 2402D.

MCM 2100M. Signification, Subjectivity, Mediation.

This course considers some key texts in theorizations of signification, subjectivity, and mediation, tracing an intellectual history by reading authors from a number of disciplines (linguistics, psychoanalysis, literary studies, media studies, Marxist theory, feminist theory, critical race theory, queer theory, decolonial theory); media screenings supplement and intersect with course readings. At the same time, we will subject many of the very terms in the above description ("author," "history," "discipline," "read," "text," "theory," "supplement," "media") to interrogation. What do we do when we read a text ("key" or otherwise)? Within what cultural formations and social institutions does this practice take place? What knowledges and/or ignorances are produced? What positions are activated or constructed? These are some of the questions we will address as we investigate ways in which signification, subjectivity, and mediatization have been approached within critical and cultural theory.

MCM 2100O. Queer Theories.

This course will engage with possibilities and problems of queer theorizing, from the emergence of queer theory, through its (precarious) institutionalization, to its multiplied interventions. Rather than understanding queer theory as a unified approach, we will consider a range of queer theoretical work as well as challenges within queer analysis itself. Issues to be explored include formations of gender and sexuality, race and nation, epistemology and ethics, politics and communities, subjectivities and socialities, identifications and disidentifications, bodies and pleasures, publics and privates, and the temporalities and locations of our world. Preference given to graduate students; all others seek instructor permission.

MCM 2100V. Sex. What is it? Why does it matter?.

The binary opposition between the sexes is a thing of the past. Or is it? This seminar will attempt to show that far from being the bastion of simple opposition and hetero-normativity, the psychoanalytic theory of sexuality still offers the most powerful critique of same to date. It is the sex of sexual difference that gets lost in contemporary mis-readings of psychoanalysis. And affect theory, far from making up for this loss, has become a further clean-up operation, intent on white-washing the messiness of sex.

MCM 2100Y. Solidarities: Sharing Freedom, Inventing Futures (HMAN 2971H).

Interested students must register for HMAN 2971H.

MCM 2101B. Black Critique (AFRI 2300).

Interested students must register for AFRI 2300.

MCM 2101D. Postcolonial Theory (ENGL 2900X).

Interested students must register for ENGL 2900X.

MCM 2101F. What is (Called) Thinking? (HMAN 2401N).

Interested students must register for HMAN 2401N.

MCM 2101I. Mending What is Broken: Repair, Debt, and Reparations (HMAN 2402G).

Interested students must register for HMAN 2402G

MCM 2101K. Hannah Arendt's Eichmann in Jerusalem: Theater, Complicity, Evil, Refusal (POLS 2354).

Interested students must register for MCM 2101K.

MCM 2110B. Freud and Lacan.

This course will stress the relations between language, subjectivity and sexuality and the feminist use and/or critique of psychoanalytic concepts. Familiarity with semiotic and poststructuralist theory required. Additional readings in Laplanche, Weber, Žižek, Gallop, Butler.

MCM 2110G. Language and Politics (POLS 2285).

Interested students must register for POLS 2285.

MCM 2110M. Literary Theory I: Continental Aesthetics and the Questions of Politics (COLT 2650M).

Interested students must register for COLT 2650M.

MCM 2110N. Literary Theory II: Post-Structuralism and the Problem of the Subject (ENGL 2901B).

Interested students must register for ENGL 2901B.

MCM 2110S. Ethical Turns in Psychoanalysis and Literature (ENGL 2900N).

Interested students must register for ENGL 2900N.

MCM 2110W. Seminar in Performance Studies and Theatrical Theory (TAPS 2100).

Interested students must register for TAPS 2100.

MCM 2110Z. Language and Politics (POLS 2285).

Interested students must register for POLS 2285.

MCM 2111E. Twenty-first Century Critical Theory (ENGL 2901T).

Interested students must register for MCM 2111E.

MCM 2120A. Media Archaeology.

Provides an intellectual history of "Media Archaeology," focusing on contributions by the "SophienstraBe" departments of Humboldt University in Berlin and on the importance of Marshall McLuhan and Michel Foucault, amongst others, to its development. Readings by Friedrich Kittler, Wolfgang Ernst, Cornelia Vismann.

MCM 2120B. New Media Theory.

An interdisciplinary investigation of "New Media Theory," bringing together historically significant texts from the fields of media, film, literary, music, visual, HCI and cultural studies, with more recent texts in new media studies. As well as exposing students to the canon (from hypertext theory to software studies, HCI to media archaeology), the course will also address the question: what is at stake in the creation of this canon and this discipline? This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2120C. Cinema, State Violence and the Global.

Theoretical and political conceptions of state and global violence posed against the theory and history of cinema, as representational apparatus and as instruction. Special attention to the establishment of film as global medium around World War I; current issues around the global, state, and biopower; "postmodern media culture;" etc. Readings from sociopolitical theorists (e.g. Weber, Schmitt, Arendt, Foucault, Agamben, Hardt and Negri, etc.) and media scholars/theorists (e.g. Virillio, Prince, L. Williams, Miller, etc.) Enrollment limited to 20. Permission required for undergraduates only.

MCM 2120D. Derrida and Telecommunications.

Derrida famously proclaimed that writing preceded speech--rendering all communications a form of writing--but he also argued that the history of psychoanalysis would have been different if Freud had used e-instead of snail-mail. Tracing Derrida's thought re. telecommunications from Grammatology to Writing Machines, as well as engaging his interlocutors (Samuel Weber, Avital Ronell, etc.), this course examines the importance of medium-specificity to post-structuralism. Enrollment limited to 20 graduate students. Permission required for undergraduates only.

MCM 2120E. Cinema, Media Culture and Political Theory: Rancière and Others.

There is a strand of contemporary thinkers concerned with political theory, in whose writings media and especially film play significant roles. Jacques Rancière has produced a major body of work on political theory, on aesthetics, and on film as well as media culture. This class will focus on a close examination of his political theory, his conceptions of film and media, and relations between the two fields in his writings. For comparison, we will also look at smaller samples of texts on political theory and film drawn from figures such as Agamben, Badiou, Jameson, etc. Enrollment limited to 20. This class is for Graduates only. Upperclass undergraduates require instructor permission.

MCM 2120F. Concepts of Space and Time in Media Discourses (HMAN 2970C).

Interested students must register for HMAN 2970C.

MCM 2120H. Objects of (and in) Animation.

The course focuses on the notion of animation as a general concept. This includes more than just the genre of animation films. It also includes the animation of objects that are neither organic nor alive: The animation of the machine. The technical object plays here an important role. The focus will be on the discussion of concepts of film as medium of animation per se and on different procedures of animating. Our debates here will cover: cartoon, the digital, experimental and animated effects in film. The aim is to gain a deeper understanding of the animated character of film.

MCM 2120I. Why and How We are Looking for the Comical? Theories and Objects.

The course focuses on the notion of the comical as a general concept. This includes more than just different genres and techniques of comedies. We will start with a close reading of old and new theories of the comical in philosophy, psychoanalysis, and poetics. Why and about what are we laughing? This is a general question that concerns the specific cinematic and visual strategies in film. Along film theoretical and analytical texts we will further focus on visibility and vision and on picture/language gaps as media for filmic jokes, wit and humour. Course is for Graduates only. Upperclass undergraduates require permission.

MCM 2120J. Realism - Concepts, Forms and Styles.

The course focuses on the notion of realism as a general concept. Realism is a philosophical concept that defines the relationship between the external world and the subject and the media involved establishing this connection. At the same time, it is in the center of many artistic styles with many aesthetic and political consequences (cp. Italian neo-realism). Bringing this two dimensions together opens the field of attention to the borders between fact and fiction, fiction and documentary etc. The aim of the course is to enhance a broader understanding of the notion by exemplifying the problem. Enrollment limited to 12. This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2120K. Deleuze and Cinema.

This seminar is devoted to reading Gilles Deleuze's two volume work on cinema, Cinema 1: The Movement-Image, and Cinema 2: The Time-Image, and assessing its impact on and continuing relevance to the study of film and culture. We will screen selected films of significance to Deleuze's own study of cinema, as well as a few not referenced by him that nonetheless might prove relevant to or provocative in the context of a sustained study of Deleuze's cinema book. We will read selections from work that influenced Deleuze as well as from the secondary literature on Deleuze and cinema.

MCM 2120N. Critical Theories of Mass Media.

The rise of mass media from print to social media was accompanied by critical discourses that emphasized both euphoric acclamation for the new media and emphatic warnings about the dangers. We will discuss how these critiques are conceptualized in terms of culture, media and of mass in three blocks, each based on the emergence of a specific medium and its technology. The main focus is the reconstruction of basic notions in the critique of mass media and the analysis of specific works by Adorno, Benjamin, Kracauer, Dewey, Lippman and others.

MCM 2120O. Concepts of Technology and Media.

Media and technology are often used as if they were interchangeable. What is named today 'German Media Theory' is based on the philosophy of technology. In this course we will start to discuss the problem of the connection between technology and media in two blocks. 1. We study the concepts of technology, technique, techné.

2. We study their impact in the definition of media and the impact of those understandings for media analysis, e.g. we practice on concrete cases in film, TV, music, theatre and Internet.

The aim is to learn how to conceptualize and analyze technology based mass media.

MCM 2120U. Biology of the Mind.

In 1979 Frank Sulloway wrote a well-regarded biography of Freud, which maintained that the father of psychoanalysis never surrendered his first calling as a biologist. Indeed, Freud never stopped thinking of himself as a scientist who wished, as he put it, to "leave his psychoanalytic calling card" with the biologists. What does this mean? What happens to biology when it is retrofitted with an unconscious? We will examine various texts of Freud, Lacan, Canguilhem, Bergson, and Deleuze, among others and sort out their intricacies by reading them in relation to the paintings of Francis Bacon, films as *The Cow* (Merjui, 1969), the works of the bizarre architect, Patrick Geddes.

MCM 2300A. Real TV.

This course will investigate the construction of reality on U.S. television, considering not only specific reality genres (news and "magazine" programs, crisis coverage, docudrama, talk and game shows) but the discursive and representational modes that define the "reality" of commercial television as a whole. Issues include: "liveness"; social relevancy; therapeutic discourse; TV personalities; media simulation; independent television; and new technologies/realisms.

MCM 2300B. Television, Gender and Sexuality.

Television, across all the screens on which we view, has an enormous impact on society—including on relations of gender and sexuality—just as it is impacted by those relations in turn. This course investigates how television produces and reproduces constructions of gender and sexuality through its institutional form (as it maps relations between public and private, domestic and social, familial and defamiliarized), narrative patterns (as it circulates family romances, links gender and genre, and mediates sexual and social tensions), and spectatorial relations (as it variously addresses viewers as sexed and gendered subjects, consumers and commodities, familial and defamiliarized viewers).

MCM 2300C. After Postmodernism: New Fictional Modes (ENGL 2760X).

Interested students must register for ENGL 2760X.

MCM 2300D. Historicism/Photographic Media: From Kracauer and Benjamin to the DEFA Documentary (GRMN 2660H).

Interested students must register for GRMN 2660H.

MCM 2300E. Things Not Entirely Possessed: Romanticism and History (ENGL 2561B).

Interested students must register for ENGL 2561B.

MCM 2300F. Animation.

The course focuses on the notion of animation as a general concept. This includes more than just the genre of animation films. We will start with an introduction into the tradition of the notion of 'livelihood' and the concept of the soul (e.g. anima): How is the spectator animated by film? Further we will proceed to texts that are discussing anthropological meanings of animation in the sense of animism. The main focus will then be on the discussion of general concepts of film as medium of animation per se and on different procedures of animating of and in film. Enrollment limited to 20.

MCM 2300I. Popular Music Studies (AMST 2220R).

Interested students must register for AMST 2220R.

MCM 2300J. Film Philosophy: Tragedies of Remarriage (POLS 2355).

Interested students must register for POLS 2355.

MCM 2310C. Eisenstein and Political Modernism.

Eisenstein's theories and films are a formative moment in cinema and media history, bringing together the ambitions of politicized film and modernist aesthetics. From the first, they were invoked by a range of radical theorists and filmmakers all the way from Brecht and Benjamin to Metz and Deleuze, as well as a variety of filmmaking practices such as militant documentary, third cinema and Godard. In this seminar, we will intensively study Eisenstein's theories, filmic practices and shifting historical contexts, from the heady days of the politically and aesthetically avant-garde 1920s, through the transformations of his theories in the 1930s and 1940s (many only available posthumously) and of his later film projects (several unfinished). We will also trace out some filiations and rereadings of Eisenstein within the history of politically conversant modernist film practices and theories. Permission required for undergraduates only; undergraduates seeking permission must attend the first class session.

MCM 2310D. The Idea of a Medium.

What is a "medium" (a term we often seem to take for granted)? An examination of issues of medium specificity, intermediality, convergence, formalism and the idea of a "post-medium era," in relation to the media of print, photography, film, television, and digital media. We will also investigate the role of the museum and alternative screening or exhibition spaces as well as "virtual space" in delineating reception of the media. Enrollment limited to 20. Primarily for MCM graduate students; other qualified graduate students and MCM seniors must obtain permission after the first class. Students MUST register for the lecture section and the screening.

MCM 2310E. TV Space and Time.

Explores television's temporal and spatial construction, considering how television demarcates time (regulating it through flow and segmentation, articulating work and leisure times, marking familial and national events, encouraging rhythms of reception) and space (mapping public and private space, defining a "global media culture" through local viewings, representing and enacting travel and exchange, creating imaginary geographies and communities). Enrollment limited to 20. Preferences given to graduate students. All others seek permission from the instructor. Students MUST register for the lecture section and the screening.

MCM 2310G. Cultural Studies and the Problem of Form.

This course examines the emergence and contemporary practice of "cultural studies" with a focus on concepts of form. We will consider cultural studies critiques of disciplines, canons, and the aesthetic; the politics of form; theories of reading and spectatorship; "popular" and "mass" forms; and competing definitions of culture as form arising in fields from visual and media studies to postcoloniality and queer theory. Readings from Williams, Hall, Mulvey, Althusser, Spivak, Deleuze, Hartman, Agamben, Sedgwick, Galloway. Instructor permission required. All students seeking permission must attend first class.

MCM 2310H. Television Realities.

How does television bring "real" events to us? How do we define or know what's "real"? What kinds of "realities" exist on television, and how do they operate (in relationship to one another, to TV fantasy, to social structures, and to our everyday lives)? This course will consider not only some specific "reality genres" (news, catastrophe coverage, "live" and "historical" programs, "surveillance programming," documentary and docudrama, talk and game shows, reality series and "docu-soaps") but the representational modes that define the reality of commercial television as a whole. This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2310I. At the Limits: Media Representation of the Holocaust.

The Holocaust has been described as unimaginable, at the limits of representation. Yet there have been numerous attempts to imagine and represent it, across media (film, television, graphic novels), genres (documentary, melodrama, comedy, fantasy), and modalities (through history and memory, "high" and "low" culture, fiction and nonfiction, reporting and marketing). Considering such attempts to represent the unrepresentable and mediate the immediacy of trauma, this course will explore media texts and theoretical/philosophical reflections on the Holocaust. Enrollment limited to 12. This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2310Q. Frequencies of Black Life (ARTS 2000)..

Interested students must register for ARTS 2000.

MCM 2310R. Media Compositions.

Media Compositions is a graduate practicum focused on generating, workshoping, revising, supporting, and finishing writing in forms relevant to media scholarship, teaching, and professionalization. Participants will set and propose scaffolding toward their own specific writing goals for the semester. As a collective, we'll analyze our own works-in-progress as well as examples published by scholars at various career stages for a range of audiences, from SCMS student writing awardees to public-facing arts criticism. Designed with the isolation of dissertation writing in mind, this course is intended to serve as a space of community as well as productivity and intellectual development.

MCM 2310T. Seminar Perform Study-TAPS2100.

Interested students must register for TAPS 2100.

MCM 2310U. Punk: Notes on Artist Rage.

In his seminal text *Subculture: The Meaning of Style* (1979), media theorist Dick Hebdige notes that punk subcultures present an indirect challenge to hegemony through noise and style as forms of interference. This seminar explores the music, fashion, film, literature and visual art of punk as a complex intersection of subculture, style and self-making; noise and disobedience; and collaboration and creativity in the face of annihilation. Since punk's arrival in the US and the UK in the 1970s, its subcultures and cultural productions have been associated with practices of dissent and refusal in the face of authoritarian political and cultural forces. Over the course of the semester, we attend to the unruly sounds, textures and manifestos of punk, with a particular emphasis on Black and Brown punk provocateurs, race, class and gender relations, collaboration, DIY practices, and creativity "underground."

MCM 2330. Critical Genres.

Introduces graduate students to specific aspects of the history, methods, and arguments of the academic interdiscipline known as "cultural studies." In a workshop forum, we discuss the conventions governing academic genres and consider the evidence, argumentation, rhetoric, and the construction of expertise.

MCM 2450. Exchange Scholar Program.**MCM 2500A. Film and Modernity.**

An examination of films and film movements from 1895 through the 1930s in relation to the rise of modernity, modernization, and modernism. We will analyze the films through the lenses of theories of technology, temporality, the avant-garde, and the emergence of mass culture. Readings in Gunning, Bergson, Simmel, Kracauer, Benjamin, Jameson, Hansen, and others.

MCM 2500C. Media Archaeology.

Provides an intellectual history of "Media Archaeology," focusing on contributions by the "Sophienstraße" departments of Humboldt University in Berlin and on the importance of Marshall McLuhan and Michel Foucault, amongst others, to its development. Readings in Friedrich Kittler, Wolfgang Ernst, Cornelia Vismann. Permission required for undergraduates only.

MCM 2500D. Archaeologies of the Projected Image.

Analysis of the history and theory of projected images from the magic lantern to IMAX. We will examine theories of scale, architecture, and perspective in order to consider the changing size of moving images, from the flip book to the cinema screen to the cell phone. We will also consider theories of mass culture, aesthetic technologies, the sublime, and public art. Readings in Jonathan Crary, Siegfried Kracauer, Sigmund Freud, Walter Benjamin, Henri Lefebvre, Jean-François Lyotard, Friedrich Kittler, Laurent Mannoni, Erkki Huhtamo, and others. Enrollment limited to 20 graduate students. Permission required for undergraduates only.

MCM 2500E. Temporality in/and the Cinema.

An examination of the cinema's historical and theoretical position as a mode of representing time. Is time recorded or produced by film? How can we analyze duration in the cinema? What is the cinema's relation to the archive and to modernity? We will read work by Bergson, Freud, Marey, Kracauer, Benjamin, Deleuze, and others. Films by Lumière, Griffith, Snow, Tsai Ming-Liang, Hitchcock, and others. Enrollment limited to 20. This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2500H. Atmospheric Media.

If air is a medium, as the notion of "elemental medium" suggests, how does it mediate? What does it mean to think of air as a matter of mediation? Does it function like other media, such as photography and cinema, in expressing, communicating, and documenting life and experience? Following Eva Horn to consider air as "a medium of life," this graduate seminar explores the implications and possibilities in conception of atmospheric matters and conditions in relation to media history and theory. We propose the notion of "atmospheric media" as the center of our inquiry, approaching it both materially as atmospheric things (e.g., physicochemical compounds, movements, and reactions) and conceptually as atmospheric thinking (e.g., environmentality, immersion, and affect). Drawing from literatures in environmental science, media theory, ecocriticism, and decolonial thought, we hope to rethink air and media through their mutual entanglements.

MCM 2510A. Art Cinema as Transnational Textual Strategy.

In the 1960s, Antonioni, Bergman, Buñuel, Fassbinder, Fellini, Godard, Resnais, etc. achieved *international/global* prominence by bending mainstream narrative cinema conventions in the name of original *national* and artistic subjectivities. But such "art cinema" has pervaded film history, from the 1920s (e.g. German Expressionism) to the present (e.g. New Iranian Cinema). Investigation of art cinema's textual strategies, conceptual underpinnings, and historical functions. Enrollment limited to 20.

MCM 2510B. Cinema, State Violence and the Global.

Theoretical and political conceptions of state violence and global violence, posed against the history of cinema as representational apparatus, textuality and institution. Attention to the establishment of film as a global medium through World War I, and current work around textual norms and strategies for configuring violence, "global media culture," etc. Readings from sociopolitical theorists (e.g. Weber, Benjamin, Schmitt, Arendt, Fanon, Agamben, Foucault, Hardt and Negri) and cinema/media scholars (e.g. Virillio, Prince, L. Williams, Oppenheimer, Koch, etc.). This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2510C. The Adventures of Dignity.

What is the ideological function of "dignity" as it is invoked in human rights discourses? What concepts of humankind and what fantasies of wholeness are assumed and reiterated? Readings include histories of human rights, treatises on dignity from Kant to Foucault, Elaine Scarry, and other theorists. Enrollment limited to 20. This class is for Graduates only. Upperclass undergraduates require instructor permission.

MCM 2510F. The Racial Lives of Affect (ENGL 2761F).

Interested students must register for ENGL 2761F.

MCM 2510I. Italian Thought: Inside and Out (HMAN 2400U).

Interested students must register for HMAN 2400U.

MCM 2980. Independent Reading and Research in Modern Culture and Media.

Individual reading and research for doctoral candidates. Not open to undergraduates. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Time dedicated to the project should fall within the recommended range for independent studies (13-20 hours per week).

MCM 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Music

Through multiple modes of inquiry and experience, the department advances new ways of understanding music as both creative expression and cultural practice throughout the world. The department promotes musical education, research, and engagement at the highest standards of excellence on an open and inclusive basis.

The study of music – a phenomenon known to all people in all ages – lies naturally at the heart of a liberal education. The Department of Music at Brown provides an ideal environment for such an education, with its integrated faculty of scholars, performers, composers/media artists, and theorists.

Our diverse curriculum combines creative courses in composition, technology, and performance with speculative studies in history, theory, ethnomusicology, philosophy, and musical aesthetics. Application merges with analysis, creation with cultural study, and multimedia experiments with broad meditations on sound, in a unique department that welcomes all.

For additional information, please visit the department's website: music.brown.edu (<https://music.brown.edu/>)

Music Concentration Requirements

The concentration in Music integrates theory, history, ethnomusicology, technology, composition, and performance. Upon completing two foundational courses in theory and musicianship, concentrators have the flexibility to craft an intellectual pathway based on their particular interests and goals. The curriculum is supported by the Orwig Music Library, a state-of-the-art facility with holdings of over 40,000 books and scores and an equal number of sound and video recordings. Concentrators are encouraged to participate in one or more of the departmentally sponsored performing organizations: Chorus, Orchestra, Jazz Band, Wind Symphony, Chamber Music Performance, Electroacoustic Ensemble, Old-time String Band, Javanese Gamelan, or Ghanaian Drumming.

Concentrating in Music

If you choose Music as a Concentration*, you will be expected to achieve well-rounded training as a musician, regardless of the genre(s) in which you specialize. This training is manifested in the following general components:

Fundamental skills are important for any musician, and therefore a minimum of two music theory/musicianship courses are required of all students who wish to Concentrate. Students have the opportunity to enter into various theory courses according to their interest and experience.

Historical and cultural knowledge of music is another key area from which Concentrators are required to complete courses. These courses may be studies of Western or non-Western forms of music.

The creation of music is also central to the Music Concentration. Students are encouraged to make music in a number of ways, including participation in ensembles, solo performance, composition, music production, and/or conducting.

Music faculty will be available to advise students on shaping the flexible parts of their Concentration and achieving their goal at Brown.

Concentration Requirements:

Music Theory

• Two courses in music theory, which may include one 400-level and one 500-level course, or two 500-level courses.		
MUSC 0400A	Introduction to Music Theory	1
MUSC 0400B	Introduction to Popular Music Theory and Songwriting	1
MUSC 0550	Theory of Tonal Music I	1
MUSC 0560	Theory of Tonal Music II	1
MUSC 0570	Jazz and Pop Harmony	1

Music Scholarship, Production and Advanced Theory

A minimum of four upper-level courses above 1000, must include:

- One upper-level course in musicology or ethnomusicology
- Any three upper-level courses, including graduate-level courses

Additional Electives (according to student interest)

Four additional elective courses, may include:

- Up to four half-credit courses in performance - AMP music instruction and/or Ensemble Participation (2 credits)
- Up to two courses outside of the department
- One music course below the 100 level

Senior Project

All music concentrators will choose a culminating experience for their senior year, either a capstone project or honors project. This may take the form of a performance, scholarly study, or original creative work. All students will have a primary advisor for their Senior Project. The work may be done independently of a course for credit, as an independent study, or within the framework of an existing course.

Additional Notes

All concentration substitutions and/or exceptions must be approved by the concentration advisor in consultation with the Director of Undergraduate Studies. A substitution or exception is not approved until specified in writing in the student's concentration file in ASK.

Honors in Music (optional)

Faculty Rules stipulate "Brown University shall, at graduation, grant honors to students whose work in a field of concentration has demonstrated superior quality and culminated in an honors thesis of distinction."

In order to apply for Honors in Music, at least half of the student's coursework in Music must be As or Ss with Distinction. Please note that Brown's transcripts do not indicate whether a student receives distinction in a S/NC course. ("S*" indicates that a course is mandatory S/NC.) This information must be obtained from the course instructor or the Registrar's Office.

Departmental Procedures:

The Department welcomes a variety of projects leading to Honors in Music. Theses in Music may involve research in musicology, ethnomusicology, or theory; performance; composition, computer music, studio production, or instrument design; or combinations of the preceding categories. Creative and performance projects should be accompanied by pertinent research and/or documentation. Students are encouraged to meet with prospective honors committee members in the junior year to craft a thesis project that is appropriate in scope.

NOTE: the term HONORS COMMITTEE refers to a student's honors thesis advisor and readers.

A student wishing to propose a project should proceed as follows:

1. An honors candidate must secure a faculty advisor and a second reader to serve as an honors committee during the third to last (typically sixth) semester. A declaration of intent (<https://forms.gle/VtceLXiC6waDs5d09I>) (Brown login required), consisting of a brief description of the proposed honors project and the names of the committee members, must be submitted to the Director of Undergraduate Studies by the last day of reading period in the third to last semester.
2. At the beginning of the penultimate (typically seventh) semester the student will submit a formal proposal describing the project to the honors committee for approval. Examples of recent honors proposals are available here (<https://drive.google.com/open?id=1aAScAWyJHTKplvJQoi8obPal0Fj1tZKg>) (Brown login required). The proposal must receive committee approval and be given to the department's Academic Student Affairs Coordinator for distribution to the full faculty by the first day of the first full week of classes of the semester. The department faculty will vote on the proposals at the next regularly scheduled meeting. Decisions will be based on the student's overall performance in music courses and on the quality of the proposal. The advisor will notify the student of the faculty's decision.
3. It is expected that honors projects will normally take two semesters to complete. Students pursuing honors may choose to register for MUSC 1970 in the Fall and/or in the Spring. If not enrolled in an independent study, the student should meet with the advisor at the beginning of the semester to make a plan for regular meetings. The

student is advised to meet with the secondary reader at least twice each semester before the thesis is formally submitted. By finals week of the penultimate semester, honors candidates must demonstrate substantial progress by submitting to the honors committee a partial draft of a paper or composition or, for performance projects, by playing a significant portion of the programmed repertoire. Failure to make sufficient progress may result in the termination of the honors project.

4. Last semester deadlines: Honors candidates must submit a complete draft to their honors committee by the first day of classes following the eighth week of the last semester. The committee will comment on the project and suggest revisions. Revisions must be completed, and the final project submitted to the honors committee by the first day of classes two weeks later. In the case of performance projects, this means that both the public performance and the scholarly component must have been completed by this date. In the case of research projects, all figures, notes, bibliography, and other critical apparatus must have been completed. Failure to make the deadline may result in the forfeiting of honors by the candidate, though the student may complete the project as a capstone project.
5. The honors committee will confer to determine their views on their projects. If the second reader is outside Music, the advisor may solicit a written recommendation about the merits of the project.
6. The advisor will deliver a copy of the completed thesis to the department's Academic Student Affairs Coordinator by the middle of the eleventh week of the last semester so that it may be made available for review by the full faculty.
7. During the twelfth week of the last semester, the advisor will report on the project at a meeting of the Department faculty for a vote. The advisor will notify the student of the faculty's decision.
8. Honors recipients will present their projects at a Department of Music Convocation held once annually during reading period in the Spring Semester.

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Music Graduate Program

The Department of Music currently offers the Ph.D. in Music in two areas of study: Musicology & Ethnomusicology (<https://www.brown.edu/academics/music/graduate/musicology/>) and Music & Multimedia Composition (<https://www.brown.edu/academics/music/graduate/composition/>). The long-standing doctoral program in Ethnomusicology, established in 1968, is one of the first in the country. It was combined with the study of Musicology in 2018. The Composition doctoral program had previously been known as Computer Music & Multimedia (or MEME) since it became a fully-fledged Ph.D. in 2004. The small size of both programs allows for significant cross-talk between the students.

For more information on admission and program requirements, please visit the following website:

<https://www.brown.edu/academics/gradschool/programs/music-and-multimedia-composition> (<https://www.brown.edu/academics/gradschool/programs/music-and-multimedia-composition/>)

<https://www.brown.edu/academics/gradschool/programs/musicology-and-ethnomusicology> (<https://www.brown.edu/academics/gradschool/programs/musicology-and-ethnomusicology/>)

Courses

MUSC 0021E. Good Vibrations: The Music of Everyday Objects.

This seminar will investigate the sonic properties of everyday objects and environments, and how they can transform into musical expression. Through a focus on listening and experimentation, the seminar will explore resonance, reverberation, field recording, feedback, circuit bending, archaeological acoustics, and other topics. Students will create individual and collaborative compositions and performance situations. No formal music background is required. Enrollment limited to 19 first year students. Instructor permission required.

MUSC 0021F. Popular Music and Society in Latin America.

This course examines how Latin American musics shape, and are shaped by, their social environment and the political histories of their homelands. Focusing especially on Cuban and Andean styles, it explores the way that sounds connect with the lived experiences of local audiences, the artistic and political goals that have motivated key performers, and the effect of their actions on broader social debates. Issues covered include the relationship between music, race, and national identity; sound as a medium for social politics; the roles of industrialization, migration, urbanization, and media dissemination in driving musical change. Enrollment limited to 19 first year students.

MUSC 0021H. Manifestos: Art, Politics and the Idea of Progress.

Ever since Karl Marx and Friedrich Engels wrote their "Communist Manifesto" (1848), artists, activists and politicians have used manifestos to announce radical change and justify provocative new ideas or practices. This seminar examines the manifesto as a genre of writing with a particularly strong influence on artistic movements in 20th century Modernism. Looking at examples by poets, musicians, and visual artists, we consider how they are informed by visions of progress, social action, political efficacy, and artistic or historical necessity. Authors include Russolo, Apollinaire, Schoenberg, Munch, Klee, Kandinsky, Stravinsky, Dali, Borges, Artaud, Frank O'Hara, Duchamp, Mallarmé, and Boulez. Enrollment limited to 19 first year students.

MUSC 0021J. Stephen Sondheim and the American Musical.

This seminar considers the theater shows of Stephen Sondheim in relation to the history of the American musical. Through close study of selected scenes and shows, we examine how and why Sondheim and his collaborators "reinvented" the genre. Special emphasis will be given to Sondheim's critical skepticism concerning the myths, characters, and ethos of social optimism that have been central to the Broadway tradition. We examine links between the shows and post-WWII historical contexts, and consider the political implications of the circumscribed social universe—predominantly white, urban, and affluent—within which most of his shows take place.

MUSC 0021M. Music, Sport, Games, Play.

This course uses the organizing figure of play to explore several forms of human activity, and to consider the relationship between them. Building on existing scholarly approaches to the role of play in human flourishing, it asks how play structures music, sports, and game in ways that are comparable, how the different modalities of each activity give rise to unique principles of play and competition, and how these three domains interact with one another. Topics will include musical improvisation and competition, in forums ranging from rap battles to air guitar; the role of sound in professional sports marketing and in-game experience design; the songs that enliven children's games and the soundtracks of video games; forms such as capoeira, which involve playful interaction in several different domains; and many more.

MUSC 0032. Music and Meditation (RELS 0032).

Interested students must register for RELS 0032.

MUSC 0033. From the Blues to Beyoncé: Popular Music in the U.S..

This course seeks to view U.S. cultural and social history of the last century through the lens of popular music. We will investigate the history popular music from its roots in the early twentieth-century to the present. We will examine the social, cultural and political contexts that gave birth to various genres of popular music by exploring the music through the lenses of race, class, gender, sexual orientation, advances in technology, and developments in the music business. No musical background is required. There are conference sections for this course that meet every week.

MUSC 0063. Contemplative Music of India.

Contemplative Music of India provides a comprehensive overview of many important traditions within the contemplative musical heritage of India, including a detailed exploration of Vedic hymnology, the classical musical traditions of both North and South India (Hindustani and Carnatic musics), the devotional music of the medieval bhakti mystics, and the ecstatic modes of the Sufi saints. With these varied practices in mind, the class will explore the myriad ways in which South Asians have used music as a vehicle to achieve and sustain contemplative states of mind. The class is open to everyone regardless of musical background. Enrollment limited to 20.

MUSC 0064. Honky Tonk Heroes.

This course explores country music from its origins to the present day. We will trace its development through the careers of foundational artists like the Carter Family, Hank Williams, Loretta Lynn, and Willie Nelson, and evaluate the way that their legacy is reflected in the work of contemporary artists like Corb Lund, Hayes Carll, and Neko Case. Beyond the individual creativity of these figures, we will consider the way that country music has been shaped by the recording industry, the relation it has to race, gender, and political identities, and the international spread of the American country sound.

MUSC 0068. Music in China Since 1900.

From the early 20th century until now, war, political movements, ideological and cultural shifts, and later economic booms have dramatically impacted music and musical life in China. This course examines various genres of music in China, both native and imported, including traditional instrumental music, propaganda songs, opera, ballet, standard and contemporary classical music, pop music, and communal activities like amateur choruses and calisthenics. This course will exercise critical listening and thinking and comparative analysis skills, with a mix of source readings, recordings, and historical background. No background in music or Chinese history is required.

MUSC 0070. 1000 Years of Listening.

This course aims to introduce you to a variety of music and a range of ways of listening to, and thinking, talking, and writing about music. The majority of music dealt with will be drawn from the so-called "Classical" repertory, from the medieval period to the present day. We cover canonic favorites, but we will also explore music you may have never have encountered before. We will become familiar with the technical workings of music, while at the same time thinking about—and rethinking—some of the stories we tell about the history of Western art music. This is a tradition which has kept some musics alive across centuries, but it has also excluded many voices. In this class, we will think about the idea of the musical canon, what it offers, and how it might change.

MUSC 0071. Opera.

A survey of the history, aesthetics, and politics of opera from 1600 to the present day. Analyzes operas and scenes by Monteverdi, Purcell, Mozart, Rossini, Verdi, Wagner, Strauss, and others. Ability to read music not required.

MUSC 0075. Jazz: Race, Power and History.

Explores jazz in relation to American history, discussing how economics, war conditions regional differences and race relations shaped the music and its public reception. With readings from A. Baraka, L. Levine, R. Ellison, L. Erenberg, E. Lott, G. Early, S. DeVaux and others, we address how jazz embodies social and political values or expresses national character. Open to non-musicians. Music proficiency preferred but not required. Enrollment limited to 60.

MUSC 0080. African Popular Music.

This course is a comprehensive overview of African popular music, highlighting its evolution and significance across the continent. We will explore the social and political contexts as well as the cultural influences that have shaped the diverse genres within African popular music. Students will engage with a wide range of styles from seminal genres like afrobeat, highlife, soukous, jùjú, Tuareg blues, and kwaito to contemporary styles such as afrobeats and amapiano. Key topics include the origins and development of the category, sonic characteristics of various genres, global interactions, and recent trends. In addition, we will examine the core concepts and theories essential to understanding and analyzing African popular music. Through lectures, listening sessions, and critical analysis, students will gain deep insights into the vibrant and dynamic world of African popular music and develop a nuanced appreciation of its diverse genres.

MUSC 0170D. Musical Youth Cultures (AMST 0170D).

Interested students must register for AMST 0170D.

MUSC 0200. Computers and Music.

Computers and Music examines the production, history and theory of music technology. The course tracks the development of musical inventions and their impact on musical thought and culture. Students completing Music 200 will gain a practical knowledge of electronic music based on first-hand experience with music production software for creative assignments. Students will also gain an appreciation for the pioneering work of inventors and musicians. Finally, students will become familiar with the literature of electronic music and learn about the impact of technology on popular and experimental genres. The course combines in-person lectures (Tuesdays) with synchronous online lectures (Thursdays) and small in-person labs. Although no special knowledge of music or technology is expected, students with previous production experience should enroll in lab sections L02-L04. Priority given to lower-level students and music concentrators. Upper-level students will be admitted as space allows.

MUSC 0220. MEME Ensemble: Collaborative Composition and Improvisation Ensemble.

The collaborative approach to sound creation often yields new possibilities, ideas, and perspectives on sound that can be later utilized in the creation of new music projects. In this course, students will have the opportunity to explore different types of improvisation in collaborative studio sessions, create their own music projects, and learn about existing "open score" repertoire. Students may engage in projects that also include video, audio recording, and, if it's of interest - theater and choreographic elements. The course will culminate in a public premiere performance of the newly created works.

MUSC 0221. MEME Ensemble: Sound To Color Improvisation.

Improvisation is more than just spontaneous creation, it is a sustained practice of thinking, making, and sensing otherwise. In this ensemble course, we will explore how we can make sense of ourselves, each other, and our environment through improvisation and collaborative performance. Students will explore contemporary and historical approaches to improvisation across multiple modalities, including but not limited to music, dance, writing, visual art, theater, and social/community practice. Classes will focus on readings, discussions, and sensory improvisation exercises. This will be a highly collaborative class where we will become creative researchers who collectively shape our class experience and artistic output. This highly collaborative framework using improvisation, mixed with research and writings on synesthesia, and more specifically chromesthesia, will be our foundation throughout the semester. The course culminates in a presentation of works devised and performed by the ensemble.

MUSC 0400A. Introduction to Music Theory.

An introduction to musical terms, elements, and techniques. Topics include notation, rhythm and meter, intervals, scales, chords, melody writing, harmonization, and form. Students will develop their musicianship skills, including sight-singing and keyboard, in labs which meet twice weekly. No prior musical experience is necessary. MUSC 0400A or 0400B may fulfill part of the theory requirement for the music concentration. Enrollment limited to 30. Permission granted based on questionnaire given in first class. Preference given to lower-level students.

MUSC 0400B. Introduction to Popular Music Theory and Songwriting.

An introduction to musical terms, elements, and techniques, with an emphasis on how they apply to Western popular music. Topics include notation, rhythm and meter, intervals, scales, chords, melody writing, harmonization, and form. Students will develop their musicianship skills, including sight-singing and keyboard, in labs which meet twice weekly. No prior musical experience is necessary. MUSC 0400A or MUSC 0400B may fulfill part of the theory requirement for the music concentration. Enrollment limited to 30. Permission granted based on questionnaire given in first class. Preference given to lower-level students.

MUSC 0450. On Songs and Songwriting.

A study of the art and craft of song from the perspective of the listener, writer, and performer. Students will examine a large range of music, from the middle ages to the present. Topics include: song and memory; declamation and delivery; melody and harmony; rhyme and rhythm; phrasing and form. Emphasis will be on both creation and interpretation as students develop their personal approach to songwriting. Some prior knowledge of music desirable. Course will culminate in a presentation of original songs by students enrolled in the class. Enrollment by application and limited to 19. Application form link: <http://www.soundidea.org/mu450/Music450-questionnaire.pdf>

MUSC 0505. The Humanities in Context: Literature, Media, Critique (HMAN 0800A).

Interested students must register for HMAN 0800A.

MUSC 0550. Theory of Tonal Music I.

Intensive study of the building blocks of tonal music traditions including western and popular music with focus on melody, harmony, counterpoint, keyboard skills, ear training, sight-singing from musical notation, and composition. Prior keyboard experience helpful but not required. A required placement exam is administered at first class meeting. Students who do not have experience reading music notation should take MUSC 0400 prior to MUSC 0550. MUSC 0550 is a prerequisite to many music courses and is a requirement for the music concentration.

MUSC 0560. Theory of Tonal Music II.

The objective of Music 560 is to advance the student's knowledge of the theory and practice of tonal music, with an emphasis on more advanced techniques of voice leading and harmony, such as modal mixture and chromaticism. Labs focus on mastery of related keyboard, score-reading, and aural skills. Form of tonal music will be studied, including sonata form. Exercises include four-part harmonization, analysis and composition in a variety of styles and genres. Compositional assignments are given in order to encourage musical creativity and to illuminate theoretical concepts in the process. A more substantial final compositional project is due at the end of the semester and will be performed in class. MUSC 0560 is designed as part of a year-long comprehensive course in the theory of tonal music. Prerequisite: MUSC 0550 or permission of the instructor.

MUSC 0570. Jazz and Pop Harmony.

For students with knowledge of rudiments of music, including scales, intervals, key signatures, rhythm and meter. Keyboard skills strongly recommended. Intensive study of chord scales, chord progressions, modulation, voice leading, melody writing, harmonization, reharmonization, chord symbols, and lead sheet construction. Lab sessions will focus on ear training, keyboard exercises, and sight singing. Emphasis will be on the vocabulary of jazz theory and the repertoire will be American popular song. Course section is limited to 25 students.

MUSC 0600. Chorus.

Half credit each semester. A practical study of choral literature, techniques, and performance practice from Gregorian chant to the present, offered through rehearsals, sectionals, and performance. Enrollment is by audition, based on voice quality, experience, and music-reading ability. Instructor permission required.

MUSC 0610. Orchestra.

Half credit each semester. A practical study of the orchestra repertoire from Bach to the present, offered through coaching, rehearsals, and performances. Enrollment is by audition. Students will be notified of audition results within the first seven days of the semester. Restricted to skilled instrumentalists. May be repeated for credit.

MUSC 0620. Wind Symphony.

Half credit each semester. A practical study of the wind band repertory from Mozart to the present, offered through coaching, rehearsals, and performances. Enrollment is by audition. Restricted to skilled instrumentalists. Instructor permission required.

MUSC 0630. Jazz Band.

Half credit each semester. A practical study of jazz from the 1920s to the present through coaching, rehearsals, and performance. Seminars on arranging, ear training, and improvisation are conducted for interested students but the focus is on performance. Enrollment is by audition. Restricted to skilled instrumentalists and vocalists. Instructor permission required.

MUSC 0640. Ghanaian Drumming and Dancing Ensemble.

A dynamic introductory course on drumming, dancing, and singing of Ghana and the diaspora. Students learn to perform diverse types of African music, including Ewe, Akan, Ga, and Dagomba pieces on drums, bells, and shakers. No prerequisites. May be repeated for credit. Enrollment limited to 15. Instructor permission required.

MUSC 0642. World Music Ensemble.

This ensemble focuses on global percussive and song traditions, especially those of the African diaspora (based on instructor's vast musical experiences). Here western instrumentalists fuse with traditional musicians from every culture: bongo, gyil, ukulele, tabla, etc. Students will grow and develop their musical skills by learning new techniques on their own instrument, exploring a range of repertoire representing genres such as highlife, reggae, salsa, afrobeat, Afro-jazz, and global fusions. There will be unique opportunities to work on improvisation taking influence from Steve Reich, Tito Puente, Randy Weston, Hugh Masekela, Paul Simon, Miriam Makeba, Ghanaba, and Milton Nasimiento.

MUSC 0646. Brazilian Choro Ensemble.

Half credit each semester. Students will play this popular Brazilian style, which emerged in the late 19th century and is often compared to early jazz. Classes run according to the traditional roda model, a structured jam session where performers read through, improvise upon, and hone their abilities to play familiar tunes. Prior familiarity with choro music not required, but some instrumental expertise is. Ability to read notation preferred. Typical instruments include guitar, cavaquinho (Brazilian ukulele), mandolin, flute, and pandeiro (Brazilian tambourine), but others may participate on instructor approval. Enrollment limited to 20.

MUSC 0650. Javanese Gamelan.

Half credit each semester. Instruction, rehearsals, and performances in the gamelan music of Java, on instruments owned by the department. No prerequisites. Enrollment limited to 18 students.

MUSC 0651. Javanese Gamelan.

See Javanese Gamelan, MUSC0650, for course description. Enrollment limited to 18 students.

MUSC 0670. Old-Time String Band.

Half course each semester. Instruction and ensemble playing. Music taught by ear. American (southern Appalachian Mountain) traditional music on violin (fiddle), 5-string banjo, mandolin, and guitar. Enrollment limited to 20 students.

MUSC 0680. Chamber Music Performance.

Half credit each semester. The practical study of the literature of chamber music through participation in a small ensemble. Regular rehearsals, coaching by department staff, and performances are required. Enrollment is by audition. Students will be notified of audition results within the first ten days of the semester. Restricted to skilled instrumentalists. May be repeated for credit.

MUSC 0695. Gospel Titans, Divas, and Dynasties (AFRI 0690).

Interested students must register for AFRI 0690.

MUSC 0810. Applied Music Program: Instruction in Vocal or Instrumental Music.

Half credit each semester. Restricted to skilled musicians. Openings are limited. Enrollment and re-enrollment is by audition and jury. Lessons are given by consultants to the Applied Music Program. A fee is charged for enrollment. Copies of the Applied Music Program Guidelines giving detailed information are available online at www.brown.edu/music. May be repeated up to four times for credit.

MUSC 0825. Social Justice and the Musical Afrofuture (RELS 0822).

Interested students must register for RELS 0822.

MUSC 0890. The Romantic Generation.

Beethoven's shadow looms large on the young romantic generation, setting off a collective anxiety of influence unparalleled in musical history. "what next?" seemed difficult to answer as Beethoven brought the abstract forms of sonata, symphony, and quartet to unreachable heights. The range of answers gave birth to a musical style that looked backwards into the Baroque for textural density and flow, abandoning the articulated symmetry of the classical phrase, while pushing the harmonic language, musical drama, and effect into new horizons. All the while, the search for alternative structures and points of musical departure, resulted in a new sort of interaction between music and other art forms. Schumann's E.T.A Hoffman's inspired character pieces, Berlioz's program music, the proliferation of the Lied, Liszt's Dante Sonata and Petrarca sonnets are telling examples of this search for a new musical style and context.

MUSC 0910. From Darkness to Light: Medieval and Renaissance Music.

Western Music 1000-1700 Topics addressed - among many others! How was music notated before the staff was invented? What repertoire developed when Notre Dame was built- 1099? What did the Crusaders sing? What is Polyphony? What was sung for the dedication of the Florence Duomo in 1440? How did the rise of printing change music? What music drove the Pilgrims to distraction? What did Bach hear as a child? Why did Opera develop, and what sort of music was written for its first 100 years? A few of the composers studied: Hildegard, Machaut, Dufay, Josquin, Palestrina, Byrd, Gesualdo, Schütz, Purcell, and Monteverdi.

MUSC 0920. Baroque and Classic Music.

A history of music of the Baroque Era in European society from Monteverdi's opera to Bach and Handel studied through texts, scores, CDs, DVDs, and YouTube. We'll spend most of our time on these composers: Bach, Handel, Purcell, Monteverdi and Lully. Prerequisite: MUSC0550 or equivalent.

MUSC 0930. Romantic and Modern Music.

A history of European and American art music from Beethoven to the Postmodernists. Prerequisite: MUSC 0550 or permission of instructor.

MUSC 1005. Arts Workshop for Practice and Practice-Oriented Research (LITR 1000).

Interested students must register for LITR 1000.

MUSC 1009. Black Music Performance (ARTS 1009)..

Interested students must register for ARTS 1009.

MUSC 1010. Advanced Musicianship I.

Training in advanced musicianship skills relevant to Western art music from the sixteenth Century to the present, including sight singing, ear training, score reading, keyboard harmony, improvisation, and musical transcription. Prerequisite: MUSC 0560 or MUSC 0570, or permission of the instructor.

MUSC 1011. Advanced Musicianship II.

Continuation of MUSC 1010. Prerequisite: MUSC 1010 or permission of the instructor.

MUSC 1020. Modal Counterpoint.

An introduction to contrapuntal techniques of the 16th century with particular attention to the music of Lassus and Palestrina. Two hours per week of ear training and sight singing. Prerequisite: MUSC 0560.

MUSC 1030. Tonal Counterpoint.

The contrapuntal techniques of the 18th century with emphasis on music of Bach. Written exercises in and analysis of several genres including fugue. Prerequisite: MUSC 0560 or permission of instructor.

MUSC 1040. Analysis of Romantic Musics.

This course introduces analytical approaches to both 19th-century Western European art music and more recent genres that have been influenced by its harmonic vocabulary and aesthetic aims. Building on students' previous study of music theory, the course comprises three broad units, respectively centered around theories of Romantic form, chromatic harmony and voice-leading, and rhythm and meter.

MUSC 1050. Advanced Music Theory II.

A study of theories of Western art music since Debussy. Exercises in analysis and composition, focusing on works of Debussy, Stravinsky, Schoenberg, Webern, Bartok and Ives. Students give presentations on selected later composers. Prerequisite: MUSC 0560 with grade of B, or the equivalent.

MUSC 1060. Analysis and Performance of Music.

Study of the implications of musical analysis for performance. Students prepare solo or chamber works for performance in a formal concert presented at the end of the course. Focuses on problems of interpretation and their resolution through analysis of musical structure. Short analytical assignments and an extended analytical project required. Prerequisite: MUSC 0560 or permission of the instructor and proficiency on a musical instrument.

MUSC 1100. Introduction to Composition.

Introduction to Composition explores a wide variety of compositional theories and practices with the goal of honing students' technical skills and developing their unique compositional styles. Through creative assignments, readings, and listening, students will have the opportunity to observe and reflect on various compositional practices that may in turn be applicable to their own work. We also will address questions of musical craft including notation, technology, and instruments. To merge the gap between theory and praxis, in addition to our normal coursework we will conduct several reading sessions with hosted guest musicians, and we will conclude the semester with a final in-class concert. Prerequisite: MUSC 0560 or MUSC 0570 or permission of the instructor. Enrollment limited to 20 students.

MUSC 1110. Seminar in Composition.

This is a seminar-based course with a creative component focusing on specific compositional techniques such as writing transitions and motivic development, and writing for specific kinds of ensembles. These techniques are applicable to all kinds of music, from concert music to popular genres. The course will also address aesthetic issues, trends and influences and how they affect living composers' individual voices. Besides studying notated repertoire from the concert tradition, we will also examine approaches to film scoring, improvisation, and environmental sound worlds outside of the traditional concert hall.

MUSC 1115. Advanced Projects in Composition.

This is a practice-based composition course in which students work on advanced projects in composition. Students meet in small groups with the instructors for individualize feedback and group discussion on their projects. Students meet in the group seminar meetings to present work and to listen to and discuss work by other composers. This course gives preference to students who are completing honors thesis or capstone senior projects in music composition. Students can take this before their senior year but must have taken MUSC 1110 previously.

MUSC 1120. The Technique of Orchestration.

The study of orchestration includes the ranges, sounds, and idiosyncrasies of the individual instruments, and the combination of those instruments into ensemble textures. A series of graduated assignments, including pieces for solo cello, string quartet, wind quintet, wind ensemble, and full orchestra, form the basis of this course. Prerequisite: MUSC0560 or permission of the instructor. Not open to first year students.

MUSC 1140. Classical Improvisation.

A historical and practical study of improvisation in western classical traditions from the middle ages to the 19th century, with emphasis on the common practice period 1700-1850. Students will apply theoretical knowledge in harmony and counterpoint to in-class improvisations, learning such skills as melodic ornamentation, chaconne-bass elaborations, variations, preluding, and free improvisation starting with simple exercises and gradually elaborating more complex pieces. These practices will be studied in relation to their historical contexts and shifting aesthetic purposes. Historical topics include cadenzas, harmonic experimentation, the relationship between oral and written transmission, and the social contexts of performance. MUSC0560 and consultation with instructor recommended. Prerequisite: MUSC 0550. Enrollment limited to 15.

MUSC 1150. Seminar in Improvisation.

This is a seminar with a strong creative component that explores the art of improvisation. It caters to musicians (incl. singers) and composers across genres - whether jazz, rock, classical, hip hop, folk, electronic music, etc. We will analyze the properties of improvisation while focusing on soloing, group improvisation, groove and time-feel, ideation, improvisation in composition, production, and on the bandstand. We will transcribe, deal with questions such as "how to play without sheet music," and address aesthetic issues, diverse lineages and context. We will analyze other artists' improvisations, learn how to improvise ourselves, and obtain the tools necessary to develop our craft independently. You will need your instrument, voice, and - most importantly - your ear. Music and instrumental proficiency is required. A questionnaire will serve as a prescreening. Access to the seminar will be given via override approval.

MUSC 1170. Classical Forms & Performance.

This course aims to examine the relationship between different kinds of analysis and the performance of large classical forms. Through a combination of secondary reading, score analysis and performance workshops we will tackle questions regarding bar structure and phrasing, tonal-harmonic relations and the musical narrative, the connection between texture and character as well as dramatic contrast and the evolution of the motivic material in the sonata and variations forms. Developing a heightened awareness of the inner forces in music and arguing that a deep reading of a musical work, as individualistic that reading may be, has to be rooted in a full grammatical understanding of the score.

MUSC 1200. Recording and Sound Design Techniques.

Music 1200 is a rigorous study of music production techniques taught in parallel with topics in psychoacoustics. Students will create original studio work while developing listening and technical skills for audio production. Technical topics include recording, signal processing and mixing software, microphone technique, and sound engineering fundamentals. Class size is limited and some prior experience with digital audio workstations is expected. Preference will be given to students who have successfully completed MUSC 0200 and are active in the music department. Admission is determined by an entrance questionnaire completed at the first class meeting.

MUSC 1210. Seminar in Electronic Music: Real-Time Systems.

Seminar in Electronic Music is a study of music employing electronic media, including real-time digital signal processing, multimedia, and live performance. Technical aspects of the course focus on programming using Max/MSP to create interactive projects and algorithmic compositions. Permission of instructor required. Interested students must come to the first class. Preference will be given to students who have completed MUSC 0200.

MUSC 1215. Site and Sound (VISA 1710).

Interested students must register for VISA 1710.

MUSC 1231. Multimedia Composition.

Students will explore the core principles of musical composition through contemporary digital creation practices, focusing on blending acoustic and electronic elements. Using modern music production tools students will master fundamental concepts of composition, including form, gesture, melody, and counterpoint. Students will learn to create various musical forms by manipulating pre-recorded sounds as the primary material for their compositions. When studying melody and counterpoint, the course will introduce MIDI mockup techniques, enabling students to create realistic virtual recordings of their compositions. As such we will explore technical aspects, creative possibilities, and limitations of using MIDI. As a final project, students will compose music to accompany visuals, such as film, video, or digital art. In this work students will demonstrate their ability to control musical material in a way that effectively supports and enhances the storyline, conveying emotions and narrative through music.

MUSC 1235. Exploration in Video Art (VISA 1730).

Interested students must register for VISA 1730.

MUSC 1235A. Black Protest Music (AFRI 1230).

Interested students must register for AFRI 1230.

MUSC 1240D. Experimental Musical Instrument Design (VISA 1800Q).

Interested students must register for VISA 1800Q.

MUSC 1240E. Experimental Data Representation (MCM 1700U).

Interested students must register for MCM 1700U.

MUSC 1240F. Circuit Bending and Hardware Hacking as Musical and Artistic Expression.

Creative experimentation with hardware electronics and re-appropriated technologies is the main focus of this course. No prior experience of electronics is required. Initially, we will build a range of simple electronic circuits and explore a variety of strategies to animate and interpret pre-existing electronic devices. Students will then develop individual instruments and/or performance environments and engage in a number of solo and collaborative projects. The aesthetics of handmade electronic music and post-digital performance practice will be foregrounded throughout. Permission of instructor is required.

MUSC 1240I. Building Musical Instruments.

In Building Musical Instruments, we will study and create expressive musical sound by building electronic instruments. Using sonic goals as inspiration for design features, we will build contact microphones, basic synthesizers, digital controllers, and physical enclosures, and we will consider the ways in which these distinct objects can unite to form a musical performance system. Topics include: musical listening and design, resonance of different materials, soldering, breadboarding, reading a basic schematic diagram, creating an enclosure, and expressive interaction with instruments. Override codes required; interested students must attend first day and complete questionnaire, only after which will override codes be distributed.

MUSC 1240N. Analog Practice.

Analog sound is uniquely tactile, expressive, and flexible. Through a series of solo, collaborative, recorded, and live-performed projects, this class explores the practice of creating analog sound. We will use a wide array of modular and semi-modular analog synthesizers, including the rare ARP 2500. Beginning with broad concepts of voltage flow and modulation, we will expand into considering the unique affordances of various synths, addressing questions such as tone color, ease of sound production and variation, and conduciveness to combination with other sound sources. Interested students strongly recommended to attend first day; final class list determined by questionnaire.

MUSC 1240R. Intro to Rap Songwriting.

This is an introductory production seminar in which students will explore various aspects of rap songwriting and performance. Over the course of the semester we will examine a range of poetic constructs, song structures, and storytelling approaches through deep listening sessions, class discussions, and lectures from invited guests. Creative assignments will be paired with materials that contextualize our work within the broader history of hip hop as a black cultural expression and locate certain songwriting trends within ongoing musico-cultural dialogues about authorship, race, gender, sexuality, and genre, among other topics. In lieu of a formal lab, there will be a minimum of four workshops per semester to provide a basic studio foundation for students without prior recording experience and a space for more advanced students to practice and share. Planning of these workshops will consider the group of enrolled students' schedules.

MUSC 1240S. Feminist Sonic Futures.

This course is a weekly discussion seminar that examines the intersections of feminist praxis and sound studies. Students will survey a range of feminist discourses that inform and are informed by various sonic practices—from the production of pop songs to the documentation of disappearing soundscapes. Over the course of the semester students will critically engage with the work of feminist and womanist scholars, activists, sound engineers, performers, and composers who are largely concerned with the ways in which the sonic is deeply implicated in the coproduction and resistance of categories of difference like gender, race, class, sexuality, and ability.

MUSC 1241. Genealogies of Noise.

You can't look directly at noise. It slips between your fingers. The moment any sense is made of it, maybe even the moment it's identified, it loses its real noisiness. It's the underbelly of prediction. Despite its obstinance, it's everywhere: musical/critical theories, medical/military practices, pastoral/urban mythologies, and architectural/neurological frameworks. Thinking with noise draws music history, and history history together, as it exposes the stakes of creative practice. This seminar takes up a theoretical and practical/experimental approach to this din that is the discourse around noise, as participants develop noise methodologies as modes of response. Background in music is not required, but a commitment to experimental practice (writing included) is. Topics: generative AI, fascist propaganda, ecological new materialisms, creolization, urban design, cybernetic theory, and aesthetic theories of the sublime. Overrides given the first day of class.

MUSC 1242. Sounding Gender: Music, Identity, and Sexuality.

This course concerns the wide range of relationships between music, gender, and sexuality across a host of musics and localities. Together we will explore how music informs and reflects cultural and social constructions of gender and sexuality. Drawing from examples that include popular music and Western art music, this course will investigate not only the methods by which music scholars have engaged with issues of gender and sexuality, but also how non-normative and sexualized subjectivities are negotiated, produced, and transgressed in and through musical practices. Students will come away with a firm sense for the questions that scholars have posed and the ways in which these questions have shaped and guided the relationships between gender, sexuality, and music. No prior knowledge of the subject material is required, nor will students need to have any knowledge of musical notation.

MUSC 1243. Listening and Sounding Identities.

Practice-based research questions the ontological precedence between scholarship and the arts by asking: what comes first, an artistic contribution or a theoretical framework? Instead of adhering to a hierarchical division, PBR posits that knowledge can be produced both for and from the arts. Thinking alongside various humanist theories, students in this course will be introduced to PBR and form creative reflections on the sonic articulations and implications of identity. Although they are personal, identities are always a part of a wide network of relations. As such, they are subject to various forms of audibility; some result from agency, while others are imposed. Throughout the semester, we will destabilize the line between creative and scholarly work to gain an interdisciplinary understanding of identities and their appearance in the sociocultural sphere.

MUSC 1245. Asian Americans in Music.

What role does music play in the lives of Asian Americans, in shaping their identities and experiences? What kinds of music do Asian Americans make? How do different musical genres and styles affect the different articulations of identity and experience? What does it mean to make, perform, listen, respond, and react to music as Asian Americans or as Asian in/from America? Through different readings grouped together by musical genres and styles such as pop, hip-hop, jazz, western classical, and taiko, we will explore concepts surrounding identity, history and memory, and issues of cultural politics including appropriation, representation, migration, and citizenship. Borrowing Christopher Small's term of musicking, I hope for us to reflect on our relationships to music, relationships formed through music, and music as something we do and how it might inform the way we move through the broader world.

MUSC 1250. Sound Design for Multimedia and Soundscapes.

This production seminar is a study of techniques and aesthetics used to create sonic environments and effects that enhance a variety of media including video, cinema, radio/podcasting, audio art, new media, theater, and installation art. Technical topics include audio production in multi-channel formats, advanced audio editing, mixing and synthesis techniques, and audio system design. Enrollment is limited. Preference will be given to students who have completed MUSC 1200 or have significant experience related to the course topics. Admission is determined by an entrance questionnaire completed at the first class meeting.

MUSC 1255. Sound Design - Synthesis and Spatialization.

Sound synthesis and spatialization techniques are fundamental to the history and contemporary practice of electronic and computer music. Music 1255 will examine synthesis techniques from the discipline's analog history through the latest software innovations. Through focused study of synthesis and spatialization technologies, MUSC1255 will explore sonic timbre and space as compositional materials. Students will gain fundamental understanding needed to successfully design original sounds in the many variations of software and hardware interfaces that exist. Spatialization techniques for working on a variety of systems - from binaural processing on headphones to concepts for working on multichannel systems - will be studied and explored for their musical and compositional value. Class size is limited. Preference will be given to students who have successfully completed other advanced electronic/computer music and music production courses.

MUSC 1255A. Making the 21st Century Musical (TAPS 1251A).

Interested students must register for TAPS 1251A.

MUSC 1260. Advanced Audio Techniques.

This course will focus on developing and reinforcing technical skills, musical concepts, and critical listening abilities associated with the practice of composition in electronic/computer music studios and software. These studies will be tied to a broad range of aesthetic approaches and discussions of sound processing, synthesis, spatialization, and recording techniques. Through projects and focused study, students will expand their knowledge and craft, and will provide each other with a forum for exploring their creative studio work. Class size is limited. MUSC 1200 is a prerequisite, and preference will be given to students who have also taken other music technology courses.

MUSC 1275. Sonic Practice Studio (VISA 1750).

Interested students must register for VISA 1750.

MUSC 1285B. The Creative Ensemble: Poetry in/to Performance (TAPS 1280B).

Interested students must register for TAPS 1280B.

MUSC 1290. Analog/Digital Hybrids.

This course is focused on advanced synthesis techniques and analog/digital hybrid systems. Students will engage with the university's hardware synth equipment and examine how digital tools, such as the "Max" programming language can be used to supplement them. Emphasis will be placed on generative "real time," systems in order to create complex, evolving synth patches capable of producing non-repeating musical gestures. We will also explore "feedback," and how it can be utilized as both an audio and control signal.

MUSC 1500. Major Masters and Repertoires of Music.

The advanced study of the music of selected composers. Prerequisites: MUSC 550 or permission of the instructor.

MUSC 1500A. The Genius of Bach.

An examination of the life and work of Bach, his vocal, orchestral, keyboard music, including its place in German society, views of his contemporaries and explanation of his performance venues, manuscript and publishing history.

MUSC 1500B. Messiaen.

Oliver Messiaen is one of the most influential and eclectic musicians of the 20th century, yet he remains a highly enigmatic figure. This seminar explores Messiaen's life, theoretical writings, and above all his music. Critical listening and analysis will focus on Messiaen's idiosyncratic harmonic and rhythmic language as well as performance practice issues. We will investigate Messiaen's use of color, plainsong, "modes of limited transposition," birdsong, serialism, and rhythm via representative works. We will also examine Messiaen's formation and his legacy as teacher/composer/performer. Prerequisite: MUSC 0560.

MUSC 1505S. Music and Sports in Americas (LACA 1503S).

Interested students must register for LACA 1503S.

MUSC 1510. Baroque and Classic Music.

A history of western music from Monteverdi's *Orfeo* (1607) to Beethoven's *Ninth Symphony* (1824). Prerequisite: MUSC 0550 or equivalent.

MUSC 1570. Jazz Harmony Applied To Bebop Improvisation.

Students will be able to play with improvisational variety from studying melodic harmony techniques and will have the ability to play with unity from studying motivic development techniques. This course will further improvisational knowledge and fluidity for performance and composition. This is a performance based course to benefit students in jazz combo groups, jazz big band ensembles, composition studies and anyone interested in developing improvisation skills.

MUSC 1610. Beethoven: Work, Biography, and Afterlife.

By the 20th century latest, Ludwig van Beethoven became the greatest icon in music history. His presence extends beyond the realm of classical music into history, politics and popular culture, which celebrates him as the embodiment of the humanistic artist figure. This course examines Beethoven in a field of tension between biography, work and contemporary history. The musical work always in focus, it traces his development from a young piano virtuoso writing for his own performances to the creator of late, highly abstract spiritual works that completely leave the realm of "performance music". Alongside a study of his highly dramatic life and spheres of influence, we will examine his early works and trace the development of his musical language within the different Genres.

MUSC 1640A. Opera, Politics, History, Gender.

The will to social order and the desire to transgress it: this conflict in modern culture has been negotiated dramatically in opera. This seminar concentrates on operas by Mozart, Wagner, Verdi, Debussy, and Puccini. Each opera will be placed into dialogue with historical and theoretical texts and analyze how opera engages power in relation to gender, nationalism, modernism, and crises of representation.

MUSC 1640C. Wagner's Ring.

This seminar will pursue a rigorous musical, textual, historical, and political analysis of Wagner's tetralogy *The Ring of the Nibelung*. It will include an analysis of production styles, with specific attention to the production currently in joint development at the Teatro alla Scala, Milan, and the Berlin State Opera, to be directed by Guy Cassiers. We will address themes such as globalization and its discontents, the interplay of music drama and visual technologies, and the contextual importance of serial novels such as those of Marcel Proust, Robert Musil, and Hermann Broch. Enrollment limited to 20 students. Instructor override required.

MUSC 1640D. Opera: History, Theory, Practice.

This seminar will analyze the history, theory, and practice of opera in its textual (words and music), and performative (in the theater and in society) dimensions. We will focus paradigmatic works of Mozart, Verdi, and Wagner alongside key works in philosophy, cultural theory, and gender/performance/opera studies. We will also discuss the genesis and implementation of key productions. In addition, each student will select a 20th or 21st-century work for individual research and presentation to the group.

MUSC 1640G. The Case of Wagner.

Richard Wagner (1813-83) changed forever the forms, meanings, and contexts of European music, especially the symphonic and operatic traditions. He transformed the way we listen to music written before him. This course will pay close attention to several major music dramas, especially *Lohengrin*, *The Ring of the Nibelung*, and *Parsifal*, focusing on music, words, and the history and variety of staged productions. We will also consider Wagner's relation to literature, philosophy, and history, including such issues as nationalism, modernism, anti-Semitism, and the persisting controversies around his work in Germany and Israel. This is an upper-level seminar but open to all.

MUSC 1641. History and Theory of Listening.

This upper-level seminar will explore the phenomenon of listening as related to musical works and musical experience. How do we listen to music, how do we understand musical works to be listening, and how do we listen to musical works as they seem to us to be listening to themselves, their pasts and their futures? We will examine spaces for music (architecture and acoustics) as well as cultures of listening including religious, psychological, and political contexts.

MUSC 1642. Text-to-Music: Writing for the Voice.

The voice has held a special place in music composition for millennia. As an instrument which emerges directly from the body, and conveying extra-musical meaning via text, the voice is unique in its ability to create drama, engender narrative, and address corporeality in sound. In this course, students will engage with the many modes in which the voice has been utilized in western classical music, from canonical forms such as opera, lieder/chansons, choral writing and narration to ancient forms such as chant and organum, as well as more recent innovations including extended techniques, electronic augmentation, and AI vocal models, all while exploring their own compositional technique for the instrument. This course will start as a seminar consisting of group analyses of vocal music, before shifting to a studio environment engaging in the critique of original work by students.

MUSC 1650. Adorno Goes to the Opera.

"Of all the tasks awaiting us in the social interpretation of music", wrote T.W. Adorno, "that of Mozart would be the most difficult and the most urgent." Using writings by Adorno on opera as a point of departure, this course goes on to a critical examination of selected Italian, German and French operas between *Fidelio* and *Wozzeck*. Finally, it takes up Adorno's challenge by reconsidering some of Mozart's mature operas, from *Figaro* though *The Magic Flute*, in terms of later opera history and theory.

MUSC 1660A. Mahler's Century.

This seminar will explore key works of Gustav Mahler in multiple contexts, including critical/interpretive traditions, conducting and performance practices, and the contexts of political, cultural, intellectual, and aesthetic history. Readings will include work of Sigmund Freud, Theodor Adorno, Carl Schorske, Julia Kristeva, Judith Butler, and others; we will think about problems such modernism, orientalism, Jewishness, montage, noise, shock, and melancholy.

MUSC 1663. Women in Music.

This course comprises a chronological survey of female composers and music creators from the ninth century to the present day. This will include the study of many pieces of music by women, accompanied by readings addressing the social, economic, cultural, and political circumstances that surrounded their composition. Additional readings address the larger context for women's composition and its reception over time as well as the development of a feminist perspective in music scholarship.

MUSC 1677. Music and Culture in Third Republic France.

This course explores musical and cultural life in France during the Third Republic (1870-1940). Topics include: works by Bizet, Saint-Saëns, Debussy, Ravel, and Stravinsky; folk music in the French provinces; cabarets, music halls, and music in everyday life; and jazz in interwar Paris. More broadly, we will consider the relationship between music and broader cultural phenomena and events, such as: the Franco-Prussian War and the Paris Commune; the Dreyfus Affair; nationalism, colonialism, and internationalization; gender politics; and "modernity" and "modernism" in their various manifestations. Prerequisite: MUSC 0550 (Theory of Tonal Music I) or permission of the instructor.

MUSC 1680. Musical Performance: Theatricality, Body, and Spectacle.

Explores the visual and theatrical dimensions of music performance—both recent and historical—through the analysis of live performances, video clips, and historical documents. Using the critical methods of performance studies, we seek to uncover those aspects of musical experience that have become transparent or normalized by their familiarity, and which are eluded by a traditional focus on music as "sound alone." We concentrate on five genres—rock, classical, pop, jazz, and experimental—and consider figures such as Arturo Toscanini, David Bowie, Jimi Hendrix, Louis Armstrong, Miles Davis, Pauline Oliveros, John Zorn, Diamanda Galás, Madonna and Michael Jackson. Enrollment limited to 24. First year students require instructor permission.

MUSC 1690A. Miles Davis: An Evolution in Jazz.

This seminar examines the life, music, and iconic status of Miles Davis, the most complex and varied figure in the history of jazz. From the mid-40s, when he emerged as a sideman to bebop virtuoso Charlie Parker, to his death in 1991, Davis was often on the cutting edge of jazz's evolution, spurring on the development of cool jazz, hard bop, progressive jazz, modal jazz, post-bop, and various forms of fusion. He was at the same a powerful though elusive personality who continues to inspire critical controversy. We will examine his creative evolution in the context of the history of popular music taste, race relations, gender roles, and social class in America. Readings include biographies, studies of his music, and collections of critical essays. There will be extensive listening assignments and occasional required video screenings.

MUSC 1700. Score Reading and Conducting.

The art of reading, analyzing, and conducting a musical score. Studies in clef reading, transposition, ear-training, and structural analysis to develop the skills needed for full comprehension of an orchestral score. Introduces the theory and technique of conducting with practice in the art of physical gesture. Selected repertoire from the Baroque through contemporary periods are studied and conducted in class. Prerequisite: MUSC 0550 or permission of the instructor.

MUSC 1701. Orchestral Conducting.

We will discuss, study and practice various technical approaches to conducting through the examination of standard repertoire. Students will develop skills in score reading and analysis. This course will provide a supportive workshop environment. Students will be given the opportunity to conduct an in class ensemble. Repertoire will small to large symphonic works from Händel through Stravinsky, depending upon the needs of each student and over all class level. Pre-Requisites: MUSC 0550-0560. Audition on the first day of class with Händel's Messiah Overture. Students will play for their colleagues. Prior knowledge of orchestration and instrumentation is helpful. Knowledge of transposition and C clefs is helpful. If you have placed out of music theory at Brown or have questions, please contact the instructor at: brandon_brown@brown.edu

MUSC 1710. Choral Conducting.

An introduction to the art of conducting, with emphasis on choral training. A study of the relationship of gesture to sound will be combined with a survey of the choral repertoire, beginning with Gregorian Chant and covering renaissance motets, masses and madrigals, Baroque works with instruments, excerpts from Mozart's vespers, 19th-century Romantic partsongs, and selected 20th-century. Issues of basic vocal production, warm-ups, rehearsal planning, editing, programming and concert production will also be included. Prerequisite: MUSC 0400 or 0550. Written permission required. May be repeated for credit.

MUSC 1810. Applied Music Program: Instruction in Vocal or Instrumental Music.

Half credit each semester. Restricted to skilled musicians. Restricted to skilled musicians demonstrating mastery of an advanced repertory in their fields. Openings are limited. Enrollment and re-enrollment is by audition and jury. Lessons are given by consultants to the Applied Music Program. MUSC 0830, 0840 is prerequisite to this course. A fee is charged for enrollment. Copies of the Applied Music Program Guidelines giving detailed information are available online at www.brown.edu/music. Prerequisite: MUSC 0400, or MUSC 0550, MUSC 0560. Written permission required. May be repeated up to four times for credit.

MUSC 1905A. Music and Cultural Policy.

What is to be done about music and the people who make it? All over the world, individuals, governments, NGOs, and other groups are making plans for music: to ensure its survival, to make it known to a wider public, or to use it as an engine of economic growth. This course will examine various social engineering projects involving music. Topics will include media and internet regulation; ownership of music and intellectual property law; the role of institutions such as UNESCO; music in war and peace; music, heritage, and cultural tourism; and conservation, stewardship, and sustainability. No prerequisites.

MUSC 1905B. Indigenous Music of the Americas (ETHN 1890D).

Interested students must register for ETHN 1890D.

MUSC 1905C. Open Source Culture (MCM 1700N).

Interested students must register for MCM 1700N.

MUSC 1905F. Latinx Music in the U.S. (LACA 1504E).

Interested students must register for LACA 1504E.

MUSC 1905K. Governing Culture: Music and the Arts in Political Life (HMAN 1974K).

Interested students must register for HMAN 1974K.

MUSC 1910. Music and Mind.

Explores music perception in terms of auditory and cognitive processes such as auditory perception, memory, and learning. Lectures, discussions, and demonstrations review and analyze a body of scientific research on the psychology of music. Problem sets and a collaborative laboratory project. Prerequisites: PY 1 (PSYC0010) and MU 1 (MUSC 0010) or permission of the instructor.

MUSC 1920. Music and Modern Life.

Examines topics related to the everyday use of music: the determinants of musical taste; music for emotional self-management (in the health club or Iraq War); "high" vs. "low" music; eclectic taste; popular music and the music industry; mp3blogs; new business models. Readings (in sociology, history, and cultural studies) and original field research by class members. Instructor permission required. Enrollment limited to 20.

MUSC 1921. Music, Nature, Ecology.

Explores how music mediates human relations to the natural world. Via case studies drawn from Western and non-Western societies, we will examine how theorists use sound to think through the difference between humans and non-humans; how composers and soundscape artists like Grieg, Ives, Westerkamp, and John Luther Adams shape listeners' perceptions of natural worlds and ecological systems; how people in Papua New Guinea, Mongolia, and the Bolivian Andes use sound to coordinate ecological awareness; how instruments are implicated in human relationships with the environment; and the ways that sound art helps to challenge longstanding distinctions between nature and its others.

MUSC 1923. Music in the Andean Countries.

This course provides an introduction to the music of South America's Andean countries. Through texts, listenings, and hands-on instruction, students will explore the social histories and stylistic principles of genres like Colombian and Peruvian cumbia, Afro-Peruvian festejo and landó, Chilean nueva canción, and the sikuri and huayno music of South Andean Quechua and Aymara peoples. Class sessions balance cultural analysis with opportunities to play. No experience is necessary, though inexperienced musicians can expect to focus on instrumental or vocal parts that present a lower bar to participation.

MUSC 1926. Gospel Music from the Church to the Streets (RELS 1650).

Interested students must register for RELS 1650.

MUSC 1930. Music of Indonesia.

The traditional music of Java, Bali, and Sumatra, with special attention to the bronze percussion orchestras (gamelan) and their use in ritual, dance, and drama. Topics include: music and trance; the impact of colonialism; nationalism, modernization, and tourism; and Indonesian music and "world beat." Theory and practice are integrated through extensive instruction on Brown's gamelan instruments. Enrollment limited to 20 students.

MUSC 1931. Music of Ireland.

An introduction to the traditional music of Ireland through readings, lectures, listening, and participation. The historical and cultural context of the music is considered as well as the instruments, genres, and styles.

MUSC 1933. Music of India.

A survey of the music cultures of India. Intensive study of the classical traditions as well as an introduction to folk, tribal, and urban popular musics. Reading, listening, and class discussions focus on theory, history, and aesthetics. Improvisation; music and the dramatic arts; the social organization of music-making; and music as an expression of class, culture, and subculture in modern India. Prerequisite: MU 55 (MUSC 0550) or permission.

MUSC 1935. Beyond Bossa Nova: Brazilian Music and Society.

With a musical culture that ranges from roots samba to favela funk, and from the music of indigenous Amazonian peoples to the neo-African sounds of candomblé ritual, Brazil's soundscape rivals its social and geographic diversity. This course provides an introduction to the "erudite," traditional, and mass-popular sounds of Brazil, emphasizing their role in creating and contesting visions of nationhood and Brazilian society over the twentieth century. There are no prerequisites, but a background in either music or Latin American studies will greatly aid students' progress in the course. Open to sophomores, juniors, and seniors.

MUSC 1936. Black Atlantic Musics in Rhode Island.

When we talk about musics of the African diaspora, we often think first about "roots" – where musics originate. But what happens when we look more closely at the complex "routes" that characterize the history and present of the African diaspora, and the development of Black musical traditions worldwide? Using Paul Gilroy's framework of "the Black Atlantic" (and at times critiquing it), this seminar-style class will delve into various Rhode Island-based, local manifestations of Afro-Black music-making – from the Nuyorican hip-hop technology nexus to the Afro-Brazilian martial art of capoeira to the melancholic Cabo Verdean morna – as a lens through which to study global processes of sonic racialization, colonial/imperial musical assemblage, and trans-diasporic creativity. In this course, we will open ourselves to aesthetic and intellectual encounter with the sonic traditions of local Black diaspora communities -- and their practitioners.

MUSC 1940. Applied Ethnomusicology.

Theory and practice in applying the cultural study of music outside the academic world and in the public interest. Students will research, document, interpret and present music from local and regional ethnic communities. Prerequisite: MU 5, 6, 120 (MUSC 0050, 0060, 1200), graduate standing, or written permission from the instructor.

MUSC 1950. Transcription and Analysis of Jazz.

Transcriptions from major jazz recordings are made by the students. The personal styles of the musicians are defined through analysis in the context of the various trends in jazz history. The transcriptions are analyzed within the parameters of rhythmic and harmonic structures, tone quality, motif design, and idiomatic performance. Singing, ear-training, and dictation are used to develop transcription skills. Instructor permission required.

MUSC 1960. Advanced Ghanaian Drumming and Dancing Ensemble.

Students with experience in African and related musical traditions perform drumming, dancing, and singing of Ghana and the diaspora. Focus on a more challenging repertoire with emphasis on multi-part, lead, and improvisational playing. Prerequisite: audition. May be repeatable for credit. Instructor permission required. Enrollment limited to 15 students.

MUSC 1970. Individual Independent Study.

Directed undergraduate research for advanced students. Prerequisite: permission of the instructor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MUSC 1971. Digital Media and Virtual Performance.

This seminar investigates digital media practices at the intersection of virtual and embodied experience, exploring overlapping genres of play, performance, pedagogy, and participatory culture. Topics include digital games, viral videos, online music and dance lessons, and the performative aspects of virtual communities. Theoretical approaches draw on scholarship in media ethnography, performance studies, human-computer interaction studies, gender studies, and ethnomusicology. We will give equal attention to production, circulation, and reception practices, and consider their contemporary convergence. The course requires critical engagement with a diverse range of media, genres, and cultural contexts, encouraging students to examine their own media practices. Registration permission granted based on questionnaire distributed at first class meeting.

MUSC 1973. "...from Topographic Oceans": Analyzing Progressive Rock.

Emerging out of late 1960s psychedelia, progressive rock deviates from the norms of mainstream popular music through its extreme stylistic contrasts, complex grooves, and extended song forms. Through close listening, transcription, and musical analysis, we'll discover how prog musicians play with listener expectations to realize their aesthetic ambitions while also exploring related socio-cultural and aesthetic concerns. Beginning with key exemplars of 1970s prog like King Crimson and Yes, we will also examine related musical styles (e.g., jazz fusion), more recent subgenres of prog (e.g., progressive metal), and prog's influence on video game and anime music.

MUSC 1975. Jazz & The Explosion Of Genre: Music, Culture, and History Between 1970 and Today.

This discussion seminar examines the diverse streams of jazz and improvised music, its history, culture, and entanglements across musical genres between 1970 and today. Why start in 1970? - Because this is where jazz history courses tend to end as jazz's avid fusing with allegedly contrasting styles such as rock, funk, hip hop, folk, and pop made the question of genre increasingly complex. The examination of one seminal album a week will serve as a course guide. We will build deep listening skills, listen in various settings, and use different playback devices (vinyl to digital) to critically reflect on and challenge our own habits of music consumption. Furthermore, critical readings and writing assignments accompany each album to prompt further exploration of topics surrounding genre, culture, identity, race, and the interplay between tradition and postmodernism. Music proficiency preferred but not required.

MUSC 1980. Group Independent Study.

Directed undergraduate research for advanced students. Prerequisite: permission of the instructor. Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

MUSC 1985. Research Practice and Discourse.

This half-credit workshop for seniors completing Music Honors / Capstones addresses questions including: What comprises musical research? How do different research practices - critical, creative, empirical, performative, etc - inflect one another and juxtapose to promote productive discourse? Through study of substantial music research projects, and discussion and workshare of student projects, we will examine the meaning of contemporary musical research. Preference given to music concentrators working on senior projects not linked to another class, but other students working on specific musical projects welcome. Interested students must attend first class; override codes are required and will be distributed after first class.

MUSC 2000. Theory and Method in Ethnomusicology.

This core seminar offers a graduate-level survey of the discipline of ethnomusicology and its history, building on previous coursework in ethnographic methods and the history of anthropological theory. Students will complete independent research projects as well as shorter assignments geared to professional development (e.g., exam field proposal, scholarly book review, historical investigation of the Society for Ethnomusicology).

MUSC 2010. Field Research in Ethnomusicology.

Introduction to the theory and practice of fieldwork with people who make music. Project design, interviewing, still and video photography, recording, ethics, the researcher's roles, relations with human subjects, and strategies for documenting music in its human context. Prerequisite: Graduate standing or written permission.

MUSC 2020. Interpretation in Ethnomusicology.

How to think and write about people making music. Ethnomusicological representation and authority; analytical, interpretive and experiential approaches; postmodern and postcolonial considerations; hypertext multimedia representations. Prerequisite: Graduate standing or written permission.

MUSC 2024. Collective Genius: Black Music Collectives from AACM to Odd Future.

"Collective Genius: Black Music Collectives from AACM to Odd Future" is a graduate-level / upper-level undergraduate discussion seminar that explores the impact and innovative contributions of black music collectives, from the Association for the Advancement of Creative Musicians (AACM) to groups like the Soulquarians and Odd Future. This course examines how these collectives have shaped the soundscape of music and culture through their experimental approaches, collaborative ethos, and socio-political commentary. Through in-class discussions, critical listening sessions, and guest visits, students will delve into the philosophies, artistic innovations, and cultural movements driven by these groups. Ultimately the course explores their strategies for navigating the music industry as rhizomatic structures distinct from but connected to the entity of the record label or "supergroup," alongside their efforts to build community and expand the sounds of black music.

MUSC 2026. Timbre.

This seminar takes as its starting point a collection of commonplace complaints in music studies around timbre: timbre is misunderstood; it is difficult to define; it is a woefully understudied musical parameter; it lacks a standardized theory and vocabulary; it needs more systematic analysis. At the same time, with the recent publication of books, edited volumes, and special issues devoted to timbre, people have also begun to speak of timbre studies as an emerging, discrete subfield. This seminar delves into this diverse literature in order to think critically about the concept of timbre and the struggles to understand it.

MUSC 2030. Modernizing Traditional Music.

This course examines two types of modernization: changes in the sounds of traditional music, and changes in its social-ideational contexts. We examine general theories of modernity, and the association of modernity with the urban, rational, secular, mobile, and technologically advanced. We then inspect the processes of modernization at work in four case studies taken from four very different societies. Prerequisite: Graduate standing or written permission.

MUSC 2040. Current Directions in Ethnomusicology.

The field of ethnomusicology has become increasingly interdisciplinary over the past decade, drawing inspiration from cultural studies, gender studies, popular culture studies, performance studies, psychology, phenomenology, postcolonial studies, and science and technology studies. In this seminar we will read major works of musical scholarship (most from the past ten years) that illustrate the key theoretical approaches alive in ethnomusicological research today.

MUSC 2050. Musical Thinking.

An ethnomusicological approach to the analysis of musical structures and processes. Case studies include jazz, Irish music, French-Canadian fiddling, North Indian singing, Javanese gamelan, African drumming, and Japanese court music. Topics include linguistic, psychological, and oral-formulaic theories; historical change; cross-cultural modal theory; improvisation; the nature of African rhythm; "insider" versus "outsider" accounts. Readings, discussion, and first-hand experience of selected musics. Facility with Western staff notation required.

MUSC 2060. The Efficacy of Music.

The power of music to influence the human body and mind is widely acknowledged but poorly understood. This course considers the efficacy of music in general and connections between music and altered states of consciousness in particular. Perspectives come from musical ethnography, participant observation, phenomenology, religious studies, and neuroscience.

MUSC 2070. Music and Identity.

From 19th-century European nationalism to 20th-century American multiculturalism, people have used music to affirm their identities. Drawing on anthropological and sociological theory, we examine the variety of connections between music and identity in several case studies. We consider the possible contributions of music to cross-cultural understanding, and discuss the ethics of musical border-crossing.

MUSC 2076. Global HipHop Cultures.

This course explores the global circulation of hip hop, focusing on its evolution from a localized movement in the Bronx to a cultural phenomenon that transcends geographical boundaries. From the streets of Johannesburg to the underground clubs of Tokyo, the vibrant scenes of Madrid, and the urban landscapes of Beirut, hip hop has been embraced as a form of entertainment as well as a powerful tool for self-expression and social change. Using specific countries as case studies and paying close attention to the various strategies for localization, we will examine how hip-hop has been reimagined and contextualized in diverse settings. By the end of this course, students will have a nuanced understanding of the global significance and resonance of hip hop in diverse cultural and social contexts.

MUSC 2080A. Music and Technoculture.

This seminar explores ethnographic and theoretical approaches to the study of music technologies in cultural and historical context. How do emergent technologies affect the nature of musical experience? What does technology have to do with ideologies of musical creativity, authenticity, virtuosity, and aesthetic value? We will give equal attention to production, distribution, and consumption practices (and their convergence). Major topics include "liveness" and recording, remix and remediation practices, interfaces/instruments, labor and property, virtual scenes, and digital gameplay. Prerequisite: graduate standing or written permission.

MUSC 2080B. Ethnography of Popular Music.

This seminar explores ethnographic work on popular music, including scholarship rooted in ethnomusicology, sociology, and performance studies. We will discuss case studies from around the world and will compare contemporary ethnographic research with other approaches to popular music (e.g., Frankfurt School critical theory, Birmingham School cultural studies, and text-oriented popular music studies). Prerequisite: graduate standing or written permission.

MUSC 2080C. Music and Memory.

This graduate seminar will investigate how music is bound up with human memory (individual and collective, cultural and cognitive). Readings will draw on scholarly work in ethnomusicology, anthropology, history, and cognitive science. Key themes include diaspora, nostalgia, oral and written transmission, ritual commemoration, and music's place-making potential. Students will undertake individual research projects. Prerequisites: graduate standing or written permission.

MUSC 2080D. Music, Nation, and Nationalism.

This course explores the relation between music and nationhood, as a historically particular form of collective identity, and a dominant political category in late modern societies. Students will work with key texts in the study of nationhood and nationalism, applying them to musical case studies from different world regions. Touching upon art and popular music, these cases will explore the use of nationalist rhetoric to draw citizens into state projects; the appropriation of minority expressions in defining a national self; efforts by postcolonial societies to forge national sentiment from the fragments left by decolonization; and the nation's fate after globalization.

MUSC 2080E. Historiography of Music and the Performing Arts.

This course introduces some of the most important directions, trends, and methodologies in current musicological scholarship. Most-- but not all-- readings are drawn from the last ten years. Weekly topics include: bodies and voices, disciplinarily, text and event, sound studies, materiality and technology, race and identity, mediation and networks. The workload is focused on weekly reading and small writing assignments. This course is open to undergraduates with permission.

MUSC 2080F. Music Beyond Borders: Transnational Sounds in Theory.

This course explores the effects that follow when music is set in motion beyond local spaces of creation. Bringing a variety of different theoretical perspectives to bear upon case studies from around the globe, it surveys the distinct social and technological networks that enable sounds to travel, and considers the way that methods of circulation give rise to different kinds of social groups. It explores the way that such processes challenge inherited cultural and political boundaries, and shows how technological changes present musicians and listeners with novel means to resituate musical meaning, in new contexts. Open to graduate students only.

MUSC 2080G. Sound Studies.

Explores sound studies through readings of exemplary texts and discussions of the key debates that enliven this interdisciplinary field of inquiry. Drawing on philosophical, musicological, anthropological, and other kinds of writings, it explores issues like the way that relations between sound, noise, silence, and music have formed in different cultures and different historical periods; ideological structures that determine the place of sound in artistic practice and in everyday life; the power relations that are implicated in the design of local soundscapes; and the place of aural perception within the sensorium, among other potential topics. Enrollment limited to graduate students.

MUSC 2080H. Key Concepts in Sociocultural Theory.

Ethnomusicology has always been interdisciplinary, and is becoming more so. The student today may encounter concepts from semiotics, linguistics, cultural studies, literary theory, political economy, sociology, cognitive psychology, media studies, sound studies, science and technology studies, organizational studies, and material culture studies, and other disciplines as well. We will examine some of the key concepts of these fields and consider their possible uses in the study of the performing arts. From 'affordances' to the 'type/token distinction,' from 'actor-network theory' to the 'third-person effect,' we will learn to apply (and criticize) concepts presupposed by much current socio-cultural theorizing.

MUSC 2086. Qualifying Exam Preparation (Musicology and Ethnomusicology).

This workshop-style course is designed for students preparing their third-year qualifying exams for the Ph.D. program in Musicology and Ethnomusicology. It provides a structured space for students to study and apply the reading, writing, and oral strategies that are necessary in preparing the kinds of review essays and course materials that the exams demand. It also provides a weekly forum for students to discuss and evaluate their progress on lists and essays, modeling the summary discussions that make up much of the exam essays, learning how to navigate questions about a field orally, and learning from one another's challenges and solutions. Peer feedback on draft materials is essential to the pedagogy of the course.

MUSC 2090A. Seminar in Ethnomusicology: Hypertext, Multimedia.

Instruction in, and critical discussion of, computer-based hypertext and multimedia representation and interpretation of people making music. Sounds, pictures, texts, animations, movies. Students will complete a non-linear, reflexive hypermedia project to take advantage of the experimental moment in musical ethnography. Prerequisite: graduate standing or permission of instructor.

MUSC 2090E. Black Feminist Sonic Praxes.

Black Feminist Sonic Praxes is a graduate-level sound studies discussion/production seminar that explores a range of sound-based methodologies that reflect and inform Black feminisms, from the early 20th century to the contemporary moment, with a particular focus on the sonic practices devised, examined, and espoused by black women, girls, trans* and non-binary folks based in the U.S. Students will critically engage with the creative and scholarly contributions of theorists, historians, artists, and/or other sound workers like Zora Neale Hurston, Moor Mother, and DJ Lynnée Denise to examine how we might use sound-based methodologies to attend to Black feminist and womanist notions of knowledge production, pleasure, care, wonder, and dis/respectability. The source material includes a mix of popular and academic texts, drawing from black studies, sound studies, gender and sexuality studies, and ethnomusicology among other fields of study.

MUSC 2100A. The Instrumental Sonatas of Beethoven.

An analytic survey of Beethoven's sonatas for piano, violin and piano, and cello and piano from a variety of perspectives, including: topical, semiotic, and hermeneutic analysis; Schenkerian analysis; historical and critical studies; and recent developments in theory of sonata form. Students who have taken MUSC 1040 may request permission to enroll in this course. Written permission required.

MUSC 2120. The Jazz Orchestra and Orchestral Approaches to Jazz.

This course offers several views of what it means to write for the "jazz orchestra." As the history of jazz tends to prioritize the contributions of individuals and small groups, what does it mean for composers who have ambitions that extend beyond typical expectations of instrumental forces, duration, and form? We will focus on specific examples that have challenged conventions and redefined idioms. From the innovations in orchestration and scale of the Duke Ellington Orchestra and the classic Gil Evans/Miles Davis albums, to the "progressive" experiments of Stan Kenton (and later Don Ellis), to the intergalactic theater of the Sun Ra Arkestra, to works for full symphony orchestra, we will examine complex issues of tradition, community, and race that have accompanied these collaborations, and the compatibility (or not) of musical challenges regarding improvisation, notation, and pedagogy.

MUSC 2180. Issues of Time and Space in New Music.

Time and space in music are rich and complex subjects of study. This seminar examines how these concepts complement and intertwine with one another in the music of contemporary composers such as Murail, Xenakis, and Brant. We will explore how composers have attempted to redefine musical temporalities and how they create acoustic and environmental spaces. We will consider how space is orchestrated, ways of engaging with the physicality of instruments, and how composers can use electronics to further convey and manipulate space and dimensionality. This seminar also considers the ways new experiments with increasingly complex timbral palettes changed compositions.

MUSC 2200. Composition Seminar.

A forum for graduate composers to share and critique current projects. Visiting artists and analysis of relevant outside repertoire will augment the group and one-on-one meetings. Enrollment is limited. Written permission required. May be repeated for credit.

MUSC 2210. Digital Performance.

A production seminar examining the artistic impact and creative potential of digital media in the context of live performance. Readings and analysis of work examine innovations in performance practice from dance, theatre, performance art and music. Collaborative assignments investigate video projection, sound design and interactive sensor technology, culminating in a final large-scale performance. Permission will be granted based upon a questionnaire given in the first class.

MUSC 2220. Designing and Playing Alternative Controllers.

This seminar will explore the science and aesthetics of designing alternate controllers for musical performance. Topics will include basic electronics and hardware prototyping, instrument construction, theories of gesture, human-computer interface issues, and the challenges of mapping sensor data to meaningful musical parameters. Previous experience with MaxMSP or other real-time programming required. Permission of instructor required.

MUSC 2221. Seminar in Computer Music and Multimedia Composition.

A weekly forum for graduate composers to share and critique current projects. Visiting artists and analysis of relevant modern repertoire will augment class discussion of student work. Individual private lessons - taught in addition to the three-hour seminar - help students focus on compositional technique and other problems of expression specific to their own projects.

MUSC 2230. Composing for Real-Time Systems.

This course examines complementary issues of time and space in 20th and 21st Century music, providing a nuanced discussion of how composers have attempted to redefine musical temporalities and portray or actively use acoustic or environmental spaces. From early spatialization experiments of Ives and Mahler to music that eschews traditional development - thus freezing temporality (Feldman) - or is in a constant state of transition (spectral music), we will also examine ideas of orchestrated spaces produced by timbral and material constructions of instruments, and advances in complex timbres and electronics. Enrollment limited to 15. Instructor's permission required for undergraduates.

MUSC 2240. Composing and Improvising with Real-time Systems.

This seminar will explore the use and creation of interactive computer music systems from the point of view of the performer/programmer. Using improvisation as a starting point, we will explore the aesthetics and philosophy of performance, designing real-time systems in MaxMSP that enhance the relation between action and event using network strategies.

MUSC 2245. Experimental Voice.

In Experimental Voice, we will study and undertake acoustic and electronic modifications of voice. We will consider applications of voice by diverse practitioners such as Jaap Blonk, Ami Yoshida, and Pamela Z. Using these pieces as inspiration, we will make creative and critical work aimed at challenging and broadening our notions of what voice and vocal performance can be. Students from all departments are welcome. Prerequisites: none. Permission required for undergraduates. Maximum enrollment: 12.

MUSC 2255. Sound Networks.

This graduate-level seminar explores the creative and critical underpinnings and ramifications of "networks" in mediated sound practice. We will study various extant approaches to networking, including transmission of audio signals and control information in musical ensembles and interactions with big data and corpus composition, and we will make new sonic works based on these techniques. We will also examine the institutional contexts of networks, relating to scholarly notions of liveness, community, scene, and genre. Override codes are required for enrollment, and will be distributed based on first-class attendance and questionnaire responses.

MUSC 2260. Topics in Computer Music Theory and Analysis.

Explores the science and aesthetics of designing alternate controllers for musical performance. Topics include basic electronics and hardware prototyping, instrument construction, theories of gesture, human-computer interface issues, and the challenges of mapping sensor data to meaningful musical parameters. Written permission required.

MUSC 2270A. Exploring Technologically Mediated Performance via Attali's 'Noise: The Political Economy of Music'.

This course configures Attali's notions of 'representing', 'repeating', and 'composing' as theoretical catalysts for the development of contemporary creative practice. The course is structured around seminars, collaborative ensemble work, and individual projects. We negotiate Attali's text in its entirety and realize appropriate responses in a variety of formats, including: performance, installation/intervention, audio/video documentation. Additional short readings and presentations enrich critical discussion and practical activity. This course is intended to follow on from various MEME courses such as 1210, 1240F, 1240G, 2220, 2230, 2280. Enrolment is restricted to fourteen. Permission of instructor is required.

MUSC 2270B. Performance in a Virtual World.

A co-taught production course exploring emerging technology in the context of live performance, focusing on techniques where the body appears both on stage and on screen. What does it mean to be "live" in a virtual world, and how does that impact movement, interaction and expression? Students participate in a series of hands-on workshops that examine embodied performance using projections, motion capture, video processing, and sound design, along with various interactive and immersive techniques. The course culminates in a public performance of new works created in collaborative groups. Open to graduate and advanced undergraduate students. Permission required.

MUSC 2280. Designing Large-Scale Projects.

A production seminar designed for students to create a single, large project in Multimedia, Video, Performance and/or Electronic Music. The course covers planning and implementation strategies, including brainstorming sessions, visual storytelling, and sketching. Each project receives group feedback at several points in the process, such as initial proposals, prototype presentations and work-in-progress. The proposal includes an annotated bibliography of research materials that students present on in class. The course culminates a public presentation of the projects. The class is open to graduate students and seniors working on a capstone or thesis project. Permission will be granted after the first class.

MUSC 2290. Seminar In Sonic Practice.

This studio and seminar course provides an exploration of contemporary sonic practice, facilitates the development of sound-based creative work, and encourages a critical approach to producing work in the field. Through discussion, reading, listening exercises, independent research, creative production and critiques, we will examine a number of intersecting areas of sonic practice including sound as a cultural, environmental, and artistic medium, phonography, sound installation, mobile audio, noise as strategy and material, linguistic and other sonic narrative structures. Students will develop sound-based pieces individually and in groups which function as creative research into the subjects areas of the course.

MUSC 2300A. Critical Improvisation Studies.

Advanced seminar exploring improvisation from various perspectives: historical, anthropological, philosophical, ethical, and creative. We study improvisation in diverse musical traditions, in other arts, and in problem-solving contexts such as business, technology, and games. Discussion topics include individual vs. group improvisation, the status of "freedom" in creative processes, and the social and artistic functions of improvisation. Instructor permission required.

MUSC 2405Z. Instruments and Instrumentalities (HMAN 2400Z).

Interested students must register for HMAN 2400Z.

MUSC 2450. Exchange Scholar Program.

MUSC 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

MUSC 2980. Reading and Research.

Directed graduate research. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MUSC 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Pembroke Center for Teaching and Research on Women

The Pembroke Center at Brown University is a feminist research center devoted to critical scholarship on the struggles faced by people across national and transnational contexts, especially those whose gender identity or sexual orientation make them targets of violence. We believe that redress is inextricable from questions of social, political, racial, medical, environmental and economic justice and demands an interdisciplinary approach to scholarship that can enable transformational change.

For additional information please visit the Center's website at: <http://pembrokecenter.org/>

Gender and Sexuality Studies Concentration Requirements

Gender and Sexuality Studies is an interdisciplinary concentration that examines the construction of gender and sexuality in social, cultural, political, economic, and scientific contexts.

Each Gender and Sexuality Studies (GNSS) concentrator develops a well-defined topic or question and works closely with an advisor to design a program that rigorously investigates their focus area and supplements it with foundational courses in the relevant disciplines.

Graduates of GNSS have focused on topics such as intersex healthcare, trans memoir, queer archival practice, incest in the postbellum South, racial disparities in reproductive healthcare, sex positivity in the #MeToo era, comparative models of sex education, garment workers and environmental justice, and LGBTQ+ migration. Introductory and methodology courses in the discipline appropriate to the concentrator's research area provide knowledge of the principles grounding their research methods in order to deploy disciplinary tools or challenge disciplinary boundaries with intentionality.

More information is available on the Gender and Sexuality Studies website.

Requirements:

The concentration requires 10 courses, 12 for honors concentrators. No more than two courses may count for multiple concentrations.

1. GNSS 0120. Introductory course on gender and sexuality across the disciplines
2. Four-course focus on some thematic, theoretical, or historical aspect of gender and sexuality
3. Two introductory or methodology courses in disciplines pertinent to the focus
4. One course in gender history, women's history, or history of sexuality
5. One course in feminist theory or theory of sexuality
6. GNSS 1990. A senior seminar which counts as your capstone course. Senior seminar participants are expected to write a research essay. The senior seminar fulfills the second half of Brown's writing requirement.
7. Prior to Commencement, all graduating senior concentrators are required to give a short presentation of either their senior essay or thesis project.

Honors

Candidates for honors must apply to the program's director at the beginning of their seventh semester. Honors concentrators fulfill the regular requirements plus completing a two-semester thesis as their capstone project.

For more information, please consult the GNSS concentration webpage at <https://pembroke.brown.edu/academics/undergraduate-concentration> (<https://pembroke.brown.edu/academics/undergraduate-concentration/>)

Courses

GNSS 0090B. Bodies Out of Bounds.

In this seminar we will examine what happens to bodies - and the world around them - when they refuse to stay within "normal" boundaries. We will focus our readings on literature, essays, and memoir from the past two centuries, and use film and contemporary cultural theory for comparison and context. Readings range from Jeannette Winterson's *Written on the Body* to fiction by Octavia Butler. Enrollment limited to 19 first-year students.

GNSS 0090C. Reproductive Health: Science, Politics, and the Media.

Reproductive health issues such as contraception, abortion, sexually transmitted infections and gay and lesbian health are some of the most controversial and politically charged issues in the US today. After an introduction to the interpretation of medical literature we will explore scientific, political, religious and cultural aspects of these important public policy issues. Successful national and international programs will be discussed. Although all views are welcome, it is expected that students will be respectful of other's opinions and will incorporate the best available scientific data into their conclusions. Enrollment limited to 19 first year students.

GNSS 0091A. Documenting the Feminized Body: Literature, Photography, Science.

How are certain bodies made to express femininity, to satisfy the expectations of the gender binary? How can femininity be used to vilify or control people? How do these operations intersect with other complex identity categories, such as race and class? This first-year seminar introduces students to questions central to gender and sexuality studies. Reading twentieth-century American works (poems, novels, comics, and photographs) we consider the creative function of documentation. Highlighting the work of contemporary poets, Anne Carson, Claudia Rankine, and Ocean Vuong, this course introduces students to new ways of reading poetry beyond the lyric tradition. Students are encouraged to think critically about how knowledge and subjectivity are contextually produced. This course will provide an introduction to important critical traditions, including feminist theory, trans studies, Black feminism, and photography theory. This course satisfies the WRIT requirement.

GNSS 0092. Reading Reproductive (In)justice.

How might the representation of reproductive injustices in literature, visual art, and film inform our conceptions of and fight for reproductive justice? In this discussion-driven first-year seminar, we will consider artistic renderings of reproductive injustices from the nineteenth century to the present, alongside theories of gender and sexuality. In taking up the Black feminist framework of reproductive justice, we will attend to violations of not only the right to be a parent and the right not to be a parent, but also the right to parent in a supportive and safe environment. Through this work, we will better understand the debates over reproductive freedom, especially in relation to difference, and engage in the work of theorizing reproductive justice for ourselves. Texts include Toni Morrison's *Beloved*, Annie Ernaux's *Happening*, Thomas Hardy's *Tess of the D'Urbervilles*, and Alice Diop's *Saint Omer*.

GNSS 0100. Introduction to Feminist Theory.

An historical and cross-cultural introduction to the various strands of feminist theory. The course will cover a range of theoretical frameworks, examine the connections and discomforts between theory and activism, and explore the impact of feminist theories on contemporary thought.

GNSS 0120. Introduction to Gender and Sexuality Studies.

Explores the interdisciplinary fields of Gender and Sexuality Studies, considering the relation between formations of gender and those of sexuality across a range of historical and disciplinary contexts. Considers how both sexuality and gender are shaped in relation to race and ethnicity, economic inequality, and the postcolonial legacy.

GNSS 0610. Convulsive Beauty: Hysteria and the Arts.

Hysteria marks the presence of a traumatic memory that arouses wild bodily symptoms, treated psychologically by putting feeling into words. Often considered a particularly female ailment, hysteria has been read by feminist scholars as a deviant, desirous language of the female body. This course considers the boundaries of pain and pleasure, madness and lucidity, and the personal and the political.

GNSS 0620. Recording the Self: Gender Between Word and Image.

Why do we feel compelled to record our lives? To keep diaries and take photos of ourselves? How is our self-perception affected by how others see us? This seminar examines aesthetic approaches to self-writing and self-recording in literature, photography, film, comics, and online media. Together, we will theorize how these genres of self-documentation have become gendered, as well as how race, gender, and sexuality shape identity formation and self-observation. Rather than presume a coherent identity or "inner self" that is expressed through these works, we will consider how the self multiplies, blurs, fragments, or becomes divided through the meta-biographical process of self-recording. Exploring the various ways that text and image refract and relay in unexpected directions, we will investigate self-referentiality as an ongoing temporal problematic, rather than a simple reflection. This course satisfies the WRIT requirement.

GNSS 0630. Is This Working? Doing as Value.

This interdisciplinary course will consider the ways race, gender, ableism, transnational exchange, slavery, technology, immigration, environmental degradation, and the carceral state are implicated in the ways work is divided, practiced, and compensated. We will explore the ways productivity, citizenship, and respectability constellate around the idealized 40+-hour work week and the ways some bodies are used up and rendered debilitated by labor. Why are laziness, unproductivity, and dependence considered moral failings, and how do we define these traits? In the context of nearly two years of living with a pandemic, crushing student debt, rising inflation, and the monetization of everything, this course will toggle between questions of value and values, remuneration and fulfillment, exploitation and satisfaction. We will study a variety of written genres by authors such as DuBois, Graeber, Hochschild, Marx, Melville, Moshfegh, and Weeks.

GNSS 0640. Relatable Content?: Identification, Identity, and Difference.

What do we mean when we call something relatable? Which relations do we mean and between whom? And in what ways might this demand for relatability be gendered or even gendering? Moreover, does prizing relatability necessarily mean privileging the general over the specific, the familiar over the strange, the known over the unknowable? In other words, does centering relatability mean overwriting difference? Or, is rendering something relatable what enables connections to be forged across difference? Which ethical and political possibilities does this fantasy of sameness ("it me") open up and which does it foreclose? In this second-year seminar, we will take up these questions through an examination of aesthetic and theoretical works from the nineteenth century to the present. In so doing, we will analyze the ways in which works of art invite us to connect and to what ends.

GNSS 0710. Feminist Digital Humanities.

This course focuses on new feminist interventions in the digital humanities emerging from literary, archive, and game studies, as well as history, linguistics, and cultural studies. As an interdisciplinary field, feminist digital humanities bring together a wide range of methods including digital archiving and mapping, information visualization, online exhibitions, and social network mapping. Although the digital humanities are seen as an area of research with many new possibilities, there are many ethical concerns regarding consent, accessibility, privacy, and authorship. We consider how feminist digital humanities address these issues in theory and praxis. To gain an understanding of the many elements of feminist digital humanities, you are asked to participate in seminar discussions, complete small hands-on projects, and complete a final digital humanities project that is relevant to your research interests.

GNSS 0710A. (En)Gendering the Text: Gender & Sexuality in Latin American Literature and Film.

This course investigates films and literature within the context of Latin America since the later-half of the twentieth century, privileging works from the last two decades. It offers an overview of contemporary Latin American film and literature read through the theoretical lens of trans, queer and gender studies. The course focuses on how the films and literary works in question employ sex, gender and sexuality to contest and at times inadvertently reinforce dominant societal power structures. This course offers students an overview of theoretical readings focused on gender and sexuality, as well as the basics of formal film and literary analysis.

GNSS 0710B. Queer Comics.

Although comics have always been a little queer (Batman and Robin anyone?), not all superheroes wear capes. This class brings together queer studies, 20th century history, literary criticism, media, and comics studies to explore the cultural significance of queer comics as a form of activism from the late 1950s to the present day. Since comics often fail to stay within the confines of just one medium, will look at the ways in which comics have crossed over to film, musicals, and fashion. Our focus in this class will be mostly on the United States, but we will also consider the rich transnational culture of queer comics. You will have the opportunity to focus on specific topics of interest to you within queer comics in two short essays (3-4 pages) and a final essay (8-12 pages) or creative project.

GNSS 0710C. Queer Visual Activism.

This class is a space for thinking through some of the relationships between queer studies, visual culture, and activism. The topics covered are divided into two parts. Part 1 focuses on images (photography and print media) and Part 2 on moving imagery (documentary, narrative film, video art, online media). This class is not a comprehensive overview of these fields nor this particular collusion. Rather, we will focus on some key themes (affect, body, space) that have fueled the work of queer creators. To put our readings and discussions into practice, the main assignments for the class include a close reading of a photograph, film analysis, re-photography/video activist project, and a final activist project or essay that has the option of building on previous assignments. The final for this class can be done individually or as a small group project.

GNSS 0710D. Sapphic Arts: From Poetry to TikTok.

This course takes an intimate look at Sapphic culture from the late 19th century to present. Since its most recent renaissance in the mid-2010s, the Sapphic has emerged as an elusive disruptor; an umbrella term that welcomes lesbians, wlw, nonbinary and trans femmes and mascs. This seminar explores how the Sapphic functions not just as an identity category but a methodology (a way of reading, writing, looking, listening) and an aesthetic in art, design, fashion, and food. What are the ways in which the Sapphic works with/against lesbian and queer political identities? How does contemporary use of the Sapphic diverge from its past iterations in literature, literary criticism, and visual culture? How might we understand temporality in Sapphic expression (slow-burn, yearning)? Competency in Sapphic arts requires participation in seminar discussions, completion of 3 short essays, and a final essay/creative project.

GNSS 1070. On Both Sides of the Lens: Latin American Women Filmmakers.

Working from a selection of both feature films and documentaries, we will discuss how women filmmakers are employing and changing these two film genres. The class will endeavor to highlight the work of women filmmakers, and through the reading of these films, students will gain an understanding of some of the debates in the field of gender and sexuality, and acquire a grounding in some of the key moments of twentieth-century Latin American cinema, social, political and economic history. Additionally, students will acquire key technical knowledge of film form and the analytical apparatus necessary to critically view and debate film.

GNSS 1090W. Bodies Out of Bounds.

What happens to bodies--and the world around them--when they refuse to stay within "normal" boundaries? Against the backdrop of fiction written over the past four decades, and within the context of contemporary theory and film, we will look at what is considered normal in various locations and by whom. When are bodies we would consider "normal" somehow not suitable? How are bodies constructed/deconstructed/reconstructed? We will think about bodies in terms of gender, especially gender as it intersects with other markers of identity, including race, gender identity and expression, dis/ability, and hybridity.

GNSS 1101. A Gender Perspective on Women and Enterprise.

A distinctive pattern of economic inequality marks the female population of every nation, each with the same mechanisms standing behind the disadvantages. Everywhere, the barriers to women's economic engagement reach beyond work and salary to encompass property ownership, capital, credit, and markets. When considered as a whole, these barriers constitute economic exclusion, not just economic inequality. To date, policy, scholarship, and activism on the economic status of women have tended to focus on inequality in the formal workplace, but the full pattern is much more visible when women-owned businesses are examined.

GNSS 1201. Feminist Utopias and Dystopias.

From the religious overtones and abhorrence of heterosexual sex in the all-female world of Millenium Hall (1762), to the need for a new race of cyborg in Octavia Butler's Lilith's Brood Trilogy (1987-89), to the gender-inflected environmental apocalypse of Margaret Atwood's Oryx and Crake, feminist writers have used their utopian and dystopian fiction to imagine worlds where the standard system of male/female (or even human/machine) does not work. This course will examine feminist utopias and dystopias across historical periods and within the context of contemporary feminist and queer theory about gender, "race," sexuality, environmental justice, and interspecies communication. Sophomore seminar.

GNSS 1210. U.S. AIDS + HIV Activism in History, Theory, and Art.

The class focuses on AIDS activism in the United States from the early 1980s to present day. We will look at mainstream media coverage of the epidemic and queer activist response in publishing, art, film, photography, comics, poetry, and street action. This class is framed by three key themes: history, theory as art/art as theory, and AIDS activism in Rhode Island and at Brown University. Students will learn a variety of skills--from analyzing primary sources and visual media to conducting archival research.

GNSS 1300. Gender-Based Violence Prevention.

This course will introduce students to core concepts in understanding and preventing gender-based violence (GBV). GBV is violence that either targets people because of their perceived/actual gender identity (cis women, transgender people, non-binary people and others) or disproportionately impacts people with minoritized gender identities. This course takes an interdisciplinary approach to GBV prevention, grounded in public health but drawing on scholarship from gender and sexuality studies and related fields (social work, legal studies, and others). It does this as a means of both broadening and critiquing the way public health frames GBV. This CBLR-designated course requires students to participate in a team project grounded in community: teams will conduct community-based qualitative research and give a presentation on gender-based violence in the college population that will fill a knowledge gap at a community agency.

GNSS 1500. The Art of Being Cared For - Gender, Race, and The Politics of Humanitarianism.

This course will explore the nature and language of humanitarianism and its political and ethical effects. We will interrogate humanitarianism as a set of practices emerging from specific contexts and historical circumstances, rather than as a normative set of laws and rules. We will explore humanitarianism not as a triumphal project that transcends violence but as a mediated space that demands reckoning with the violence, uncertainties, and possibilities inherent in contemporary humanitarianism. We will examine cases throughout the world where humanitarianism simultaneously functions as a remedy for absent justice, a rationale for intervention, and an ally for state-sponsored violence.

GNSS 1510. Transnational Sexualities.

The goal of this course is to explore the formation of both normative and non-normative sexualities within the intertwining of local, national and global social contexts. Using historical and cross-cultural research on gender and sexuality, the course will explore how social forces such as global capitalism, citizenship, nationalism, human rights, securitization, neoliberalism, settle colonialism, tourism, mass media and migration shape and produce desires, sexual identities, sexual labor, sexual practices, bodies and genders.

GNSS 1510A. Reproductive In/Justice.

In this course, students will learn to use the lens of reproductive justice to interrogate the ways that some of our most pressing contemporary crises are rooted in long-standing histories of white supremacy and capitalism and are intimately related to reproduction and constraints against reproductive freedom. By taking up the reproductive justice movement's primary three principles, 1) the right not to have a child, 2) the right to have a child, and 3) the right to parent children in safe and healthy environments, this course welcomes junior scholars into a nuanced, interdisciplinary space for thinking through the historical and continued role of the US and Canadian governments in controlling reproduction, and reproduction's impact and reliance on seemingly disparate aspects of life in North America. Ultimately, this course invites students to collaboratively consider the question: "Is (racial/economic/gender/disability/environmental) justice possible without reproductive justice?"

GNSS 1520. Latin American Horror.

Latin American horror film is often overlooked within the world of film studies. This course will delve into the dark and intriguing world of the Latin American horror film genre. We will study Latin American horror cinema considering works across time periods, national contexts, and directors. This course will ask the following questions: How does the genre express individual and national anxieties in the cultural, social, political and economic realms? To what degree does horror film serve as a social barometer that explores, negotiates, and at times reifies social anxieties about difference, identity, sexuality, normativity, repression, technology, the environment, etc.?

GNSS 1530. Strange Things: Race, Gender, and Objecthood.

This course investigates the blurry divisions between persons and things, animate and inanimate beings, and human and non-human life in U.S. literature and media. This class brings together feminist theory, ethnic studies, queer theory, literary criticism, and film and media studies to explore how distinctions between the human and non-human are variously shaped and unsettled by race, gender, sexuality, class, and ability. What role do different media and technology play in producing, estranging, and transforming the meanings of persons and things? And how have these differences been structured by histories and legacies of empire and settler colonialism? To address these questions, we will read and view texts in a range of media from the nineteenth century through the present, with primary emphasis on African American and Asian American literary and cultural production from the late twentieth and early twenty-first centuries.

GNSS 1535. American Horror Stories: Race, Gender, and Institutions.

This course investigates the relationship between institutions and individuals, the general and the personal, and the normal and the monstrous in U.S. horror literature and media. How and why are so many institutions—prisons, hospitals, universities—described in terms of horror, as institutional nightmares? How do horror subgenres—Gothic fiction, body horror, psychological horror, monster stories, zombie narratives—function and what cultural work do they perform? How and to what effect are "monstrous" and "normal" figures racialized and gendered? To address these questions, we will read and view texts in a range of media with emphasis on Asian American and African American literary and cultural production from the late twentieth and early twenty-first centuries. We'll explore how horror is not only "about" patriarchal institutions and their fear and management of difference, but also a site of feminist critique and pleasure.

GNSS 1540. Bold Bodies: Race in Feminist & Queer Performance.

This course offers feminist/queer, minoritarian, and comparative perspectives to the study of race in performance. We will define minoritarian aesthetics in both content and style, underscoring the practices that remake the world from minor voices. This course understands theatre and performance as crucial for personal and community expression, political activism, and survival.

We will explore a variety of representation and performance techniques from the last sixty years—theatre and drama, modern dance, performance art, fashion, film, and music—from geographical areas including but not limited to the United States. Performances and theories will spur discussions on topics such as body politics and sexualities, representation and spectatorship, understandings of race, and uses/limitations of performance in feminist/queer activism. This course will broaden students' perspectives on what performance can do to advance racial and social justice through the subversive voices of minoritarian subjects.

GNSS 1550. Queer Asias.

While commonly understood as universal, gender and sexuality are deeply shaped by transnational and geopolitical dynamics of culture, place, and power. This seminar investigates the politics of non-normative gender and sexuality transnationally across contexts like Indonesia, Korea, the Philippines, and Pakistan. The course challenges the idea of North America as the center of authority on trans/queer knowledge and community. Readings will be organized topically and cover interdisciplinary ethnographic and theory-based scholarship on non-normative gender and sexuality in Asia, broadly conceived. We'll approach the terms "queer," "trans," and "Asia" as heterogenous, mobile, and changing concepts. We'll examine how they are constructed and contested, as well as how they intersect with dynamics of race, kinship, activism, migration, class, religion, and neoliberalism (among others). The course aims to complicate Euro-American epistemologies in disciplines like queer studies, anthropology, and the social sciences more generally.

GNSS 1551. Subjects of Sexuality: Bodies, Cultures, Psyches.

Cultural anthropology and psychoanalytic theory reframe sex and gender as cultural and psychic problems and open up ways of rethinking relationships between bodies, power, and culture. This seminar explores key currents in the anthropology of sex and gender, focusing on authors that draw on, elaborate, or contest psychoanalytic theory. How do sociocultural contexts shape sexual identities, desires, and practices? How are sexual normalization and subversion shaped by vectors of difference, like race, ethnicity, class, and religion? How do these debates relate to concepts such as violence, agency, capitalism, liberalism, sovereignty, and secularism? We'll consider historical and ethnographic materials across a range of contexts, including hormone science, sports scandals, ancestral rituals, factory work, beauty pageants, state-sanctioned violence, and psychotherapy. Case studies will be drawn from settler and indigenous North America, the Black diaspora, India, Thailand, Papua New Guinea, Greece, and Venezuela.

GNSS 1552. Human Nature: Theories, Narratives, Myths.

This course interrogates mainstream narratives of human nature by putting psychological anthropology into dialogue with a range of disciplines, including gender studies, queer theory, Black and Indigenous Studies, history of science, classics, philosophy, and literary criticism. We will explore social and cultural differences in aspects of human life that biologists, psychologists, linguists, and economists often frame as universal: namely, gender, sex, child rearing and development, reason, emotion, selfishness, sympathy, and aggression. What distinguishes between men, women, and those who fall into neither category? What does it mean to grow "up?" How do language and culture influence cognition? Are selfishness, sympathy, and aggression innate, learned, or neither? Topics include Maasai childhoods, gender roles in Papua New Guinea, counting in the Amazon, Ojibwe spirits, religious violence in India, and spirit possession in Greece, Mexico, and Morocco.

GNSS 1600. Embodying Feminisms/Feminist Embodiments.

For much of its history, feminism has revolved around and centered on the gendered body, whether in terms of the body contextualized within time, space, and culture; in terms of the mind and body as oppositional forces; in terms of health, reproduction, or representation; or in terms of the body as part of or outside "nature." This course will examine feminist relationships to the gendered body in terms of various social and historical locations, as well as in relationship to dis/ability, queerness, reproduction, and the "natural" and built environment.

GNSS 1610. Transnational Feminisms.

What constitutes transnational feminism(s)? How do activists in various parts of the world understand and articulate their relationships to feminism and feminist organizing? How do women and queer people in specific cultural contexts resist multiple forms of oppression and transform understandings of gender, citizenship, and nation? This course explores how feminism is understood throughout the world and examines struggles for gender equality in both a historical and transnational perspective. We will explore themes of colonialism, globalization, nationalism, immigration, representation, global economies, war and militarism, human rights, and politics of gender, race, class, and sexuality. Theoretical developments in transnational feminist and postcolonial theory and case studies of transnational feminist activism allow you to develop a framework to critically explore the intersections of feminism, transnationalism, and social justice and gain an understanding of intersecting inequities throughout the world.

GNSS 1620. Indigenous Feminisms: Environmental Justice and Resistance.

This course will introduce key concepts, methodologies, and arts from Indigenous feminist perspectives on environmental justice. To do this, we will examine five 21st century Indigenous environmental justice case studies from North America and Oceania: Idle No More, Mauna Kea, Sogorea Te', Standing Rock, and the Pacific Climate Warriors. Together we will explore critical theorizations that attend to a range of contemporary issues influencing Indigenous feminist thought today: land, water, and ecology; ceremony and genealogy; healing and care work; science and medicine; reparations and justice. Course texts will include film, podcasts, poetry, visual arts, essays, and more from Indigenous womxn and Two-spirit scholars, artists, and activists

GNSS 1651. Feminist Theory and Critiques of Capitalism.

Feminist theory has long been a central site of critique of the excesses and inequalities of capitalist modes of production and social relations, whether calling for reform or theorizing a revolution. In this course, we will examine feminist critiques of capitalism, focusing in particular on questions of labor, housework and reproduction, property, and the experiences of sexuality and pleasure. We will attend first to Marxist (and anti-Marxist) feminist theory before turning to feminist critique of capitalism in the contemporary era marked by biopolitics and neoliberal government. Finally, we will consider (feminist) alternatives to capitalism and examine the possibilities for post-capitalist politics.

GNSS 1700. Iranian Women's Resistance Strategies: Gender Discrimination and the Law Since 1979.

After the Islamic Revolution in Iran in 1979, the new government targeted women's legal rights in the name of Islam. Family Law, Criminal Law, and even Constitutional Law were designed or amended in ways that imposed gender discriminations on Iranian women's public and private lives. Iranian women from both secular and religious backgrounds have employed diverse strategies to resist these laws. Students will learn about the rules and regulations imposed on Iranian women and also the creative and innovative ways through which they overcome these discriminatory laws. Enrollment limited to 20.

GNSS 1710. Sex and the Law: Strange Bedfellows.

This class will examine legal debates about sexual activity and sexual speech generated by alternate, incompatible views of the source and function of laws and the role of the legal system in enforcing moral codes. We will look at works that see the law as given by God, later natural law traditions intended to enforce a common morality, and texts that see law as a human construct. Not open to first year students.

GNSS 1711. Speech and Silence, Trust, Rage and Fear: An Inquiry into the Possibility of Intimacy.

Seminar examines intimate relationships: problems that arise from failures of couples to speak to each other, when instead of silence, they fail to speak openly, honestly, from a position of equality -particularly about their feelings, needs and desires. We examine the moral agency of men and women as it is reflected in what couples do, say and think. We look at whether relationships fail when men or women consciously or unconsciously choose women who fall into oppressive, subordinate postures and examine whether men take advantage of these postures. Class material from literature, films, and readings from philosophical, literary, and legal essays.

GNSS 1712. Issues for Feminism in Ethics.

This seminar will examine some of the issues that seem to change the focus of the ethical when considered against a background of feminist values. The class will not attempt to examine all possible issues which should be addressed by the values of feminism, but will look at some which are relevant today and/or in which going forward feminist values appear to be at risk. We will examine issues in Consensual and Nonconsensual Sex; Honor Killing; Erotic Speech, Art and Pornography; Birth Control and Abortion; the Ethics of Care vs. Duty; Freedom and Risk in marriage and long-term committed partnerships.

GNSS 1720. Technologies of/and the Body: Mediated Visions.

The relationship between body and machinery, technology and biology is often thought in terms of the mechanical doll, the animated robot and other hybrid figures. Science fiction films for example offer double visions of the gendered body: women are masters/slaves of the technology and still symbolic bodies of biological surviving of the human species. We will explore mediated visions in films and other media of different kinds spanning a bridge between SciFi-films and performance art. We will also study theoretical texts (Donna Haraway et al.) on the problem of the merging of technology and body.

GNSS 1721. Cinema's Bodies.

The course explores the cinematic construction of bodies – female, male, animal, and other. Cinematic bodies do not stand alone as they are framed, cut, exposed, veiled, enlarged, distorted, and gendered. The body is screened and composed into an image of beauty, of death, of sex, of work. Cinematic devices like the close-up, camera angle, light are transform bodies into the body of the film and its specific style. This leads to the question of the spectator's body as a screen for the filmic body and to theoretical explorations of the embodied visions cinema entails and stimulates.

GNSS 1810. Independent Study and Research.

Independent reading and research for upper-level students under the direction of a faculty member. Please check Banner for the correct section number and CRN to use when registering for this course.

GNSS 1820. Independent Study and Research.

Independent reading and research for upper-level students under the direction of a faculty member. Please check Banner for the correct section number and CRN to use when registering for this course.

GNSS 1960C. Gender, Sexuality, and Science.

Examines how American and European science has naturalized differences in the human body and gendered the natural world from the seventeenth through the twenty-first centuries. Will consider historical changes in the scientific study of sex, gender, race, and sexuality, as well as the participation of men and women in scientific work. First-year students require an instructor override to register.

GNSS 1960D. Feminist Theory/Feminist Activism.

Some complain that feminist theory is "too academic", that it has no ties to social justice or activism. On the other hand, there are those in the academy who accuse gender/women's studies of not being sufficiently academic, of not being intellectually rigorous. With those two stereotypes in mind, we will read a variety of feminist theorists, some generally thought of as "academic", and some generally seen as "activist". Can academic theory be useful to political and social activists? Can activism inform academic theorizing? Prerequisite: one theory course, one gender and sexuality studies course, or permission of instructor.

GNSS 1960E. Advanced Feminist Theory.

Feminism and Poststructuralism are two major theoretical approaches to the understanding of society, politics, and culture. What do they have in common? Where do they part company? We'll examine their views on agency, the subject, language, and materiality; and their engagements in the "cultural wars." Readings include Butler, Deleuze, Derrida, Irigaray, Kristeva.

GNSS 1960K. Gender and the Modernist Self.

Are women more modern than men? In the early decades of the twentieth century it may have seemed so, for in these years the figure of woman came to stand as emblematic for modernity itself. In this course, we will read the literature of the turn-of-the-century (including Ibsen's *A Doll's House*, Grant Allen's *The Typewriter Girl*, Freud's *Dora*, Woolf's *A Room of One's Own* and *To the Lighthouse*) alongside the sociology, psychology, and philosophy from the same period to see how exaggerated portraits of hyper-modern women came to seem descriptive of a new, twentieth-century version of selfhood. Enrollment limited to 20.

GNSS 1960L. The Laws of Violence: Lawful Killings in Law Enforcement, Punishment, War and the War on Terror.

States kill: law enforcement officers kill to protect innocent victims and the military kills to protect the nation. This seminar explores the constitutive relation between law and violence. Since the rise of modern statehood, sovereignty depends on the ability of a state to hold monopoly over the legitimate use of violence and thus enforce its order. But without law, bare violence is incapable of establishing order, in the absence of order there is no sovereign. Without violence law has no enforcement power, in the absence of a coercive obligation, there is no law. Enrollment limited to 20. First year students require instructor permission.

GNSS 1960M. Sense and Scientific Sensibility: Beyond Vision, From the Scientific Revolution to Now.

Scientific inquiry is often considered an endeavor pursued using one's sense of vision: researchers peer into microscopes and telescopes and stare at graphs, diagrams, and computer screens. But on what other senses do scientists rely? Do they also gather evidence using senses of smell, taste, hearing, and touch? This class combines readings in the history, philosophy, and anthropology of science with primary sources to address questions such as: why non-visual senses historically have been devalued in the sciences, what a sensuous approach to scientific practice might be, and how attention to sensory epistemologies could contribute to feminist science studies. Enrollment limited to 20. First year students require instructor permission.

GNSS 1960N. Theories and Politics of Sexual Consent.

What is sexual consent good for? Does the language of sexual consent facilitate useful ethical interrogation? Or does it neutralize any worthwhile inquiry into power inequalities? This course interrogates sexual consent through surveying political theory texts, liberal and feminist legal scholarship, studies in sex and gender, court cases, and literature. We query how and to what effect the idea of consent organizes sexual politics and politicizes sex. We first consider consent in legal and political discourse; we next turn to modern theories and doctrines of sexual consent; we then explore case studies. The last weeks focus on youth. Enrollment limited to 20. Instructor permission required.

GNSS 1960O. Desiring the Nation: Gender and Nationalism in South Asia.

Examines the development and afterlives of nationalisms in South Asia to consider the attachments that tie citizens and subjects to the nation and to one another. What are the political, personal, and ideological commitments that allow or prevent individuals from belonging to the nation? Beginning with early 20th century anticolonialism, will trace multiple nationalist movements that lead up to the 1947 Partition of British India, and to the 1971 independence of Bangladesh. Through novels, short stories, and films, will examine the role of gender in anticolonial protest and in early nation-building in India, Pakistan, and Bangladesh. Enrollment limited to 20.

GNSS 1960P. Post-Colonial Technoscience and the Body.

This seminar examines the intersections of race, gender, culture, and sexuality with science and technology in colonial and post-colonial contexts. How is the body a site of contestation for power enacted through medical, scientific, or technological interventions? What are the social and historical dimensions of such encounters between the global North and South? Drawing on colonial-era primary sources and accounts by science studies scholars, post-colonial theorists, historians, and anthropologists, we analyze how the uneven flow of technoscientific experts, practices, objects, and knowledge reconfigures and transforms bodies, selves, and societies. The course's geographic focus is sub-Saharan Africa. Enrollment limited to 20.

GNSS 1960Q. On Love and Intimacy.

Love and Intimacy are terms that have a lot of cultural cache. In this course, we will analyze the ways in which intimacy has been embedded within certain discourses of privacy, rights, and individuality. In addition to the couple form, we will examine friendship, celibacy, therapy and relationships people form with pets and with objects to flesh out intimacy's multiplicities to see how these forces impact these affective tides. This course will bring together history, critical theory, and film to think through various expressions of intimacy and what it means to relate to the other. Enrollment limited to 20.

GNSS 1960R. Sensing Time: Affect and the Moving Image.

Through screenings and transdisciplinary readings, this film-philosophy seminar explores concepts of time, affect, death and subjectivity. We will examine the cinema's capacity to convey events and experiences of twentieth and twentieth-first century history. Philosopher Gilles Deleuze echoes Shakespeare: "The time is out of joint." What can this mean for cinema, thought and life? What is a 'time-image' and can filmic images of time reveal or heal past wounds, those scars that haunt all time to come? How does an image conceal or expose time? How do such images respond to intimate experiences, and even shape politics, history and cultural memory? Enrollment limited to 20.

GNSS 1960S. Media and Modern Childhood.

Will explore a range of key themes in children's media and material culture since the nineteenth century. Through readings, screenings, and the close analysis of media objects themselves (including books, toys, film, television, and digital media), the class will investigate a variety of constructions of and attitudes toward children as they are visible in these cultural forms. Will explore several methodological approaches to studying children's media, and will observe how particular values, economic and political interests, and assumptions about childhood are encouraged, discouraged, and variously position children as consumers, active agents, citizens and cultural participants. Enrollment limited to 20.

GNSS 1960T. Commodity Fetishism: Theoretical and Historical Perspectives.

This course will provide an introduction to critical theory focusing on Marx's mature analysis of capitalism as a social formation founded on the fetishism of commodities. Our examination of this analysis will serve as a point of departure for a wider discussion of the relationship between Marxism and other methodologies and modes of critique, including feminist theory, deconstruction and psychoanalysis. In addition, we will also consider the contemporary relevance and implications of Marx's conception of commodity fetishism from different disciplinary perspectives, including anthropology, aesthetics, postcolonial criticism and the philosophy of law. Enrollment limited to 20.

GNSS 1960U. Reinventing Cinema and Media in Post-Mao China.

Focuses on cinematic production and media culture in mainland China since the late 1970s. How was cinema reinvented beyond the conventions of socialist realism? How did cinema transform itself as a result of its intersections with other forms of media, such as television, cassette and video tape, video games and the internet? What does this mediascape tell us about the society of post-Mao China? How do we not only "see," but also "listen to" post-socialist culture? Examines films ranging from 1980s experimental and entertainment films to more recent documentaries, as well as gaming and internet culture-inspired video art. Enrollment limited to 20.

GNSS 1960V. The Communist Experience in Eastern Europe: Genres of Interpretation.

Almost twenty-five years after the disintegration of the communist regimes across Eastern Europe, the question of how to remember the communist experience is highly contested. This interdisciplinary course highlights the complexities of the collective memory of communism, which fluctuates between attempts to come to terms with communist crimes and tendencies to idealize state socialism. Focusing on a range of issues—such as nostalgia, consumer culture, sexuality, gender, violence, the legacy of repression, and attempts at transitional justice—we will explore the nature of communist and post-communist realities by discussing scholarly studies and weekly screenings of full-length feature and documentary films. Enrollment limited to 20.

GNSS 1960W. Fiction/Addiction.

In eighteenth-century Britain, the rise of global mercantile capitalism coincided with the novel's consolidation as a cultural form. Each in its own way poses questions about habit and volition: do we control what we consume, or does what we consume control us? This course explores aspects of narrative form and character representation in the early English novel with relation to the cultural history of addiction. To anchor our approach to 18th-century fiction (Defoe, Haywood, Lennox, Burney, Edgeworth), we will investigate discussions of appetite, reason, motivation, and compulsion in philosophy and critical theory (Plato, Locke, Johnson, Foucault, Derrida, Sedgwick, Gallagher).

GNSS 1960X. The Aesthetics of Color: History, Theory, Critique.

This course introduces undergraduate students to the central themes and debates in the vibrant history of color from antiquity through the present. While we focus on color in modern and contemporary visual art, design, and media, we begin with the premise that color—like the feminine—has long been subordinated and marginalized as the "Other" within Western culture. We then challenge this assumption using an interdisciplinary approach rooted in feminism, art, visual studies, film theory, fashion, and education. Through descriptive writing, responses to critical texts, and subjective encounters with color in art and culture, students learn the fundamental paradoxes and properties of color.

GNSS 1960Z. Hysteria's Women: Literature, Psychoanalysis, and Feminist Theory.

This course interrogates how psychoanalysis understands the relation between the sexuated body, femininity, knowledge, and desire. We will read texts at the intersection of literature and film, feminist studies, continental philosophy, and postcolonial studies to consider the specific challenges that feminism poses for psychoanalysis, particularly an international feminism that is attentive to class, race, and history. Readings will include texts by Freud, Lacan, Beauvoir, Irigaray, Gallop, Rose, Cornell, Spivak, and Djebbar. Films could include: "A Dangerous Method" (Dir. John Kerr), "Her" (Dir. Spike Jonze), and "Fire" (Dir. Deepa Mehta).

GNSS 1961A. The Matter of Abstraction: Feminism and the Arts.

How does feminist art help us think through the matter of abstraction? How does feminism's emphasis on the social constructiveness of needs, desires, bodies, and subjectivities affect - and resist - the terms of not only formal abstraction but also economic and political abstraction? This course considers the influence of feminist theories and practices in the arts, especially their impact upon debates about abstraction versus representation, formalism versus realism. We begin with feminist art in the 1960's, and proceed to the recent resurgence of abstraction in contemporary art alongside analyses of an ever more abstracted world of capital.

GNSS 1961B. Queer Discipleship.

"Queer theory" names both a set of reading practices and a series of reflections on the dangers, and the possibilities, of being taught. This course will pair fictions of discipleship with recent queer accounts of why we read and what we read for. As we encounter a range of leaders and followers, fans and teen idols, bad teachers and impressionable students, we will attend to the place of queer discipleship in the discipline of queer theory. Students will gain familiarity with this discipline's history and methods, as well as a critical vocabulary for the analysis of modern cultural forms.

GNSS 1961C. Radical Italian Feminisms and the Contemporary Politics of Refusal.

This course will assess 1970's and 80's radical Italian feminism as a blueprint for a new kind of networked and bodily-oriented form of political resistance. Often overlooked in favor of the French and American feminist traditions, the Italian militant tradition, a development within the workers' movement, has recently come to be recognized as a repository of innovative tactical and theoretical responses to various forms and imprints of contemporary domination. It has clear resonances within revolutionary contestation and the politics of refusal today. Thus, the course seeks to assess the implications of radical Italian feminist movements for contemporary resistance.

GNSS 1961D. Politics of Resistance.

States claim to benefit the people they represent. But the relationship between the state and the people is not always a happy one, nor devoid of conflict and violence. In this course, we will examine the conditions of state power and forms of resistance to it. We will explore these questions through a wide range of literature from Sophocles' *Antigone* to Martin Luther King's Letter from Birmingham Jail. Different examples of resistance around the world will be considered including anticolonial resistance, hunger strikes, conscientious objection, the civil rights movement in the US, and on women's agency in shaping these movements.

GNSS 1961E. Feminist Freedoms.

Because feminism understands itself to be fundamentally concerned with increasing liberty, specifically of women, this course will focus on the theme of freedom. We will consider 1) what it means to be a free political actor, 2) whether freedom is the highest political good, 3), whether, and how, freedom is compatible with other values, and 4) how different forms of government and political structures contribute to, or detract from, attempts to increase freedom. We will read contemporary works from a range of genres that ask what it means to exist on the 'margins' of politics, where freedom seems most tenuous.

GNSS 1961F. Local Color: Multi-Ethnic American Literature, 1880-1920.

American literary regionalism ushered in new stylistic forms focused on characters, dialect, customs, topography, and other features particular to specific regions. This "local color writing" emerged, in part, as a response to the rapid growth and changing face of an industrializing nation. This course positions itself at the center of this tense moment in America's history, reading works that pursue both diverse regional and ethnic interests. In particular, we will primarily read women authors and critics to focus on how gender and sexuality intersect with race as it relates to the question nation (re)building.

GNSS 1961G. Framing Gender in Middle Eastern Cinema.

This course examines how gender is framed in Middle Eastern cinema. Through weekly readings in film theory and culture, in-class discussion, and written and oral assignments, students will learn not only how to analyze cinema but also about gender in the modern and contemporary Middle East more generally. Most weeks students will also attend the screening of a film dealing in some way with gender in the Middle East. We will watch films from or about: Iran, Afghanistan, Egypt, Tunisia, Palestine, Israel, Iraq, Lebanon, and Canada.

GNSS 1961H. Literary Imaginations of the Law: Human Rights and Literature.

Did you know that Robinson Crusoe was critical for the drafting of the "Universal Declaration of Human Rights"? Or that autobiography has been a literary genre crucial for the articulation and propagation of both human and civil rights? Through a study of the relationship between human rights and literature, this course will explore forms of writing that enable the legal protocols, proceedings, and predicaments that make up human rights discourse. We will pair key human rights documents with literary and cinematic works that inspire and question the universal ideals of the law.

GNSS 1961I. Global America: Gender, Empire, and Internationalism Since 1890.

This course explores the cultural history of America's relationship to the world across the twentieth century with particular attention to ideas about gender and sexuality. We will locate U.S. culture and politics within an international dynamic, exposing the interrelatedness of domestic and foreign affairs. While exploring specific geopolitical events like the Spanish-American War, World War I and II, and the Global Cold War, this course emphasizes the political importance of culture and ideology rather than offering a formal overview of U.S. foreign policy. This course analyzes the processes through which Americans come to think and feel particular ways about the world.

GNSS 1961J. Make a Body Riot: Laughter, Resistance, and African American Literature.

How does what makes us laugh position us, either as audience or collaborator? What do comedy and performance have to show us about identity formation in relation to race, class, and gender? How might laughter—as release, as physical expression, as indicator of one's interior life, or as protest—help us understand aesthetic, thematic, rhetorical, and political aspects of African American literature? This course centers on the development of African American literature throughout the twentieth century—including the role of Black literature in society; the intersections of race, class, and gender; slavery's afterlives; the historical novel; and the role of humor in community formation.

GNSS 1961K. Art Against Empire: Aesthetics of the "New Man" circa 1968.

This course charts dissident aesthetic practices and theories that emerged along multiple transnational axes in the "long 1960s" under the banner of anti-imperialism. Organized from a global perspective, this class considers the contributions and collaborations of radical and militant artists, filmmakers, and thinkers in Africa, Asia, Europe, and the Americas. Our primary concern will be to analyze the masculinist dynamics of these movements. Above all, we will examine the deeply entrenched conceptions of gender and sexuality that frequently determined who could be seen on the front lines of these struggles, whether on the ground or in the field of representations.

GNSS 1961L. Postcolonial Horror: Political Specters in Non-Western Literature and Film.

This course explores the genre of "postcolonial horror" in contemporary non-Western literature. How are world writers and filmmakers utilizing elements of horror—including shock, supernaturalism, gore, and psychological realism—to derange viewers' relationships to everyday life? Can horror capture controversial themes like war, genocide, and human rights crimes without exploiting violence? Or does horror merely objectify human suffering to reproduce sexist, racist, homophobic, and xenophobic stereotypes? We will take a transnational, decolonial feminist approach to supernatural motifs, including ghosts, zombies, aliens, witches, vampires, demons, and psychopaths, in films and fiction from Africa, Latin America, the Caribbean, and South Asia.

GNSS 1961M. Humanity or Nah? Blackness, Gender, Resistance, and Memory in Monuments, Maps, and Archives.

This course explores the liberatory archaeologies of racialized, gendered, and sexual memory(-ies) articulated by Xicanx, Latinx, Native American, and African scholars, artists, activists, and cultural workers that resist regimes of antiblackness, colonialism, and white supremacy. Students will engage scholarly and artistic works that exemplify how Blackness rejects, while simultaneously marking in many ways, the limits and logic of gender and sexuality, exposing the colonial underpinnings of "Man" and modern ideas of "human." This course focuses on monuments, maps, and archives as three distinct sites where antiblackness, colonialism, and white supremacy are both sanctioned and defied in the public sphere.

GNSS 1961N. Scenes of Instruction: Pedagogy, Punishment, Perversion.

This course investigates the interrelation between pedagogy, sexuality, and violence. It seeks to investigate the classroom as a site of violent interaction and a potentially sexualized space. Appraising the erotic dimension of the production and transmission of knowledge, the course will critically trace a discourse of the utmost actuality and relevance: from campus rape culture, via the prominent question of consent, through current debates around Title IX, the connection between learning and sex marks a highly problematic dimension of our academic environments deserving of scholarly attentiveness and critical scrutiny.

GNSS 1961O. Masquerade as Critique.

Critique is most often figured as an act that reveals a reality that was previously hidden, as though one were pulling back a curtain or lifting a veil. But, as the critic Craig Owens points out, "in a culture in which visibility is always on the side of the male, invisibility on the side of the female...are not the activities of unveiling, stripping, laying bare...unmistakably male prerogatives"? This seminar develops an alternate genealogy of critique informed by feminist and queer of color perspectives. It eschews the modernist drive toward transparency, instead examining masquerade, mimicry, code-switching, duplicity, fugitivity, passing, and appropriation.

GNSS 1961P. Poetics of the World: The Making and Unmaking of the African Diaspora.

This course critically engages with the meaning and making of African Diaspora literature by examining a range of novels, poetry, and memoirs, as well as theoretical texts. Part of the work of this course will be to examine the genre of Afro-diasporic literature. What does it mean to belong to a diaspora? How do writers from across the diaspora communicate with one another? What unexpected models of sociality and community does this literature produce? How do writers engage with one another across national boundaries? Our discussions will delve into themes of opacity, entanglement, identity, race, gender, and sexuality.

GNSS 1961Q. Conversations in Trans/Feminisms: Theories, Cultures, & Politics.

This course explores the bridges and tensions between trans* and feminist movements through academic & activist literature/cultural production. How & why did transfeminism as a critical intervention in relation to feminist theory & politics arise, & why are transfeminist discourses & theories fiercely relevant from the 1960s to the present. How does trans*, as an infinite spectrum of categories, theories, & identities rupture, and/or transcend the gender binary? We will explore the ways that trans* scholars, artists, and organizations contest gendered meanings, borders, & hierarchies within systems of oppression such as anti-blackness, white supremacy, settler colonialism, homophobia, and xenophobia.

GNSS 1961R. Sex and Money: The History of Paris since 1750.

Paris, seen through the rose-tinted glasses of Hollywood, is the city of love. How did this come to be? And what does this image hide? Across the modern period, shopping and women's work were sexualized, prostitution was normalized, regulated, and made "safe" for bourgeois clients, nude women performed on music hall stages, and gay cultures emerged in new commercial venues. This class will examine how sexual commerce shaped the identity of the city, how the commercial spaces of the city shaped sexual identities, and how discourses about sexuality contributed to the legitimization of capitalism. We will engage with topics ranging from the construction of gender difference and the emergence of mass media, to the relationship between the expansion of global capitalism and the rise of moral panics.

GNSS 1961S. Boom Towns: Finance and Literature in Latin America.

Studying the works of Gabriel García Márquez (Colombia), Clorinda Matto de Turner (Peru), Jorge Luis Borges (Argentina), Rosario Castellanos (Mexico)... this class explores the implications of using this financial metaphor to refer to the cultural production of the region since the nineteenth century. We will examine the relationship between finance and writing by looking at, among other things, the literary creation of three fictional boom towns: Killac, Macondo, and Tora. Through the invention of these places, literature in Latin America has sought to give sense to its 'peripheral' position within the capitalist world-system and challenged common-sense narratives about economic development, progress, and social structures. Students will thus learn about economic cycles and financial crises in Latin America from a cultural perspective. Emphasis on the role of finance in the reproduction of gender, race, class inequalities, and ecological impacts.

GNSS 1961T. Transpacific Femininities.

As theoretical framework, archival method, activist practice, transpacific femininities places gender and sexuality at the center of Asian American literature, culture, and Pacific Rim geopolitics. Since at least the 19th century, femininity has played a critical role in the material and discursive mediation of transpacific relations: from the circulation of feminized Asian commodities and the migration of sex workers, care workers, and other female laborers to the idea of the Orient as the feminine counterpart to the masculinized West. Yet, because Asian and Asian American women have been subject to extensive and aggressive fantasizing in the American imagination, they remain, in many ways, proximal to dominant narratives, occluded by the abstract significations they carry. We will test the parameters of transpacific femininities as an approach for contending with complex networks of relations within and between multiple competing nations and empires.

GNSS 1961U. Women of Color Feminisms.

This course interrogates the constructs of race, gender, sexuality, and class from the standpoint of women of color feminist writers and thinkers. We will draw from a range of materials, including Black feminist theory, literature, memoir, and film in order to examine how social differences are fundamentally entangled and co-produced. We will explore how systemic oppressions (such as racism, economic exploitation, and sexism) interact and rely upon one another to produce different social identities in particular geographic and historical contexts. The course will cover texts that have become foundational to intersectional feminist thought as well as texts that reflect how new generations of feminists are reinterpreting and expanding intersectional politics in order to think about oppression and resistance and establish what real human liberation might ultimately entail. Writers and thinkers might include Angela Davis, Octavia Butler, Gayatri Spivak and Kim Tallbear.

GNSS 1961V. Black on Earth: Race, Gender, and the Environment.

This seminar operates on the notion that white supremacy and environmental degradation are historically related—and that Black Americans have long confronted the two together. In this course, we will interrogate how different Black thinkers and activists have done so, from the Antebellum period to the present day. We will begin by considering how enslaved people drew from nature in their resistance to slavery and the Middle Passage. We will investigate the role of pollution, toxics, environmental disasters, gentrification, and more in the formation of a twentieth-century Black radical tradition. We will identify its constituent strands—feminism, communism, nationalism, and more—and their respective visions of liberation. Toward the end of the course, we will explore the environmental justice movement and Black-led responses to climate change. Weekly readings will include one or more primary sources in addition to secondary readings.

GNSS 1961W. Feeling Race.

This advanced research seminar examines how emotion factors into a longer history of race, racism, and resistance in the United States. Using the tools of affect studies, ethnic studies, queer theory, and American literature and film, we will explore the racial politics of feeling, both as a noun and as a verb. What do emotions like rage, melancholy, shame, and irritation—as well as states of unfeeling or disaffection—afford for subjects marginalized by their race, gender, and sexuality? How do feelings include or exclude people of color, especially queer people of color, from projects of U.S. nation-building? Over the course of the semester, we will ask how feeling might reorient our relationship to troubled pasts, help us politically engage with a racist present, and imagine alternative futures.

GNSS 1961X. Black Women Ruin Everything: Utopia, Dystopia, and the Future (Ends) of the World.

This seminar is grounded in three premises. The first is that "the world" is founded on anti-blackness (though not anti-blackness alone). The second is that Black feminists write with an awareness of this fact and a desire to imagine the world otherwise. The third is that as a result Black feminism is a form speculative fiction. This course considers how contemporary afrofuturist texts written by Black feminists critique the gendered anti-blackness that effects black peoples' life chances. It also considers how these texts go beyond imagining a future predicated on enrolling Black being into existing hierarchies of Man. Put otherwise, this course will investigate how Black feminist writers have used "speculative fiction" to image not only their own freedom but also the freedom of all beings arranged within the social and political hierarchies built upon their supposed abjection.

GNSS 1961Y. Gaps and Silences: In and Out of the Archives.

This research seminar examines archives and considers how classification systems are central in addressing knowledge gaps, gendered and racialized silences created by colonialism, slavery, wars, and displacement. We will engage with archival theories informed by Black, Indigenous, and Asian American studies, feminist and postcolonial theories, and visual studies. What is archival metadata and what role does it play in historical research? How might we imagine new links between descriptive information, records, affect, and embodied knowledge found in and out of archives? Our discussions will be guided by concepts including "critical fabulation" (Hartman), "queering archives" (Arondekar), "imagining the impossible," (Gilliland & Caswell), and "silences and silencing" (Trouillot). For the final assignment, students will create their own digital archival project. It will be based on their research interests and direct engagement with the Pembroke Center Archives focused on women and feminist theory.

GNSS 1961Z. Black Trans Studies.

This course introduces students to significant strands of thought in the field of Black trans studies. Some suggest that the scope of Black trans studies is too narrow; this course seeks to illustrate otherwise. As Susan Stryker argues, "the field of transgender studies, far from being an inconsequentially narrow specialization dealing only with a rarified population of transgender individuals, or with an eclectic collection of esoteric transgender practices, represents a significant and ongoing critical engagement with some of the most trenchant issues in contemporary humanities, social science, and biomedical research." Black trans studies offers a framework for approaching some of society's most critical topics. We'll explore intellectual genealogies that give rise to Black trans studies, trans narratives and the racialized history of medicine, coalition and community building, violence and policing, representations of Black transness, and debates about today's movement priorities.

GNSS 1962A. Asian/American Feminisms: Power, Expressive Culture, and the Cold War.

The course follows Asian and Asian American feminist thinkers navigating history and its uses – particularly the present history of the Cold War. Reading interdisciplinary Asian/American feminist theory and expressive culture, this course marks the Cold War as more than just the historical period between the end of WWII and the fall of the USSR (also cast as the preeminent dominance of US democratic and imperial order as the good life). Rather, we will unpack the Cold War as an interpretive framework, a lineage of powerful institutions, a persistent emotional landscape, and (in short) a knowledge project that continues to shape and direct political life, imaginative capacities, and formations of power inhering in race, gender, nation, sexuality, ability, class. Assessing this global knowledge project, we'll ask after the resources of Asian/American feminist visions of time, power, and liberatory potentiality.

GNSS 1962B. Woman*, Life, Freedom: Global Feminist Liberation Movements.

This course puts its keywords—woman*, life, freedom—in conversation to explore how an avowal of woman and life has been and will remain prerequisites to liberation, particularly in our tumultuous present. We start by looking at the roots of the revolutionary slogan of the uprising that overtook Iran following the 2022 death of Jina (Mahsa) Amini while in state custody, to understand its indebtedness to Kurdish women's struggle against authoritarianism in Turkey; ISIS extremism in Iraq/Syria; and now, resistance to patriarchal fundamentalism and military oppression in Iran. In studying the slogan's centering of women/counter-hegemonic bodies and desires, and broadening our scope to the global stage, we will ask: Which genealogies of feminist, queer, and liberationist thought/practice does this slogan allow us to ascertain? What are the throughlines of our contemporary sociopolitical practices of liberation, particularly among Global South, women*-led movements?

GNSS 1962C. Art of Survival.

We will explore the art of continuing to exist despite accident or ordeal. What creative strategies make life livable within sickness, incapacity, and loss? How does survival (or its absence) alter time and space, producing its own aesthetic preoccupations and concerns? Our arts of survival focus on racial and sexual difference as determining factors in living and dying, while considering the labors of sustenance, the affects of suffering, the aesthetics of ruination, and the (im)possibility making the unbearable bearable. Students will develop a comprehensive view of interdisciplinary art practice (including performance, installation, sculpture, memoir, fiction, and poetry) while exploring their own arts of endurance, memorialization, and medicine.

GNSS 1962D. Visual Art and Black Feminist Theory.

This course argues that black women disturb, dissolve, and give definition to the concepts of gender and racialization that shape the modern human. We will closely analyze black feminist theory alongside a wide-ranging survey of significant painting, sculpture, performance, photography, and installation art made by black women in the 19th to 21st centuries. Theoretical concepts representing the singular modes of dispossession that ensnare black femininity, as well as black femininity's re/production of the modern world—concepts such as black flesh, ungending, fungibility, black mater, plasticity—will be applied to analysis of artworks and the artworks will in turn flesh out these concepts. We will utilize close textual analysis, visual analysis, and art historical context to interrogate the ways that black female artists illuminate, critique, and intervene on hegemonic constructions of gender and sexuality and art historical ideologies.

GNSS 1962E. Wet Ethnographies.

Recent experimental ethnographies explore the relationship between research and writing, textual strategies, and the politics of ethnography. Experimental methods provide tools to think and write about projects of coloniality and capital and how they shape the material environment. This course introduces students to experimental ethnographies that take place in environments where the boundaries between water and land get blurred in deltas, river embankments, swamps, mangroves, and reclamation areas that carry signs of both enabling and challenging former and continuing colonial projects of empire or capital. We will critically read and examine ethnographic works that tackle “wetness” and “fluidity” as theoretical tools for understanding fluidity, circulation, and flow to challenge linear development projects from a feminist ethnographic perspective. The course will focus on practicing attunement to more than human life and materialities of soil, water, and land/seascape through experimental ethnographic methods.

GNSS 1962F. Reading In Depth: Deep Time in Theory, Literature and Visual Art.

This course considers the humanities and deep time—time stretched out beyond the human lifespan. The challenge that deep time poses to the human imagination has grown more urgent to address in light of our current environmental crisis. What can the humanities teach us about deep time? We will approach this question in three ways: 1) by looking beyond conceptions of space as female and passive and foregrounding non-binarized conceptions of space that are agentive and dynamic, 2) by examining human and non-human relationships in diverse cultural traditions, and 3) by considering how artists and writers worldwide create their own scales of deep time and inscribe rhythms of human and non-human life into their works. The course will run as a workshop and will be primarily concerned with actively testing research methods and artistic practices to better understand deep time.

GNSS 1962G. Designing Public Memory: Race, Gender & the Creation of the American Commemorative Landscape.

How have monuments shaped our understanding of who and what deserves a place in American memory? How do memorials, museum exhibits, and other forms of commemoration get made? Who creates public memory in America? How have our approaches to these questions changed over time? This course examines the evolution of how we see public commemorative space in the United States, and the outsize role gender has played in shaping national memory. We'll begin with the heavily masculine history of the National Mall in Washington, D.C. and shift to examples of local memorials, walking tours, digital histories, and museums across the U.S. that seek to restore the voices of other Americans to our memorial landscapes. Students will work throughout the semester to design their own commemorative space grounded in historical research and shaped by the many questions we will explore together.

GNSS 1962H. Is It Me or Is It Meme?: Blackness and Memes.

This course explores memes as sites of black cultural production. How do we conceptualize a relationship between memes and blackness? How do representations of blackness come to inform the creating and circulation of memes? How do digital interactions complicate notions of collective consciousness, authenticity, ownership and citation? We will ground our exploration of memes in various genealogical and methodological formations of queer of color critique, black studies and cultural studies. The course will investigate aesthetic, affective, imaginative and cultural dimensions of digital black cultures, paying particular attention to questions of relationality (self and collective), circulation and world-making potentialities. We will analyze how race, gender, and sexuality are embedded in the production and proliferation of memes (for example: girl dinner, girlmath, trad wife, i'm just a girl). The course examines frameworks including affectability, visual culture, virality, performance, identity, disidentifications, and blackness.

GNSS 1962J. Trans Studies of Gender and Sexuality.

This course will explore how trans studies has rethought the big-picture questions of Gender and Sexuality Studies. We will begin with an introductory unit on the fraught historical relations between transfeminisms and dominant traditions of feminist theory and activism. Each subsequent unit of the course will home in on what trans scholarship has contributed to the study of one or more major categories of intersectional feminist theorizing: gender and sexuality; race; and class. Beyond an introduction to trans studies, students will learn how dominant relations of power might be understood differently by starting from trans perspectives. By reading trans theory alongside works of trans literature and film, students will develop their own trans studies of gender, sexuality, race, and class.

GNSS 1970. Directed Research and Thesis.

Independent research under the direction of a faculty member, leading to a thesis. Required of honors candidates. Open to seniors only. Instructor permission required.

GNSS 1980. Directed Research and Thesis.

Independent research under the direction of a faculty member, leading to a thesis. Required of honors candidates. Open to seniors only. Instructor permission required.

GNSS 1990. Senior Seminar.

A research seminar focusing on the research and writing of the participants. Required of senior concentrators; open to other advanced students by permission.

GNSS 2000. Method, Evidence, Critique: Gender and Sexuality Studies across the Disciplines.

Gender and Sexuality Studies is by its very nature interdisciplinary. Can we speak of any single methodology that ties GNSS together? How might scholars working on gender/sexuality acknowledge disciplinary boundaries and use disciplinary training effectively? We will start with the premise that studies in gender and sexuality are tied together by questioning foundational assumptions within a given field of knowledge and taking account of our own subject positions vis-à-vis our objects of study. By studying canonical theoretical texts alongside disciplinary studies characterized by a feminist and/or queer focus, we will investigate how gender and sexuality are constructed in various contexts, what kind of work they do, and how standards of evidence are marshaled in particular disciplines. Particular attention will be given to the role of critique, affect, and materialisms, including the materiality of language, in gender and sexuality studies.

GNSS 2010D. The Power and Mystery of Expertise.**GNSS 2010E. Pembroke Research Seminar: The Question of Consent.**

No description available. Instructor's permission required.

GNSS 2010G. Pembroke Research Seminar in Feminist Theory: Socialism and Post-Socialism.

An advanced feminist research seminar in feminist theory and gender studies. Presentations made by Brown faculty, Pembroke Center fellows, visiting scholars, and students. Offered in conjunction with the Pembroke Seminar. Enrollment limited to 8.

GNSS 2010S. Pembroke Research Seminar – The Civic Work of Monuments.

This seminar grapples with monuments as forms of “public speech” and “scriptive things”: elements of material culture that structure human actions but whose meaning is also contested. How do monuments shape political imaginations and civic practices? Whose stories have we told and to what effects? How have citizens experienced, ignored, or contested public commemoration at local and national levels, in universities and other locations? What should we do about oppressive monuments and disparities in public commemoration? Drawing on a variety of fields and disciplines, from political theory, philosophy, history, art and art history, visual culture, anthropology, etc., as well as the work of artists, philanthropic institutions, activists, and local and national governments, we will explore histories of commemoration and contestation, keeping in mind that public monuments are palimpsest of memory that seek to tell some stories and drown out others.

GNSS 2020D. The Power and Mystery of Expertise.**GNSS 2020E. Pembroke Research Seminar: The Question of Consent.**

No description available. Instructor's permission required.

GNSS 2020G. Pembroke Research Seminar in Feminist Theory: Socialism and Post-Socialism.

An advanced feminist research seminar in feminist theory and gender studies. Presentations made by Brown faculty, Pembroke Center fellows, visiting scholars, and students. Offered in conjunction with the Pembroke Seminar. Enrollment limited to 8.

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This seminar grapples with monuments as forms of “public speech” and “scriptive things”: elements of material culture that structure human actions but whose meaning is also contested. How do monuments shape political imaginations and civic practices? Whose stories have we told and to what effects? How have citizens experienced, ignored, or contested public commemoration at local and national levels, in universities and other locations? What should we do about oppressive monuments and disparities in public commemoration? Drawing on a variety of fields and disciplines, from political theory, philosophy, history, art and art history, visual culture, anthropology, etc., as well as the work of artists, philanthropic institutions, activists, and local and national governments, we will explore histories of commemoration and contestation, keeping in mind that public monuments are palimpsest of memory that seek to tell some stories and drown out others.

GNSS 2450. Exchange Scholar Program.**GNSS 2720. Graduate Independent Study.**

Section numbers vary by instructor. Instructor's permission required.

GNSS XLIST. Courses of Interest to Concentrators in Gender and Sexuality Studies.**Fall 2025**

The following courses have a primary focus on women or gender or make significant use of modes of feminist or queer analysis. They may count toward the concentration in Gender and Sexuality Studies through the Pembroke Center. Please check with the sponsoring department for times and locations.

Africana Studies

AFRI 0090 An Introduction to Africana Studies

AFRI 0420 Cannabis Legalization: Race, Education, and Policing

AFRI 2050 History of Black Travel

American Studies

AMST 0090A 7 Hours and 55 Minutes: Sex, Work, and Migration in Global Contexts

AMST 0090C Eco-Identity: Representation in Nature

AMST 1907F Queer Indigenous Studies and Two-Spirit Critique

Anthropology

ANTH 0301 Gender and Politics

ANTH 1760 Disability and Culture in the Past and Present

Applied Mathematics

APMA 1910 Race and Gender in the Scientific Community

East Asian Studies

EAST 0152 Worlds of Korean Cinema

EAST 1505 Two Koreas

EAST 1706 Transnational Feminist Knowledge Production and Practices:

Perspectives from East and West Asia

EAST 1942 Queer Japan and Beyond

Economics

ECON 0600 Gender in the Economy

Education

EDUC 1430 Social Psychology of Race, Class, and Gender

English

ENGL 0151D Men's Films

ENGL 0710X Black Poetics

ENGL 1310A Firing the Canon: Early Modern Women's Writing

ENGL 1560A Jane Austen and George Eliot

ENGL 1711L Contemporary Black Women's Literature

ENGL 1760Y Toni Morrison

ENGL 1762T Race and the Gothic

Ethnic Studies

ETHN 1200K Introduction to Native American and Indigenous Studies

ETHN 1612E Black Archival Experiments

French and Francophone Studies

FREN 1150I Un Autre Regard. Le Cinema De Chantal Akerman

FREN 1710O Décolonisation!

History

HIST 0558C Latinx Social Movement History

HIST 1515 American Slavery

HIST 1972A American Legal History, 1760-1920

HIST 1974U Race, Incarceration, and Freedom in the Americas

Humanities

HMAN 1977H Critical Race Theory Now

HMAN 1977P Wet Ethnographies

Latin American and Caribbean Studies

LACA 1504T Latin American Feminisms

Modern Culture and Media

MCM 0903I: Take Me Apart: The Body As Myth Between Literature, Film, and Theory

MCM 1205A What We Talk About When We Talk About Horror

MCM 1702L TV/Video: Theory/Practice

Music

MUSC 1240R Intro to Rap Songwriting

Public Health

PHP 1681 Reproductive Health, Rights and Justice

Portuguese and Brazilian Studies

POBS 0630H Futuridades Cuir/Queer: Reimagining the Portuguese-Speaking World Through Fiction

Religious Studies

RELS 0090A Women and Gender in Ancient Religions

RELS 0843 How do you Feel? The History of Emotions

RELS 1380B ORGANIZE! Solidarity in Theory and Practice

Sociology

SOC 0300P Being Normal: The Politics of Fitting In and Standing Out

SOC 1480 What's Wrong with Empowerment: Critical perspectives on Development

Science, Technology, and Society

STS 0701 Dirty Computer: Race, Queerness, and Science Fiction

Theatre Arts & Performance Studies

TAPS 0800N Semiotics of the Broadway Musical

Philosophy

The Philosophy Department takes a special pleasure in contributing to the teaching and training of undergraduates, as part of Brown's overall commitment to a liberal education. The Department offers a range of courses, from introductory to advanced, which cover contemporary subject areas such as ethics, metaphysics, epistemology, the philosophies of science, religion, language, literature, and more, as well as various periods and figures in the history of philosophy.

For additional information, please visit the department's website: <http://www.brown.edu/Departments/Philosophy/>

Philosophy Concentration Requirements

The Philosophy concentration offers courses covering subjects from ethics to the philosophies of science and literature. It also provides survey courses on various periods in the history of philosophy. Concentrators can expect to acquire a broad competence in philosophy itself, including ancient European and early modern philosophy, logic, ethics or political philosophy, and epistemology or metaphysics. The concentration also teaches, and stresses, skills in critical thinking and writing. There is also a related, but separate concentration in physics and philosophy.

Standard Concentration

10 courses total, of which no more than one may be below PHIL 0100, and at least three must be at or above PHIL 0990.

Five Area Requirements:

One course in Ancient Philosophy, e.g.	1
PHIL 0110 Ancient Greek Philosophy	
PHIL 1110 Plato	
PHIL 1120 Aristotle	
One course in Early Modern Philosophy, e.g.	1
PHIL 0210 Early Modern Philosophy	
PHIL 1210 Locke, Berkeley, Hume and Others	
PHIL 1220 17th Century Continental Rationalism	
PHIL 1230 Kant: The Critique of Pure Reason	
One course in Epistemology or Metaphysics, e.g.	1
PHIL 1735 Metaphysics	
PHIL 1705 Epistemology	
PHIL 1800 Philosophy of Mind	
PHIL 1850 Philosophy of Language	
One course in Ethics or Political Philosophy, e.g.	1
PHIL 0410 Moral Philosophy	
PHIL 0560 Political Philosophy	
PHIL 1470 Ethics in the Novel	
PHIL 1430 Moral Theories	
PHIL 1440 The Nature of Morality	
One course in Logic, e.g.	1
PHIL 0640 Logic	
PHIL 1630 Mathematical Logic	
PHIL 1635 Advanced Deductive Logic	
One Seminar: either an undergraduate seminar from the 099X series, a course numbered 1XXX that is designated as a seminar, or a graduate seminar numbered 2XXX.	1
Four additional courses	4
Total Credits	10

Note:

Up to two appropriate courses from departments other than Philosophy department may be included among the ten courses required for the Concentration. Appropriate courses must be sufficiently philosophical. Courses listed on the Philosophy XLIST on Courses@Brown will always count; students can petition for other courses to be counted. Courses

from other departments may not be counted toward fulfillment of the area requirements.

Capstone Requirement

Every philosophy concentrator must complete a capstone project. The capstone will be normally be completed in a student's last undergraduate year, and it should make use of a significant portion of what the student has learned in their undergraduate education, broadly interpreted. There are three options for the capstone course in philosophy:

1. A Senior Thesis: A substantial paper, typically about 40-60 pages, that is researched and written over the course of the senior year under the supervision of a faculty advisor. Typically, students writing a thesis will enroll in PHIL 1995, Senior Thesis, both semesters. (In order for a student to be permitted to write a Senior Thesis, they must have completed at least six courses in the concentration and have received a grade either of A or of Satisfactory with Distinction in more than half of them.)
2. An Independent Study: A one-semester reading course (PHIL 1990) under the direction of a faculty advisor, leading to a substantial research paper, typically 15-25 pages.
3. A Special Project undertaken in connection with a philosophy course at or above 0990: Examples include a more-in-depth final paper than is otherwise required or a presentation of some of the material to the class, though students are encouraged to make creative proposals, as well. The specific project should be discussed with, and must be approved by, the instructor of the relevant course.

Every philosophy concentrator must file the Declaration of Capstone Project by the end of shopping period in their final semester. For further details on the Honors Thesis and Capstone Requirement, see "Senior Capstone" and "Senior Thesis" on the Department's website.

Honors Requirements:

To qualify for Honors, a student must:

1. Have grades of either A or Satisfactory with Distinction in more than half their philosophy courses and any courses from outside the department that they are counting towards the concentration.
2. Successfully complete a Senior Thesis that, in the judgment of the advisor and second reader (to be appointed by the Director of Undergraduate Studies), is worthy of an Honors recommendation.

Physics and Philosophy Concentration Requirements

The Physics and Philosophy concentration is for students with a deep interest in physics who do not need to acquire the laboratory and computational skills of a professional physicist. The concentration allows students to grapple with computational problems and deepen their investigation of conceptual and epistemological issues. By the end of the program, concentrators possess an excellent conceptual understanding of the most philosophically interesting physics, relativity and quantum mechanics.

This concentration should prepare a student either for graduate study, especially in a history and philosophy of science (HPS) program, or for employment in science education or journalism. Other professions such as law and medicine will look favorably on such concentrators for having versatile interests and being able to master difficult material. The concentration may serve as an excellent preparation for a law school since physics and philosophy both exercise a rigorous approach to problems of immediate relevance to life but at the same time assume two complimentary and sometimes competing viewpoints.

Advising

Concentration advisors from the Departments of Physics and Philosophy will guide students working towards the A.B. degree.

Curriculum

The curriculum builds around the fields of physics that have had the biggest impact on philosophy, especially Quantum Physics, and the fields of philosophy most relevant for physics, such as Epistemology, Metaphysics and Philosophy of Physics. It is strongly recommended that students complete at least one relevant history course.

There are 11 required courses (5 in Physics, 5 in Philosophy or History, one course in mathematics) and a final project. The choice of the courses is dictated by the following considerations. The field of physics with both deepest philosophical implications and deepest influence on the rest of physics is Quantum Mechanics. Thus, a 1000-level course in Quantum Mechanics or a closely related field such as Statistical Mechanics is indispensable. The second field of physics most relevant for the concentration is Relativity. This field touches upon and serves as a foundation for a broad list of subjects with major philosophical implications of their own, for example: PHYS 1170, PHYS 1280, PHYS 1510, PHYS 1100. This requires another 1000-level physics course in the concentration. 1000-level Physics courses cannot be taken without certain preliminary work, most importantly, PHYS 0470, which serves as a prerequisite for most higher-level physics courses and which relies in turn on PHYS 0160 or PHYS 0060. Another lower-level physics course is necessary for a student to develop familiarity with the tools which have been employed in producing the physics knowledge.

A natural introduction into philosophy of physics comes from a course in Early Modern Philosophy. To a large extent, Early Modern Philosophy was shaped by scholars who combined interest in philosophy and physics (e.g., Rene Descartes, Blaise Pascal, Gottfried Wilhelm Leibniz). The influence of the XVII century physics revolution on other central figures such as Kant is unquestionable. Early Modern Philosophy sets an intellectual stage for many subsequent developments in the Philosophy of Physics and directly addresses some of the most perplexing issues like the connection (or lack thereof) between physics and religion. The core of the Philosophy requirement involves two courses in Epistemology, Metaphysics and Philosophy of Science. One course in this field would not be sufficient due to its very broad nature. Students are strongly advised to take a relevant History course. This requirement can be substituted by an additional philosophy course to reflect interests of those students who want a deeper background in Epistemology, Metaphysics and Philosophy of Science or have other related interests such as Ancient Natural Philosophy.

In addition to the above philosophy courses, PHIL 0210 (Science, Perception, and Reality) serves as a gateway into the concentration. It may be substituted by other relevant courses such as PHYS 0100 (Flat Earth to Quantum Uncertainty: On the Nature and Meaning of Scientific Explanation).

A course in calculus is a prerequisite for most physics and some philosophy classes.

Required courses for the A.B. degree are listed below:

Physics Courses

Select one of the following introductory courses in Modern Physics:	1
PHYS 0060	Foundations of Electromagnetism and Modern Physics
PHYS 0160	Introduction to Relativity, Waves and Quantum Physics
One course in Special Relativity and Classical Field Theory:	1
PHYS 0470	Electricity and Magnetism
Select one of the following in Methods of Experimental and Theoretical physics:	1
PHYS 0500	Advanced Classical Mechanics
PHYS 0560	Experiments in Modern Physics
Select one of the following in Quantum Mechanics and its applications	1
PHYS 1410	Quantum Mechanics A

PHYS 1530	Thermodynamics and Statistical Mechanics	
One more 1000-level Physics course		1
Philosophy Courses		
Select one of the following gateway courses:		1
PHIL 0210	Early Modern Philosophy	
PHIL 0060	Modern Science and Human Values	
PHIL 0640	Logic	
Select one of the following courses in Early Modern Philosophy:		1
PHIL 0210	Early Modern Philosophy	
PHIL 1210	Locke, Berkeley, Hume and Others	
PHIL 1220	17th Century Continental Rationalism	
PHIL 1230	Kant: The Critique of Pure Reason	
Select two of the following courses in Epistemology, Metaphysics and Philosophy of Science:		2
PHIL 1705	Epistemology	
PHIL 1735	Metaphysics	
PHIL 1755	Philosophy of Science	
PHIL 1775	Philosophy of Quantum Mechanics	
PHIL 1780	Time	
History Courses		
Select one of the following courses in History of Science:		1
HIST 0522N	Reason, Revolution and Reaction in Europe	
HIST 1825M	Science at the Crossroads	
HIST 1976I	Imperialism and Environmental Change	
Calculus		
Select one of the following:		1
MATH 0180	Multivariable Calculus	
MATH 0200	Multivariable Calculus (Physics/Engineering)	
MATH 0350	Multivariable Calculus With Theory	
Final Project		
Select one of the following:		1
PHIL 1990	Independent Studies	
PHYS 1990	Senior Conference Course	
A course from the PHIL 0990 Senior Seminar series		
Any graduate seminar in Philosophy		
Total Credits		12

¹ Or one more Philosophy course.

Honors

Seniors wishing to earn honors by presenting a senior honors thesis should consult their concentration advisor during their sixth semester or at the start of the seventh semester concerning procedures and requirements. Students may earn honors by presenting a senior thesis judged to be of honors quality by two readers. In addition to completing the usual nonhonors requirements, the student should also have a grade point average of over 3.4 in physics, philosophy and history of science courses (of which at least five must be taken for a letter grade). Honors theses are usually prepared over a period of two semesters with an advisor from the Department of Physics or the Department of Philosophy.

Philosophy Graduate Program

The department of Philosophy offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) Degree. The A.M. degree is only awarded as part of the Ph.D. program.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/philosophy> (<http://www.brown.edu/academics/gradschool/programs/philosophy/>)

Courses

PHIL 0010. The Place of Persons.

We'll concentrate on some fundamental moral and metaphysical issues concerning ourselves as persons: What (if anything) gives us a moral status different from that of other animals? Do we have the sort of free will required for us to be morally responsible for our actions? What makes you one individual person or self at a particular time? What makes you today the same individual person as that obnoxious 5-year old who went by your name a few years back?

PHIL 0011. Freedom and Equality.

In this class, we will explore perhaps the two most fundamental political ideas in modern liberal societies: that humans are (or should be) free, and that they are (or should be) equals. We will explore different conceptualizations of these two important but essentially contested concepts, reading a range of views of how freedom and equality are to be defined and what (if anything) makes them morally important, before applying these views to concrete questions like the role of race and gender in our society, how our political institutions should be organized, and whether economic inequities are morally permissible.

PHIL 0012. Knowledge and Reality.

An introduction to some central issues in epistemology and metaphysics. Topics include the nature of knowledge; skepticism and contemporary responses; and the nature of space and time. Questions we may consider: What is the nature of knowledge? How do you know that radical skeptical hypotheses are false? What is our experience of (and the nature of) space and time like?

PHIL 0013. Paradoxes.

Paradox arises when claims we take to be obviously or necessarily true lead us to conclusions that seem obviously false or incoherent. Avoiding and resolving paradox is, then, a vitally important philosophical task. Attempting to do so leads us to some surprising conclusions about such wide-ranging topics as linguistic practice, the behaviors of space and time, what it is to be rational, and even the nature of truth itself. In this course, we will survey some of the most famous paradoxes in the philosophical literature, and discuss what they tell us about the world and our way of thinking.

PHIL 0014. Philosophy of Religion.

This course introduces the main issues and debates in the Philosophy of Religion. It divides into four modules. We begin with the traditional arguments for God's existence: Did God cause the universe? Is the universe designed? Should we believe in miracles? Then we will consider the traditional arguments against God's existence: Can there be an all knowing or all power being? Does evil in the world show there is no God? After this, we consider questions regarding faith: What is faith? Is faith without evidence rational? Is belief required for faith? Finally, we consider the topic of religious pluralism: is there only one correct religion, or are different religions compatible with each other?

PHIL 0015. Introduction to Philosophy.

This course will introduce the student to the how, what, and why of philosophical enquiry through engagement with some of the major themes, and major figures, of the field. We will follow our wonder about the world around us, ourselves and about how we should act in it, using classical as well as contemporary writings. Through a combination of lectures, readings, class discussions, and assignments the student will develop their ability to understand and engage with philosophical texts, evaluate arguments, and express their critical and reflective opinions in writing.

PHIL 0016. Language, Thought, and Reality: Themes in the Analytic Tradition.

What is the nature of the relationship between the mind and the external world? What is the relation between thought and language? And how does language enable us to capture, carve up, organize or impose order upon the world around us? These questions reflect themes that have been central to analytic philosophy since its inception near the turn of the 20th century. In this course, we will examine these questions, as well as their relevance for philosophy, by exploring and evaluating various answers and approaches advanced by prominent figures in the analytic tradition.

PHIL 0017. Animal Ethics.

This course is an introductory survey of philosophical issues in animal ethics. We affect the lives of non-human animals in myriad ways. What moral obligations do we have towards them? For example, is it wrong to eat meat? To experiment on animals? To keep pets? Should we try to reduce predation? How (morally) important is it that we save endangered species? Some take these to be among the most important ethical questions of our time. We will start with a brief overview of animal minds; then we'll examine several contemporary theories of animal ethics. Along the way, we'll pay careful attention to the implications of philosophy for everyday life.

PHIL 0018. Social Contract Theory.

A central feature of states is that they can back up their commands with force. What makes the use of force wrong when wielded by individuals, but permissible when wielded by the state? What limits are there on the commands governments can give, or the force they can employ? Is it ever permissible to employ force in resistance to the state? One important perspective on these questions is social contract theory, which sees the legitimacy of the state as resting on consent. In this course, we will trace the history of social contract theory from its first rise and fall in the early modern period to its twentieth century revival, with an eye on how it answers the questions above, and how the answers it offers may be relevant to how we think about political issues today.

PHIL 0019. Implicit Bias: What is it, Who is to Blame and What's Next?

In daily life, we might experience or exhibit various forms of implicit bias, e.g. experiencing anxiety when walking past individuals from certain racial groups, or being surprised by female students' achievement in science classes. How should we understand implicit bias? What's the mechanism of it? In this course, we will explore two fundamental aspects of implicit bias, i.e. its nature and its corresponding moral blameworthiness. This course is designed to be interdisciplinary and to equip students with the ability to critically analyze the everyday phenomena of implicit bias and rethink about the moral blameworthiness of implicit bias in real life cases.

PHIL 0020. Science, Perception and Reality.

It is implausible that scientific discoveries could make us give up commonsensical beliefs. It is even less plausible that commonsense could make us reject established scientific theories. So when science and commonsense appear to clash, as they do over colors, solidity, mental content, values, and death, serious philosophical problems arise. We will investigate possible responses to these problems.

PHIL 0021. Living the Sage Life: A History of Chinese Ethics.

How does a sage live their life? What do we have to do to become sages? Chinese philosophers throughout history have answers to these questions. In this course, we investigate the ethics of (ancient) Chinese sagehood and how they relate to a good and moral life, with a special focus on different variations of Confucianism and Daoism. We will start with Confucius, Mencius, and Zhuangzi in the Warring States, to Laozi in the Western Zhou Dynasty, and end with Wang Yang Ming in the Ming Dynasty. Crucially, the course involves an experimental element: students will be asked to not only think about sagehood, but also experiment with living like a sage. We will thus be experimenting with several meditation methods, reflection methods, and discussion methods. This course will also involve a field trip to an art museum.

PHIL 0022. Nietzsche's Zarathustra.

Friedrich Nietzsche is one of the most profound and influential thinkers in the history of philosophy, but also one of the most misunderstood. In particular, the work Nietzsche himself considered his magnum opus – Thus Spoke Zarathustra – has been the subject of intense debate and speculation owing to its literary style and evocative, cryptic imagery. In this course, we will spend the semester reading Thus Spoke Zarathustra. Together we will attempt to answer key questions such as “Who is Zarathustra, and what does he represent?”, and explore some of Nietzsche's most famous ideas, including eternal recurrence and the overman (Übermensch).

PHIL 0023. Gender Metaphysics from Marginalized Perspectives.

What is the relationship between gender, sex, and sexuality? What distinguishes one gender or gender identity from another, especially when two of them might look very similar from an “outside” perspective? How internal is the process of identifying with a gender? This course explores these and other questions primarily from the perspective of the so-called “border zones” where lines between different identities, labels, and experiences are more obscure. In particular, we will consider how to define amorphous yet deeply significant concepts like “masculinity” in a way that is compatible with and accounts for the wide variety of people who identify with them - including, for instance trans men, some cisgender lesbians, and some people who don't fit neatly into the categories of “man” or “woman”.

PHIL 0024. Philosophy of AI.

Recent breakthroughs in artificial intelligence have already begun to reshape our world, raising a host of new practical and theoretical challenges. Do Large Language Models generate and understand text as humans do? Or might contemporary AI present a new and radically alien form of intelligence? Could artificial systems ever become conscious? And how might we foresee and forestall potential negative impacts of AI, including the spread of misinformation and the replication of human biases in artificial systems? In this course, we will explore these and related philosophical questions as we trace the rise of artificial intelligence from the days of Alan Turing to today's cutting edge deep neural networks.

PHIL 0025. Capitalism versus Socialism.

Capitalism is the world's dominant economic system. Billions live under it; arguably, the majority of us do, and even those who do not are affected by it. Yet many wish we did not. Historically, the greatest opposition has come from those who have described themselves as socialists. While socialism underwent a loss of popularity in the latter part of the 20th century and the beginning of the 21st due to the failures of self-described socialist regimes, it appears to be regaining popularity, at least among younger generations. But which is in fact better: capitalism or socialism? The question can still provoke heated debate. In this course, we will explore the ethical arguments for and against these economic systems, as well as ethical questions that each system raises. The goal will be to equip you to compare the systems.

PHIL 0026. Introduction to Classical Chinese Philosophy.

Ancient China was a cauldron for much philosophical innovations and sophistications. In this course, we will introduce you to some of the major schools of philosophical thought in this period, with a focus on the ethical thought. In particular, we will work through the ethical debates between the Confucian, the Mohist, the Daoist, and the Legalist. We will read classical texts such as the Analects of Confucius, Mengzi, Xunzi, Mozi, Zhuangzi, Laozi, Hanfeizi, supplemented by secondary scholarships on these texts. The questions we will ask include: What is the good person? What is “etiquette”, and what is its relation to morality? Is the human nature inherently good or evil?

PHIL 0027. Ethics of AI.

Artificial intelligence has already begun to reshape our daily lives and the structure of the society in which we live. This course is a philosophical introduction to ethical issues posed by AI. We will start with topics of traditional interest to computer scientists and regulators: what would it take for an algorithm, or its use, to be fair and transparent? Are these worthy goals? Then we will look at accountability and the question of what we may ask an AI to do for us—apologize, kill? After that, we will examine some social consequences of deep learning: privacy, copyright, deepfakes, and the future of work. We will conclude with a look at existential risk and the prospects for AI consciousness and moral status.

PHIL 0030. Skepticism and Knowledge.

What is knowledge? What is the extent and basis of one's knowledge about physical objects, other people, oneself, the future, morality, and religion? No overrides will be granted for this course.

PHIL 0040. Critical Reasoning.

Critical reasoning is the art of recognizing, analyzing, composing and evaluating arguments. In this course, students will acquire skills that are needed not only to understand and evaluate complex arguments, but also to construct strong arguments themselves. Topics that will be covered include: validity and soundness, argument decomposition and construction, deductive and inductive arguments, and fallacious reasoning. After solidifying their critical reasoning skills, students will apply those skills to a number of challenging philosophical debates, touching on themes such as free will, skepticism, and morality.

PHIL 0051. Philosophizing Politics and Economics: An Introduction to PPE.

Like most subjects, politics and economics started as offshoots of philosophy: famous economists such as Adam Smith and Karl Marx, and famous political theorists such as Hobbes and Locke, were all philosophers. Political science and economics have since become disciplines in their own right, each helping us understand key aspects of society. But perhaps something is lost when these are separated from the philosophical point of view... In this course, we take on that point of view and seek to understand politics and economics, and think about how our politics and economics should be organized, by approaching these subjects and their intersection as philosophers. This doesn't mean we will only be reading philosophers. But I am a philosopher, and so our study of the intersection of these subjects will be done in a philosophical manner.

PHIL 0060. Modern Science and Human Values.

Modern science has taught us surprising new things and modern technology has given us extraordinary new abilities. We can now prolong life in extraordinary ways, artificially enhance our physical and cognitive abilities, and radically reshape the natural environment on local and global scales. This course is an introduction to philosophical reasoning with a focus on philosophical questions that have been raised or informed by this newfound information or these newfound abilities. In particular, we will give special attention to questions arising in connection to recent developments in computer science and artificial intelligence.

PHIL 0061. Ethical Themes in the Contemporary American Short Story.

Do you like to read short stories and discuss the ethical issues they raise? In this seminar, we will discuss contemporary American short stories in terms of ethical issues involving love, envy, kindness, cruelty, pride, pity, grief, obligation, charity, and other areas. How can such discussions offer fresh perspectives on fiction as well as on ethics? This is an in-person seminar with all sessions available for remote participation by students who have valid reasons for not being able to attend in person. In addition, all sessions will be recorded.

PHIL 0065. Contemporary Moral Problems.**PHIL 0080. Existentialism.**

An introduction to philosophical thinking through the study of existentialist themes, including being oneself, loving others, the limits of morality, and the meaning of life in the face of suffering and death. Readings are drawn primarily from Schopenhauer, Dostoyevsky, Nietzsche, Kierkegaard, Heidegger, Sartre, de Beauvoir, and Camus.

PHIL 0088. Good Persons.

In this course, we will explore what makes a person good in various aspects. Especially, we will focus on what is a good person's moral psychological outlook. Goodness of a person is not limited to their actions, but also their emotional dispositions, who and what they care about, etc. Topics in this course may include friendship, caring, anger and revenge. We will discuss questions such as "Is it morally problematic to have a bad person as a friend", "what does a good person care about", "Is anger ridiculous", etc.

PHIL 0090A. Food and Philosophy.

This course will deal with questions about the epistemology, metaphysics, aesthetics, ethics and politics of food: how we should reason about the things we eat, what makes them tasty or artistic, and what we ought and ought not to eat and how we ought to structure the environment in which food is produced and distributed. This seminar is meant as a general introduction to philosophy, in which you will familiarize yourself with long-standing kinds of philosophical questions and modes of reasoning. Food will be our anchor topic, the subject matter that gives us the occasion for such philosophical reflection.

PHIL 0091. Does Humanity Have a Future, and If So, How Bad Will It Be?

There are a number of reasons for worry about the future of humanity. Some of these reasons concern threats with fairly low probability, such as collisions with giant meteors, but others are concerned with possibilities that seem quite close at hand. The latter threats include climate change, of course, but also runaway AI, nuclear war, lethal viruses (both natural and designed), and loss of essential features of our humanity due to genetic engineering. This course will consider the consequences of such threats, should they become actual, and also estimates of their probability. For the most part, however, we will be concerned with moral, political, and metaphysical questions that they pose. Do future generations have any claim on us? If so, why?

PHIL 0101. Critical Reasoning.

Critical reasoning is the art of recognizing, analyzing, composing and evaluating arguments. In this course, students will acquire skills that are needed not only to understand and evaluate complex arguments, but also to construct strong arguments themselves. Together we will cover topics such as: validity and soundness, argument decomposition and construction, deductive and inductive arguments, and fallacious reasoning. After solidifying their critical reasoning skills, students will apply those skills to a number of challenging philosophical debates, touching on themes such as free will, skepticism, and morality.

PHIL 0110. Ancient Greek Philosophy.

This course will introduce students to the major concerns of Greek philosophy, and how they are addressed by the Presocratics, Plato, Aristotle, and the Stoics. We will have two related ends: historical and critical. On the one hand, we will get clear so far as we are able what it is that these thinkers thought; on the other, it is important to evaluate their arguments. This course will emphasize the identification of the problems and the solutions to them that seemed pressing to these thinkers, especially if such problems seem alien to us.

PHIL 0200H. Contemporary Ethical Issues.

Are we morally obligated to reduce greenhouse gas emissions? Do we have moral obligations toward nature, animals and other people, for instance future generations and refugees? Is abortion morally wrong? Is legalization of drugs the right thing to do? In this course we will explore these and other contemporary ethical issues in the context of important moral theories; utilitarianism, virtue ethics, and the social contract theory. This course will serve as an introduction to applied ethics and normative ethics.

PHIL 0208. Feminist Philosophy.

This course uses the tools of analytic philosophy to investigate a diverse range of feminist issues. The course begins by asking metaphysical questions. What is gender, sex, sexual orientation, disability? Second, we investigate topics in feminist epistemology. What is the relationship between social identity and knowledge? Can this both constrain and enable what one is in a position to know? Third, we consider issues in feminist philosophy of language. What can speech act theory tell us about consent? Last, we consider feminist issues in moral and political philosophy. What is bodily autonomy? Should sex work be legal? Is abortion morally permissible?

PHIL 0210. Early Modern Philosophy.

An introduction to central themes in Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Major topics include: reason, experience, and knowledge; substance and the nature of the world as it really is; induction, causation, and the origin of our ideas; skepticism, realism, and idealism. Connections are made with the scientific revolution of the 17th century. There will be discussion and advice on ways to approach philosophical reading, research and writing.

PHIL 0211. Modern Political Philosophy.

The course aims to provide an introduction to some themes and thinkers in modern political philosophy. Many of the philosophers we will read are engaging in a debate about important political questions: What reasons do people have for establishing or submitting to the authority of a state? Does participation in a political community limit our freedom or enhance it? What rights do agents have in a pre-political state of nature and within a state? We will discuss the influence this discussion had on philosophical attempts to understand the Enlightenment, Karl Marx's critique of capitalism, and arguments supporting the rights of women.

PHIL 0212. Relativism (In Ethics and Epistemology).

The term "relativism" is used to talk about a cluster of views, which claim that what is the case in a given subject matter depends on the culture, community, or agent that is assessing the subject matter. The term is often used loosely in contemporary debates, though it shows up in arguments to controversial conclusions. Throughout this course we will (A) informatively and precisely characterize possible relativist doctrines, making sure to distinguish between them and (B) critically evaluate them and assess their plausibility in light of arguments for and against them.

PHIL 0290. Introduction to Philosophy.

Philosophy is concerned with the deepest most basic questions about the universe. We'll concentrate on some fundamental moral and metaphysical questions: What is the right thing to do? Is morality objective? Do we have moral obligations toward people other than those we know and care about? Do we have moral obligations toward future generations? Do we have moral obligations toward animals? Is your mind identical to your brain? What is consciousness? Do we have free will? Does free will matter for morality? What is personal identity?

PHIL 0295. Logic.

This course is an introduction to deductive logic. The course is intended for students who have not taken a logic course before. The course starts with sentential logic, then moves on to natural deduction, quantifiers and predication, and truth trees. The course will include some related topics: vagueness, conditionals or counterfactuals.

PHIL 0351. Nietzsche's Zarathustra.

Friedrich Nietzsche is one of the most profound and influential thinkers in the history of philosophy, but also one of the most misunderstood. In particular, the work Nietzsche himself considered his magnum opus – Thus Spoke Zarathustra – has been the subject of intense debate and speculation owing to its literary style and intense, cryptic imagery. In this course, we will spend the semester reading Thus Spoke Zarathustra. Together we will attempt to answer key questions such as "Who is Zarathustra, and what does he represent?", and explore some of Nietzsche's most famous ideas, including eternal recurrence and the overman (Übermensch).

PHIL 0401. Ethics of Digital Technology.

As the capacities of digital technology have increased, it has entered (almost) every domain of our lives. Algorithmic models, Artificial Intelligence, and everyday processing of vast amounts of data increasingly shape both our private choices and opportunities, and also our interactions in the public sphere. These developments raise new ethical and normative political questions and prompt us to examine the role of values such as freedom, autonomy, equality, and privacy in the digital sphere. How should a self-driving car behave when a crash is unavoidable? Are engineers responsible for the decisions of artificially-intelligent systems? What is the value of privacy in a world that increasingly depends on large amounts of data about customers, citizens, or patients? How does the algorithmic curating of content relate to freedom of expression? These and other topics will be the focus of this course.

PHIL 0402. Moral Pluralism.

Moral pluralism is an unmistakable characteristic of modern liberal societies. Even though the dire conflicts of religion which fuelled wars and civil unrest appear to be a thing of the past, fundamental moral disagreements are still plentiful today. Now as then, these disagreements expose tensions among the core of ideas upon which liberal societies are built. This course explores moral pluralism through the lens of classic and contemporary works in political philosophy and engages with questions such as: should the state be neutral in relation to different religious and moral convictions? Are there some values which we can expect all citizens to share despite their deep disagreements? How should citizens engage with each other when they debate controversial moral questions in the public forum?

PHIL 0403. Ethics and Politics of Data.

Persona data is ubiquitous: with the proliferation of digital technology, our lives and bodies have become increasingly observable, quantifiable, and interconnected. This generates new opportunity for the state, private companies, and other individuals to act on us. Data makes us more powerful but also more vulnerable. This course focuses on the new ethical and political challenges of lives permeated by the creation, collection, and processing of personal information. Do we own data? Is there a right to be forgotten? Should we use data to predict and manipulate individual behaviour? What responsibilities do we have to others whose data is intertwined with ours? These and other related topics will be the focus of this course.

PHIL 0410. Moral Philosophy.

What is the right thing to do? What should a good person be like? More generally, what determines what is right and wrong, good and bad, virtuous and vicious? In this course, we will consider three greatly influential moral theories – utilitarianism, Kantianism, and Aristotelian virtue ethics – as well as feminist perspectives on morality. Towards the end, we'll also consider more general questions that any moral theory faces. For instance: Does morality depend on God? Is morality relative or subjective (whatever that's supposed to mean)? And why should we care about being moral in the first place?

PHIL 0412. Climate Change Ethics.

Climate change is commonly said to be one of the defining issues of the 21st century. Calls for, and movement towards, significant action seem to be growing. Yet what ought to be done? This is a moral question as much as, if not more so, than an economic, political, or scientific question. In this course, then, we will consider climate change from the point of view of moral philosophy.

PHIL 0420. Introduction to Aesthetics.

This is an introductory course on aesthetics, giving an overview of the history of (western) aesthetics and of contemporary debates in analytic aesthetics. Among the historical figures to be read are Plato, Aristotle, Kant, Nietzsche, and Adorno. Some of the contemporary debates concern the right theory of art (representationalism, the expression theory, formalism), the definition of art, and the ontology of works of art. We will consider some general criticisms of western aesthetics. Students will be introduced to prominent positions in aesthetics, but they will also learn how to engage in rigorous philosophical argumentation in the face of those positions.

PHIL 0450. The Meaning of Life.

This is an introductory course in ethics, with a focus on the question of what is the nature of the human good, or of a life lived well. Readings will be from classical sources (Aristotle, Epicurus, Kant, Nietzsche, Camus) as well as from contemporary authors. In investigating this question, the course will also introduce students to some of the main problems and positions in moral philosophy. Central concepts such as obligation, responsibility, pluralism, and moral knowledge will be discussed, but in the larger context of what is the nature of the good life. No prior work in philosophy will be presupposed.

PHIL 0460. Contemporary Ethical Issues.

Are we morally obligated to reduce greenhouse gas emissions? Do we have moral obligations toward nature, animals and other people, for instance future generations and refugees? Is abortion morally wrong? Is legalization of drugs the right thing to do? In this course we will explore these and other contemporary ethical issues in the context of important moral theories; utilitarianism, virtue ethics, and the social contract theory. This course will serve as an introduction to applied ethics and normative ethics.

PHIL 0470. Environmental Ethics.

In the first half of the course, we will ask what sorts of things have value. Does the realm of moral consideration extend past human beings to include animals, plants, and nature itself? How does environmental concern figure into the worthwhile life? What role do consumer goods play in a good life? How do we know? Good intentions are not enough to make good policy. Thus, in the second half of the course, we will try to determine what sorts of policies actually help to protect the environment. We will learn what economics and other social sciences tell us about human behavior and how to shape institutions. We will examine issues in wildlife management, human population, resource use, and more.

PHIL 0480. Plagues, Principles, and Policy: An Introduction to Philosophical Bioethics.

If you're reading this, you survived a pandemic. If you have lingering ethical questions about the social response, this course is for you. It's designed to offer a rigorous introduction to the field of bioethics. Bioethics is a key field of study for anyone considering a career in healthcare. But it's also an important field for anyone who is interested in learning more about – and engaging in – the application of ethical theories to real-life quandaries involving health. When pandemics happen, bioethicists are called upon to guide hospitals, civil society, doctors, and the state in grappling with tough choices. They aim to give principled answers to questions like: how should scarce medical resources like ventilators and vaccines be distributed? When are mandatory lockdowns and community quarantines justified? And what duties do we have to safeguard health in future societies?

PHIL 0491. Ethical and Political Issues From George Orwell's Essays and Novels.

This course will discuss ethical and political issues in a selection of George Orwell's essays and novels and will demonstrate that Orwell has much more to offer than the familiar political warnings, although we will be discussing those too.

PHIL 0500. Moral Philosophy.

What is the right thing to do? What should a good person be like? More generally, what determines what is right and wrong, good and bad, virtuous and vicious? In this course, we will consider three greatly influential moral theories – utilitarianism, Kantianism, and Aristotelian virtue ethics – as well as feminist perspectives on morality. Towards the end, we'll also consider more general questions that any moral theory faces. For instance: Does morality depend on God? Is morality relative or subjective (whatever that's supposed to mean)? And why should we care about being moral in the first place?

PHIL 0510. Psychology and Philosophy of Happiness.

The course explores four fundamental questions about happiness: What is happiness—pleasure, life satisfaction, something else? How is happiness achieved—what are the myths and realities about what conduces to happiness? Can happiness be achieved—are we naturally well suited to be happy? Why pursue happiness—is it sufficient, or even necessary, for a good life? The course examines classic contributions from philosophy and psychology, the two disciplines that have studied happiness most extensively. Team-taught by professors from both philosophy and psychology, it invites students to compare and combine both approaches.

PHIL 0520. Global Justice.

Is it unjust that people in some countries have less wealth, worse health, etc., than those in other countries? Does this depend on whether the better off countries partly caused the disparity? Does it depend on whether the worse off are poor, or is it enough that they are relatively worse off? If there are global injustices, what obligations are there, and on whom do they fall, to remedy them? We will study (mostly) recent philosophical work on such questions, including attention to special contexts such as immigration, climate change, poverty, colonialism, secession, intervention, and war.

PHIL 0530. Marxism.

In the first part of the course, we will examine Marx's economic, political, and philosophical writings, focusing on his analysis of capitalism, his critique of liberal democracy, and his theory of history. Then in the second part, we will look at some recent attempts to renew and extend the Marxist tradition.

PHIL 0532. Consumer Ethics.

This course is an attempt to come to grips with how to consume ethically (if such a thing is even possible). We'll address several related questions, such as: Do we have any obligations as consumers? If so, what obligations might we have? What is the source (or sources) of those obligations? Do we have an obligation to investigate the provenance of the consumer products that we purchase? Do we have an obligation to engage in "ethical consumerism"? Or might such behavior itself be somehow illicit? Are we complicit in the bad acts of the corporations from whom we purchase products? How might we respond, as consumers, to the problems of consumer ethics?

PHIL 0550. Free Speech.

Freedom of speech is a challenging and controversial ideal. Legal questions are central, but the issues range into moral and political philosophy as well. We will study John Stuart Mill's influential 19th century treatment of the idea, and then concentrate mostly on discussions within the last fifty years, including much that is on the cutting edge of current thinking about freedom of speech. Topics will vary, including such things as: political speech, art and offense, pornography, hate speech, protest, copyright, internet and new media, and campaign finance laws.

PHIL 0555. Choice, Commerce, and Conflict: An Introduction to PPE.

This interdisciplinary course provides an overview of some of the core conceptual tools used to analyze issues at the intersection of philosophy, politics, and economics (PPE). A range of theoretical topics are covered, including: game theory, property, markets, distributive justice, public choice theory, voting, and more. We will read classical and contemporary sources on these topics as well as explore their applications to contemporary social problems (including: climate change, healthcare rationing, price gouging, universal basic income, pharmaceutical regulations, and others).

PHIL 0560. Political Philosophy.

An analytic investigation of some central problems and topics in political philosophy, including political obligation and civil disobedience, liberty, rights, equality, and democracy. Readings are drawn from recent work in the field, along with a few classics.

PHIL 0561. Love: A Survey in the History of Philosophy.

This course will be a survey in the history of philosophy on the question of what it is to love another person. We love our friends, we love our family, we love our romantic partner(s). But what is it that we do, or what kind of state are we in, so to speak, when we love them? Moreover, what are the differences between these kinds of love, or are they essentially the same? This course will survey these questions by reading some philosophers in the past who wrote on the subject matter. We will begin the course with the writings of the Ancient Greeks, particularly Plato and Aristotle, and then we will move on in the chronological order, and read the writings of Cicero, Montaigne, Bacon, Kierkegaard, among others.

PHIL 0570. Topics in Feminist Philosophy.

This survey course is designed to introduce students to core issues of feminist philosophy. We will investigate foundational and topical questions of feminist theory, by both classic and contemporary authors. Topics include: the nature of gender, oppression, masculinity and femininity, objectification, and the relationship between social inequality and knowledge. Emphasis will be placed on understanding these issues in relation to social categories such as race, sexuality and (dis)ability.

PHIL 0575. Philosophy of Sex.

Sex is an important part of human experience, and questions about it have been central to literature, politics, religion, etc. It also gives rise to characteristically philosophical questions. What exactly is sex? How are sexual activities, desires, interests, and attractions related to one another? What makes such things 'sexual'? What sorts of ethical considerations arise in the case of sexuality? Is consent always required if sexual activity is to be ethical? Is sex between consenting adults always guaranteed to be morally unobjectionable? What exactly is wrong about rape? And is fantasizing about rape itself wrong? How do disparities due to race, gender, disability, and the like affect the ethical character of sexual interactions? Does pornography objectify or otherwise demean women, members of certain racial groups, and/or disabled people? And what exactly is objectification? Why should it be thought problematic?

PHIL 0590. Do the Right Thing: Value Theory for PPE (Philosophy, Politics and Economics).

PPE researchers (those working at the intersection of philosophy, politics, and economics) think seriously about how to solve problems of social coordination. In doing so, they often draw tools from philosophical value theory: applying ideas about justice, the common good, ethics, and welfare in their efforts to reform or improve social institutions (e.g. an economy that maximizes utility, a constitution that enshrines rights). In order to do this work, scholars and practitioners of PPE need to develop familiarity with key concepts and distinctions from value theory. This course will familiarize participants with these tools and train them in their application. It will show how value theory can better equip us to respond in a reasoned and defensible way to hotly disputed questions of public policy in areas such as water rights allocation, migration, climate governance, and antitrust law.

PHIL 0630. Aesthetics and the Imagination.

This course aims to provide an overview of both central themes in aesthetics and more recent work on the imagination and aesthetic experience. We will begin by focusing on the question "What is Art" and then discuss the nature of taste and aesthetic judgement. We will next focus on several puzzles concerning the connection between imagination and aesthetic response. How is it the case that we can experience strong emotions from fiction while simultaneously believing that the characters and events depicted in these fictional works do not exist? Why do we find seeing unpleasant or grotesque events depicted in horror pleasurable? Can or should we separate morally problematic artists from their aesthetic creations? In addition to reading historical and contemporary works on aesthetics, we will also look at films, literature, and works of visual art that illustrate relevant philosophical themes.

PHIL 0640. Logic.

An introduction to perhaps the most fundamental tool of rational thought: deductive logic. Course begins with basic sentential logic, then moves on to deduction, quantification, and predication. Argumentation and reasoning may also be addressed at times. No previous experience with logic or philosophy is required.

PHIL 0651. Contemporary Political Philosophy.

What makes laws legitimate? What rights do immigrants have? How much can the government interfere in the economy? Can revolution be permissible? Is democracy really the best form of government, and if it is, why? In this course, we will consider these and similar questions as they have been addressed in anglophone political philosophy of (mostly) recent decades. We will also consider issues of philosophical methodology: how are questions in (political) philosophy best answered? What makes for a good argument?, etc.

PHIL 0652. Introduction to Continental Philosophy: Self, Society, Science.

In this course, we will read some of the most influential European philosophers of the 20th and late 19th centuries, including Jean-Paul Sartre, Hannah Arendt, Martin Heidegger, and Friedrich Nietzsche. Our aim will be to get a general understanding of the major themes and ideas of these enduringly influential figures, as well as to see how we might apply their ideas in our own lives. To structure our studies, we will concentrate on questions about the self and our freedom: are there natural laws of the mind, or of societies? Are we who we choose to be, or who we are born to be? Can science help answer these questions, or are they beyond its limits? In taking up these questions, we will join one of the most exciting and extensively studied philosophical conversations of the last hundred years.

PHIL 0692. The Gödel Incompleteness Theorems.

The two incompleteness theorems proved by Kurt Gödel in 1931 are among the greatest results in the history of logic. We'll study them in detail, reading Gödel's original paper and other sources. Prior experience with logic will be helpful but is not required. A strong background in mathematics is required, as most of the course will deal with proofs. Sophomores may be allowed to enroll if there is room and should contact the instructor for an override after pre-registration.

PHIL 0720. Social Epistemology.

This course is an introductory survey of philosophical issues in social epistemology. Many of our beliefs are formed on the basis of testimony—by reading or hearing about facts that we have not directly observed. One of the central questions of social epistemology is how we ought to treat testimonial evidence. Should we accept testimony at face value, or should we require further evidence that the testimony comes from a trustworthy source? How can we determine that a source is trustworthy? Questions about testimony naturally lead to questions about epistemic injustice. Do we unfairly inflate or discount the testimony of an individual based on their gender, race, or class? Do current epistemic practices and institutions unfairly advantage or disadvantage particular bodies of knowledge? How can we ameliorate these injustices?

PHIL 0751. Problems of Irrationality: Self-Deception and Weakness of Will.

This is an historical and systematic introduction into the nature of self-deception and weakness of will. There's little agreement among philosophers about the correct description, much less the explanation of these phenomena. Historically, they've been approached primarily as moral failings, while contemporary philosophers have focused more on conceptual issues: Is it always irrational to act against your better judgment? Does self-deception require an intentional effort to disbelieve some home truth? And more broadly: What do these phenomena tell us about sound, rational belief and action? What do they tell us about the sorts of creatures we are?

PHIL 0850. Introduction to the Philosophy of Language.

Discussion of the nature of linguistic meaning and other topics, such as vagueness; metaphor; and language, thought, and culture.

PHIL 0870. The Nature of Fiction.

This course is concerned with philosophical questions arising from the concept of fiction. Topics will include: What makes a story a fiction? What are fictional characters? Are fictions "created"? Are fictions physical things, like books? How do fictions make us care about things we don't even believe in? How do fictions affect our moral beliefs.

PHIL 0990F. Perception.

This is an undergraduate seminar on the philosophy of perception intended primarily for junior and senior concentrators. Topics include: naive realist versus representational theories of sensory experience, the possibility that sensory experience is massively illusory (so that we already occupy a kind of "virtual reality"), the role of the brain in shaping sensory experience, and the alleged foundational role of sensory experience in knowledge. The focus will be on vision but we will also discuss other sense-modalities. Prerequisite: at least 2 previous courses in philosophy.

PHIL 0990T. Paradox and Infinity.

This course will focus on several important paradoxes that arise within philosophy and mathematics. We will use these paradoxes to investigate central issues in metaphysics, the philosophy of language, decision theory, physics, mathematics, and logic. Among the paradoxes we will discuss are Zeno's paradoxes of space, time, and motion; the paradoxes of set theory; the paradoxes of truth and reference; the sorites paradox; and paradoxes of rational action and rational belief. Enrollment limited to 20.

PHIL 0990V. Current Questions About Rational Belief.

We'll study some "hot topics" in epistemology. Some possible questions: (1) What's the relationship between rational belief and logic? (2) Is belief best thought as all-or-nothing, as coming in gradations, or both? (3) Can the same evidence support divergent belief-states? (4) Is rational belief completely determined by evidence, or also by values or practical interests? (5) Are graded beliefs best seen as coming in precise degrees, or as more "spread-out"? (6) Can I have rational beliefs I know are denied by others just as intelligent, unbiased, well-informed, etc., as I am? Enrollment limited to 20 juniors and seniors.

PHIL 0990X. Conditionals.

In this seminar we will look at different theories of what "if" means. Is it a truth-functional connective, like the material conditional used in logic? Do sentences of the form "If P, then Q" even have truth conditions? Some logic will be very helpful; some familiarity with philosophy of language also helpful. Enrollment limited to 20 juniors and seniors.

PHIL 0991C. Reasons and Oughts.

Contemporary philosophical problems of the fundamental deontic concepts. Topics will include: ought implies can, 'backpassing' accounts of value, narrow and wide scope requirements, subjective and objective reasons (and ought). Enrollment limited to 20.

PHIL 0991M. Mental Representation.

Discussion of contemporary philosophical and scientific work on intentionality and mental representation. Topics will include: types of mental representation (language of thought, spoken language, perceptual states, images, cognitive maps, trees, object files, etc.), relations between mental representations and the world (reference, informational semantics, teleological semantics), the nature of perceptual content, the differences between perceptual representation and conceptually grounded representation, philosophical theories of concepts, psychological theories of concepts, theories of belief, ethological work on animal beliefs and concepts, and the nature of conscious thought (particularly, evidence pro and con the theory that thought consists of auditory imagery and articulatory imagery).

PHIL 0991U. Reductionism.

Exploration of reductive approaches in contemporary metaphysics and philosophy of science. The question of whether there is a deep sense in which all the complexity of reality reduces to some more limited class of fundamental features.

PHIL 0992A. Puzzles of Rationality.

What is it to be rational? This course takes up that question by looking at a number of intriguing puzzles. For example: Is it irrational to not believe in God? Is it irrational to settle for less now when you could have more later? Is it irrational to intend to do something that you don't believe you'll do? Can it be rational to do what you hope you won't? When is it rational to be random? Is it ever rational to be irrational? Along the way, we will learn Bayesian probability theory, decision theory, game theory, and social choice theory.

PHIL 0992C. Iris Murdoch.

Murdoch started as a Philosopher of Mind and Language, with Wittgensteinian sympathies, attacking forms of behaviourism in the Oxford philosophy of the 1950s. She turned for more fruitful ideas initially to Continental Phenomenology and Existentialism and wrote a book on Sartre, but was disappointed there too: and became a moral philosopher in some ways close, in some ways quite different from Anscombe and Foot, developing a kind of moral realism that (as redeveloped by John McDowell) went on to make a huge impact. We will study her, with a selection of major influences including Simone Weil, Plato, Kant, Kierkegaard, Marx and Freud.

PHIL 0992D. Law, Morality, and Justice: Topics in the Philosophy of Law.

In this course, we will study the relationship between law, morality, and justice. We will focus, in particular, upon four questions: (1) What makes a law authoritative? (2) What is the relationship between moral and legal responsibility? (3) What should we do when confronted by immoral laws? And (4) how should we deal with those who break the law? In pursuing answers to these questions, we will read and engage with the theoretical work of philosophers, jurists, and criminals. We will gain familiarity with some of the major ideas and questions that have characterized the philosophy of law to date. And we will engage with real legal cases, in order to better understand the practical import of our philosophical labors.

PHIL 0995. Free Will and Moral Responsibility.

This seminar introduces the problem of free will and moral responsibility as seen by contemporary philosophers. Do we have free will? What would it be like to have free will? What kind of freedom, if any, is required for humans to be blameworthy or praiseworthy for their actions? What other things might be required? Can there be moral responsibility if everything that happens is causally determined? Can there be meaningful lives if everything is determined? And what is one to make of the typical "scientists prove there is no free will" newspaper headline? We will explore these questions and possible answers through readings in analytical philosophy.

PHIL 0999. Feminism, Fetishes, and Objectification.

There seems to be lots of "fetishes" in our society. There are "fetishes" for dating people of a certain race; there are "fetishes" one can acquire for certain cultural aesthetics. However, what makes something a morally objectionable fetish, rather than a morally innocuous preference? For example, how is having an Asian fetish fundamentally morally different from being heterosexual? Perhaps a plausible answer is that fetishes essentially involve objectifying a group of people, which is morally wrong. On the other hand, preferences do not involve such objectification. But what exactly is objectification? Why is it morally problematic? In this class, we will explore the concepts of fetish and objectification, and observe their roles in current issues regarding gender, racial, and other injustices. Potential topics will include the male gaze, cultural appropriation, and romanticisation of disability.

PHIL 1003. Inquiry and Ignorance.

Is it possible to inquire well in a warped environment when the very information you are meant to take as evidence may be distorted, thereby leading you to a false belief? This course will address this expansive and loaded question by unpacking the nature of inquiry and ignorance. What is inquiry? What is ignorance? Can ignorance make a line of inquiry better or worse? These are the core questions of the course. We will aim to clarify these questions in a seminar format with readings from epistemology, social and moral philosophy, and psychology.

PHIL 1005. Punishment and Justification.

A central concern in legitimizing our criminal justice system is the justification of punishment. Given the objectionable nature of the intentional imposition of harm, a failure to adequately justify the practice can call into question its persistence. For democratic societies in particular, the question of whether punishment can be adequately justified is of special concern. This course will survey the major philosophical justifications for legal punishment. Special focus will be placed on the expressive dimensions of punishment, the punishment of adolescent offenders and the possibility of their incarceration with adults, as well as arguments for and against the abolition of incarceration as a form of punishment.

PHIL 1012. Climate Ethics.

Climate change challenges our way of life and our institutions. The impact of climate change is not the same all over the globe. Developing countries may suffer worse consequences than wealthier countries. At the same time wealthier countries are responsible for most of the greenhouse gas emissions. Maybe we can mitigate or adapt to climate change, but the question whether we should do something about climate change is an ethical question. The ethical question is complex. Who is morally responsible for climate change? Individuals? States and nations? Can past generations be held responsible for their greenhouse gas emissions? Do we have moral obligations toward future generations? Should all countries bear the burden of climate change equally?

PHIL 1110. Plato.

A close reading of Plato's major dialogues from a philosophical perspective. Topics may include his ethics, politics, metaphysics, epistemology, philosophy of mind, philosophy of language, or aesthetics. Readings are from original sources (in translation) and contemporary secondary literature. (Students wishing to read the texts in the original Greek should make arrangements with the instructor.)

PHIL 1118. Plato's Republic.

In Plato's Republic, Socrates and his companions inquire into why it is better to be just than unjust. The ensuing conversation ranges widely, addressing the best way to set up a city, the parts of the soul, knowledge and its objects, pleasure, poetry, and many more topics besides. This seminar-style class is a close reading of the dialogue, supplemented with recent secondary literature.

PHIL 1120. Aristotle.

This is an introduction to the hugely influential philosophy of Aristotle, covering his natural philosophy, philosophy of mind, metaphysics, and ethics. We will closely read some of Aristotle's most famous works as well as a selection of contemporary secondary literature. The goal of the course is both historical and philosophical: On the one hand, students will familiarize themselves with Aristotle's philosophical positions, on the other hand, they will further develop their philosophical skills in analyzing Aristotle's arguments for those positions. The course will combine lecture and discussion.

PHIL 1125. Aristotle's Ethics.

An investigation of Aristotle's ethical views as they are expounded in the Nicomachean Ethics, with an emphasis on the place of virtue and what (if anything) might make Aristotle's account distinct from others on offer, including consequentialism and deontology. Topics include happiness and human flourishing, moral education, the virtues of character (including details of specific virtues), the nature of human action, the virtues of thought, weakness of will, pleasure, and friendship. Readings from Aristotle will be supplemented with selections from contemporary accounts of virtue ethics and scholarly work on Aristotle's writings.

PHIL 1150. Plato's Theaetetus.

Theaetetus is in many ways Plato's most modern dialogue. The central question is: what is it to know something? Is knowledge some sort of skill? Is it perception? True judgment? Some sort of account together with true judgment? We will read the dialogue in Greek and discuss Plato's fascinating investigation of knowledge.

PHIL 1153. Phenomenology of Time.

Time, as St. Augustine famously observed, is something we all know perfectly well, right until we are asked to explain it. In this seminar, we will explore this difficulty. Our main focus will be on the descriptions of temporal experience found in the phenomenological tradition: those of Husserl, Heidegger, and Merleau-Ponty. Two important questions for us will be: can this first-personal analysis of time be reconciled with a third-person or scientific perspective? And, is our language up to the task of performing this analysis, and if not, what have these authors accomplished? Prior experience in philosophy is strongly recommended.

PHIL 1155. Hellenistic Ethics.

The philosophers we'll read in this course have a lot of advice for us. Epicurus recommends that we "[g]et used to believing that death is nothing to us" (Letter to Menoeceus, trans. Inwood and Gerson). Epictetus tells us: "Do not seek to have events happen as you want them to, but instead want them to happen as they do happen, and your life will go well" (Handbook 8, trans. White). Lucretius describes at length the "ills" that are "experienced in love that is steadfast and supremely successful"—and adds that "when love is frustrated and unrequited, the miseries you can spot with your eyes shut are countless" (On the Nature of Things 4, trans. Ferguson Smith). What are we to make of all this advice? And what's behind it?

PHIL 1160. Medieval Philosophy.

Since the Renaissance, medieval philosophy has often been unjustly dismissed as arcane and irrelevant, despite impressive innovations in ethics, philosophy of mind, metaphysics, and logic. Instead of surveying so vast a field, the course focuses on one or two sets of problems, such as the problem of evil, the freedom of the will, the existence of God, universals, substance, mind and meaning.

PHIL 1210. Locke, Berkeley, Hume and Others.

A detailed study, both historical and critical, of central issues in Locke, Berkeley, and Hume. Topics include a selection from: innate ideas; substance; personal identity; abstract ideas; theory of language; perception, materialism, and idealism; induction and causation; and skepticism. Also includes some discussion of later critics of classical empiricism.

PHIL 1220. 17th Century Continental Rationalism.

In this course, we will read and discuss some 'greatest hits' of Leibniz's metaphysics. Topics include Leibniz's revolutionary theory of possible worlds, his idealist account of bodies, the fairytale that is the monadology, as well as other weird and wonderful ideas from the mind of the 17th century polymath.

PHIL 1230. Kant: The Critique of Pure Reason.

This course is an introduction to the mature philosophy of Immanuel Kant. Since the 18th century, few philosophers have more profoundly impacted the disciplines of metaphysics, epistemology, philosophy of mind, and moral philosophy than Kant. We will be reading Kant's magnum opus, the Critique of Pure Reason (1781/1787). Topics discussed will include: the nature and possibility of metaphysics, the relation between mind and world, knowledge and justification, the nature of space and time, causation, freedom and causal determinism, and self-consciousness.

PHIL 1231. British Empiricists.

Locke, Boyle and Margaret Cavendish. A detailed study both historical and critical. Topics include a selection from: innate ideas; substance; personal identity; language, classification; chemistry, 'corpuscles', and the nature of matter; challenges and hopes for natural philosophy; perception, skepticism

PHIL 1232. Kant's Critique of Judgment (Aesthetics and Teleology).

A study of Kant's Critique of the Power of Judgment. Topics will include Kant's theory of aesthetic judgment, including his account of the beautiful and the sublime; teleology, organic life, and the limits of mechanical explanation; and the relationship between ethics, aesthetics, and teleology.

PHIL 1240. Kant's Moral Philosophy.

An introduction to the central themes of Kant's moral philosophy, including autonomy, freedom, happiness, obligation, and virtue. Kant's position in the history of moral philosophy will also be considered. Readings to include all of Kant's major writings in this field, thus Groundwork for the Metaphysics of Morals, Critique of Practical Reason, Religion within the Boundaries of Mere Reason, and Metaphysics of Morals, as well as several essays and lectures. Work will include two short papers and one term paper.

PHIL 1320. Schopenhauer's Ethical Thought.

The course offers a comprehensive introduction to Schopenhauer's ethical thought. It covers the following areas: relevant epistemological and metaphysical views; philosophical psychology—pleasure and pain, character, and freedom of the will; the nature and possibility of well-being—subjectivism, pessimism, the ethical significance of aesthetic contemplation, and the concept of complete resignation; metaethical views: practical reason, deliberation, and the critique of unconditional obligation and intrinsic value; the nature of morality—critique of Kant, egoism, the theory of compassion, and the relation between morality and well-being.

PHIL 1340. Nietzsche.

The course will focus on Nietzsche's famed critique of Christian morality. We will consider a broad range of his writings, but we will pay special attention to the most pivotal and influential of his works, *On the Genealogy of Morality*. We will explore the distinctive approach to the analysis and critique of morality this book offers—in particular, the interaction between morality and affectivity. The course is open to advanced undergraduate students and graduate students. Special weekly discussion sessions will be organized for graduate students taking the course.

PHIL 1350. Nineteenth-Century Philosophy.

This course will treat 19th century German philosophy. We will examine the development leading from German Idealism to Nietzsche. Starting and focal point of all debates in 19th century German philosophy is the work of Immanuel Kant. Therefore basic ideas of Kant's philosophy will be discussed first. The German idealists criticized Kant for what they called his "dualism" which they thought splits up life's unity into unrelated aspects. A special concern brought up was Kant's alleged negligence of both what is different from reason and what is beyond its scope. In this context we will be reading Jacobi's famous letter to Fichte in which he raised the issue of impending nihilism, parts of Hegel's *Faith and Knowledge*, and Schelling's *Philosophical Investigations into the Essence of Human Freedom*. Arthur Schopenhauer passionately opposed the systems of German Idealism (though his own philosophy has quite a bit in common with them). He emphasized the limitations of reason's power. We will be studying selected pieces from his main work *The World as Will and Representation*. Thus prepared, we will move on to Nietzsche who reflects and criticizes all the tendencies of 19th century philosophy, casting doubt on traditional conceptions of reason, morality, truth, and religion. The threat of nihilism reappears, even stronger and even more provocative. We will be studying Nietzsche's analyses as well as his answers.

PHIL 1360. Twentieth-Century Analytic Philosophy.

This course provides an introduction to major philosophers and movements within the analytic tradition. Our focus will be on the groundbreaking work done in the first few decades of the 20th century. We will read selected works of Gottlob Frege, G. E. Moore, Bertrand Russell, Ludwig Wittgenstein, and A.J. Ayer. We will discuss central issues in the philosophy of language, metaphysics, epistemology, and metaethics. One recurring theme will be the nature and correct methodology of philosophy itself.

PHIL 1370. Twentieth-Century Continental Philosophy.

The course will focus on the main figures of the German tradition—Husserl, Heidegger, Cassirer, Gadamer, Adorno, Habermas, and Tugendhat, with emphasis on their efforts to rethink such key concepts as consciousness, history, reason, and the self. Some attention will be paid to points of intersection with German-language philosophers standardly considered "non-Continental"—Frege, Wittgenstein, and the Vienna Circle.

PHIL 1420. Philosophy and Poetry.

An examination of philosophy and poetry as rival avenues to the apprehension of truth, as well as an introduction to the basic problems of aesthetics. Philosophical readings will range from Plato to Hegel to contemporary writers. The focus of the course will be three philosophical poems: Lucretius' *On the Nature of Things*, Wordsworth's *Prelude*, and Eliot's *Four Quartets*. One previous course in philosophy is recommended.

PHIL 1430. Moral Theories.

A systematic examination of the main alternative normative moral theories: consequentialism; moral rights; moral duties; moral virtues. Focuses on the principal issues in the formulation of the different theories, on the main points of conflict between them, and on the critical evaluation of each. Readings are drawn mainly from contemporary work in moral philosophy.

PHIL 1440. The Nature of Morality.

Investigates major theories and issues concerning the nature of moral value. Readings from 20th-century authors. Issues include naturalism, supervenience, moral motivation, subjectivity/objectivity of value, skepticism, moral relativism, and moral realism.

PHIL 1450. Aesthetics.

This course will treat Kant's contribution to philosophical aesthetics. We will study his theory of the beautiful as well as his theory of the sublime; the latter one has been particularly appreciated in post-modern debates. Our work will be centered upon two guiding issues: (1) Kant's distinction between aesthetics and ethics on the one hand, and his exploration of their deep-rooted connection on the other hand; (2) the importance of the reflective power of judgment within the scope of Kant's overall philosophical project. Both issues lead to the question of what it means for human beings to be capable of approaching the world aesthetically.

PHIL 1460. The Problem of Free Will.

If everything we do is causally determined, is there still moral responsibility? Is there still meaning in life? Is there still a sense in which we can be said to choose our actions? These and related questions will be discussed through the writings of contemporary philosophers.

PHIL 1470. Ethics in the Novel.

Consideration of novels in terms of their treatment of such ethical themes as love, friendship, envy, deterioration, death, courage, pride, faith, integrity, betrayal, responsibility to others, revenge, justice, and mercy. The course uses twentieth-century and twenty-first-century novels (by Ernest J. Gaines, Lisa Genova, Mary Gordon, Andrea Lee, Randy Susan Meyers, and George Orwell) and also uses the fifteenth-century writer Sir Thomas Malory. No prerequisites. T Th 1:00-2:20. The course will be conducted entirely as online synchronous sessions via Zoom. All sessions will be recorded for asynchronous access as well.

PHIL 1475. Fiction as a Vehicle for Considering Ethical Issues in Education.

Do you like to read and discuss fiction? Are you interested in discussing ethical issues in education? You can combine these things in this course, whose readings include fiction and poetry as well as philosophy and social science. Topics include: What are appropriate aims and methods for different types of education? What are appropriate student-teacher relationships? How should selective schools select students? How much, if at all, should schools concern themselves with students' and teachers' non-academic lives? How should schools deal with politically charged topics like race and gender and with current controversies? How have the Covid pandemic and its aftermath affected education? What special issues are involved in online teaching? In order to include participants with varied backgrounds, this course has no prerequisites.

PHIL 1480. History of Ethics.

The project of British moral philosophers after Hobbes was to rebut what they all perceived as an ethics based solely on enlightened self-interest with one based on disinterested concern for others. We will examine the early responses to Hobbes of Richard Cumberland and the Earl of Shaftesbury; the moral sense theorists Francis Hutcheson, Joseph Butler, David Hume, Lord Kames, and Adam Smith; and the rationalists Ralph Cudworth and Samuel Clarke. This course is recommended preparation for PHIL 1240, Kant's Practical Philosophy.

PHIL 1485. The Quantified Self.

Self-quantification is ubiquitous. From smart watches that track biometrics and sleep quality to productivity trackers which tell us how we actually spend our time, modern digital technologies provide us with the tools to observe, measure and collect data about ourselves at great levels of detail. But does this data really help us understand ourselves better? Is the kind of knowledge those technologies offer worth having? Does a quantified self lead to a happier self? In this course, we will explore self-quantification through a range of philosophical perspectives and debates from ethics and political philosophy to epistemology.

PHIL 1501. Well-Being.

In this course, we map out and examine the various dimensions of the domain of prudential value, or what pertains to well-being. We begin with important features of the concept of prudential value itself, such as subject-relativity, the experience requirement, and the categories of prudential value (e.g., subjectivist and objectivist). We examine classic theories of well-being: hedonistic, desire, and eudaimonistic theories, as well as new theoretical options (internalist and constitutivist theories). Then we consider different varieties of prudential goods, including happiness, meaningfulness, achievement. Finally, we look at questions of the proper scope of prudential value, in particular whether it is best understood as a property of a whole life.

PHIL 1502. Philosophy of Race and Gender.

In this course we will explore the topics race and gender in contemporary analytic philosophy. Topics that will be discussed include: What are the concepts of race and gender? Do race and gender exist? Are race and gender social constructions? We will also discuss issues within political and moral philosophy, for instance, justice, integration, reparations, agency and consent. Finally, we will discuss the power of language, i.e. hate speech, stereotypes, generics and slurs. This course serves as an introduction to the philosophy of race and gender.

PHIL 1530. Feminist Philosophy.

A rigorous philosophical examination of five topics addressed in contemporary feminist writing: justice and gender; gender justice and developing countries; the social construction of gender, sexuality, and sexual orientation; the claim that women reason differently and have different ways of knowing and arguing; and radical feminism on pornography, rape, and intercourse. Prerequisite: one semester course in philosophy.

PHIL 1560. Philosophy of Law.

Philosophical examination of the chief classical and contemporary theories of the nature and function of law. Topics include the definition of law, the nature of legal systems, the logic of legal reasoning, the analysis of basic legal conceptions (e.g., of right and duty), legal rules and principles, law and justice, and law and morality.

PHIL 1561. Are We Doomed? Ethics, Economics, and the Future.

We stand at a precipice. The decisions we make now may significantly impact how the future of humanity will unfold—and whether there is a future for humanity at all. This course surveys important social, political, and ethical issues regarding our present moment (e.g., climate change, AI safety, etc.), and delves into philosophical issues underlying our concern for the future of humanity. What do we owe future generations? Do we have an obligation to ensure that humanity avoids extinction? Do considerations about the long-term future outweigh present concerns? And how should we evaluate the long-term future, given how uncertain it is?

PHIL 1570. Philosophy and Psychoanalysis.

The course proposes a philosophical examination of a variety of psychoanalytical theories beginning with classical Freudian theory and including ego psychology, various relational theories (object relations, intersubjectivity, and attachment theories), and self psychology. The course might also consider some of the philosophical sources of psychoanalytic theory, its interaction with recent developmental research, and its applications in literary and cultural studies.

PHIL 1576. Pornography.

What should we think about pornography? Is it a harmless form of entertainment? It is a pillar of sexist oppression? Has pornography become sex education and, if so, what does that mean? How does pornography shape socio-sexual norms and practices? If some pornography misshapes them in ways that are harmful, could it also help to reshape them in ways that were helpful? Readings will come from philosophy, sexuality studies, film studies, sociology, and related fields. Films will be screened and discussed.

PHIL 1580. Philosophy of Sex.

Sex is an important part of human experience, and questions about it have been central to literature, politics, religion, etc. Sex also gives rise to characteristically philosophical questions. What exactly is sex? How are sexual activities, desires, interests, and attractions related to one another? What makes such things "sexual"? What sorts of ethical considerations arise in the case of sexuality? How do power disparities due to race, gender, disability, and the like affect the ethical character of sexual interactions? Is objectification always morally problematic? And what exactly is objectification anyway? Is sex between consenting adults always morally unobjectionable? Or are there cases in which even consensual sex is morally problematic? What makes rape the horrible violation that it is? Are rape fantasies themselves morally problematic? We'll explore these and similar questions throughout the course.

PHIL 1592. Status Anxiety.

The course explores a cluster of issues gravitating around the concept of status. First, we circumscribe the concept of status, and focus on status when it is constituted by the recognition of others. Second, we examine the character and forms of recognition: recognition is an evaluative stance, which come in three main forms, respect, esteem, and love. Third, we turn to the importance of status: why the preoccupation with the recognition of others is a source of profound anxiety. Fourth, we attempt to gain further insight into the character and importance of status by considering two primary forms of status anxiety—the experience of a threat to one's status—namely, shame and resentment. Finally, we consider some of the social and psychological pathologies status anxiety may cause.

PHIL 1593. Seminar on Bioethics Through Fiction: Disability, Illness, and Death.

This seminar uses fiction as well as conventional bioethical material as a vehicle for philosophical discussions of disability, illness, and death. Topics include the following: What is disability? What is illness? What do healthy and able-bodied people owe sick, disabled, or dying people, and vice versa? Should we "accept" death, stave it off, or does this depend (on what)? How can fiction enrich philosophical discussions of such questions? In order to include students with a wide range of interests and backgrounds, this seminar has no prerequisites. It is an in-person seminar with all sessions available for remote participation by students who have valid reasons for not being able to attend in person, although the two weeks on quadriplegia will be fully remote to familiarize you with the educational feature of such classes, including their advantages for many disabled people.

PHIL 1610. Decision Theory: Foundations and Applications.

Decision theory is a formal apparatus for analyzing preferences and choices. Students learn the formal theory and then examine its foundations and philosophical implications. Specific topics: the role of causation in decision problems, the status of the axioms of the theory, problems of infinite utility, rudimentary game theory, social choice functions, utilitarianism as a theorem.

PHIL 1630. Mathematical Logic.

This course provides a rigorous introduction to the metatheory of classical first-order predicate logic. Topics covered include the syntax, formal semantics, and proof theory of first-order logic, leading up to the completeness theorem and its consequences (the compactness and Lowenheim-Skolem theorems). There will be some discussion of philosophical issues, but the focus of the course will be on the technical material. This course provides a more rigorous and mathematical treatment of material covered in PHIL 0640. No previous familiarity with logic is required, but it may be taken after 0640.

PHIL 1635. Advanced Deductive Logic.

This course provides an introduction to the metatheory of first-order logic. We will prove the completeness of first-order logic. We then move on to the major "limitative" results, including the undecidability of first-order logic, the Gödel incompleteness theorems, and the undefinability in arithmetic of arithmetical truth. Prerequisite: PHIL 0540 or instructor's permission.

PHIL 1645. Incompleteness.

Gödel's two incompleteness theorems are among the most important results in the history of logic. We will study these results, and explore related topics, by working through some of the classic papers on the subject. Authors to be read include Gödel, Tarski, Feferman, and Visser. Prerequisites: PHIL 0640 or PHIL 1630, or special permission from instructor.

PHIL 1655. Philosophical Logic.

An examination of various philosophical issues arising in the foundations of logic, such as the following: existence, definite description, reference and truth, semantic paradoxes, implication and presupposition, modalities and "possible worlds," logical truth, the nature of logical knowledge, and logic in natural language.

PHIL 1665. Modal Logic.

Modal logic concerns the logic of necessity and possibility. In this course, we will look at formal systems that have been developed to handle these and related notions. We will cover three topics: propositional modal logic, quantified modal logic, and the logic of counterfactual conditionals. We will discuss philosophical issues, but the main focus of the course will be on the technical material. No official prerequisite. It is strongly recommended that students have taken PHIL 0540 or have a working knowledge of elementary logic.

PHIL 1675. Set Theory.

Set theory is a mathematical theory of collections, taken as objects in their own right. According to folklore, set theory provides a foundation for all of mathematics. Its central concepts are also widely employed in other fields, such as in philosophy and linguistics.

The main goals of the course are (i) to introduce you to the theory of sets in an axiomatic setting, and (ii) to equip you to engage in philosophical reflection on set theory and its applications.

Some topics we will tackle include: how to "construct" various mathematical objects in set theory; cardinals and ordinals; controversial axioms (e.g., choice, replacement, and so-called "large cardinal" axioms); how we might justify our choices of axioms.

PHIL 1680. Theories of Truth.

Philosophers have been worrying about truth for just about as long as there've been philosophers. They've worried about what truth is; about what kinds of things are true; about what it is for one of these things to be true; about how its being true is related to our knowing or thinking that it is true; and so on. We'll discuss these issues and also the so-called Liar Paradox, which threatens to show that there's an inconsistency lurking in the very notion of truth.

PHIL 1705. Epistemology.

We'll concentrate on several issues involving knowledge and rational belief. What is knowledge, and how does it relate to rational or justified belief? Does a person's knowing something depend on non-evidential factors such as the practical importance of the person's being correct? Does the justification of a person's belief depend just on facts internal to the person—or might it depend on her environment? And what can we learn from thinking about the skeptical position which claims that we're not justified in believing even the most ordinary things about the world around us? Pre-req: Must have taken one course in Philosophy.

PHIL 1735. Metaphysics.

A survey of some major topics in metaphysics, with a particular focus on radical metaphysical arguments – arguments that call into question our most basic beliefs about the world. Topics covered may include: What is personal identity? Does personal identity matter? Do personal identity and consciousness matter? Is there right and wrong and objective value? Is there free will? Are there any good arguments for God? Prerequisite: at least one course in philosophy (2 or more preferred).

PHIL 1755. Philosophy of Science.**PHIL 1770. Philosophy of Mind.**

Questions concerning the nature of mentality and its relation to the body. Selections from the following topics: mind and behavior, mind as the brain, mind as a computing machine, thought and language, action and mental causation, intentionality and consciousness. Prerequisite: at least one course in philosophy (2 or more preferred).

PHIL 1775. Philosophy of Quantum Mechanics.

An examination of philosophical issues informed by elementary quantum mechanics; topics include the measurement problem, superposition, non-locality, and competing "interpretations" of the textbook formalism.

PHIL 1780. Time.

This course will survey the major topics in the philosophy of time from Augustine's Confessions and the Leibniz-Clarke correspondence to contemporary philosophical work on the possibility of time travel. Although the main focus will be on philosophical theories of time, and students will be learning to read, think, and write like philosophers, we will also consider the portrayal of time in various works of fiction, and the role of time in various scientific theories.

PHIL 1785. Philosophy of the Environment: Environmental Utopias.

Environmentalists have often faced criticism for wallowing in pessimistic, even apocalyptic, "doom and gloom." This seminar in environmental philosophy will explore a variety of more-or-less optimistic, more-or-less "utopian," possible human-environmental futures, exploring a variety of questions about political economy, environmental justice, and the conservation of non-human nature. We will draw on multiple philosophical and scholarly traditions, as well as science fiction and popular literature, to imagine this plurality of "ecotopias," considering ideas like the Green New Deal, ecosocialism, degrowth, decolonization, reparations for environmental injustice, interspecies democracy, and rewilding. Along the way we will examine issues in environmental and political philosophy about the relationships between environmental degradation and dominant political-economic and social-cultural systems.

PHIL 1791. Philosophy of Mind & Epistemology.

The first part of the course will explore the nature of mental representations with particular focus on the representations involved in the attitude of belief. The second part of the course will explore some of the shortcomings of standard, unified models of belief to motivate the development of fragmented models. Such models strive to provide a more accurate accounting of agents who might occupy (globally) incoherent or inconsistent states of mind. Exploring such models draws attention to previously underdeveloped normative questions.

PHIL 1800. Philosophy of Mind.

Questions concerning the nature of mentality and its relation to the body. Selections from the following topics: mind and behavior, mind as the brain, mind as a computing machine, thought and language, action and mental causation, intentionality and consciousness. Prerequisite: at least one course in philosophy (2 or more preferred).

PHIL 1825. Consciousness.

Topics will include: (i) the different features of various types of consciousness; (ii) dualist, physicalist, and representationalist theories of experience; (iii) the nature of pain and other bodily sensations; (iv) the nature of conscious thought; (v) the qualitative dimension of perception; (vi) introspection; (vii) the roles of attention and working memory in perceptual consciousness; (viii) blindsight, inattention blindness, hemineglect, and related phenomena; (ix) the unconscious; and (x) what it is for a state of consciousness to be unified.

PHIL 1850. Philosophy of Language.

How is language used both to express and to communicate our beliefs and other thoughts? What is the relation between the meaning of a sentence and the meanings of the words that comprise it? We will discuss philosophical work on these and related questions including, potentially: the meanings of metaphors; the way meaning depends upon context; the nature of slurs and hate speech.

PHIL 1855A. Compositional Semantics.

Model-theoretic approaches to the study of the semantics of natural languages. Develops the tools necessary for an understanding of classic formal semantic results in linguistics and in philosophy (lambda calculus, intensional logic, Montague's treatment of quantification, etc.). These tools are then applied to detailed descriptions of natural language semantics, including binding and pronouns, modification, scope, focus etc. as well as other recent developments in semantic theory. Prerequisite: some familiarity with syntax or semantics or basic set theory and logic

PHIL 1860. Sense and Reference.

Introduction to issues in philosophy of language and mind relating to sense and reference, including: definite descriptions, proper names, rigid designation and the description theory of names, the internalism--externalism debate, demonstratives ("this", "that"), and indexicals ("I", "here"). At least two prior courses in philosophy strongly recommended.

PHIL 1881. Philosophical Logic.

This course is intended for anyone with some background in formal logic who would like to (i) expand their knowledge of formal logical systems beyond first-order logic and (ii) engage in sustained philosophical reflection on the value and applications of these other logical systems. Particular systems we will study in this course include: many-valued logics (in both paracomplete and paraconsistent versions), supervaluations, free logic, and secondorder logic (both classical and free).

PHIL 1890J. Conditionals.

In this course, we will look at different theories of what "if" means. Is it a truth-functional connective, like the material conditional used in logic? Do sentences of the form "If P, then Q" even have truth conditions? Some logic will be very helpful; some familiarity with philosophy of language also helpful. This course is a seminar.

PHIL 1890K. Philosophical Foundations of Cognitive Science.

This course surveys the rise of cognitive science as an interdisciplinary study of mind, examining conceptual foundations across philosophy, psychology, linguistics, neuroscience, computer science, and AI. The first half traces the historical developments that converged into the computational view of mind and established cognitive science as a field. The second half explores central debates: how much of cognition is innate versus learned; whether behavioral or neural data offer better starting points for investigating cognitive processes; whether the human mind is more like a classical computer or an artificial neural network; and how rational human thought is. Additional topics include philosophical questions raised by large language models, the Turing Test, embodied cognition, animal minds, and consciousness. Students will engage with foundational texts and current research while developing their own philosophical analyses. No prerequisites.

PHIL 1900. Philosophy of Biology.

This course introduces philosophy of biology through engagement with historical and contemporary philosophical and scientific texts. We will ask epistemological questions about evolutionary biology, that seek a broader understanding of the status of biology as a science, and about fundamental concepts and categories of biological theory. We will ask whether and how biological knowledge (e.g. about health, "human nature," or ecosystems) might be relevant to philosophical or ethical claims. Relatedly, we will ask questions about the roles of social values in biology. For example: How have concepts of 'race' and racial difference been theorized in philosophy and biology, and how has scientific racism mischaracterized human diversity? Students will leave the course with an appreciation for the relevance and importance of philosophical debates both within and about the life sciences.

PHIL 1990. Independent Studies.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHIL 1995. Senior Thesis.

An elective for students writing a thesis. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHIL 2000. Graduate Proseminar.

Will cover classics of philosophy from the end of the 19th century to the end of the 20th; including ethics as well as metaphysics, epistemology and philosophy of language.

PHIL 2010. Third Year Workshop.

No description available.

PHIL 2011A. Reductionism.

Exploration of reductive approaches in contemporary metaphysics and philosophy of science. The question of whether there is a deep sense in which all the complexity of reality reduces to some more limited class of fundamental features.

PHIL 2020. Dissertation Workshop.

Course for graduate students during their 4th year or above.

PHIL 2020R. Recent Topics in the Philosophy of Mind.

We will begin by providing some basic background in the philosophy of mind. Then we will turn to topics of recent interest. Topics covered may include: the evolution of consciousness, animal minds, the role of language in thought and the "language of thought" hypothesis, large language models like Chat-GPT and their philosophical significance, and recent issues in the philosophy of perception (e.g. representational format, conceptualism, emotional perception, Molyneux's question).

PHIL 2030C. Moral Psychology.

This seminar will examine in depth some problems associated with morality, rationality, and the human psyche. Possible topics: acting for reasons, moral responsibility, practical reasoning, moral character, love, modesty, being too good, moral luck, desire, weakness of will. Undergraduates require instructor permission to enroll.

PHIL 2090C. Structural Injustice.

What is structural injustice, and what is unjust about it? "Structural racism" (or sexism) is often said to be a kind of racism that can be present even without any racists (or sexists). Natural disasters can obviously be bad, but they are not (it seems) wrong. If structural injustice is not a species of (any configuration of) individual moral wrongs, then how is it wrong and not (only) bad in the manner of a natural disaster? In this class we will study these and related questions through discussion of recent philosophical literature.

PHIL 2100P. Structural Injustice.

What is structural injustice, and what is unjust about it? "Structural racism" (or sexism) is often said to be a kind of racism that can be present even without any racists (or sexists). Natural disasters can obviously be bad, but they are not (it seems) wrong. If structural injustice is not a species of (any configuration of) individual moral wrongs, then how is it wrong and not (only) bad in the manner of a natural disaster? In this class we will study these and related questions through discussion of recent philosophical literature.

PHIL 2104. Plato's Theaetetus.

We will read Plato's Theaetetus on the question: What is knowledge? Like many Socratic dialogues, the Theaetetus ends in aporia (doubt) without a solution. We'll discuss the three main proposals, that knowledge is perception, true judgment, and true judgment with an account. We'll also discuss a fourth possibility introduced at the outset, that knowledge is expertise (technē). Of all Plato's works, the Theaetetus is the most appealing from a contemporary philosophical perspective, because its final section has been taken to propose a popular 20th century view of knowledge—as justified true belief—and to state difficulties with that proposal. Much else in the dialogue will be discussed: e.g., Socrates' midwifery, Protagorean relativism, the famous Digression interrupting the critique of relativism; parts and wholes; and the notion of logos (account). Readings will be in English.

PHIL 2120M. Recent work in metaphysics and philosophy of science.

An introduction to central topics in metaphysics and philosophy of science, through focused engagement with new writings in these areas.

PHIL 2132. Physicalism.

This seminar will examine the thesis of physicalism about the natural world: roughly, the idea that everything is fundamentally physical. We will start by looking at a very austere form of physicalism, "identification physicalism", that offers an attractively simple and uniform picture of nature. This kind of physicalism, or something like it, has been defended by David Lewis, Ted Sider, and Cian Dorr. We will consider some new arguments against identification physicalism that are off the beaten path: arguments from the special intentional character of consciousness, arguments from the epistemic and normative significance of consciousness, and arguments based on the ease with which we can determinately think and talk about our own conscious states.

PHIL 2140I. Skepticism about the A Priori and A Posteriori.

Most of us have believe a host of ordinary claims—both claims about the external physical world, and about a priori domains such as logic, mathematics, and morality. Skepticism of the most interesting sort denies that we're rational in giving more credence to these ordinary claims than to the alternative claims that figure in various skeptical hypotheses. We'll look at some contemporary responses to skepticism. Roughly half of the course will deal with skepticism in the empirical domain, and the other half will deal with skepticism about a priori matters. This course is intended for graduate students in philosophy. Others may take the course with the instructors' permission.

PHIL 2141. The Philosophy of Roderick M. Chisholm.

Roderick Chisholm was one of the most important American philosophers during the second half of the 20th century. This seminar is organized around the work of Chisholm, but it is not just about him. Chisholm had distinctive positions on most of the major topics in epistemology, metaphysics, and the philosophy of mind, positions that were subsequently built upon or challenged by others. Tracing his views and the responses to them can thus serve as something of a history of metaphysics and epistemology over a 50-year period, leading up to contemporary debates and providing background for them. My plan is to pair the reading by Chisholm each week with one or more readings by other philosophers who subsequently expounded his work, built on it, criticized it, or set forth competing positions.

PHIL 2150J. Aristotle's De Anima.

A close reading of Aristotle's *De Anima*, supplemented with recent secondary literature and other relevant Aristotelian texts. Topics include the nature of the soul, nutrition, perception, thought, imagination, and desire.

PHIL 2170L. Shame.

We will examine the emotion of shame, relying on relevant literature in philosophy and psychology from recent decades. Topics include the relation between shame and self-consciousness, shame and self-esteem, shame and autonomy, shame and social standing (including the connection between shame and honor), shame and identity, and shame and power. We will discuss controversies about shame, such as: Is shame an essentially social emotion? Is shame essentially heteronomous? Is shame essentially an emotion of self-assessment? Can shame be an appropriate moral emotion? And we will compare and contrast shame from affective states closely associated with it, such as guilt and self-regarding regret, or feeling self-conscious and feeling embarrassed.

PHIL 2410. Moral Psychology.

This seminar will examine in depth some problems associated with morality, rationality, and the human psyche. Possible topics: acting for reasons, moral responsibility, practical reasoning, moral character, love, modesty, being too good, moral luck, desire, weakness of will. Undergraduates require instructor permission to enroll.

PHIL 2450. Exchange Scholar Program.**PHIL 2505. Fiction as a Vehicle for Considering Ethical Issues in Education.**

This online seminar uses fiction as well as philosophy and social science in considering ethical issues in education. Topics include: What are appropriate aims and methods for different types of education? What are appropriate student- teacher relationships? How should selective schools select students? How much, if at all, should schools concern themselves with students' and teachers' non-academic lives? How should schools deal with sensitive topics such as racism? What special issues are involved in online teaching (which this online seminar puts us in a good position to explore)? In order to include participants with varied backgrounds, this seminar has no prerequisites.

PHIL 2900. Thesis Preparation.**PHIL 2970. Preliminary Examination Preparation.**

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

PHIL 2980. Research in Philosophy.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHIL 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

PHIL XLIST. Courses of Interest to Philosophy Concentrators.**Fall 2025**

There are many courses that look at philosophers or philosophical questions in other departments, including Africana Studies, Classics, Cognitive and Linguistic Sciences, French Studies, German Studies, Judaic Studies, Mathematics, Modern Culture and Media, Political Science, and Religious Studies. They include:

Religious Studies

COST 0120 The Classical Chinese Philosophy of Life
COST 1082 Me, Myself, and I: Exploring Senses of Self from a Multidisciplinary Perspective

Cognitive and Psychological Sciences

CPSY 0550 Science of Consciousness
CPSY 1680F Topics in Development: The Developmental and Evolutionary Origins of Mind

Data Science/b>**DATA 0080 Data, Ethics and Society****French and Francophone Studies/b>****FREN 17100 Décolonisation! German Studies****GRMN 2663A Identification: On the Mark(s) of the Same in Literature, Philosophy, and Psychoanalysis****Italian Studies****ITAL 1010 Dante in English Translation: Dante's World and the Invention of Modernity****Linguistics****LING 1440 - Compositional Semantics****LING 1630 Meaning and Cognition****Political Sciences****POLS 1085 Injustice**

Physics

The department aims to develop in its students a comprehensive grasp of the principles of physics, together with a productive capacity in research. The courses of study are flexible in subject matter and are conducted by means of lectures, seminars, laboratories, and colloquia. Undergraduate as well as graduate students have opportunities to carry out research in fields of current interest.

The principal research fields of the department are condensed matter physics, elementary particle physics, low-temperature physics, nonlinear optics, physical acoustics, astrophysics, biological physics, and cosmology. Interdisciplinary study and research, coordinated with other departments, is encouraged for students interested in brain and neural science, semiconductor physics, geophysics, physics of solid continua, polymer physics, and computational physics, as well as other fields.

For additional information, please visit the department's website: <http://www.brown.edu/academics/physics/>

Physics Concentration Requirements

Physics is the scientific study of the fundamental principles governing the behavior of matter and the interaction of matter and energy. Mathematics is used to describe fundamental physical principles, the behavior of matter, and the interactions of matter and energy. As the most fundamental of sciences, physics provides a foundation for other scientific fields as well as the underpinnings of modern technology. The Physics department is unique because of the breadth of its faculty expertise and research, and the relatively intimate size of its classes above the introductory level. Physics concentrators may choose to pursue either the A.B. or the more intensive Sc.B. degree. Course work on either path covers a broad base of topics (for example, electricity and magnetism, classical and quantum mechanics, thermodynamics, and statistical mechanics). The Sc.B. degree requires additional advanced topics as well as a senior thesis project.

Standard concentration for the A.B. degree

Select one of the following Series:	2
PHYS 0030 Basic Physics A or PHYS 0050 Foundations of Mechanics or PHYS 0070 Analytical Mechanics	
PHYS 0040 Basic Physics B or PHYS 0060 Foundations of Electromagnetism and Modern Physics or PHYS 0160 Introduction to Relativity, Waves and Quantum Physics	
Take each of the following:	5
PHYS 0470 Electricity and Magnetism	
PHYS 0500 Advanced Classical Mechanics	
PHYS 0560 Experiments in Modern Physics	
PHYS 1410 Quantum Mechanics A	
PHYS 1530 Thermodynamics and Statistical Mechanics	
One additional 1000-level course or a mathematics course beyond the introductory level.	1
Total Credits	8

Standard program for the Sc.B. degree

Prerequisites:

Select one of each:	2
PHYS 0050 Foundations of Mechanics or PHYS 0070 Analytical Mechanics	
PHYS 0060 Foundations of Electromagnetism and Modern Physics or PHYS 0160 Introduction to Relativity, Waves and Quantum Physics	
Select one of the following:	1
MATH 0190 Single Variable Calculus, Part II (Physics/Engineering) or MATH 0090 Single Variable Calculus, Part I or MATH 0100 Single Variable Calculus, Part II	

Program:	8
PHYS 0470 Electricity and Magnetism	
PHYS 0500 Advanced Classical Mechanics	
PHYS 0560 Experiments in Modern Physics	
PHYS 1410 Quantum Mechanics A	
PHYS 1420 Quantum Mechanics B	
PHYS 1510 Advanced Electromagnetic Theory	
PHYS 1530 Thermodynamics and Statistical Mechanics	
PHYS 1560 Modern Physics Laboratory	

Take one additional 1000 or 2000 level Physics course or upper level course in related fields of science chosen by the student with the agreement of his or her advisor.	1
Four Mathematics courses beyond MATH 0190 or 0090, 0100 including choices from Applied Mathematics ¹	4
PHYS 1990 Senior Conference Course ²	1
Total Credits	17

¹ In addition, courses in computer programming are recommended.

² A senior thesis is required. This is to be prepared in connection with PHYS 1990 under the direction of a faculty supervisor. The topic may be in related department or of interdisciplinary nature. In any event, a dissertation must be submitted.

Astrophysics Track for the Sc.B. degree

Prerequisites:

Select one of each:	2
PHYS 0050 Foundations of Mechanics or PHYS 0070 Analytical Mechanics	
PHYS 0060 Foundations of Electromagnetism and Modern Physics or PHYS 0160 Introduction to Relativity, Waves and Quantum Physics	
PHYS 0270 Astronomy and Astrophysics	1
Select one of the following Series:	2
MATH 0170 Single Variable Calculus, Part II (Accelerated) & MATH 0180 and Multivariable Calculus	
MATH 0190 Single Variable Calculus, Part II (Physics/Engineering) & MATH 0200 and Multivariable Calculus (Physics/Engineering)	
MATH 0350 Multivariable Calculus With Theory (or equivalent)	
PHYS 0470 Electricity and Magnetism	1

Program:

MATH 0520 Linear Algebra or MATH 0540 Linear Algebra With Theory or PHYS 0720 Methods of Mathematical Physics	1
Select one of the following Math courses:	1
APMA 0330 Methods of Applied Mathematics I	
APMA 0340 Methods of Applied Mathematics II	
APMA 0350 Applied Ordinary Differential Equations	
APMA 0360 Applied Partial Differential Equations I	
MATH 1110 Ordinary Differential Equations	
MATH 1120 Partial Differential Equations	
PHYS 0500 Advanced Classical Mechanics	1
PHYS 0560 Experiments in Modern Physics	1
PHYS 1410 Quantum Mechanics A	1
PHYS 1530 Thermodynamics and Statistical Mechanics	1
Three of the following:	3
PHYS 1100 General Relativity	
PHYS 1250 Stellar Structure and the Interstellar Medium	
PHYS 1270 Extragalactic Astronomy and High-Energy Astrophysics	
PHYS 1280 Introduction to Cosmology	

Two additional 1000- or 2000-level courses in physics or a related field which are not listed as requirements. 2

PHYS 1990	Senior Conference Course ¹	1
Total Credits		18

¹ A senior thesis is required. This is to be prepared in connection with under the direction of a faculty supervisor. The topic may be in a related department or of interdisciplinary nature. In any event, a dissertation must be submitted.

Biological Physics Track for the Sc.B. degree

Foundations of Physics

PHYS 0070	Analytical Mechanics	1
or PHYS 0050	Foundations of Mechanics	
or ENGN 0040	Engineering Statics and Dynamics	
PHYS 0160	Introduction to Relativity, Waves and Quantum Physics	1
or PHYS 0060	Foundations of Electromagnetism and Modern Physics	
PHYS 0470	Electricity and Magnetism	1
PHYS 0500	Advanced Classical Mechanics	1
PHYS 1410	Quantum Mechanics A	1
PHYS 1530	Thermodynamics and Statistical Mechanics	1

Select one of the following Series: ¹ 1-2

Series A

PHYS 0720	Methods of Mathematical Physics

Series B

Select one of the following:

APMA 0330	Methods of Applied Mathematics I
APMA 0350	Applied Ordinary Differential Equations
MATH 1110	Ordinary Differential Equations

And select one of the following:

MATH 0180	Multivariable Calculus
MATH 0200	Multivariable Calculus (Physics/Engineering)
MATH 0350	Multivariable Calculus With Theory
MATH 0520	Linear Algebra
MATH 0540	Linear Algebra With Theory

Basic Biology and Chemistry

BIOL 0200	The Foundation of Living Systems (or placement out of BIOL 0200)	1
BIOL 0500	Cell and Molecular Biology	1
CHEM 0330	Equilibrium, Rate, and Structure	1

Advanced Biophysical Topics and Techniques

PHYS 1610	Biological Physics	1
PHYS 1990	Senior Conference Course	1

Elective Courses (four chosen from the following list, with at least two 1000-level courses, or additional courses approved by the concentration advisor): 4

APMA 0360	Applied Partial Differential Equations I
APMA 0410	Mathematical Methods in the Brain Sciences
APMA 0650	Introduction to Probability and Statistics
APMA 1070	Quantitative Models of Biological Systems
APMA 1080	Inference in Genomics and Molecular Biology
BIOL 0280	Biochemistry
BIOL 0470	Genetics
BIOL 1050	Biology of the Eukaryotic Cell
BIOL 1200	Protein Biophysics and Structure
BIOL 1270	Advanced Biochemistry

BIOL 1870	Techniques and Clinical Applications in Pathobiology	
CHEM 0350	Organic Chemistry I	
CHEM 0360	Organic Chemistry II	
MATH 0090	Single Variable Calculus, Part I	
MATH 0170	Single Variable Calculus, Part II (Accelerated)	
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	
MATH 1620	Mathematical Statistics	
MATH 1210	Probability	
PHYS 0560	Experiments in Modern Physics	
PHYS 1510	Advanced Electromagnetic Theory	
PHYS 1560	Modern Physics Laboratory	
PHYS 2620F	Selected Topics in Molecular Biophysics	
PHYS 1990	Senior Conference Course ²	1
Total Credits		17-18

¹ Select Series A alone or two from Series B as indicated.

² A senior thesis is required. This is to be prepared in connection with under the direction of a faculty supervisor. The topic may be in a related department or of interdisciplinary nature. In any event, a dissertation must be submitted.

Mathematical Physics Track for the A.B. degree

Prerequisites:

MATH 0090	Single Variable Calculus, Part I	1
or MATH 0100	Single Variable Calculus, Part II	
or MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	
PHYS 0050	Foundations of Mechanics	1
or PHYS 0070	Analytical Mechanics	

Mathematics Courses ¹

MATH 0180	Multivariable Calculus	1
or MATH 0200	Multivariable Calculus (Physics/Engineering)	
or MATH 0350	Multivariable Calculus With Theory	
MATH 0520	Linear Algebra	1
or MATH 0540	Linear Algebra With Theory	
MATH 1110	Ordinary Differential Equations	1
Select at least one of the following:		1
MATH 1060	Differential Geometry	
MATH 1120	Partial Differential Equations	
MATH 1210	Probability	

Physics Courses ¹

PHYS 0060	Foundations of Electromagnetism and Modern Physics	1
or PHYS 0160	Introduction to Relativity, Waves and Quantum Physics	
PHYS 0470	Electricity and Magnetism	1
PHYS 0500	Advanced Classical Mechanics	1
PHYS 0560	Experiments in Modern Physics	1
Select at least two of the following:		2
PHYS 1410	Quantum Mechanics A	
PHYS 1420	Quantum Mechanics B	
PHYS 1510	Advanced Electromagnetic Theory	
PHYS 1530	Thermodynamics and Statistical Mechanics	

PHYS 1560	Modern Physics Laboratory	
Total Credits		12

¹ Concentrators are required to take at least one course in mathematics and one in physics in each of their last two semesters.

Mathematical Physics Track for the Sc.B. degree

Prerequisites:

Select one of the following series: 2

PHYS 0050 Foundations of Mechanics
or PHYS 0070 Analytical Mechanics

PHYS 0060 Foundations of Electromagnetism and Modern Physics
or PHYS 0160 Introduction to Relativity, Waves and Quantum Physics

Select one of the following: 1-2

MATH 0190 Single Variable Calculus, Part II (Physics/Engineering)

MATH 0090 Single Variable Calculus, Part I
& MATH 0100 and Single Variable Calculus, Part II

Required courses:

PHYS 0470 Electricity and Magnetism 1
PHYS 0500 Advanced Classical Mechanics 1
PHYS 0560 Experiments in Modern Physics 1
PHYS 1410 Quantum Mechanics A 1
PHYS 1530 Thermodynamics and Statistical Mechanics 1

MATH 0180 & MATH 0200 Multivariable Calculus and Multivariable Calculus (Physics/Engineering) 1-2
or MATH 0350 Multivariable Calculus With Theory

MATH 0520 Linear Algebra 1
or MATH 0540 Linear Algebra With Theory
or PHYS 0720 Methods of Mathematical Physics

MATH 1460 Complex Analysis 1

Four additional 1000 or 2000 level Physics courses 4

Two additional 1000 or 2000 level Math courses 2

PHYS 1990 Senior Conference Course ¹ 1

Total Credits **18-20**

¹ A senior thesis is required. This is to be prepared in connection with under the direction of a faculty supervisor.

Physics and Philosophy Concentration Requirements

The Physics and Philosophy concentration is for students with a deep interest in physics who do not need to acquire the laboratory and computational skills of a professional physicist. The concentration allows students to grapple with computational problems and deepen their investigation of conceptual and epistemological issues. By the end of the program, concentrators possess an excellent conceptual understanding of the most philosophically interesting physics, relativity and quantum mechanics.

This concentration should prepare a student either for graduate study, especially in a history and philosophy of science (HPS) program, or for employment in science education or journalism. Other professions such as law and medicine will look favorably on such concentrators for having versatile interests and being able to master difficult material. The concentration may serve as an excellent preparation for a law school

since physics and philosophy both exercise a rigorous approach to problems of immediate relevance to life but at the same time assume two complimentary and sometimes competing viewpoints.

Advising

Concentration advisors from the Departments of Physics and Philosophy will guide students working towards the A.B. degree.

Curriculum

The curriculum builds around the fields of physics that have had the biggest impact on philosophy, especially Quantum Physics, and the fields of philosophy most relevant for physics, such as Epistemology, Metaphysics and Philosophy of Physics. It is strongly recommended that students complete at least one relevant history course.

There are 11 required courses (5 in Physics, 5 in Philosophy or History, one course in mathematics) and a final project. The choice of the courses is dictated by the following considerations. The field of physics with both deepest philosophical implications and deepest influence on the rest of physics is Quantum Mechanics. Thus, a 1000-level course in Quantum Mechanics or a closely related field such as Statistical Mechanics is indispensable. The second field of physics most relevant for the concentration is Relativity. This field touches upon and serves as a foundation for a broad list of subjects with major philosophical implications of their own, for example: PHYS 1170, PHYS 1280, PHYS 1510, PHYS 1100. This requires another 1000-level physics course in the concentration. 1000-level Physics courses cannot be taken without certain preliminary work, most importantly, PHYS 0470, which serves as a prerequisite for most higher-level physics courses and which relies in turn on PHYS 0160 or PHYS 0060. Another lower-level physics course is necessary for a student to develop familiarity with the tools which have been employed in producing the physics knowledge.

A natural introduction into philosophy of physics comes from a course in Early Modern Philosophy. To a large extent, Early Modern Philosophy was shaped by scholars who combined interest in philosophy and physics (e.g., Rene Descartes, Blaise Pascal, Gottfried Wilhelm Leibniz). The influence of the XVII century physics revolution on other central figures such as Kant is unquestionable. Early Modern Philosophy sets an intellectual stage for many subsequent developments in the Philosophy of Physics and directly addresses some of the most perplexing issues like the connection (or lack thereof) between physics and religion. The core of the Philosophy requirement involves two courses in Epistemology, Metaphysics and Philosophy of Science. One course in this field would not be sufficient due to its very broad nature. Students are strongly advised to take a relevant History course. This requirement can be substituted by an additional philosophy course to reflect interests of those students who want a deeper background in Epistemology, Metaphysics and Philosophy of Science or have other related interests such as Ancient Natural Philosophy.

In addition to the above philosophy courses, PHIL 0210 (Science, Perception, and Reality) serves as a gateway into the concentration. It may be substituted by other relevant courses such as PHYS 0100 (Flat Earth to Quantum Uncertainty: On the Nature and Meaning of Scientific Explanation).

A course in calculus is a prerequisite for most physics and some philosophy classes.

Required courses for the A.B. degree are listed below:

Physics Courses

Select one of the following introductory courses in Modern Physics: 1

PHYS 0060 Foundations of Electromagnetism and Modern Physics

PHYS 0160 Introduction to Relativity, Waves and Quantum Physics

One course in Special Relativity and Classical Field Theory: 1

PHYS 0470 Electricity and Magnetism

Select one of the following in Methods of Experimental and Theoretical physics: 1

PHYS 0500	Advanced Classical Mechanics	
PHYS 0560	Experiments in Modern Physics	
Select one of the following in Quantum Mechanics and its applications		1
PHYS 1410	Quantum Mechanics A	
PHYS 1530	Thermodynamics and Statistical Mechanics	
One more 1000-level Physics course		1
Philosophy Courses		
Select one of the following gateway courses:		1
PHIL 0210	Early Modern Philosophy	
PHIL 0060	Modern Science and Human Values	
PHIL 0640	Logic	
Select one of the following courses in Early Modern Philosophy:		1
PHIL 0210	Early Modern Philosophy	
PHIL 1210	Locke, Berkeley, Hume and Others	
PHIL 1220	17th Century Continental Rationalism	
PHIL 1230	Kant: The Critique of Pure Reason	
Select two of the following courses in Epistemology, Metaphysics and Philosophy of Science:		2
PHIL 1705	Epistemology	
PHIL 1735	Metaphysics	
PHIL 1755	Philosophy of Science	
PHIL 1775	Philosophy of Quantum Mechanics	
PHIL 1780	Time	
History Courses		
Select one of the following courses in History of Science: ¹		1
HIST 0522N	Reason, Revolution and Reaction in Europe	
HIST 1825M	Science at the Crossroads	
HIST 1976I	Imperialism and Environmental Change	
Calculus		
Select one of the following:		1
MATH 0180	Multivariable Calculus	
MATH 0200	Multivariable Calculus (Physics/Engineering)	
MATH 0350	Multivariable Calculus With Theory	
Final Project		
Select one of the following:		1
PHIL 1990	Independent Studies	
PHYS 1990	Senior Conference Course	
A course from the PHIL 0990 Senior Seminar series		
Any graduate seminar in Philosophy		
Total Credits		12

¹ Or one more Philosophy course.

Honors

Seniors wishing to earn honors by presenting a senior honors thesis should consult their concentration advisor during their sixth semester or at the start of the seventh semester concerning procedures and requirements. Students may earn honors by presenting a senior thesis judged to be of honors quality by two readers. In addition to completing the usual nonhonors requirements, the student should also have a grade point average of over 3.4 in physics, philosophy and history of science courses (of which at least five must be taken for a letter grade). Honors theses are usually prepared over a period of two semesters with an advisor from the Department of Physics or the Department of Philosophy.

Chemical Physics Concentration Requirements

Chemical Physics is an interdisciplinary field at the crossroads of chemistry and physics and is administered jointly by the two departments. The concentration provides students with a broad-based understanding in fundamental molecular sciences, as well as a background for graduate studies in physical chemistry, chemical physics, or molecular engineering. Concentrators are required to take twenty courses in chemistry, physics, and mathematics, although approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substitutes. Chemical Physics concentrators are also advised to take at least six courses in the humanities and social sciences. Chemical Physics concentrators at all levels (first-year through seniors) are actively involved in research with faculty members in both departments.

Standard program for the Sc.B. degree

Twenty-one semester courses¹ in chemistry, physics, and mathematics, with a minimum of four semester courses in mathematics. The expectation is that courses required for a concentration in Chemical Physics will be taken for a letter grade. Core courses are:

CHEM 0330	Equilibrium, Rate, and Structure	1
CHEM 0350	Organic Chemistry I	1
CHEM 0500	Inorganic Chemistry	1
CHEM 1140	Physical Chemistry: Quantum Chemistry	1
PHYS 0070	Analytical Mechanics	1
PHYS 0160	Introduction to Relativity, Waves and Quantum Physics	1
PHYS 0470	Electricity and Magnetism	1
Select one of the following laboratory courses:		1
CHEM 1160	Physical Chemistry Laboratory	
PHYS 0560	Experiments in Modern Physics	
PHYS 1560	Modern Physics Laboratory	
Select one course in statistical mechanics:		1
CHEM 1150	Physical Chemistry: Thermodynamics and Statistical Mechanics	
PHYS 1530	Thermodynamics and Statistical Mechanics	
MATH 0190	Single Variable Calculus, Part II (Physics/Engineering)	1
MATH 0200	Multivariable Calculus (Physics/Engineering)	1
MATH 0520	Linear Algebra	1
Seven courses, primarily at the 1000 or 2000 level, in chemistry or physics.		7
Select two semesters of independent study:		2
PHYS 1990	Senior Conference Course	
CHEM 0980	Undergraduate Research	
Total Credits		21

¹ Other approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substituted for some of the twenty-one. Students are advised to take at least six courses in the humanities and social sciences.

Requirements for Honors

All Chemical Physics concentrators who have grades of A or S with distinction in a majority of their concentration courses will be considered for Honors; no separate application is necessary.

The requirements for Honors in Chemical Physics are:

* Grades of A or S with distinction in a majority of courses taken for the concentration.

* Two semesters of Independent Study (CHEM 0980 or equivalent. Guidelines and requirements associated with Independent Study are in the Undergraduate Concentration Handbook which can be found at the department website (<http://www.brown.edu/academics/chemistry/undergraduate/>).

* A Thesis in a form approved and recommended by the research advisor. Additional information about thesis guidelines will be provided to seniors by the Concentration Advisor.

* A Poster presentation at the chemistry department's spring undergraduate poster session.

Engineering and Physics Concentration Requirements

The program is designed to ensure that students take a significant portion of the usual curriculum in Engineering and Physics, obtain substantial laboratory experience, and take several upper-level elective courses, focusing on applied science. Students may take either the standard Physics or Engineering programs during their first and second years and then switch to this combined program. The Sc.B. degree program in Engineering and Physics is not accredited by ABET and is mostly intended to prepare students for graduate study in applied science and engineering. Since the requirements include both quantum mechanics with the physics concentrators and analog electronics with EE concentrators, as well as more mathematics than either Physics or Engineering, it is one of the more demanding programs at Brown.

The following standard program assumes that a student begins mathematics courses at Brown with MATH 0100 or MATH 0190. Students who begin in MATH 0200 can substitute an additional science, engineering or higher-level mathematics course for the MATH 0190 requirement. To accommodate the diverse preparation of individual students, variations of the following sequences and their prerequisites are possible with permission of the appropriate concentration advisor and the instructors involved. We recommend that each student's degree program be submitted for prior approval (typically in semester four) and scrutinized for compliance (in semester seven) by one faculty member from the Department of Physics and one faculty member from the School of Engineering.

Select one of the following two course sequences:

ENGN 0040 & ENGN 0030 or ENGN 0032	Engineering Statics and Dynamics and Introduction to Engineering Introduction to Engineering: Design	2
PHYS 0050 & PHYS 0060	Foundations of Mechanics and Foundations of Electromagnetism and Modern Physics	
PHYS 0070 & PHYS 0160	Analytical Mechanics and Introduction to Relativity, Waves and Quantum Physics	
MATH 0190 or MATH 0100	Single Variable Calculus, Part II (Physics/ Engineering) Single Variable Calculus, Part II	1
MATH 0200 or MATH 0180 or MATH 0350	Multivariable Calculus (Physics/ Engineering) Multivariable Calculus Multivariable Calculus With Theory	1
Select three additional higher-level math, applied math, or mathematical physics (PHYS 0720) courses.		3
CSCI 0111 or APMA 0160 or CSCI 0150	Computing Foundations: Data Introduction to Scientific Computing Introduction to Object-Oriented Programming and Computer Science	1
or CSCI 0170 or CSCI 0190	Computer Science: An Integrated Introduction Accelerated Introduction to Computer Science	
ENGN 0510	Electricity and Magnetism	1

or PHYS 0470	Electricity and Magnetism	
ENGN 1690 or PHYS 1510	Photonics Devices and Sensors Advanced Electromagnetic Theory	1
PHYS 0500 or ENGN 1370	Advanced Classical Mechanics Advanced Engineering Mechanics	1
PHYS 1410	Quantum Mechanics A	1
PHYS 1420	Quantum Mechanics B	1
PHYS 1530 or ENGN 0720	Thermodynamics and Statistical Mechanics Thermodynamics	1
ENGN 1620	Analysis and Design of Electronic Circuits	1
CHEM 0330 or ENGN 0310 or ENGN 0810 or PHYS 1600	Equilibrium, Rate, and Structure Mechanics of Solids and Structures Fluid Mechanics Computational Physics	1
ENGN 0410 or ENGN 1560 or PHYS 0560	Materials Science Applications in Microwave Communications Experiments in Modern Physics	1
PHYS 1560 or ENGN 1590	Modern Physics Laboratory Semiconductor Devices	1
or an approved 2000-level engineering or physics course.		
A thesis under the supervision of a physics or engineering faculty member:		1
PHYS 1990 or ENGN 1970 or ENGN 1971 or ENGN 1972 or ENGN 1973	Senior Conference Course Independent Studies in Engineering Independent Study in Engineering Independent Study in Engineering Design Independent Study in Engineering Design	

* Students are also encouraged to take courses dealing with the philosophical, ethical, or political aspects of science and technology.

Total Credits **19**

Professional Track

The requirements for all undergraduate professional tracks within concentrations are standardized and additional information can be found here:

<https://bulletin.brown.edu/undergradprotrack/>

Astronomy Concentration Requirements

Along with Greek, Latin, and Mathematics, Astronomy counts as one of the oldest continuously taught subjects in the Brown curriculum. It is the study of the properties of stars, galaxies, and the Universe, and as such combines elements from the disciplines of both Physics and Planetary Geology. Students pursuing this concentration complete introductory coursework in classical mechanics, relativity, and astrophysics, along with mathematics and electromagnetism. They go on to complete courses in stellar and extragalactic astrophysics as well as cosmology. Facilities available to concentrators include the historic Ladd Observatory.

Standard concentration for the A.B. degree

Eleven or twelve courses are required (depending on the satisfaction of prerequisites).

Prerequisites

PHYS 0070	Analytical Mechanics	1
PHYS 0160	Introduction to Relativity, Waves and Quantum Physics	1
PHYS 0270	Astronomy and Astrophysics	1
Select one of the following Series:		1-2
MATH 0170 & MATH 0180	Single Variable Calculus, Part II (Accelerated) and Multivariable Calculus	

MATH 0190 & MATH 0200	Single Variable Calculus, Part II (Physics/ Engineering) and Multivariable Calculus (Physics/ Engineering)	
MATH 0350	Multivariable Calculus With Theory (or equivalent)	
PHYS 0470	Electricity and Magnetism	1
Program		
Select one of the following mathematics courses:		1
MATH 0520	Linear Algebra	
MATH 0540	Linear Algebra With Theory	
PHYS 0720	Methods of Mathematical Physics	
APMA 0330	Methods of Applied Mathematics I	
APMA 0340	Methods of Applied Mathematics II	
Select two of the following astrophysics courses:		2
PHYS 1100	General Relativity	
PHYS 1250	Stellar Structure and the Interstellar Medium	
PHYS 1270	Extragalactic Astronomy and High-Energy Astrophysics	
PHYS 1280	Introduction to Cosmology	
Three additional 1000- or 2000-level courses in physics or a related field, suggestions:		3
APMA 1670	Statistical Analysis of Time Series	
EEPS 0810	Planetary Geology	
EEPS 1710	Remote Sensing of Earth and Planetary Surfaces	
EEPS 1810	Physics of Planetary Evolution	
ENGN 1860	Advanced Fluid Mechanics	
MATH 1060	Differential Geometry	
PHYS 0500	Advanced Classical Mechanics	
PHYS 0560	Experiments in Modern Physics	
PHYS 1410	Quantum Mechanics A	
PHYS 1510	Advanced Electromagnetic Theory	
PHYS 1530	Thermodynamics and Statistical Mechanics	
PHYS 1560	Modern Physics Laboratory	
Total Credits		11-12

¹ PHYS 0050 and PHYS 0060 can be taken in lieu of PHYS 0160

Physics Graduate Program

The Department of Physics offers graduate programs leading to the Master of Science (ScM) degree and the Doctor of Philosophy (PhD) Degree. For more information on admission and program requirements, please visit the following website: <http://www.brown.edu/academics/gradschool/programs/physics>

Master of Science (ScM)

The Sc.M. degree recognizes a significant level of academic achievement beyond an undergraduate degree. A total of 8 credits in 2000-level courses form the main requirement for the Sc.M. degree in Physics. Of the eight required courses, four will be selected from the six core courses of the Ph.D. program (PHYS 2010, 1720 or 2020**, 2040, 2050, 2060, 2140). Four additional credits at the 2000 level are required. These courses are to be selected from the remaining core courses or the large number of other upper-level Physics courses. With pre-approval of the DMP, up to two of these additional credits, also at the 2000 level, can be taken in another department. Preparation of a Master's thesis is recommended, as it forms an important pillar of professional training.

****Please note:** 2030 can be taken instead of 1720 or 2020 if the student has passed the entrance exam.

Students with less rigorous physics backgrounds will be advised to take a mixture of 1000-level and 2000-level courses during their course of study, necessitating a 3- or 4-semester track to completion.

Course selection and registration for recently admitted students are held in September after a faculty advising session during orientation. Registration remains open for the first two weeks as a 'shopping period' during which students can make final course decisions.

Core Courses

PHYS 2010	Techniques in Experimental Physics
PHYS 2030	Classical Theoretical Physics I
PHYS 2040	Classical Theoretical Physics II
PHYS 2050	Quantum Mechanics
PHYS 2060	Quantum Mechanics
PHYS 2140	Statistical Mechanics

Four additional credits at the 2000 level are required. These courses are to be selected from the remaining core courses or the large number of other upper level physics courses. Up to two of these can be taken in research, or taken in another department with prior approval of the program director.

PHYS 2020	Mathematical Methods of Engineers and Physicists
PHYS 2070	Advanced Quantum Mechanics
PHYS 2170	Introduction to Nuclear and High Energy Physics
PHYS 2280	Astrophysics and Cosmology
PHYS 2300	Quantum Theory of Fields I
PHYS 2320	Quantum Theory of Fields II
PHYS 2340	Group Theory
PHYS 2410	Solid State Physics I
PHYS 2420	Solid State Physics II
PHYS 2430	Quantum Many Body Theory
PHYS 2470	Advanced Statistical Mechanics
PHYS 2600	Computational Physics
PHYS 2620H	Quantum Computation, Information, and Sensing
PHYS 2620J	Statistical Physics in Inference and (Deep) Learning
PHYS 2980 or PHYS 2981	Research in Physics Research in Physics

Doctor of Philosophy (PhD)

Core Courses:

PHYS 2010	Techniques in Experimental Physics
PHYS 2030	Classical Theoretical Physics I
PHYS 2040	Classical Theoretical Physics II
PHYS 2050	Quantum Mechanics
PHYS 2060	Quantum Mechanics
PHYS 2140	Statistical Mechanics

Beyond the core courses, PhD candidates are expected to pass four additional advanced courses. At least one of the courses must fall outside the student's research area. These courses are to be selected from the following:

PHYS 2020	Mathematical Methods of Engineers and Physicists
PHYS 2070	Advanced Quantum Mechanics
PHYS 2100	General Relativity

PHYS 2170	Introduction to Nuclear and High Energy Physics
PHYS 2280	Astrophysics and Cosmology
PHYS 2300	Quantum Theory of Fields I
PHYS 2320	Quantum Theory of Fields II
PHYS 2340	Group Theory
PHYS 2410	Solid State Physics I
PHYS 2420	Solid State Physics II
PHYS 2430	Quantum Many Body Theory
PHYS 2470	Advanced Statistical Mechanics
PHYS 2600	Computational Physics
PHYS 2630	Biological Physics

Courses

PHYS 0030. Basic Physics A.

Survey of mechanics for concentrators in sciences other than physics-including premedical and life science students. Students with more advanced math training are advised to take PHYS 0050, which covers the same topics in physics. Lectures and laboratory. Six hours of attendance.

PHYS 0040. Basic Physics B.

Survey of electricity, magnetism, optics, and modern physics for concentrators in sciences other than physics-including premedical students or students without prior exposure to physics who require a less rigorous course than PHYS 0050, 0060. Lectures, conferences, and laboratory.

PHYS 0050. Foundations of Mechanics.

An introduction to Newtonian mechanics that employs elementary calculus. Intended for science concentrators. Potential physics concentrators, who do not have adequate preparation for PHYS 0070, may enroll, but are urged to continue with PHYS 0160 rather than PHYS 0060. Lectures, conferences and laboratory. Six hours of attendance. Recommended: MATH 0090 or MATH 0100.

PHYS 0060. Foundations of Electromagnetism and Modern Physics.

An introduction to the principles and phenomena of electricity, magnetism, optics, and the concepts of modern physics. Recommended for those who wish to limit their college physics to two semesters but seek a firm grounding in the subject, including but not limited to those with some previous knowledge of physics. Lectures, conferences, and laboratory. Six hours of attendance. Prerequisite: PHYS 0050. Recommended: MATH 0100.

PHYS 0070. Analytical Mechanics.

A mathematically more rigorous introduction to Newtonian mechanics than PHYS 0050. For first-year students and sophomores who have studied physics previously and have completed a year of calculus. Lectures, conferences, and laboratory. Six hours of attendance. Prerequisites: high school physics and calculus or written permission. S/NC

PHYS 0100. Flat Earth to Quantum Uncertainty: On the Nature and Meaning of Scientific Explanation.

Physics has had a dramatic impact on our conception of the universe, our ideas concerning the nature of knowledge, and our view of ourselves. Philosophy, sometimes inspired by developments in physics, considers the impact of such developments on our lives. In this seminar, students will explore how classical and modern physical theory have affected our view of the cosmos, of ourselves as human beings, as well as our view of the relation of mathematical or physical structures to 'truth' or 'reality.' Through a study of physics as well as selected philosophical readings, we will consider how we can know anything, from seemingly simple facts to whether a machine is conscious. Enrollment limited to 19 first year students. Instructor permission required.

PHYS 0110. Excursion to Biophysics.

This new course aims at freshmen with good preparation in high school physics, chemistry and biology, but who have not had a set mind what specific disciplines to focus on in their college study at Brown. The course will introduce important physics concepts and techniques relevant to biology and medicine, such as diffusion and transport of molecules and intracellular components, Brown motion and active swimming of microbes, motion of particles confined by a harmonic potential, Boltzmann distribution, exponential growth or decay, and statistics of single molecule behavior. The goal of the course is to cultivate interest and provide essential basics for more rigorous study of biological physics as a branch of interdisciplinary science. Enrollment limited to 19 first year students. Instructor permission required.

PHYS 0111. Are There Extra Dimensions Under Your Bed?

Discusses some of the most exciting questions confronting contemporary physical science in a fashion suitable for both humanists and scientists. What are particles, antiparticles, superstrings, and black holes? How are space and time related? How are mass and gravity related to space and time? Do we live in a three-dimensional world, or are there extra dimensions? The seminar will address such questions with conceptual explanations based upon current research on campus, and highlight the experiments at the energy frontier, being carried out by the world's largest scientific instrument to-date, the Large Hadron Collider, located in Geneva, Switzerland. Enrollment limited to 19 first year students.

PHYS 0112. Extra-Solar Planets and the Search for Extraterrestrial Life.

The course will cover the significant developments in the detection and characterization of extra-solar planetary systems in the past almost 30 years. We will study the techniques for detecting planets outside of our solar system, the properties of the exoplanets discovered so far, and the prospects for future discoveries, with an emphasis on the search for "Earth-analogues" and the implications for astrobiology.

PHYS 0113. Squishy Physics.

A freshman seminar to explore everyday applications of physics. It offers practical training on project based learning. The course involves hands-on experimentation, data analysis and presentation. The course is designed for students interested in any field of science with no pre-requisite. The topics covered include motion, forces, flow, elasticity, polymers, gels, electricity, energy, etc. Students will be guided to work on several projects over the semester. They are required to report their projects in both written and oral reports. There is no exam for the course. Students are required to register for one of the labs.

PHYS 0114. The Science and Technology of Energy.

Energy plays fundamental roles in society. Its use underlies improvements in the living standard; the consequences of its use are having a significant impact on the Earth's climate; its scarcity in certain forms is a source of insecurity and political conflict. This course will introduce the fundamental laws that govern energy and its use. Physical concepts to be covered: mechanical energy, thermodynamics, the Carnot cycle, electricity and magnetism, quantum mechanics, and nuclear physics. Technological applications include wind, hydro, and geothermal energy, engines and fuels, electrical energy transmission and storage, solar energy and photovoltaics, nuclear reactors, and biomass. Enrollment limited 19.

PHYS 0120. Adventures in Nanoworld.

Richard Feynman famously said, "There's plenty of room at the bottom," about the possibility of building molecular-size machines operating according to Quantum Mechanics. Scientists are now learning the art, and students in this course will use basic physics and simple mathematical models to understand the phenomena and materials in the nanoworld. Non-science concentrators and potential science concentrators alike will learn about important classes of nanosystems such as macromolecules, nanotubes, quantum dots, quantum wires, and films. We will learn how people make nanosystems and characterize them. We will consider existing and potential applications of nanotechnology, including molecular motors, nanoelectronics, spintronics, and quantum information. Enrollment limited to 19 first year students.

PHYS 0121. Introduction to Environmental Physics: The Quantum Mechanics of Global Warming.

We will use basic physics and simple mathematical models to investigate climate change, energy and entropy, the dispersal of pollutants, solar power, and other aspects of environmental science. Lectures will be supplemented with demonstrations of key physical principles. Emphasis will be placed on quantitative reasoning.

PHYS 0150. The Jazz of Modern Physics.

This course, aimed at both students in the humanities and sciences, will explore the myriad surprising ways that jazz music is connected to modern physics. No background in physics, mathematics or music is required, as all of these foundational concepts and tools will be introduced.

The Jazz of Physics has three interconnected components:

- (1) Using concepts and analogies from music and acoustics to explore the key conceptual ideas in modern physics such as quantum mechanics/information, general relativity, particle physics, dark energy and big bang cosmology.
- (2) Exploring the parallels between jazz and physics through the lens of 20th century physics and jazz history, as well as key innovations in both fields with an eye towards future innovations.
- (3) Students will learn the tools of signification in physics and develop group projects with a final product.

The course will consist of lectures, related homework sets, weekly discussion meetings, and a final study where groups of students will select a topic of interest.

PHYS 0160. Introduction to Relativity, Waves and Quantum Physics.

A mathematically rigorous introduction to special relativity and quantum mechanics. The second course in the three-semester sequence (PHYS 0470 being the third) for those seeking the strongest foundation in physics. Also suitable for students better served by an introduction to modern physics rather than electromagnetism. Lectures, conferences, and laboratory. Six hours of attendance. Prerequisite: PHYS 0070 or 0050. Recommended: MATH 0180 or 0200. S/NC

PHYS 0180. Physics for Non-Physicists: An Introduction to Classical and Modern Physics.

This course is an introduction to many major concepts in physics. It is intended for a general audience, and calculus is not required. Along the way, we will address the question "what goes into making a scientific theory?" using the works of Euclid, Galileo, Newton and others as examples. Concepts range historically from planetary motion (addressed at least as early as Ancient Greece) to modern physics topics that are still under debate today. These concepts include (but are not limited to) motion, forces, energy, electricity and magnetism, special relativity and quantum mechanics.

PHYS 0220. Astronomy.

An introduction to basic ideas and observations in astronomy, starting with the observed sky, coordinates and astronomical calendars and cycles, the historical development of our understanding of astronomical objects. Particular emphasis is placed on the properties of stars, galaxies, and the Universe as a whole, including the basic ideas of cosmology. The material is covered at a more basic level than PHYS 0270. Knowledge of basic algebra and trigonometry is required, but no experience with calculus is necessary. The course includes evening laboratory sessions.

PHYS 0270. Astronomy and Astrophysics.

A complete survey of basic astronomy, more rigorous than is offered in PHYS 0220. Requires competence in algebra, geometry, trigonometry, and vectors and also some understanding of calculus and classical mechanics. Laboratory work required. This course or an equivalent required for students concentrating in astronomy. The course includes conferences and evening laboratory sessions.

PHYS 0470. Electricity and Magnetism.

Electric and magnetic fields. Motion of charged particles in fields. Electric and magnetic properties of matter. Direct and alternating currents. Maxwell's equations. Laboratory work. Prerequisites: PHYS 0040, 0060, or 0160; and MATH 0180, 0200 or 0350. Labs meet every other week.

PHYS 0500. Advanced Classical Mechanics.

Dynamics of particles, rigid bodies, and elastic continua. Normal modes. Lagrangian and Hamiltonian formulations. Prerequisites: PHYS 0070, 0160 or 0050, 0060 and MATH 0180 or 0200; or approved equivalents.

PHYS 0560. Experiments in Modern Physics.

Introduction to experimental physics. Students perform fundamental experiments in modern quantum physics, including atomic physics, nuclear and particle physics, and condensed matter physics. Visits to research labs at Brown acquaint students with fields of current research. Emphasizes laboratory techniques, statistics, and data analysis. Three lecture/discussion hours and three laboratory hours each week. Required of all physics concentrators. Prerequisites: PHYS 0070, 0160 or 0050, 0060; 0470.

PHYS 0720. Methods of Mathematical Physics.

This course is designed for sophomores in physical sciences, especially those intending to take sophomore or higher level Physics courses. Topics include linear algebra (including linear vector spaces), Fourier analysis, ordinary and partial differential equations, complex analysis (including contour integration). Pre-requisites: PHYS 0060 or 0160, MATH 0180, 0200 or 0350, or consent of the instructor.

PHYS 0790. Physics of Matter.

An introduction to the principles of quantum mechanics and their use in the description of the electronic, thermal, and optical properties of materials. Primarily intended as an advanced science course in the engineering curriculum. Open to others by permission. Prerequisites: ENGN 0040, APMA 0340 or equivalents.

PHYS 1100. General Relativity.

An introduction to Einstein's theory of gravity, including special relativity, spacetime curvature, cosmology and black holes. Prerequisites: PHYS 0500 and MATH 0520 or MATH 0540 or equivalent, or permission of the instructor. Recommended: PHYS 0720. Offered every other year.

PHYS 1170. Introduction to Nuclear and High Energy Physics.

A study of modern nuclear and particle physics, with emphasis on the theory and interpretation of experimental results. Prerequisites: PHYS 1410, 1420 (may be taken concurrently), or instructor permission.

PHYS 1250. Stellar Structure and the Interstellar Medium.

This class is an introduction to the physics of stars and their environment. The course covers the fundamental physics that set the physical properties of stars, such as their luminosity, size, spectral properties and how these quantities evolve with time. In addition, it includes a study of the physics that takes place in the gaseous environment surrounding stars, the InterStellar Medium (ISM). The ISM is very important because it contains a wealth of information on the evolutionary history of galaxies, their composition, formation and future. Prerequisites: PHYS 0270, PHYS 0470, or instructor permission. PHYS 1530 (perhaps taken concurrently) is strongly recommended but not required.

PHYS 1270. Extragalactic Astronomy and High-Energy Astrophysics.

This course provides an introduction to the astrophysics of galaxies, their structure and evolution, with an emphasis on physical introduction of the observations. Underlying physics concepts such as radiative transfer, nuclear reactions and accretion physics will be introduced. Intended for students at the junior level. Prerequisites: PHYS 0270 and PHYS 0470, and either MATH 0190 or MATH 0200, or instructor permission.

PHYS 1280. Introduction to Cosmology.

The course presents an introduction to the study of the origin, evolution and contents of the Universe. Topics include the expansion of the Universe, relativistic cosmologies, thermal evolution, primordial nucleosynthesis, structure formation and the Cosmic Microwave Background. Prerequisites: PHYS 0160, MATH 0190, MATH 0200, or MATH 0350, or instructor permission.

PHYS 1410. Quantum Mechanics A.

A unified treatment of quanta, photons, electrons, atoms, molecules, matter, nuclei, and particles. Quantum mechanics developed at the start and used to link and explain both the older and newer experimental phenomena of modern physics. Prerequisites: PHYS 0500 and 0560; and MATH 0520, 0540 or PHYS 0720; or approved equivalents.

PHYS 1420. Quantum Mechanics B.

See Quantum Mechanics A, (PHYS 1410) for course description.

PHYS 1510. Advanced Electromagnetic Theory.

Maxwell's laws and electromagnetic theory. Electromagnetic waves and radiation. Special relativity. Prerequisites: PHYS 0470; and MATH 0180, 0200, or 0350; or approved equivalents.

PHYS 1530. Thermodynamics and Statistical Mechanics.

The laws of thermodynamics and heat transfer. Atomic interpretation in terms of kinetic theory and elementary statistical mechanics. Applications to physical problems. Prerequisites: MATH 0180 or 0200 or 0350. Corequisite: PHYS 1410.

PHYS 1560. Modern Physics Laboratory.

A sequence of intensive, advanced experiments often introducing sophisticated techniques. Prerequisites: PHYS 0470, 0500 and 0560; and MATH 0520, 0540 or PHYS 0720; or approved equivalents.

PHYS 1570. Physics of Climate and Energy.

How does Earth's climate system work and how is it changing as carbon dioxide levels increase in the atmosphere? How can energy be produced and transformed without releasing carbon dioxide? Can the damage that we've done to the climate system be repaired? Students in the course will use physics to investigate these questions. The course will be taught from a physics perspective that emphasizes fundamentals such as the second law of thermodynamics, blackbody radiation, fluid dynamics, etc. Advanced topics such as waves of topological origin and machine learning for climate modeling may be touched upon if there is time. The course is aimed at undergraduate physical science concentrators, physics ScM and PhD students, and students in the new ScM program offered by the Initiative for Sustainable Energy who have taken the prerequisites.

PHYS 1590. Semiconductor Devices.

An introduction to semiconductor device physics and basic electronic properties of semiconductors, including junctions, heterojunction, and fundamental device building blocks. Current and proposed semiconductor devices: field effect transistors, bipolar transistors, quantum-effect devices, and optoelectronic devices. A brief fabrication lab will introduce junction fabrication in the cleanroom. Advanced topics, such as heterojunction bipolar transistors and silicon-on-insulator FETs, are included in the graduate version.

PHYS 1595. Laser and Nonlinear Optics.

This is a second course on optics and photonics, intended for juniors (and beyond) interested in more advanced topics in modern optics who have already completed ENGN1690 (or equivalent). Topics to be covered include some topics in linear optics (Fourier optics, coherence) and lasers (fundamentals of laser operation, gain and gain saturation, resonators, transient laser phenomena). We will then discuss light-matter interactions in the nonlinear regime, relying on a classical or semi-classical treatment. Topics will include frequency conversion via mixing or parametric processes, and degenerate third-order self-induced effects. Time permitting, we will discuss some of the most recent breakthroughs in optically-driven nonlinear processes such as the generation of attosecond pulses (physics Nobel Prize 2023).

PHYS 1600. Computational Physics.

This course provides students with an introduction to scientific computation, primarily as applied to physical science problems. It will assume a basic knowledge of programming and will focus on how computational methods can be used to study physical systems complementing experimental and theoretical techniques. Prerequisites: PHYS 0070, 0160 (or 0050, 0060) and 0470 (or ENGN 0510); MATH 0180 or 0200 or 0350; the ability to write a simple computer program in Fortran, Matlab, C or C++.

PHYS 1610. Biological Physics.

Introduction on structures of proteins, nucleotides, and membranes; electrostatics and hydration; chemical equilibrium; binding affinity and kinetics; hydrodynamics and transport; cellular mechanics and motions; biophysical techniques including sedimentation, electrophoresis, microscopy and spectroscopy. Suitable for undergraduate science and engineering majors and graduate students with limited background in life science. Prerequisites: MATH 0180.

PHYS 1640. Introduction to Computational Physics and Data Analysis.

This course introduces upper undergraduate and graduate students to computational methods in physics and data analysis techniques. It covers programming in Python and Mathematica, computational physics fundamentals, and fundamental data analysis methods including statistics, data fitting, and background estimation. The course will use the discovery of the Higgs boson as a case study. Students will engage in practical assignments and a final project to apply learned concepts. Extensive use of Google Colab and Mathematica notebooks will be made to facilitate learning and application. Students are encouraged to bring their laptops to the lectures to perform the examples with the instructor.

PHYS 1670. Soft Matter.

This course provides an introduction to soft matter: polymers, elastomers, liquid crystals, and colloids. Students in physics, engineering, chemistry and applied mathematics may find this course useful. Familiarity with classical statistical mechanics (PHYS1530) is required. We will use scaling arguments and simple physical pictures as much as possible.

PHYS 1720. Methods of Mathematical Physics.

Designed primarily for sophomore students in physical sciences. Basic elements of and practical examples in linear algebra, the solution of ordinary and Partial Differential Equation, Complex Analysis and Application to Contour Integrals. Intended to prepare students for the mathematics encountered in PHYS 0500, 1410, 1420, 1510 and 1530. Pre-requisites: PHYS 0060 or 0160, MATH 0180, 0200 or 0350, or consent of the instructor.

PHYS 1790. Quantum Optics.

An introduction to the fundamental theory, mathematical formalism, and applications of quantum optics, the study of light and its interactions with matter at microscopic scales. Topics will include: an introduction to quantum mechanics using the bra-ket (or Dirac) notation, quantization of the electromagnetic fields, generation and detection of single photons, non-classical quantum states (single-mode states, Fock or number states, coherent and squeezed states), phasor diagrams, number-phase uncertainty, quantum theory of photoionization/photodetection, quantum description of mirrors, beam splitters, Mach-Zehnder interferometers, spontaneous emission and parametric downconversion, as well as interaction-free measurements. The course is intended for graduate and senior undergraduate students who would like to understand more advanced concepts in emerging fields, such as quantum computing. The material is self-contained, therefore students who do not have a deep background in quantum mechanics or optics will also be able to take the course proficiently

PHYS 1840. Group Research Project.

No description available.

PHYS 1931S. Medical Physics.

Medical Physics is an applied branch of physics concerned with the application of the concepts and methods to the diagnosis and treatment of human disease. It allies with medical electronics, bioengineering, health physics. Students will familiarize with major texts and literature of medical physics and are exposed to imaging and treatment techniques and quality control procedures. Students will acquire physical and scientific background to pose questions and solve problems in medical physics. Topics include: Imaging -imaging metrics, ionizing radiation, radiation safety, radioactivity, computed tomography, nuclear medicine, ultrasound, magnetic resonance imaging, and Radiation Therapy -delivery systems, treatment planning, brachytherapy, image guidance.

PHYS 1970A. Stellar Physics and the Interstellar Medium.

No description available.

PHYS 1970B. Topics in Optics.

Introduction to optical principles and techniques. Offered to students who have a foundation in physics and are especially interested in optics. The course covers the interaction of light with matter, geometric and wave optics, polarization, fluorescence, and optical instruments (e.g. interferometer, spectrometer, microscope and telescope). Recommended are one physics course (PHYS 0040, PHYS 0060, or ENGN 0040) and one calculus course (MATH 0180, MATH 0200, or MATH 0350), or per instructor's permission.

PHYS 1970C. String Theory for Undergraduates.

This course will concentrate on String Theory. It will be given at introductory/intermediate level with some review of the background material. Topics covered will include dynamical systems, symmetries and Noether's Theorem; nonrelativistic strings; relativistic systems (particle and string); quantization, gauge fixing, Feynman's sum over paths; electrostatic analogy; string in curved space-time; and supersymmetry. Some advanced topics will also be addressed, i.e., D-Branes and M-Theory. Recommended prerequisites: PHYS 0470 and 0500, or 0160.

PHYS 1970D. Statistical Physics in Inference and (Deep) Learning.

In this course students will explore the statistical physics principles underlying probabilistic inference and various neural network architectures. The course is designed to bridge the gap between teaching approaches to modern statistical physics that are either purely theoretical, or focus largely on its applications in data analysis. To that end, there will be a conscious effort to study topics such as: MaxEnt principle, variational methods, Hebb's rule, bias-variance tradeoff, regularization, and others with analytical derivations as well as worked-out code examples in Jupyter notebooks. The course will also provide a space for students to interrogate and reflect on the ethical, political, and policy frameworks that are urgently needed in the age of deep learning.

PHYS 1970F. Quantum Information.

Quantum information is the modern study of how to encode and transmit information on the quantum scale in many ways fundamentally different from classical information. This course will connect a standard treatment of Quantum mechanics with information theory. The first part of the course will focus on the quantum gates and universal sets, and how it is used for quantum computation. Then the question of measurements and control of quantum states in order to perform quantum computation will be addressed. The actual problems and limitations will be discussed and an introduction to quantum error correction will be given. To finish the course, the subject of quantum sensing will be introduced and its link with quantum information.

PHYS 1970G. Topological Matter.

Topology is a study of the robust properties of geometry, the global stuff that survives wiggles. Topological matter is matter that possesses robust properties that can survive a bit of crud, to the delight of its discoverers. It has breathed new life into topics that have been in textbooks for 75 years. Topics covered include Band Theory, Berry Phase, Topological Insulators, and the Quantum Hall Effect.

PHYS 1970J. Introduction to Fluids.

An introduction to fluids from the perspective of a physicist, this course will use discussion-based, small-group, and interactive pedagogy to explore and learn fundamental aspects of fluids: ideal, viscid, and planetary flows as well as turbulence, boundary layers, and waves. Student preference and feedback will be a major component in determining the topics to be covered as well as how class time is spent. This is recommended as an advanced undergraduate course for Physics majors who have completed their core coursework.

PHYS 1980. Undergraduate Research in Physics.

Designed for undergraduates to participate, individually or in small groups, in research projects mentored by the physics faculty. Students must have taken one year of college level physics. An average of 8 to 10 hours per week of guided research is required as are weekly meetings with the supervising faculty member. Students should consult with faculty to find a mutually agreeable research project and obtain permission to enroll. Section number varies by instructor (students must register for the appropriate section).

PHYS 1990. Senior Conference Course.

Preparation of thesis project. Required of candidates for the degree of bachelor of science with a concentration in physics. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHYS 2010. Techniques in Experimental Physics.

No description available.

PHYS 2020. Mathematical Methods of Engineers and Physicists.

An introduction to methods of mathematical analysis in physical science and engineering. The first semester course includes linear algebra and tensor analysis; analytic functions of a complex variable; integration in the complex plane; potential theory. The second semester course includes probability theory; eigenvalue problems; calculus of variations and extremum principles; wave propagation; other partial differential equations of evolution.

PHYS 2030. Classical Theoretical Physics I.

No description available.

PHYS 2040. Classical Theoretical Physics II.

No description available.

PHYS 2050. Quantum Mechanics.

No description available.

PHYS 2060. Quantum Mechanics.

No description available.

PHYS 2070. Advanced Quantum Mechanics.

No description available.

PHYS 2100. General Relativity.

This graduate course in general relativity and cosmology will cover the principles of Einstein's general theory of relativity, differential geometry, the first order formulation of general relativity (Einstein-Cartan theory), experimental tests of general relativity and black holes. The second half of the course will focus on relativistic cosmology with a focus on its interface with field theory.

PHYS 2140. Statistical Mechanics.

No description available.

PHYS 2170. Introduction to Nuclear and High Energy Physics.

No description available.

PHYS 2270. Advanced Astrophysics and Observational Cosmology.

This course introduces key concepts in astrophysics (star formation and evolution, galactic structure, large-scale clustering, cosmological parameters), key statistical and observational techniques (correlation functions and power spectra, interferometry, high energy particle detection) and physical processes (thermal and non-thermal radiation, radiative cooling, scattering and dynamical processes) that form the backbone of experimental research in astrophysics and cosmology. The course is intended for graduate students interested in astrophysics and cosmology and advanced undergraduates who have completed the undergraduate astrophysics offerings.

PHYS 2280. Astrophysics and Cosmology.

This course serves as a graduate-level introduction to modern cosmology, including current topics of research on both observational and theoretical fronts. Topics include relativistic cosmology, inflation and the early Universe, observational cosmology, galaxy formation. Prerequisites for undergraduates: PHYS 1280 and PHYS 1530.

PHYS 2300. Quantum Theory of Fields I.

No description available.

PHYS 2320. Quantum Theory of Fields II.

No description available. Instructor permission required.

PHYS 2340. Group Theory.

Offered every other year.

PHYS 2410. Solid State Physics I.

No description available.

PHYS 2420. Solid State Physics II.

The goal of the course is to explain the effects of interactions between the electrons on the properties of quantum materials. In particular, upon completing the course you will acquire deep understanding of the physics of conductors, symmetry broken phases and strongly interacting topological phases such as Hall effect. We will particularly concentrate on the phenomenology of these systems.

PHYS 2430. Quantum Many Body Theory.

No description available.

PHYS 2450. Exchange Scholar Program.**PHYS 2470. Advanced Statistical Mechanics.**

No description available.

PHYS 2550. Applied Machine Learning and AI.

This graduate-level course explores the integration of machine learning (ML) and artificial intelligence (AI) techniques in various branches of physics. With a focus on practical applications, students will gain hands-on experience in leveraging ML and AI to solve complex problems, enhance data analysis, and optimize experimental design in the context of particle physics, astrophysics, and condensed matter physics.

PHYS 2570. Physics of Climate and Energy.

How does Earth's climate system work and how is it changing as carbon dioxide levels increase in the atmosphere? How can energy be produced and transformed without releasing carbon dioxide? Can the damage that we've done to the climate system be repaired? Students in the course will use physics to investigate these questions. The course will be taught from a physics perspective that emphasizes fundamentals such as the second law of thermodynamics, blackbody radiation, fluid dynamics, etc. Advanced topics such as waves of topological origin and machine learning for climate modeling may be touched upon if there is time. The course is aimed at undergraduate physical science concentrators, physics ScM and PhD students, and students in the new ScM program offered by the Initiative for Sustainable Energy who have taken the prerequisites.

PHYS 2590. Semiconductor Devices.

An introduction to semiconductor device physics and basic electronic properties of semiconductors, including junctions, heterojunction, and fundamental device building blocks. Current and proposed semiconductor devices: field effect transistors, bipolar transistors, quantum-effect devices, and optoelectronic devices. A brief fabrication lab will introduce junction fabrication in the cleanroom. Advanced topics, such as heterojunction bipolar transistors and silicon-on-insulator FETs, are included in the graduate version.

PHYS 2595. Laser and Nonlinear Optics.

This is a second course on optics and photonics, intended for juniors (and beyond) interested in more advanced topics in modern optics who have already completed ENGN1690 (or equivalent). Topics to be covered include some topics in linear optics (Fourier optics, coherence) and lasers (fundamentals of laser operation, gain and gain saturation, resonators, transient laser phenomena). We will then discuss light-matter interactions in the nonlinear regime, relying on a classical or semi-classical treatment. Topics will include frequency conversion via mixing or parametric processes, and degenerate third-order self-induced effects. Time permitting, we will discuss some of the most recent breakthroughs in optically driven nonlinear processes such as the generation of attosecond pulses (physics Nobel Prize 2023).

PHYS 2600. Computational Physics.

This course provides students with an introduction to scientific computation at the graduate level, primarily as applied to physical science problems. It will assume a basic knowledge of programming and will focus on how computational methods can be used to study physical systems complementing experimental and theoretical techniques. Prerequisites: PHYS 2030, 2050, 2140; the ability to write a simple computer program in Fortran, Matlab, C or C++.

PHYS 2610A. Selected Topics in Modern Cosmology.

Aims to provide a working knowledge of some main topics in modern cosmology. Combines study of the basics with applications to current research.

PHYS 2610B. Theory of Relativity.

No description available.

PHYS 2610C. Selected Topics in Condensed Matter Physics.**PHYS 2610D. Selected Topics in Condensed Matter Physics.**

The objective of this course is to introduce recent development in condensed matter physics. Selected topics include: nanoscale physics, materials, and devices; spintronics and magnetism; high temperature superconductivity; strongly correlated systems; Bose-Einstein condensate; and applications of condensed matter physics. In addition to discussing physics, some experimental techniques used in current research will also be introduced. The course will help students broaden their scope of knowledge in condensed matter physics, learn how to leverage their existing background to select and conduct research, and develop a sense of how to build their professional career based on condensed matter physics.

PHYS 2610E. Selected Topics in Physics of Locomotion.

This special topics graduate course deals with the physical processes involved in the locomotion of organisms, with a particular focus on locomotion at small scales in fluids. Topics include mechanisms of swimming motility for microorganisms, fluid mechanics at low Reynolds number, diffusion and Brownian motion, physical actuation, hydrodynamic interactions, swimming in complex fluids, artificial swimmers, and optimization. Prerequisites: (PHYS0470 or ENGN0510) and (PHYS 0500 or ENGN0810 or ENGN1370), or permission of the instructor.

PHYS 2610F. Selected Topics in Collider Physics.

The course will cover basic aspects of conducting precision measurements and searches for new physics at modern high-energy colliders, with the emphasis given to physics at the Large Hadron Collider. The course will cover major aspects of conducting physics analysis from the underlying theory to experimental methods, such as optimization of the analysis, multivariate analysis techniques, use of statistical methods to establish a signal or set the limit. There will be reading assignments, in-class student presentations, and hands-on exercises offered as the part of the course. Prerequisite: PHYS 1170 or 2170. Open to graduate students in Physics and Math.

PHYS 2620A. Astrophysical and Cosmological Constraints on Particle Physics.

No description available.

PHYS 2620B. Green's Functions and Ordered Exponentials.

No description available.

PHYS 2620C. Introduction to String Theory.

No description available.

PHYS 2620D. Modern Cosmology.

No description available.

PHYS 2620E. Selected Topics in Quantum Mechanics: Fuzzy Physics.

No description available.

PHYS 2620F. Selected Topics in Molecular Biophysics.

No description available.

PHYS 2620G. The Standard Model and Beyond.

Topics to be covered will include: Yang-Mills theory, origin of masses and couplings of particles, effective field theory, renormalization, confinement, lattice gauge theory, anomalies and instantons, grand unification, magnetic monopoles, technicolor, introduction to supersymmetry, supersymmetry breaking, the Minimal Supersymmetric Standard Model, and dark matter candidates. Prerequisite: PHYS 2300.

PHYS 2620H. Quantum Computation, Information, and Sensing.

This course introduces the theory and practice of quantum computation and quantum information with the focus on quantum algorithms. The topics that will be covered are quantum mechanics from the quantum computing perspective, quantum measurement, quantum sensing, quantum gates, quantum algorithms, quantum error correction codes, quantum entanglement and applications in quantum communication. To demonstrate the ability to perform independent research and literature review, students will write a final report on quantum computing/quantum information topics.

PHYS 2620J. Statistical Physics in Inference and (Deep) Learning.

In this course students will explore the statistical physics principles underlying probabilistic inference and various neural network architectures. The course is designed to bridge the gap between teaching approaches to modern statistical physics that are either purely theoretical, or focus largely on its applications in data analysis. To that end, there will be a conscious effort to study topics such as: MaxEnt principle, variational methods, Hebb's rule, bias-variance tradeoff, regularization, and others with analytical derivations as well as worked-out code examples in Jupyter notebooks. The course will also provide a space for students to interrogate and reflect on the ethical, political, and policy frameworks that are urgently needed in the age of deep learning.

PHYS 2630. Biological Physics.

The course is the graduate version of Phys 1610, Biological Physics. The topics to be covered include structure of cells and biological molecules; diffusion, dissipation and random motion; flow and friction in fluids; entropy, temperature and energy; chemical reactions and self-assembly; solution electrostatics; action potential and nerve impulses. The graduate level course has additional pre-requisites of Phys 0470 and 1530, or equivalents. It requires homework assignments at the graduate level. The final grades will be assigned separately from those who take the course as Phys 1610, although the two groups may be taught in the same classroom.

PHYS 2640. Introduction to Computational Physics and Data Analysis.

This course introduces upper undergraduate and graduate students to computational methods in physics and data analysis techniques. It covers programming in Python and Mathematica, computational physics fundamentals, and fundamental data analysis methods including statistics, data fitting, and background estimation. The course will use the discovery of the Higgs boson as a case study. Students will engage in practical assignments and a final project to apply learned concepts. Extensive use of Google Colab and Mathematica notebooks will be made to facilitate learning and application. Students are encouraged to bring their laptops to the lectures to perform the examples with the instructor.

PHYS 2670. Soft Matter.

This course provides an introduction to soft matter: polymers, elastomers, liquid crystals, and colloids. Students in physics, engineering, chemistry, and applied mathematics may find this course useful. Familiarity with classical statistical mechanics (PHYS1530) is required. We will use scaling arguments and simple physical pictures as much as possible.

PHYS 2710. Seminar in Research Topics.

Instruction via reading assignments and seminars for graduate students on research projects. Credit may vary. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHYS 2711. Seminar in Research Topics.

See Seminar In Research Topics (PHYS 2710) for course description. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHYS 2790. Quantum Optics.

An introduction to the fundamental theory, mathematical formalism, and applications of quantum optics, the study of light and its interactions with matter at microscopic scales. Topics will include: an introduction to quantum mechanics using the bra-ket (or Dirac) notation, quantization of the electromagnetic fields, generation and detection of single photons, non-classical quantum states (single-mode states, Fock or number states, coherent and squeezed states), phasor diagrams, number-phase uncertainty, quantum theory of photoionization/photodetection, quantum description of mirrors, beam splitters, Mach-Zehnder interferometers, spontaneous emission and parametric downconversion, as well as interaction-free measurements. The course is intended for graduate and senior undergraduate students who would like to understand more advanced concepts in emerging fields, such as quantum computing. The material is self-contained, therefore students who do not have a deep background in quantum mechanics or optics will also be able to take the course proficiently

PHYS 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

PHYS 2970F. Quantum Information.

Quantum information is the modern study of how to encode and transmit information on the quantum scale in many ways fundamentally different from classical information. This course will connect a standard treatment of Quantum mechanics with information theory. The first part of the course will focus on the quantum gates and universal sets, and how it is used for quantum computation. Then the question of measurements and control of quantum states in order to perform quantum computation will be addressed. The actual problems and limitations will be discussed and an introduction to quantum error correction will be given. To finish the course, the subject of quantum sensing will be introduced and its link with quantum information.

PHYS 2980. Research in Physics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHYS 2981. Research in Physics.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHYS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Political Science

Traditionally, political science splits into four subfields: (1) the study of politics in the United States (American politics); (2) the comparative study of different political systems and individual nations around the globe (comparative politics); (3) the study of relations among states and peoples (international relations); and (4) the philosophical study of political ideas (political theory). What particularly moves us at Brown are the big questions about political life – both at home and around the world. We look at topics like democracy, authoritarianism, war, climate, rights, freedom, justice, the Constitution, and social movements. We engage these topics in a wide range of different political contexts, often in ways that cross between the traditional subfields. We also pay particular attention to how our analyses touch the real world of people and politics.

You'll find us involved all around the campus: at the Taubman Center American Politics and Policy and American Institutions, the Watson Institute for International and Public Affairs, the Center for Philosophy, Politics, and Economics, Saxena Center for Contemporary South Asia, the Center for Middle East Studies, Climate Solutions Lab, China Initiative, Center for Latin American and Caribbean Studies, Pembroke Center, Cogut Center for the Humanities among many others.

For additional information, please visit the department's website: <https://polisci.brown.edu/>

Political Science Concentration Requirements

Why and how does democracy flourish -- or decline? Just what is democracy? How do emotions shape our political behavior? Would less government lead to more social justice? What is social justice? How does smuggling (of drugs, guns, and people) reshape international relations? How does climate change affect politics? Do states or multinational corporations call the shots in the global economy?

Political science is about questions like these. You can grapple with every one of them -- and many more -- in the classrooms of the Brown Political Science Department. We study how people -- nations, regions, cities, communities -- live their common lives. How people solve (or duck) their common problems. How people govern themselves. How they think, talk, argue, fight, and vote. We seek to develop understandings of institutions, ideas, practices, and relations that constitute public life, and modes of inquiry that promote citizenship.

Ten courses are required overall from within the Department of Political Science. If you satisfy the methods requirement outside the department then you will need to add another POLS course. If you double count a course for two requirements, then you will also need to add a POLS course. You must always take ten distinct courses from the Department of Political Science.

Requirements:

Two introductory courses from the following:		2
POLS 0010	Introduction to the American Political Process	
POLS 0110	Introduction to Political Thought	
POLS 0200	Introduction to Comparative Politics	
POLS 0400	Introduction to International Politics	
One course in Political Theory taught by a Political Science theory professor¹		1
One methods course from Political Science:²		1
POLS 0500	Foundations of Political Analysis	
POLS 1600	Political Research Methods	
One Senior Capstone course taken from the POLS 1820 / 1821 / 1822 / 1823 / 1824 / 1825 offerings, or the independent studies sequence POLS 1970 / 1971, or the honors sequence POLS 1910 / 1920. The capstone course must be taken at Brown during the senior year. However, with exceptional circumstances and with permission and approval of the course from the DUS, a non-Brown course may fulfill this requirement.		1
Five additional courses from within Political Science and/or taught by a Political Science faculty member¹		5
Total Credits		10

¹ Faculty information can be found here:

<https://polisci.brown.edu/people/faculty-by-subfield>
<https://polisci.brown.edu/people/faculty-by-subfield> (<https://polisci.brown.edu/people/faculty-by-subfield/>)

² A comparable course from an outside department (APMA 0650, ANTH 1940, CPSY 0900, ECON 1620, ECON 1630, EEPs 1320, PHP 1501, SOC 1100 or SOC 1120) may also be used. **If the methods requirement is fulfilled by an outside department course, it will not count as one of the 10 required courses.**

Honors

The Honors Program involves writing a year-long senior thesis in close conjunction with a faculty member. Students with an outstanding academic record apply in the late spring of their junior year. Students must complete the methods requirement prior to applying to the Honors program. During their senior year students complete an honors research project and take POLS 1910 and POLS 1920. POLS 1910 and POLS 1920 will count as **one** credit towards the ten required Political Science courses for the concentration.

Political Science Graduate Program

The department of Political Science offers a 5-th year Masters (A.M.), a Master of Arts (A.M.) Degree* and a Doctor of Philosophy (Ph.D.) Degree.

Completion Requirements

5-th year Masters (A.M.):

The 5th-Year Master's Degree option allows Brown undergraduates to continue at the University for a master's degree after completing their bachelor's degree.

- Eight 2000 level Political Sciences courses are required
- Students can take up to two graduate level courses during their undergraduate studies
- POLS courses must be completed with a grade of B or better
- A minimum of six semester courses must be taken during 5th year

- Courses taken as an undergrad cannot count for both concentration and the masters program

Students must apply for this program before they complete their undergraduate studies. They do so through the Graduate School's online application system. Admission must be approved by the Political Science department and by the Graduate School.

Master of Arts (A.M.) Degree:

***The Political Science department does not have a separate master's program; graduate students can earn the A.M. on the way to the Ph.D.** This A.M. requires passing eight 2000-level Political Science courses with a grade of B or better.

Doctor of Philosophy (Ph.D.) Degree:

- Pass fourteen graduate level (2000-level) courses with a grade of B or better, though A grades are expected
 - Twelve courses must be within the Political Science department
 - For those in the American Politics, Comparative Politics, and International Relations Subfields:
 - Research Methods POLS2000 or POLS2400
 - Quantitative Research Methods I POLS2580
 - Two field proseminars (choose two of four - POLS2100 American, POLS2110 Comparative, POLS2120 Theory or POLS2130 IR)
 - One theory course
 - For those in the Political Theory Subfield:
 - Research Methods POLS2000 or POLS2400 or POLS2580
 - Both political theory field proseminars (POLS2120 and POLS2360)
 - One other field proseminar (POLS2100 American, POLS2110 Comparative, or POLS2130 IR)
 - The Prospectus Writing sequence POLS2050 and POLS2051 which counts as one course
 - The Professionalization sequence POLS2052 and POLS2053 which counts as one course
- Pass written and oral preliminary examinations in two subfields
- Written and oral presentation of a dissertation proposal
- Written and oral presentation of a dissertation
- A minimum of two semesters as a teaching assistant

For more information on admission and program requirements, please visit the following website

<https://graduateprograms.brown.edu/graduate-program/political-science-phd> (<https://graduateprograms.brown.edu/graduate-program/political-science-phd/>)

Courses

POLS 0010. Introduction to the American Political Process.

This course is designed to be an introduction to the American political process, broadly defined. We will cover topics including but not limited to: Constitution, Federalism, Federal Budget, Congress, Presidency, Bureaucracy, Judiciary, Civil Rights, Civil Liberties, Public Opinion, Media, Interest Groups, Political Parties, Campaigns, Elections, and Participation.

POLS 0110. Introduction to Political Thought.

What is justice? What is freedom? What is the basis of political authority? What is the nature of the best regime? Why should we obey the laws? When may we legitimately resist? These and other perennial questions of political life are explored. Readings includes Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and J.S. Mill.

POLS 0200. Introduction to Comparative Politics.

Introduces students to the sub-field of comparative politics or politics within states. Topics include types of regimes (i.e., democratic, authoritarian-with-adjectives, totalitarian); transitions to democracy; collapse of democratic regimes; democratizing, revolutionary and ethnic challenges to the state; and globalization. The course also pays attention to modes of analysis in comparative politics. Cases will be drawn from various regions, including Western and Eastern Europe, Asia, Africa, the Middle East, and Latin America.

POLS 0220. City Politics.

Bosses, reformers, states, bureaucrats, politicians, the poor, the homeless, and the citizen. An introduction to the major themes of urban politics.

POLS 0400. Introduction to International Politics.

This course provides a basic introduction to the central theoretical perspectives and debates in international relations. The second part of the course applies these models to current problems in international relations, including globalization, state failure, humanitarian intervention, NGOs, terrorist networks, environmental issues, and possible future change in international politics.

POLS 0500. Foundations of Political Analysis.

This course provides an introduction for undergraduate students to the methods that political scientists (and other social scientists) use to generate and answer questions about the world around us. This course will provide you with the tools to evaluate critically social science research, and it will improve your ability to pose and answer research questions of your own. Both quantitative and qualitative approaches are covered. Not open to first year students.

POLS 0600. Introduction to Modern South Asia (SAST 0700).

Interested students must register for SAST 0700.

POLS 0820A. American Presidency.

The origins and evolution of the current presidency and the role of the presidential institution in the American political and policy-making system. Evaluation of the present role of the office and critical examination of recent administrations.

POLS 0820B. The Politics of Leadership.

Many people are placed in leadership positions but most never become real leaders. What separates leaders and non-leaders? What are the characteristics of a real leader? The course will focus on American politics and investigate two institutional arenas: the presidency and congress. Several case studies will be investigated where people use different skills to perform leadership roles. Among the factors to be considered are; personal qualities, prior preparation, selection of a challenge and the use of rhetorical skills. Enrollment limited to 19 first year students.

POLS 0820D. Freedom.

What is freedom? Is it important? How do we know? What should we do about it? We will analyze the different conceptions of liberty - liberal egalitarian, classical liberal, Marxist, and fascist views. We will determine how the various aspects of freedom - political, personal, psychological, economic, and moral - are complementary, and determine what sorts of institutions promote or undermine these aspects. Enrollment limited to 19 first year students.

POLS 0820E. Slavery and Political Philosophy.

This course looks at the various ways in which the experience of slavery has shaped political philosophy and political thinking from its origins. In what ways has the experience of freedom not just been tied to but presupposed the slavery of others? What ways of thinking about freedom are or are not compatible with the external enslavement of others? What kinds of ideas had to change for a systematic critique of slavery to develop? Have we overcome all forms of slavery or are their forms that are still with us?

POLS 0820F. Politics of Aviation.

Who are the key players in aviation conflicts? Congress and congressional committees, bureaucratic agencies and pressure groups. Governmental regulation of airlines; past, present and future. Current market trends examined. Two dominant themes in aviation politics: avoid safety failures (crashes); avoid security problems (terrorism). How 9-11 changed the industry.

POLS 0820G. Race and Political Representation.

While representation is a central tenet of democracy, much disagreement exists over what political representation means and the best way to ensure equitable representation for all citizens. We will study representation and its various forms. We will then use these concepts to examine research on how well American democratic institutions capture the interest of racial and ethnic minorities. Enrollment limited to 19 first year students.

POLS 0820H. Race and Visions of Justice.

This course is both an introduction to and critical assessment of the tradition of liberalism and its ability or inability to address racial inequality. We will explore the re-emergence of liberalism in the 20th century and move on to critical accounts of the tradition by scholars of race, inequality, and social movements. Given that liberalism remains a fundamental aspect of our political lives in the United States, we want to know whether it is capable in theory and practice to address the on-going question for racial justice.

POLS 0820I. Crime, Mafias and Prison.

Will develop framework for analysis of criminal behavior in a variety of contemporary and historical settings. Examines the rationality behind criminal choices, how governments seek to control crime, alternatives to state-enforcement of criminal law, origins and operation of organized crime and mafia groups, and how crime affects regions characterized by failed or weak states. Study crime in a variety of contexts, including in the Sicilian Mafia, 18th century piracy, contemporary drug and sex markets, and prison gangs. Will develop tools that can be used to understand the observed variation in criminal activity, the organizational structure of criminal activity, and their broader consequences.

POLS 0820L. Philosophy of the American Founding.

In framing our political system in the Constitution, who did the Founders rely on for their theoretical framework? In this course, we will explore the works of Montesquieu, Adams, Franklin, Jefferson, Madison, Hamilton, and other contributors to the Constitution. Enrollment limited to 19 first year students.

POLS 0820N. Political Thinking for a Global World.

This course will consider how we should think, and act, in a world increasingly marked by global interconnectedness. We will devote our attention to the intellectual and epistemological issues raised by cross-cultural exchange, and survey how theorists in both "the West" and elsewhere have thought about and formulated responses to issues like citizenship, human rights, feminism, and cultural identity.

POLS 0820P. Fourth Branch of Government.

Administrative agencies have been called the fourth branch of government. They write regulations that have the force of law and they are responsible for the implementation of virtually all public policies. How do these agencies fit into our constitutional form of government? How do they relate to the other branches of government? This course traces the rise of the administrative state and it examines the basic elements of command-and-control regulation, along with various alternatives to regulation. Written permission required.

POLS 0820Q. Politics of American Federal Holidays.

Why were ten national holidays created? The answer requires a review of key events in American political history from 1775 to 1983. Why was the Civil War pivotal? Which presidents were most important in generating support for special days? Conflicts occurred not only in creating the day but which day would be the holiday. Enrollment limited to 19 first year students.

POLS 0820R. Global Governance.

"Global governance" denotes the myriad ways in which states, institutions, networks, and associations help administer global affairs. In this seminar, we will explore who governs the world and how, and we will evaluate different normative theories of global governance, including the liberal/political, cosmopolitan democratic, and republican approaches. We will focus on the values and the global structure that their proponents deem most desirable. What values, if any, ought to govern the practice of global politics? And how should such values be institutionalized? Are there any good reasons for favoring a centralized global authority akin to a world state, or should we prefer a different global institutional arrangement? What role do we envision for the nation-state?

POLS 0820S. Capitalism For and Against.

What is capitalism? What are its defining traits and institutions, and the roles of the market and the state? How should individual rights and social responsibilities be balanced? What are capitalisms' strengths and weaknesses? Are capitalist societies or other types of systems the best way to achieve justice, promote excellence, and provide freedom, happiness, and material well-being? What are the coherent criticisms of and alternatives to capitalism? This course will study some of the seminal philosophical arguments about capitalism, focusing especially on Smith, Locke, Rousseau, Marx, and Hayek. Enrollment limited to 20 freshmen and sophomores.

POLS 0820T. Women's Work and Welfare in Global Perspective.

The seminar looks at how welfare systems structure women's participation in the workplace, family and society, including: women's roles in domestic economies; migration flows from poor to rich states, gendered divisions of labor; human trafficking; and pro-natalist responses to population decline. Attention is devoted to policies that support women and families, including welfare, work-and-family reconciliation; micro-financing, conditional income support programs; and the growing role of women's and non-governmental organizations in welfare policy. Cases are drawn from Europe, Latin America, Asia, Russia and the United States.

POLS 0820U. Drug War Politics.

This seminar examines the politics, practice, and consequences of government efforts to regulate mind-altering substances since the early 20th century. Although much of the focus is on the contemporary United States and Latin America, the coverage is broadly historical, comparative, and global. The main drugs focused on are cocaine, opium, and cannabis, but will include alcohol, tobacco, and synthetics. The course also evaluates policy alternatives and the obstacles to policy reform. The course draws on readings from fields such as political science, anthropology, criminology, and history. The seminar is reading intensive, and is designed to cultivate critical writing and presentation skills. Enrollment limited to 19 first year students.

POLS 0820V. Land and Conflict.

This first-year seminar considers the connection between land and political conflict. Disputes over territory have been a primary cause of war for centuries. Likewise, other types of conflicts over land continue to be a major factor in political struggles worldwide. Why, how, and when does territory become the subject of violent—or non-violent—conflict? The seminar will begin by thinking broadly about how land has factored into political conflict, both historically and today, and then we will move on to a series of case studies of recent or ongoing conflicts, including Israel/Palestine, Kashmir, the South China Sea, the Arctic, and global farmland.

POLS 0820W. Bleeding Heart Libertarianism.

What is libertarianism? In what sense can libertarians claim to combine the best of the "right" with the best of the "left?" Why do libertarians emphasize private property? Why are they skeptical of political agency? Are libertarians anti-democratic? Can they care about social justice? How do libertarians approach problems such as racism, sexism, militarism, state surveillance, global inequality, and environmental sustainability? This course will explore such questions, as illuminated by a variety of texts in the libertarian tradition, classical and contemporary.

POLS 0820X. Introduction to Modern South Asia.

The seminar aims to introduce South Asia in terms of a plurality in ways of being. It shall study themes beginning with colonialism and ranging from the colonial mapping of tradition; anticolonial ethics; partition and the creation of a separate state; communalism; democracy; secularism; nationalism; welfare; and the global war on terror. The seminar will be an intensive reading and writing experience that transgresses academic disciplines. Writings include important tracts and speeches of intellectuals and thinkers of South Asia; writings of scholars and activists; and literary and artistic works. There are no prerequisites for taking this course.

POLS 0820Y. The Politics of Race and the Criminal Justice System.

This course examines the politics of race and the criminal justice system in the U.S. It proceeds in three parts. First, it examines the political origins and consequences of racial disparities in citizens' interactions with the police, courts and prisons. Next, it considers how the public, the media, and politicians relate and respond to these issues. Finally, the course concludes by examining the prospects for reform and the consequences of inaction.

POLS 0820Z. Is Privacy Dead? Privacy, Surveillance, and Freedom in the Digital Age.

If someone is listening to our phone calls and reading our emails but we never find out, do we have reason to complain? If we do, how do we say that the snooping affected us? Does it make a difference if it's a neighbor, a lover, the state, or an algorithm listening in? What if we're the ones posting the information on Facebook, or if instead of Orwell's Big Brother watching one's every move it's the audience of CBS's reality show "Big Brother"? In this course students will examine these questions and more, and in the process will develop their own answers by drawing on the field of theories about privacy and surveillance. Students can expect to leave this course with a sharper view of the ethical and political problems facing their own era of rampant technological change.

POLS 0821A. Reimagining Capitalism.

Debates over capitalism and its alternatives date back centuries. Proponents say that market institutions have enabled extraordinary productivity growth and life-saving innovations. Trade and the division of labor have been central to human progress in recent centuries. Capitalism's critics point out that the growth of market economies has often had unacceptable consequences. The course is organized around four main challenges facing market economies today: environmental degradation, labor exploitation, inequality, and crisis. Can capitalism be reformed to solve the problems that it has helped generate, or is a market system unequipped to grapple with social and environmental challenges?

POLS 0821B. Ethics and International Affairs.

This first-year seminar offers an introduction to the role of ethics in international affairs. It begins with an examination of key conceptual approaches to the study of morality and ethics in international politics. The bulk of the course will then analyze a number of contemporary issues, such as what we owe the people of Afghanistan and Ukraine, the morality of nuclear deterrence, the ethics of drone warfare, our obligation to the world's poorest citizens, and our duties and responsibilities to the environment. Upon completing this course, you will have learned some of the key concepts and theoretical approaches to the study of ethics and international affairs, and considered some central moral issues in international politics. This course will also enable you to identify the strengths and weaknesses of different arguments, perspectives and viewpoints.

POLS 0821C. Political Violence.

Why do civil wars begin and end? Which people join rebellions? Why do states and non-state groups hurt civilians? What are the differences between rebel groups, terrorist organizations, and organized criminal groups? The seminar-based class aims introduce students to theories about and cases of political violence. It primarily draws on research in Political Science, though it also includes work from Economics, History, and Philosophy.

POLS 0821F. Politics and Nature.

This first-year seminar investigates the politics of the relationship between people and the earth; examines the environmental consequences of this relationship as it currently exists in many contemporary democracies, as well as its impact on human justice and freedom; and explores alternative political practices and institutional forms that might generate more ecological ways of living, evaluating their implications for sustainability, justice, and freedom. In considering the political relationship between human beings and the earth, we examine (and problematize) core political concepts including domination, freedom, agency, sovereignty, democracy, justice, liberalism, rights, representation, and the political. We also explore the relationship between politics and ethical life. The readings reflect a diversity of methodological approaches and normative commitments; the approach is highly collaborative. No prerequisites are required.

POLS 0920A. Bleeding Heart Libertarianism.

What is libertarianism? In what sense can libertarians claim to combine the best of the “right” with the best of the “left?” Why do libertarians emphasize private property? Why are they skeptical of political agency? Are libertarians anti-democratic? Can they care about social justice? How do libertarians approach problems such as racism, sexism, militarism, state surveillance, global inequality, and environmental sustainability? This course will consider such questions from a variety of texts in the libertarian tradition, contemporary and classical.

POLS 0920B. Introduction to Indigenous Politics with Pacific Islander Focus.

This introductory course in Indigenous political thought engages with critical Indigenous thinkers in order to understand Indigenous political praxis, resurgence and decolonization. Because Indigenous study is place-based and kinship relationships to land and all existents of that land are fundamental to understanding Indigenous political thought, Indigenous politics must be studied in the context of particular indigenous peoples. To that end this course focuses on political movements of contemporary Kanaka Maoli (Native Hawaiian). In addition to developing a fuller understanding of Indigenous political thought, this class also explores what it means to move beyond colonial relationships with the State.

POLS 0920C. Media and Democracy.

What role should media play in democracy? What impact do media forms such as social media have on democracy? As Americans increasingly get their news through social media and a wide variety of partisan online sources, they face an array of new challenges in gathering the information necessary of citizenship. The 2016 election and its aftermath added to a long list of worries about how media interacts with democracy—from Russian trolls to partisan bubbles to fake news to manipulative social media algorithms. Yet, at the same time, social media has enabled citizens to participate in shaping and contesting their informational environment in previously unimaginable ways—from #BlackLivesMatter to #MeToo.

POLS 0920E. Moral Pluralism.

Moral pluralism is an unmistakable characteristic of modern liberal societies. Even though the dire conflicts of religion which fuelled wars and civil unrest appear to be a thing of the past, fundamental moral disagreements are still plentiful today. Now as then, these disagreements expose tensions among the core of ideas upon which liberal societies are built. This course explores moral pluralism through the lens of classic and contemporary works in political philosophy and engages with questions such as: should the state be neutral in relation to different religious and moral convictions? Are there some values which we can expect all citizens to share despite their deep disagreements? How should citizens engage with each other when they debate controversial moral questions in the public forum?

POLS 0920F. The Passions in Modern Political Thought.

We love. We hate. We are proud of ourselves. We are envious of others. Misery triggers sympathy. Fury triggers fear. These psychological phenomena appear natural to human beings. We can't help experiencing them. We try to understand ourselves and our world through them. We act accordingly and in this way make a difference to ourselves and the people around us, for better or worse.

All these phenomena can be linked to one concept: passion. But what is passion? Why does it matter to politics and society? This course examines several passions (sympathy, self-love, fear, resentment, etc.) and their social and political implications.

POLS 0920G. US Populism in Comparative Perspective.

When Donald Trump won the United States presidential election in 2016 with an unconventional “outsider” campaign, academics and journalists sought answers for the unexpected victory, examining explanations including attitudes of racial anxiety, deindustrialization, and growing economic inequality. This course introduces students to these debates through offering a wider comparative perspective on instances of populist movements and leaders around the world. We will work to build an understanding of the causes and consequences of this complicated phenomenon by comparing current and historical cases of US populism with those in Europe and Latin America.

POLS 0920H. Origins of American Policing.

This course situates contemporary problems of policing in the long sweep from the Boston Massacre to modern times. Drawing on work by historians and social scientists, as well as primary sources, the course traces the development of policing with a consideration of three origin stories: (1) state-building and political order, (2) the protection of racial hierarchy, and (3) the construction of class boundaries. Topics include criminal enforcement in the American Revolution; the birth of urban police forces; law enforcement's role in slavery, Reconstruction, and Jim Crow; 20th century reformers and anti-vice crusades; the FBI, national security state, and immigration control; and the bipartisan war on crime in the 1980s and beyond.

POLS 0920I. The Politics, Ethics, and Art of Corruption.

What explains variation in corruption across and within democratic countries? What motivates the citizens and officials who engage in corrupt acts? Is there such a thing as a “culture of corruption”? In order to understand these questions (and attempt to answer them), this course takes a somewhat unconventional approach. While we use the analytical approach of the social sciences as our foundation, we also draw on films (documentary and fiction), interviews, and journalistic reporting to understand the individual and systemic causes and consequences of corruption, as well as the narratives citizens create surrounding corruption. Some weeks we focus on a particular country, while in other weeks we take a thematic approach. Throughout the course, we will draw on examples from across the globe, including Latin America, Africa, Europe, and Asia.

POLS 0920J. Transformations of American Liberalism.

At least since the Civil War, the dominant meaning of American liberalism has undergone significant transformations. This course considers the contested development of American liberalism, broadly construed, as a political vision as well as a practical governing program. A conventional account of ideological development complements the trajectory of state-building, from a nineteenth-century outlook championing contracts, private property, and free trade to a program favoring social mobilization and welfare during the Progressive Era and New Deal— followed by the late twentieth-century breakdown of this activist liberalism in favor of an individualist neoliberalism supportive of tax cuts, deregulation, and privatization. The readings and discussions will critically consider this narrative. Aside from the standard themes of political economy, topics will include criminal justice, foreign policy, civil rights, partisan realignments, and the relationship between political culture and ideology.

POLS 0920N. Music, Politics, and Power.

This discussion-based seminar explores the intersection of music, politics and power in comparative and international perspective. Drawing broadly from works in the social sciences and the humanities focusing on different historical periods, political systems and cultural contexts, the course considers how music has served as a tool for forging and maintaining collective identities, resisting authority, and projecting political power. The course also looks at the transnational role of music in the exercise of “soft power,” for example through cultural diplomacy. Empirical material, including playlists of songs and performances exemplifying protest movements, state-sponsored music, and national and revolutionary anthems, will be drawn widely from across the globe.

POLS 1010. Topics in American Constitutional Law.

This course will examine major constitutional controversies within the context of wider debates in political and legal theory. Readings from Supreme Court cases and prominent texts in political/legal theory. Each year we will focus on a different theme and set of constitutional issues. Topics might include a mix of federalism, separation of powers, privacy, free speech, and abortion. We will also focus how political and legal theory helps us to consider these topics in tandem

POLS 1015. Politics and Nature.

Examines the relationship between human beings and the earth as it has been conceived in the tradition of Western political thought from the ancient Greeks to the present day. The first part of the course draws from the history of political thought to understand the background against which our contemporary environmental problems have evolved and the conceptual resources that current theory draws from. The second part of the course investigates environmental political theory at the cutting edge today, engaging a wide range of perspectives and methods in the field.

POLS 1020. Politics of the Illicit Global Economy.

This course is about the "underside" of globalization. It introduces key sectors of the illicit global economy, including the clandestine flow of drugs, arms, people, body parts, arts and antiquities, endangered species, and toxic waste. The course compares these illicit sectors across time and place, and evaluates the practice and politics of state regulatory efforts. Particular attention is given to the role of the U.S. in the illicit global economy.

POLS 1030. Modern Political Thought.

What is justice? In a just society how would wealth be distributed? Would such distribution respect property rights? Does the state have the exclusive right to punish and if so why? Should the family be regarded as beyond justice? Is there a tension between democratic self-governance and freedoms from coercion? With an emphasis on both lectures and Socratic dialogue, this course is designed to engage students in conversations with the most important work in modern and contemporary political thought and to get them to engage with the most fundamental questions faced by our polity. We will draw on canonical modern and contemporary writers to see understand the most important debates of the modern period and as importantly to help us dig deep into fundamental questions of justice and legitimacy. Readings from Hobbes, Locke, Rousseau, Marx, Rawls, Okin, Cohen and others. Some prior work in political theory or philosophy suggested.

POLS 1035. Democracy and Its Nineteenth Century Critics.

What exactly is democracy, or 'the rule of the people'? Our unreflective support for democracy often blinds us to the fact that historically, democracy has not always been viewed favorably, but rather, with skepticism—particularly as it was rising to the forefront of political life in the United States and Western Europe in the 19th century. This course investigates claims about democracy through historical and philosophical readings. What exactly is democracy? How is it justified (or not)? How is democracy related to representation, gender, and class? We investigate these questions through Burke, Paine, Wollstonecraft, deTocqueville, Marx, Mill, Taylor, and Nietzsche.

POLS 1040. Ancient Political Thought.

The Greeks stand at the beginning of the Western tradition of political philosophy, yet their thought is somehow foreign. What was the special perspective from which they viewed political life? In what ways does their perspective vitalize, contest, deepen, or affirm our own thinking on justice, politics, and the good life? This course will examine these and other questions with a special emphasis on the works of Plato and Aristotle.

POLS 1045. American Political Thought.

This course will explore key themes that have (re)defined life in this country since its beginning, such as liberty, democracy, religion, and race. We will read core documents like the Declaration of Independence, along with important works by thinkers like John Winthrop, the Founding Fathers, Tocqueville, Lincoln, and more recent authors like Robert Dahl. Our goal is to understand what they thought the American enterprise was and should be. Can the country meet their expectations? This course assumes a basic familiarity with American government and history, that is, with important dates and events, as well as certain concepts and institutions.

POLS 1050. Ethics and Public Policy.

What are the ethical dimensions of public service? How should people act when faced with ethical dilemmas in public life? This course will engage those broad questions beginning with an examination of five modern day political scandals: Watergate, Iran-Contra, the Keating Five, the Clinton impeachment, and the investigation of Russian interference in the 2016 elections. We will then consider various issues in regulating ethics from nepotism and conflicts of interest to the revolving door and financial disclosure. Finally, we will consider several ethical values that are relevant to public service, including loyalty, honesty, and the role of official disobedience.

POLS 1055. From Strike to Revolution: The Politics of Work and Work Refusal.

What role does work play in society? Is work necessary for human survival? Does it promote human flourishing? Or is work merely a "mechanism by which individuals are incorporated into the capitalist mode of cooperation" (Kathi Weeks)? Do the demands of the productive process constrain what is politically possible, or can political action radically transform working conditions? How can refusal of work give shape to revolutionary politics? Beginning with a survey of theoretical perspectives on the function of work in society, the course then considers sociological, historical, and literary studies of workers and resistance to work including Black domestic workers in the post-Civil War U.S., Italian factory workers in the mid-20th century, and workers in the contemporary U.S. healthcare sector. Topics examined include racialized and gendered divisions of labor, the effects of automation on work, and the general strike.

POLS 1060. The Political Economy of U.S. Monetary Policy.

This course will utilize political economy models of American political institutions to explain the relationship between politics and U.S. monetary policy. The course will provide a foundational understanding of how branches of the U.S. government relate to one another and how they relate to the Federal Reserve. We will explore several eras of monetary policy decisions in American history concluding with the recent financial crisis. In addition to providing a deeper understanding of American political institutions and the history of American monetary policy the course will explore how the Federal Reserve operates internally and how that impacts U.S. monetary policy. Instructor permission required.

POLS 1070. Rights.

Investigates the moral and political foundations of rights through a reading of classical and contemporary theories of rights. Readings include Hobbes, Locke, Tocqueville, Kant, J.S. Mill, Burke, Marx, Nozick, Waldron, Okin, Ignatieff, and others. Topics include rights and justice; multiculturalism and group rights; human rights in the global context; animal rights and environmentalism; communitarian and postmodern critiques of rights; and rights in the context of American citizenship.

POLS 1075. Ancients and Moderns.

Examines the political thought of Plato and Aristotle and three modern thinkers who were especially animated by these ancient views of politics: Machiavelli, Rousseau, and Nietzsche. Topics include the ends of politics and the nature of good government; the meaning of justice; the value of equality and of hierarchy; the nature of freedom; the role of virtue in political life; and the relationship between philosophy and politics. In reading these ancient and modern thinkers together, we gain a richer understanding of both the quarrels and the continuities between ancient and modern political thought – and the dynamic relationship between them.

POLS 1080. Politics of Transportation Policy.

Three transportation modes are emphasized: planes, trains, and automobiles. Three sets of actors are studied: Congress, pressure groups, and governmental agencies. The focus is on historical patterns of usage and current policy questions including airlines vs. airports, problematic drivers, and cars vs. transit. Background in the rudiments of American politics is desired.

POLS 1085. Injustice.

How should we respond to injustice? Violently or non-violently? Lawfully or disobediently? Should we try legal channels first or are some injustices too severe and urgent? When do we have an obligation to join those already resisting injustices? History presents us with an enormous repertoire of ways people have resisted injustice: conscientious refusal, passive resistance, non-violent direct action, sabotage, civil disobedience, strikes, mass protests, and revolution. This course will read works of political philosophy next to signature events of our own time, such as Arab Spring, Black Lives Matter Movement, the Tea Party, and labor strikes, to discuss the above questions.

POLS 1090. Polarized Politics.

Focus will be on growing partisan polarization in American politics. Existence of polarization in institutions like House of Representatives, Senate, the presidency, federal courts, media, and religion will be examined. Emphasis will include the roles of political elites, non-elites, lobbyists, money in politics, red states/blue states, House and Senate rules, particular pressures created by budget, domestic, foreign policy, defense and homeland security issues. Requires extensive reading, detailed paper, take-home final exam and active class participation. Expectation to remain informed about current events as they apply to partisan polarization and to weigh the impacts of polarized politics on a democratic nation.

POLS 1100. U.S. Congress.

The Founders established the U.S. Congress in Article I of the Constitution. It created that body as guardian of the nation's purse strings and empowered it to "make all laws necessary and proper." Will examine the Congress's structure, rules and procedures, traditions, precedents, campaigns, elections, parties, budget process, Member's constituencies and role in the system of checks and balances with the president and the courts. The impact of procedure on policy outcomes and the impacts of the 2020 election on the House and Senate will be explored. The course will consistently relate the characteristics and history of Congress to current events.

POLS 1110. Mass Media.

Dramatic changes are unfolding in the structure and operations of the U.S. media. We discuss how the media have changed over history; what the changes mean for American culture, society, and politics; and how we should evaluate the contemporary media.

POLS 1120. Campaigns and Elections.

This course will focus on both historical and contemporary elections at the congressional, state and local and presidential levels, emphasizing the 2020 elections. Topics include campaigns, parties, candidates, voting behavior, public opinion, polling, campaign finance, voting rights, the electoral college, gerrymandering and the media.

POLS 1130. The American Presidency.

The origins and evolution of the Presidency in the American political and policy-making system. Special emphasis on the impact of presidential policies from Franklin Delano Roosevelt through Donald Trump; the presidential nomination and general election system with special focus on the 2020 election; and an exploration of the future challenges facing the winner of the 2020 Presidential election. The course will consistently relate the characteristics and history of the presidency to current events.

POLS 1140. Public Opinion and American Democracy.

Public opinion is an essential component of democracy. Considering the lack of familiarity about current events, how does public opinion affect public policy? Perhaps more importantly, should it? To assess these questions, we will explore how to measure public opinion and what polls tell us. We will then assess the roots of public opinion and analyze the public policy and representational impact of people's preferences.

POLS 1150. Prosperity: The Ethics and Economics of Wealth Creation.

What is prosperity? Whom does prosperity benefit? Which institutions and attitudes produce prosperity? What is the relation of prosperity to other values such as efficiency, happiness, equality, fairness, religious faith or personal freedom? This course explores the problem of prosperity from a variety of disciplinary perspectives: philosophical, economic, historical, religious, and literary. No Prerequisites. Freshmen welcome.

POLS 1160. Constitutional Law: Governmental Powers.

This course examines governmental powers under the United States Constitution, addressing the powers of Congress, the President, and the courts, as well as the relationship between the national and state governments. The primary reading materials will be leading Supreme Court cases, supplemented by additional reading materials on history and legal theory. The course will consider the role of the courts in enforcing constitutional principles in a democratic system, as well as theories of constitutional interpretation and constitutional change.

POLS 1170. Constitutional Law: Individual Rights.

Examines the scope of individual rights under the United States Constitution and will focus on equal protection, due process, free speech, and religion. The primary reading materials will be leading Supreme Court opinions interpreting and applying the First and Fourteenth Amendments, supplemented by readings on legal history and theory. The course will consider the role of the courts in protecting individual rights in a constitutional democracy, as well as theories of constitutional interpretation and constitutional change.

POLS 1180. Feminist Thoughts for a Heated Climate.

The ecological crises - the "sixth extinction," "global warming," "the eruption of Gaia" - have forced many humans to challenge contingent boundaries drawn in more or less compelling ways in the Western world. Dualisms opposing nature to culture, the human and the nonhuman, the natural and the technological, the feminine and the masculine, seem more destabilized than ever. When geologists came up with a new epoch called the "Anthropocene," feminist theory was well equipped to problematize this allegedly omnipotent "anthropos." Reciprocally, queer, post-colonial, and feminist theories have re-thought the never so normative, hardly stable, greatly unknown, nature of nature.

POLS 1185. Environmental Political Thought.

In our context of ecological crises, Environmental Political Theory (or Ecosophy) has boomed, attesting of the need for new concepts with which to think our unprecedented situation. Ecosophers think of nuclear energy, GMOs, climate change, the 6th extinction, etc., in terms of responsibility toward future generations, "de-growth," sustainability, the anthropocene, Gaia, etc. This course will survey some major schools of thought within Ecosophy, highlighting the diversity of the environmentalist movement. We will focus on one common thread weaving eclectic ecosophical currents and concepts: the question of humans' relationship to the nonhuman.

POLS 1190. The Politics of Climate Change.

In 1992, the international community committed itself to the goal of preventing dangerous anthropogenic climate change. Taking stock more than a quarter century later reveals a still-warming world well and seemingly little progress. Why do we collectively find ourselves in this dangerous position? The purpose of this course is to provide a set of answers to this question from the perspective of political science. Our focus will be on exploring the range of our collective governance efforts from the international regime on down. Is there a pathway to successful climate governance?

POLS 1200. Reimagining Capitalism.

Debates over capitalism and its alternatives date back centuries. Proponents say that market institutions have enabled extraordinary productivity growth and life-saving innovations. Trade and the division of labor have been central to human progress in recent centuries. Capitalism's critics point out that the growth of market economies has often had unacceptable consequences. The course is organized around four main challenges facing market economies today: environmental degradation, labor exploitation, inequality, and crisis. Can capitalism be reformed to solve the problems that it has helped generate, or is a market system unequipped to grapple with social and environmental challenges?

POLS 1210. Latin American Politics.

Focuses on political and economic transformation in contemporary Latin America. Special attention is given to the processes of market-oriented economic reforms and democratization that have swept the region during the last twenty-five years. Includes in-depth country case studies where key themes can be discussed and elaborated.

POLS 1215. Fiction and Methods in Social Research: Debates on Inequality, Poverty, and Violence.

In this course, students will read, comment, and discuss renowned novels on inequality, exclusion, poverty, and (political, religious, racial, and gender) violence in cases as diverse as Nigeria, India, and Afghanistan. These novels will submerge students in some of the complexities and richness of the selected cases. By reading them, students will explore and discuss concepts, stories and historical context, political and socioeconomic processes, the roles of characters, and arguments.

POLS 1220. Politics in Russia and Eastern Europe.

How do Putin and other leaders in Eastern Europe maintain political power? Why did some states democratize after communism's collapse, and why are successful democratizers (Hungary, Poland) now moving toward semi-authoritarian populism? Why has Ukraine become a battleground between Russia and the West? We will study how international economic integration, the European Union, and the migrant crisis have affected the region's domestic politics. Focus will be on the Russian Federation, Ukraine, and Poland. Background in social sciences recommended.

POLS 1225. Nuclear Weapons.

This advanced undergraduate lecture course examines the history and politics of the world's most destructive weapons. It is an introduction to the nuclear age, including how nuclear weapons work, the causes and consequences of the spread of nuclear weapons technology, and the basic strategies of the nuclear powers. Students will emerge with a working knowledge of the role of nuclear weapons in international politics and the future of managing this dual-use technology.

POLS 1240. Politics, Markets and States in Developing Countries.

How can we explain fundamental differences in economic performance and policy across developing countries in the face of Globalization? Why are some countries praised as economic "miracles," yet others seem mired in inescapable stagnation? This course addresses these questions by introducing the basic topics, concepts, and theoretical approaches that comprise the field of political economy of development. The course draws on case studies from Asia, Africa, and Latin America.

POLS 1250. Capitalism, Democracy, and Geopolitics in Europe.

As the home of parliamentary democracy in the era of mass politics, Europe is today contending with the new challenges of twenty-first century politics. This course begins by examining how different versions of capitalism and the welfare state emerged in Europe. It then asks which new forces reinforce and which undermine democratic politics in Europe today. Topics include immigration, religious diversity, technology competition, military conflict on Europe's perimeter, and underlying changes in European geopolitics.

POLS 1260. Maps and Politics.

How do maps affect politics, and vice versa? Maps fundamentally shape the way that we see our world and how we interact politically, economically, and socially, but maps are also shaped by political actors, interests, and institutions. This course will consider historical and contemporary issues that link maps and politics, including the connections between mapping and nation-states, colonialism, warfare, democratic politics, and indigenous rights. The course is suitable for all students with an interest in the topic.

POLS 1265. States, Society and Economy in East Asia.

Will discuss present-day government and politics of South Korea, Taiwan and the Philippines as well as the decades leading up to democratic transitions in these countries. Will discuss economic miracles in Japan and the four "Asian tigers," and democratization in these high-growing regions. Throughout, reference will be made to similarities and differences – and implications thereof – between the "rules of the game" in these countries and in other new democracies. We will focus on several areas of policy that have been at the center of political science and economics debates concerning policy making in Korea, Taiwan and the Philippines.

POLS 1270. Middle East Politics.

For decades, the Middle East was widely perceived as a bastion of authoritarianism and a hotbed of identity politics and political violence. What has sustained these perspectives and how has the Arab Spring challenged them? This course combines analytical approaches with concrete case studies to provide an overview and critical understanding of regional developments. Students will gain insights on key questions and debates in Middle East politics. Topics include "persistent authoritarianism" in the Middle East, Political Islam, sectarian violence, economic development, and social mobilization. The course is suitable for students with all levels of knowledge on the region.

POLS 1280. The Rise of India: History, Politics, Economics and Society.

This course will concentrate on three aspects of the "Indian experience": democracy, ethnic and religious diversity, and political economy. With a brief exception, India has continued to be democratic since 1947. No developing country matches India's democratic record. Second, remarkable cultural, ethnic and religious diversity marks India's social landscape, and influences its politics. Third, Indian economy has of late been going through a serious economic transformation, drawing comparisons with China. Is the comparison valid?

POLS 1285. Quality of Democracy in Latin America.

Focus on democratic quality in modern Latin America, its failures as well as its successes. Topics include police violence, the rule of law, indigenous movements, gender and gay rights, anti-poverty policy, and direct democracy. Will draw on material from across the Spanish and Portuguese speaking democracies in the region. We will engage with different theories of what makes democracies representative and accountable to their citizens. Not open to first years.

POLS 1290. The Rise of China.

This course examines the causes and consequences of China's societal transformation and emergence as a global power. Employing perspectives from comparative politics, international relations, and economics, the course explores the connections between China's domestic transformation and its integration with the global system. Lectures and readings cover the historical antecedents of China's rise, the contemporary relationship between state and citizen, the nature of China's global competitiveness, and likely future avenues for socio-political change.

POLS 1295. The Politics of Health and Disease.

Despite remarkable advances in medical research and treatments during the twentieth century, we continue to confront grave challenges from infectious diseases. In addition to their human toll, infectious diseases can exact enormous economic costs, threaten social stability and, trigger political crises. Why are some more effective at countering the same infectious disease? Why have disease-controlling technologies met with such divergent responses? Why has the same state been relatively successful in countering certain diseases but has struggled with others? This course will pose and seek to advance our collective understanding of these critical questions about the politics of health and disease.

POLS 1300. Latino Politics and Public Opinion.

Over 50 million Latinos reside in the United States today, making them the largest minority group in the country. The current population size, projected growth trajectory, and population density of Latinos in many political battleground states have made this group a favored topic among politicians, interest groups and mass media. Yet, what do we really know about the politics and opinions associated with the diverse and expanding Latino population? How are Latinos incorporated into American political life? What difference does it make to be of Latino descent in the U.S.? This course presents an in-depth examination of this important population.

POLS 1310. African American Politics.

Focuses on the contemporary African American politics in various spheres of the American political environment. Examines also how the concept of an African American community has evolved and shifted historically. We will pay particular attention to the growing diversity within the African American community and discuss what these changes mean for black political participation, representation, and organizing.

POLS 1315. Diversity & U.S. Minority Politics.

In this course, students examine the politics of social groups in order to gain a broader perspective of the American political process. Topics can vary, and include a review of the major developments in American politics for historically discriminated groups including women.

POLS 1320. Urban Politics and Urban Public Policy.

This course is designed as an introduction to the politics of the United States' central cities. A central theme of the course is that city politics in the United States arises from the intersection of governmental power and private resources. The first section of the course describes the emergence of urban America. The second section of the course focuses on the variety of theoretical perspectives and analytical concepts that have evolved to explain the politics of America's major cities. The goal is to compare the major theories in urban politics that purport to explain power and decision-making. The final section inquires into the nature of the urban condition with particular emphasis on the political and economic challenges faced by city residents and city government in the post-industrial city. The course is designed for first-year and second-year students.

POLS 1321. Urban Politics and Urban Policy (URBN 1270).

Interested students must register for URBN 1270.

POLS 1325. Political Organizations and Social Change in America.

Will examine efforts to create significant policy change in contemporary political and social life in United States. We examine strategies of social change; explore the characteristics of advocacy organizations; and consider how organizations can expand their political toolkits as they seek to create social change. In addition, we will examine the relationship between organizations, members, and activists. Why do so many organizations lack active members? What does it take to turn members into activists? Among the cases we examine are the Civil Rights Movement, the Tea Party, Alinsky organizations, Black Lives Matter, the Koch Brothers Network, Dreamers, and organized labor.

POLS 1350. Chinese Foreign Policy.

The People's Republic of China is one of the most important actors in international politics today. This undergraduate lecture examines China's role in global affairs. It applies broad theoretical perspectives on international relations to understand China's choices across a broad range of foreign policy topic. What explains why China has increased its defense spending? When is it more likely to resort to military force? What explains patterns in China's trade and investment abroad? What accounts for China's changing approach to climate change? To what extent does China seek to reshape the international order and what would this mean for the prospects for global peace and stability?

POLS 1355. Women in Politics.

In this course, we explore the various ways in which gender as a social and political category has impacted politics in the United States. We examine the history of the women's suffrage movement and the development of feminist theory. Through Carole Pateman's *The Sexual Contract* and Shatema Threadcraft's *Intimate Justice*, we reassess core questions of justice, equality, and freedom. We examine Kimberlé Crenshaw's theory of intersectionality and other developments in legal theory as we investigate the relationship between the body, identity, and the law. Students will also participate in a mock-debate on a contemporary issue of relevance.

POLS 1360. U.S. Gender Politics.

This course covers the politics of U.S. women as activists, voters, candidates, and elected officials. What explains the emergence of the modern-day women's movement? How do women win political seats? Do women legislate differently than men? How did women become legislative and party leaders? How does sexuality and gender affect U.S. electoral politics? This course will also consider the ways in which social class, race-ethnicity, marital status, parenthood, feminism, religiosity, political orientation, and cultural beliefs or stereotypes influence women's public policy and social beliefs. To what extent does gender define all women's political and social viewpoints?

POLS 1365. 21st Century Social Movements.

In this course, we explore theoretical and empirical research on social movements, defined as collective mobilizations that are either large scale or remain organized for at least one year, & aim to instigate political change. During the semester we examine and debate a range of scholarship, both theoretical and case-based, across the disciplines of political science, sociology, psychology and other relevant fields that address the dynamics of radical imagination, movement emergence, the process of organizing, the process of professionalization, the process of demobilization/abeyance, and the phenomenon of political acceptance. We also endeavor to assess the different political impacts social movements make in politics and policy in the United States and beyond.

POLS 1380. Ethnic Politics and Conflict.

Course focuses on the politics of rising national consciousness and the development of ethnic conflicts. It covers sources of contemporary nationalism; nationalist political mobilization; emergence of conflicts; impact on societies of internal strife and wars; international interventions; explanations for resolution or persistence of conflict; politics of post-conflict states. The course combines analytical texts and case studies. Cases from Eastern and Western Europe, North America, South Asia, and Africa.

POLS 1390. Global Governance.

Examines the institutions and the processes by which states and other actors seek to provide "governance" in the international system. The class explores the history of, and various theoretical perspectives on, the role of the UN and other international organizations in the state system. It also considers their roles in a range of political, military, economic, environmental, and humanitarian issues. Pre-requisite: POLS 0400

POLS 1400. North Atlantic Politics after the Cold War.

Explores the contours of North Atlantic international politics through a variety of theoretical lenses. Examines the grand outlines of European, American, and transatlantic international affairs; the politics and legacies of the Cold War; and the history, theory, and politics of European integration. Then turns to North Atlantic affairs and transatlantic relations post-Cold War, and to Europe and America in the (twenty-first century) world to come.

POLS 1410. International Security in a Changing World.

Analyzes the most pressing global security problems today utilizing current theories of international politics. Examines the changing nature of security threats and considers the likely challenges we will face in the future. Issues covered include the causes of war and peace, weapons proliferation, terrorism and insurgencies, the role of technology, pandemics, humanitarian intervention and human security, and alliances and collective security. The course will include an international security simulation exercise. Pre-requisite: POLS 0400.

POLS 1415. Classics of Political Economy.

Traces the most important classical statements of political economy through consideration of the major contributions to the "political" study of the economy from the seventeenth century to the present; Locke, Ricardo, Smith, Rousseau, Mill, Bentham, Marx, Mill, Marshall, Keynes, Hayek, Friedman, and Lucas. By mapping the parallel evolution of the liberal/capitalist economy and the liberal/democratic notion of the individual, both a product of and a producer within this economy, the course will demonstrate the political nature of economics and the economic bases of politics. First year students require instructor permission.

POLS 1420. Money and Power in the International Political Economy.

Examines how the interaction of states and markets create distinct global monetary and political orders. Class analyzes the shift from the classical liberal Gold Standard through the Post-War Bretton Woods arrangements through to the globalized IPE of today.

POLS 1430. Roots of Radical Islam.

Why has radical political Islam emerged as a global threat in our lifetime? This course examines potential domestic sources, such as repressive governments and poverty, as well as international sources, such as U.S. foreign policy, with a special emphasis on the various strategies that governments of states with predominantly Muslim populations have taken toward political Islam. Instructor permission required.

POLS 1435. Politics of Climate Change.

Climate change is arguably the most important global challenge in the 21st century. It will reshape weather patterns, storms, sea levels, and agricultural output worldwide. Mitigating climate change will require massive economic transformations, affecting energy, transportation, and industrial sectors. What are the politics of that transformation? What are the political forces obstructing it? How do social movements, institutions, and economic interests interact to shape the national and global response to climate change? This course offers answers and insights, primarily from the perspective of political science. It also draws on knowledge from other disciplines.

POLS 1440. Security, Governance and Development in Africa.

Some of the fastest-growing economies in the world now lie in sub-Saharan Africa. Yet Africa is also home to some of the world's most corrupt and violent states. This course will provide a variety of lenses through which to view these and other paradoxes on the continent, with a focus on security, governance and economic development. Topics will include the long-term consequences of colonialism and the slave trade; the politics of independence; the causes and effects of crime, violence and civil war; democracy and democratization; the promise and pitfalls of foreign aid; and the challenges of building strong, stable states.

POLS 1445. Contemporary African Politics.

This course introduces students to the study of contemporary African politics. The questions that motivate the course are: How did authoritarian regimes arise in most countries after African independence? Why have some African countries become democratic, while others have remained authoritarian? What accounts for patterns of conflict and civil war across countries? Throughout the semester, we will see that there is significant variation within Africa in the strength of states, levels of economic growth, and respect for democratic institutions; we will aim to explain these variations. We will primarily study events in particular African countries, but will also examine broad patterns across countries and use social science concepts and methods to try to explain them. In our exploration, we will mostly build on the work of political scientists but also draw heavily on work by journalists, psychologists, economists, and historians.

POLS 1450. Development in Theory and Practice.

Focuses on the political economy of development and underdevelopment. Topics include comparisons of state and market building among "early" and "late" developers, theories of development, prescriptions for development and their shortcomings, and the challenges for developing countries in the context of a globalizing economy.

POLS 1455. Crime, Punishment, and Politics.

This class uses theories and tools from the social sciences to understand criminal behavior in a variety of settings. It examines whether we can use rational choice theories to explain patterns of offending and the organization and operation of illicit markets. We will investigate the different way that governments seek to control crime, as well as, non-state alternatives to public safety. Organized crime groups have significant influence in communities both historically and today, so we study why they exist and how they organize. Finally, we look at how political institutions affect crime and the operation of the criminal legal system, including persistent problems of racial disparities at all points in the system.

POLS 1460. International Political Economy.

An introduction to the politics of international economic relations. Examines the history of international political economy and theoretical approaches to understanding it. Also analyzes several key contemporary issues in international institutions such as the International Monetary Fund and World Trade Organization, globalization and its consequences, and challenges in foreign economic policy-making.

POLS 1465. Introduction to Political Economy.

This class provides an introduction to topics in political economy with a focus on using basic models to understand both individuals and groups facing a variety of social dilemmas. Simple formal models will provide a framework for understanding problems in politics and political economy, including the collective action problem, prisoner's dilemma, coordination problems, and more generally the importance of formal and informal institutions in guiding social outcomes. The class surveys major thinkers in political economy and uses their ideas to understand major changes in society, markets, and states from an historical perspective.

POLS 1470. International Negotiation and Conflict Resolution.

Analyzes negotiation process in international relations. Emphasizes how the negotiation process impacts the relations among states, non-state actors, and multilateral institutions in international politics. Deals explicitly with the 'art and science' of negotiations as a means to resolve the conflicts and misunderstandings that are a ubiquitous feature of international relations. Includes simulation exercises and case discussions, drawing on issues ranging from formal diplomatic negotiations to the role of non-governmental organizations in promoting the resolution of international conflicts and on issues such as national and international security, as well as economic, environmental, and humanitarian concerns. Primarily for students with some prior background in the field of international politics. Prerequisite: POLS 0400 or instructor permission.

POLS 1475. War and Peace.

Why is armed force used in international politics? What are the causes of war, the preconditions for peace? How do political, moral and legal discourse shape the possibilities for peace? What is the role of violence in the formation of modern statehood and the contemporary international order? What are the interrelations between war and peace within a continuum of violence: what justifies both war and peace? When is military violence a solution to conflict, how is peace sustained? What are the psychological, social and economic effects of military conflict? What is the nature of military violence in peacetime?

POLS 1480. Theory of International Relations.

Provides an overview of basic thinking about international relations. Focuses on the conceptual fundamentals, grand intellectual traditions and main theoretical trajectories, and key scholarly disagreements that have shaped the discipline of international relations over the past century and on the principal theoretical fault lines that define it today. Also scrutinizes a number of central topics in contemporary international affairs. Prerequisite: POLS 0400 recommended but not required.

POLS 1485. Global Justice.

Traditionally, in a world formed by states, moral responsibilities of governments, private corporations and individuals have been confined within national boundaries. Today, economic and ecological interdependence as well as global migrations of capital, goods, people, ideas and diseases challenge the Westphalian distinction between the domestic and the international. Moreover, global problems challenge the traditional inter-state organization of the world. Does globalization also enlarge our moral responsibilities beyond state borders? If governments, private corporations and peoples begin to accept moral responsibilities beyond the boundaries of nation-states, how should the Westphalian inter-state structure be transformed to make room for cosmopolitan duties?

POLS 1490. Building a Better World: Film and Social Change.

This class explores some of today's key policy challenges: economic development and poverty alleviation, the provision of basic public services, corruption, management of natural resources, environmental protection, intergroup violent conflict, and related issues. For each topic, the course (1) presents the problem, (2) reviews potential solutions, (3) discusses failed approaches, and (4) identifies concrete successes. Examples are drawn from around the world. Instructor Permission required.

POLS 1495. Institutions, Incentives, and Ideas: Advanced Topics in Philosophy, Politics, and Economics.

This course offers an advanced exploration of core themes in philosophy, politics, and economics, with a focus on how institutions structure cooperation, conflict, and the distribution of power and resources. Students will examine models of strategic interaction—including collective action problems, signaling, and social choice theory—alongside normative frameworks for evaluating legitimacy, justice, and institutional design. Readings and case studies span historical and contemporary contexts, and special attention is given to topics such as information cascades, preference falsification, market failures, the carceral state, and inequality. The course emphasizes interdisciplinary reasoning and the integration of formal, empirical, and philosophical tools to analyze real-world social and political systems.

POLS 1500. The International Law and Politics of Human Rights.

Introduces students to the law and politics of international human rights; examines the construction of an international human rights regime and its influence on international politics. Will survey the actors and organizations involved in the promotion of human rights around the globe, as well as the obstacles. Will review competing conceptions of human rights, whether human rights are universal, problems of enforcement, and the role of human rights in foreign policy. Major topics include civil and political rights; economic, social and cultural rights; genocide, torture, women's rights, humanitarian intervention, and the international criminal court. POLS 0400 strongly encouraged as a prerequisite.

POLS 1520. Introduction to Feminist Theory.

This course explores the history of feminist political thought. It provides an overview of the dominant approaches to feminist theory, and to the emergence and development of feminist movements in the U.S. and elsewhere. We will pay particular attention to the way intersectional feminist thinkers have challenged the centrality of gender in feminist analysis, and will assess the future of feminist praxis and theorizing. The course is organized around significant themes and debates within feminist theory, including but not limited to: early feminist approaches (such as liberal, Marxist, radical, and standpoint feminism); the theoretical implications of critiques of early feminist theory by black, indigenous and other intersectional feminists; and contemporary feminist formations such as trans and abolition feminisms.

POLS 1530. Gender, Slavery, and Freedom.

Will examine how gender shaped slavery in the Americas. How did the experiences of enslaved men and women differ? Did the experiences of enslaved women result in specific practices that formed the basis for resistance to slavery and dehumanization? How did gendered experiences of slavery in turn affect the notions of freedom that were developed in post- emancipation societies? We will also consider how practices or ideas developed during slavery have contributed to the "afterlife" of slavery after official emancipation. We will analyze slavery as a concrete set of practices that were experienced and negotiated differently by enslaved men and women.

POLS 1540. Politics of Nuclear Weapons.

Nuclear weapons have occupied a central role in international politics since their introduction in 1945. As weapons of overwhelming destructive power, their use today would be widely regarded as a disaster, yet nations continue to rely on them for security and deterrence, as well as associate them with status and prestige. The advent of nuclear weapons has challenged traditional conceptions of power, security, defense, and even morality. Vast disagreements continue to exist about many aspects of these weapons. Today, nuclear weapons pose a major global governance challenge for the world.

POLS 1550. War and Politics.

This course provides an examination of the intersection between political ends and military means. This includes an overview of theories of military strategy and combat tactics including challenges related to terrorism, insurgency and counter-insurgency. The bulk of the class will cover, in depth, historical details of specific conflicts from the Peloponnesian War through the recent wars in Iraq and Afghanistan. Detailed discussion of the evolution of specific weapon systems and their impact on military tactics will be included. Student will be required to watch several films as part of the course requirements.

POLS 1560. American Foreign Policy.

This course provides an overview of American Foreign Policy since World War I. The emphasis will be on defense and security policy, and not on foreign economic policy. This course covers significant historical events and personalities over the course of the twentieth century. When events dictate, part of any given daily class may be devoted to current events in American Foreign Policy, with emphasis on their historical source and context. Prerequisite: POLS 0400.

POLS 1570. International Law (INTL 1700).

Interested students must register for INTL 1700.

POLS 1600. Political Research Methods.

Introduction to quantitative research methods in political science. Topics include research design, descriptive statistics, statistical hypothesis testing, and bivariate and multivariate regression. By the end of the course, students will have the requisite skills to intelligently consume and produce basic quantitative social science research. Enrollment limited to 24 sophomore, junior, and senior Political Science, International Relations, or Public Policy concentrators.

POLS 1730. Politics of Globalization.

This is the ultimate PPE course (Philosophy, Politics, and Economics). Will explain the big changes in world politics and political economy over the last two hundred years. Why did slavery end? Why did European imperialism and colonialism fade away? Why did World Wars happen? Why did the great powers set up a system of international trade and finance and who benefits from that system? What are the politics of migration? How do global oil politics work? Course is designed to provide students with a broad introduction to the field of international political economy to help address questions like these ones.

POLS 1740. Politics of Food.

How do politics and public policy shape the nature of farming and the price of food in the US? What is the extent of hunger and malnutrition in the country, and how to politics and public policy shape the responses to these issues? How well does government regulate the safety and healthfulness of food? This course will draw on a combination of case studies and scholarly work to examine these questions. The significance of globalization will also be considered but the emphasis of the course will be on American politics and policy. The course is not open to first-year students. This course is not capped but TA allocations are made based on pre-enrollment and the course might be closed the first day, depending on the availability of TAs beyond the original allocation.

POLS 1750. Black Political Leadership.

This course uses black political thought to understand historical and contemporary forms of black political leadership. It explores the diversity of voices, ideologies, and strategies adopted by black leaders to address an array of political and social challenges. It also focuses on how shifting goals, political contexts, and generational changes shape black leadership. Certain black leaders such as W.E.B. DuBois and Barack Obama are used to understand the different types of black political leadership.

POLS 1760. Infrastructure Policy.

The focus is on transportation infrastructure: roads, bridges, rail, transit and airports. How has our infrastructure developed over the past two centuries? Which presidents have been leaders? How does Obama compare with his predecessors? Who are the key actors in congress and bureaucracy that control the distribution of money? What are the key interest groups?

POLS 1770. Education, Inequality, and American Democracy.

How are public schools and the educational programs they offer products of political inequality? How might public schools remedy those inequalities or exacerbate them? This course examines the ways in which education contributes to democratic governance; how the development of American public schools builds on and reproduces political, economic and social privilege and inequality; and the promise and limitations of various types of reforms designed to redress inequality, including the Common Core. This course focuses primarily on the United States, but looks to other democracies, including Canada and Mexico, to understand the intersection of education, inequality and democratic governance.

POLS 1780. Use of Symbols in American Politics.

What do a flag, Martin Luther King, Jr. and socialized medicine have in common? They are all political symbols that have produced a strong public response. The political process is complicated beyond the understanding of most. But it becomes manageable when converted into sets of conflicting symbols. How does the public learn about political symbols? What is their role in the policy making process? Three types of symbols will be considered: community, regime and situational symbols. Course coverage limited to American domestic politics.

POLS 1820A. American Political Development.

No description available. Enrollment limited to juniors and seniors.

POLS 1820B. Roots of Radical Islam.

Why has radical, political Islam emerged as a global threat in our lifetime? This course examines potential domestic sources, such as repressive governments and poverty, as well as international sources, such as U.S. foreign policy, with a special emphasis on the various strategies that governments of states with predominantly Muslim populations have taken toward political Islam.

POLS 1820C. The Political Theory of the Economy.

What is an economy? Is an economy different from government? Or is 'the economy' a special way of governing people? Is capitalism an economy or a form of government? If the latter, what is distinctive about the ways of governing that are said to define capitalism? What principles should be invoked for the defense or criticism of a capitalist society? How should it be compared to its alternatives? This course asks these questions historically by pairing central figures in the history of political economy with important interpreters of them.

POLS 1820D. Civil Liberties: Moral, Political and Legal Approaches.

This course will examine major constitutional controversies within the context of wider debates in political and legal theory. Readings from Supreme Court cases and prominent texts in political/legal theory. Topics include free speech, privacy, abortion, takings and capital punishment. Prior course work in political theory or philosophy recommended. Enrollment limited to 20 juniors and seniors concentrating in Political Science.

POLS 1820E. Pragmatism in Black and White: Race, Domination, and Democratic Faith.

This course interrogates the emergence of the 19th century philosophical movement known as pragmatism, focusing on William James and John Dewey, and investigates its intimations and resonances in African American intellectuals such as Anna Julia Cooper, W. E. B. Du Bois, Alain Locke, and James Baldwin. We explore the crisis of religious certainty, and pragmatism's attempt to provide an alternative framework for thinking about democratic governance. We also investigate the persistence of racism that politicized a group of thinkers who, in various ways, overlapped with pragmatists as they offered a normative vision of democracy to address domination.

POLS 1820F. Black Protest: Theory and Praxis.

This course explores the theory and praxis of black protest in the Americas, which were formulated in response to the different racial orders that developed in the U.S. and Latin America. We will analyze how black populations mobilized to escape slavery, resist racial terror and white supremacy, gain rights from the state, protect black life, and overcome various forms of dehumanization. Examples will include anti-lynching campaigns in the U.S., the civil rights and other black movement of the 1960s, the Black Lives Matter movement, and mobilizations against "black genocide," police violence, and displacement in Brazil and other Latin American countries.

POLS 1820G. Politics and Nature.

This course investigates the politics of the relationship between people and the earth; examines the environmental consequences of this relationship as it currently exists, as well as its impact on human justice and freedom; and explores alternative political imaginaries and institutional forms that include the non-human, evaluating their implications for sustainability, justice, and freedom. In the course of considering the political relationship between human beings and the earth, we examine core political concepts including domination, freedom, agency, sovereignty, democracy, justice, liberalism, rights, representation, and the political. We also explore the relationship between politics and ethical life.

POLS 1820H. Contraband Capitalism: States and Illegal Global Markets.

This course explores the clandestine side of the global economy (including flows of drugs, people, weapons, and money) and state policing efforts. We will examine the organization of these activities, how they intersect with the state and legal economy, their relationship to armed conflicts, and how they shape (and are shaped by) domestic and international politics. Enrollment limited to 20 juniors and seniors concentrating in Political Science or IAPA. Course is not open to students who have taken POLS 1020.

POLS 1820I. Indigenous Politics in Hawai'i: Resurgence and Decolonization.

Because kinship relationships to land and all existents of that land are fundamental to Indigenous Peoples, resurgence and decolonization must be studied in the context of specific Indigenous Peoples and the ways they resist colonial violence and build resurgent practices. This course then focuses on these issues with respect to Kanaka Maoli (Native Hawaiians). We will read works from Kanaka Maoli scholar/activists in order to understand the genealogy of Kanaka Maoli resistance and resurgent practices. We also engage with critical Indigenous thinkers in order to understand Indigenous political praxis that is shared across difference and those that are not.

POLS 1820J. Dynamics of Agenda Building.

How do new issues make the political agenda? Why aren't elections crucial? Who are the "problem pushers" and "solution savers?" How are they linked? What factors determine the life of an issue? The key processes include problem identification, conflict expansion through issue redefinition, the role of institutional actors and issue activists. Focus limited to domestic American politics. Prerequisite: POLS 0010. Enrollment limited to 20 juniors and seniors.

POLS 1820N. International Relations in Europe.

Reviews central issues in European international affairs from a variety of theoretical and analytic perspectives. Substantive issues considered include the politics of European integration, "Europeanization," European foreign and security policy, Europe as part of the North Atlantic world and transatlantic relations, issues of European identity and Europe in the world to come. Time also allocated for discussions of course participants' research. Designed mainly for advanced undergraduates, but graduate students are welcome. Enrollment limited to 20 juniors and seniors concentrating in Political Science or International Relations.

POLS 1820O. Adam Smith: Philosophy, Politics and Economics.

Referred to as the "father of economics" or "father of capitalism," Adam Smith was a moral philosopher, political thinker, and social scientist of the Scottish Enlightenment. A deep exploration of his major works including *The Theory of Moral Sentiments* and *The Wealth of Nations*, as well as the *Lectures on Jurisprudence* and his essays on philosophical subjects. We will grapple with big questions such as, "What is the nature of virtue and morality, and how do individuals learn moral behavior?", "What makes some societies rich and others poor?", and "What are the political preconditions and moral consequences of economic growth?"

POLS 1820R. Extralegal Governance and the Problem of Social Order.

This class studies cases of extra-legal governance to understand how people who cannot, or who choose not to, rely on strong, effective states facilitate social and economic order. The class does not cover or engage with normative and philosophical arguments. The entire focus is on a positive, social scientific question and the requisite engagement with empirical facts that this entails. The class will examine and test claims about whether it is possible for extra-legal governance to produce human flourishing.

POLS 1820S. Two Liberal Traditions: English and French.

What does it mean to be a liberal? In America, we regularly take our "liberal heritage" for granted, so much so that liberal principles are simply accepted as political necessities, even truisms. Many of these principles come to us from English thinkers like John Locke and John Stuart Mill. Yet theorists in the French tradition offered an equally rich, though distinct perspective on these values. We will consider the "two liberal traditions," Anglo-American and French, to gain a better grasp of liberalism's beginnings and its legacy. Can the study of liberal thought teach us anything about contemporary politics and economics?

POLS 1820T. Race, Crime, and Public Policy.

This course will provide students with an in-depth analysis of the social and political connections between criminal justice policies and race. The first section of the course will cover the concepts of race and ethnicity and the social construction of target populations. Secondly, students will learn what public policy is, how it is made, and methods of analysis. Next, we will cover the history of the criminal justice system and the creation of mass incarceration. Lastly, we will cover specific criminal justice policies and practices and their ramifications for the civil liberties and rights of racial minorities.

POLS 1820V. Institutions: Questions of Power and Democracy.

Institutions are constraints that structure political, economic, and social interactions. They consist of both informal and formal rules, evolve incrementally, connecting the past with the present and the future; history in consequence is largely a story of institutional evolution in which the historical performance can only be understood as a part of a story. Institutions shape the role of the state over time and are repeated patterns of behavior around which beliefs are deposited. Institutions are also political actors. Multiple disciplinary perspectives, careful scholarly analysis, and the search for recurrent historical patterns inspire this course offering and serve as its framework.

POLS 1820W. Market Liberalism: Origins, Principles and Contemporary Applications.

What is liberalism? What are the differences between capitalist, democratic and socialist versions of liberalism? Is it true that liberal theory has undergone a form of moral evolution between its "classical" and its "modern" forms? Are there common moral values that all liberals---capitalist, democratic and socialist---affirm? If so, by what dimensions of value are these rival liberal traditions to be distinguished? Enrollment limited to 20 juniors and seniors; all others require instructor permission.

POLS 1820X. Democratic Erosion.

This course explores the causes and consequences of democratic erosion in comparative and historical perspective. The course will provide an opportunity for students to engage, critically and carefully, with the claims they have doubtlessly already heard about the state of democracy in the US and Europe; to evaluate whether those claims are valid; and, if they are, to consider strategies for combating democratic erosion here and abroad. The course will be taught simultaneously at roughly two dozen universities, with a number of cross-campus collaborative assignments.

POLS 1820Z. The Rise of Populism and Illiberalism in East-Central Europe.

Why are Poland, Hungary, and other East-Central European (ECE) States moving away from democracy, market economies and the European Union toward populist politics? After the collapse of Communism in 1989, ECE states embraced democracy, liberal economics and their 'return to Europe' after decades of Soviet domination. By 2007 all had entered the European Union, and political scientists viewed most as 'consolidated' democracies. In the years since, populist parties have emerged, won elections, and promoted illiberal, nationalistic and anti-EU policies. The class focuses on explaining this dramatic political change, focusing on economic pressures, identity politics, societal welfare, and other factors.

POLS 1821C. Economic Freedom and Social Justice.

Can capitalists care about social justice? This course considers the proposition that capitalists can, and should. Readings include a variety of classical and contemporary sources about the idea of economic freedom and its relationship to social justice. Enrollment limited to 20 seniors.

POLS 1821G. Representation, Parties and Interest Groups.

Examination of the role of political parties and interest groups in translating the will of citizens into policy outcomes. Covers the extent to which voters use party as a guideline, the possibility of a viable third party at the Presidential level, the effect of parties on Presidential/Congressional relations, and the interaction of interest groups and parties in politics. Enrollment limited to 20 juniors and seniors concentrating in Political Science and Public Policy.

POLS 1821H. Authority and Legitimacy.

What gives people in power the right to make and enforce laws? The course examines classic and contemporary conceptions of political authority and legitimacy. What is authority and when is it legitimate? Does legitimate authority depend on the consent of citizens, or on the justice of decisions? Can the people hold ultimate authority over the law, or is this merely empty rhetoric? Authors include Hobbes, Rousseau, Weber, Schmitt, Arendt, Althusser, Wolff, Nozick, and Habermas. Enrollment limited to 20 juniors and seniors.

POLS 1821I. Issues in Democratic Theory.

This seminar engages contemporary issues in democratic theory. Topics explored include the meaning of democracy (and the political consequence of different answers to that question); representation and citizenship; democracy and rights, (free speech, religious freedom, and privacy); democracy and judicial review; deliberative democracy. We will read works of political theory and United States Supreme Court cases. Enrollment limited to 20 juniors and seniors concentrating in Political Science.

POLS 1821J. Rhode Island Government and Politics.

Students participate in an approved internship in Rhode Island State Politics. Students will be expected to work 8-10 hours a week in an office of state government and, at the end of the semester, reflect on what they've learned. Enrollment limited to 20.

POLS 1821K. Just War Theory.

Survey of just war theory, with emphasis on ancient, medieval Christian, and contemporary thinkers. What standards should we use to judge the justness or rightness of a war and of conduct during war? Should our judgments on these separate phases of war be related? Who is the relevant agent? Where does its moral authority come from? Are there any post-war obligations? How has the ideal of the warrior/soldier changed over time and why? Prior coursework in the humanities or social sciences is required.

POLS 1821L. International Relations of Russia, Europe and Asia.

What role does Russia seek to play in the contemporary international system? Can NATO hold together as an effective military alliance willing and able to defend its member states? How is the rise of China affecting Russia, Europe and the international system? The seminar will discuss these and related questions, considering Russia's evolving relations with the centers of global power West and East, its efforts to retain control in the former Soviet space and to extend its reach into the Arctic; its agendas in trying to influence US and European domestic politics through 'soft' power, and related topics.

POLS 1821M. War in Film and Literature.

This course introduces students to a study of warfare, and some of the central issues raised in war, through the use of movies and novels. Central themes include civil-military relations, leadership, the role of women in war, managing the homefront as well as issues related to battlefield tactics and strategy. Students will be encouraged to address these topics in applications related to World War I, World War II, and Vietnam in particular. This course will take place in a seminar format which stresses discussion of the relevant materials. Enrollment limited to 20 juniors and seniors concentrating in Political Science.

POLS 1821N. Political Journalism.

Exploration of the development of political reporting and analysis of contemporary public affairs reporting. Will address key elements of the best political journalism, as well as the manner in which political journalism affects public opinion, political attitudes, and campaigns and elections. Enrollment limited to 20 junior and senior Political Science concentrators.

POLS 1821O. Politics of Economic Development in Asia.

It is accepted that development is not an economic phenomenon. Political processes are tied with economic development. Does the political system affect development? Does democracy slow down economic growth? If countries embrace political freedoms and market-oriented economic reforms, should one expect both to succeed equally? Since the Second World War, an enormous amount of intellectual effort has gone into understanding these issues. Asia has been at the heart of much of this literature. Emphasis will be on China, India and South Korea. Enrollment limited to 20 juniors and seniors concentrating in Political Science or International Relations.

POLS 1821Q. The United States in World Politics.

Examines major aspects of American foreign policy after the Cold War and 9/11 in terms of domestic and international challenges. Discussions of the United States as 'empire' and 'republic,' with independent research and a foreign policy game. Emphasis is on the connections between the processes of policy making and the substance of policies pursued. Pre-requisite: POLS 0400. Open to senior Political Science and International Relations concentrators.

POLS 1821R. Sovereignty, War, and the Modern International System.

How does international law regulate states' behavior regarding the use of international force? How should international law affect domestic politics and authority? What kinds of international rules, regulations and norms exist? What authority do they have? Should states obey international law even when it conflicts with their interests and that of their citizens? Is a law-governed order attainable in a world of sovereign states? This seminar explores the evolution of international law, its relation to state sovereignty, and how these factors shape the modern international system. Topics will include the historical emergence of sovereignty, the evolution of human rights, the politics of laws governing the resort to the use of international force, and the Responsibility to Protect. Enrollment limited to 20 juniors and seniors.

POLS 1821S. Women and Politics.

How has the importance of gender in politics changed over time? Must women represent women? Can men also represent women? Do women and men participate politically in different ways? Why is there a persistent gender gap in political leadership? Do women campaign differently than men? What are "women's issues"? Do they affect all women equally? This course explores these and other questions, drawing on a range of literature from political science and public policy. We will also examine contemporary political debates and investigate varying ways in which the categories of gender, race and ethnicity, and other politically-relevant categories intersect. Enrollment limited to 20 juniors and seniors.

POLS 1821T. Criminal Justice System.

An examination of police, criminal courts, and prisons in the contemporary United States. Major topics include police discretion, plea bargaining, and theories of punishment. We will also examine the politics of crime, including federal efforts to influence these traditional state functions. Major assignments are based in the Rhode Island criminal justice system. Enrollment limited to 20 juniors and seniors concentrating in Political Science or Public Policy. Instructor permission required.

POLS 1821U. Democracy and its Critics.

To what degree does democracy help realize or impede important goals of social justice and prosperity? How much democracy do we really want, all things considered? Readings might include: Rousseau, Joshua Cohen, Alasdair MacIntyre, Jeffrey Stout, Diana Mutz, Bryan Caplan. Enrollment limited to 20 juniors and seniors.

POLS 1821V. Democracy and Inequality in American Cities.

Explores the relationship between democracy and inequality in contemporary American cities. The seminar considers different kinds of inequality - economic, political and group/horizontal - from the standpoint of national politics in the United States. The focus then shifts to the literature on urban politics in the United States, assessing the major contrasting theoretical perspectives on the causes of local inequalities in American cities. Finally, we focus on unequal access to public safety and justice. Over the course of the semester, students will be expected to carry out "fieldwork" involving first-hand observation of local inequalities in the Greater Providence area.

POLS 1821W. The Politics of Race and Gender.

Politicians and scholars make a number of predictions about political life based on assumptions about race and gender. This course examines the roles of race and gender in American politics with a particular emphasis on women of color. The course focuses in social movements, political participation, and political representation. Enrollment limited to 20 juniors and seniors.

POLS 1821X. The Politics of Social Welfare in the Middle East.

This seminar explores the politics of social welfare in the Middle East. The first section of the course examines the concept and origins of welfare systems in developing countries as well as the relationship between the state, NGOs, civil society and informal networks in social service provision. This segment of the course also provides an overview and brief history of welfare regimes in the Middle East as well as concepts of charity and justice in Islam. Enrollment limited to 20 juniors and seniors concentrating in Political Science and International Relations. Preference for remaining spots given to concentrators in Developmental Studies and Middle East Studies.

POLS 1821Z. Peacekeeping and Statebuilding after Civil War.

What can the international community do to keep peace in countries wracked by civil war? Why does peacekeeping succeed in some countries but not others? How has peacekeeping evolved over the past 50 years, what lessons have been learned, how can those lessons be applied to better anticipate, prevent and mediate civil wars in the future? This senior seminar addresses these questions through a combination of case studies, in-class discussions and debates, and readings from a wide variety of academic, policy and philosophical sources. While there are no prerequisites for the course, familiarity with quantitative data analysis will be useful.

POLS 1822A. Nuclear Weapons and International Politics.

This seminar explores the causes and consequences of nuclear weapons proliferation in international politics. Each week we will explore a different dimension of nuclear proliferation, drawing on academic theory and historical evidence. Specific topics examined include the causes of nuclear proliferation, nonproliferation and counterproliferation policies, nuclear strategy, the effect of nuclear weapons on international conflict, and nuclear terrorism. Enrollment limited to 20 junior and senior Political Science or International Relations concentrators.

POLS 1822B. Foundations of Political Economy.

This course is both historical and theoretical and overlaps with the disciplines of political science, history, economics, and political theory. Based around an in-depth reading of "the classics" of political economy, the course traces the evolution of political economy through a consideration of some of its major contributions from the seventeenth century to the present; Locke, Ricardo, Smith, Rousseau, Mill, Bentham, Marx, Keynes, Kalecki, Hayek, Friedman, Lucas and Minsky shall be examined.

POLS 1822C. Congress.

Takes a comprehensive view of the U.S. Congress, its structure, procedures, elections, parties, constituencies and its interactions with the president and the courts. The Constitution establishes the Congress as the first branch and guardian of the nation's purse strings. This course will examine the strengths and vulnerabilities of the modern Congress with its highly polarized political parties. Requires extensive reading, a detailed paper and active class participation. Students are expected to pay careful attention to current events in the U.S. Congress. Enrollment limited to 20 juniors and seniors in Political Science.

POLS 1822D. Democracy and Education – A Focus on Jackson, MS.

The primary purpose of this course is to immerse students in the history, culture, and politics of Jackson, MS, while developing research skills that help us better understand the current state of public education in Jackson. As a result, the course will draw on two different types of research. First, the course will cover humanistic research that informs us about the history and culture of Mississippi. Second, the course will also explore social science research that describes the way in which political and public schooling institutions of MS behave both in theory and in practice. Students will spend 7 days in Jackson, MS.

POLS 1822E. Islam and Democracy in the Middle East.

This course covers key questions, arguments, and debates concerning the relationship between Islam (as a rubric for identity and mobilization) and democracy (as a political form and value) in the Middle East. The course is organized around major topics concerning the history, culture, and politics of the Middle East since the end of World War I: Islam and modernity, nationalism and independence, authoritarian state building, the European imperial legacy, revolution and fundamentalist resurgence, political Islam and democracy, democracy promotion, and the future prospects for democracy in the region. Enrollment limited to 25 juniors and seniors.

POLS 1822F. Social Movements and Struggles for Justice.

Social movements struggle for many things: policy change, changes in social relations, fundamental changes in the structures of government. We will focus on how social movements struggle to achieve justice, and specifically consider how social movements interact with efforts to strengthen the accountability of states and the rule of law. We will examine the central debates of scholars who look at how social movements and the law interact, and reflect on whether and under what circumstances we think law is a useful tool for social movements, and when it may hinder the achievement of justice.

POLS 1822G. The Political Economy of Hard Policy Problems.

Will tackle the "hard problems" governments sometimes have to deal with. For example, while governments are often cajoled and enjoined to produce economic growth, especially during recessions, do something about economic inequality and social mobility, and improve the life chances of millions through purposive action, actually delivering these things is incredibly hard. These areas constitute "hard problems" for two main reasons. Economically, we don't really have much of a clue about how to do many of these things. Politically, there are powerful interests that like these areas of policy just as they are, and they work to keep them "hard problems."

POLS 1822H. Corruption and Governance Across Democracies.

In recent years, the issue of "governance" has attracted increasing attention. Why are some countries more corrupt than others? Why do some governments distribute government programs equitably, while others manipulate them for political ends? The purpose of this class is to characterize, examine, and, to the extent possible, explain the persistence of these "bad governance" practices in many democracies in the developing world. We will draw on examples from Latin America, Africa, and Asia, and we will also make comparisons with appropriate current and historical cases from Western Europe and the United States. Enrollment limited to 20 junior and senior Political Science concentrators.

POLS 1822I. Geopolitics of Oil and Energy.

Oil is the single most valuable commodity traded on global markets. This course is designed to introduce students to the international political economy and security dimensions of oil and energy. The course explores the industry's many impacts on politics and economics, including: Dutch disease and the resource curse; the relationship between oil, authoritarianism, and civil wars; the role of the rentier state; the influence of oil on international warfare; global energy governance (e.g., OPEC); political differences within OPEC; US energy policy and energy security. The materials focus primarily on the political economy of oil-exporters, especially those in the Middle East.

POLS 1822J. Ethics of War and Peace.

While killing another human being is widely considered a wrong, war - a social institution that involves such killing on a massive scale - is an accepted practice that brings honor to those who carry it out on behalf of their respective political communities. This course explores the ethical dimensions of this paradox: how and why institutionalized violence is sometimes conceived of as moral action and what moral distinctions make this conception possible. The course will investigate a range of ethical approaches to these issues - including just war, pacifist, feminist, and poststructuralist approaches - treating them both sympathetically and critically. Enrollment limited to 20 juniors and seniors.

POLS 1822K. Laws of Violence.

States kill. Law enforcement officers may kill to protect innocent victims. The military kills to protect the nation. And a handful of states still impose the death penalty. These are all lawful killings. This seminar introduces the basic elements of conventional theories of law and state, and explores the centrality that legalized violence plays in both the constitution of law and the state. The goal of the seminar is to identify and examine the constitutive though unstable relation between law and violence. Enrollment limited to 20 juniors and seniors.

POLS 1822L. Comparative Constitutional Law.

An introduction to constitutional law of other countries and a comparison of their constitutional law to U.S. constitutional law. We will read court cases and other materials from most of the G-20 countries including: Britain, France, Germany, Italy, Japan, India, Canada, Australia, Brazil, South Africa, Indonesia, the European Court of Human Rights, and the United States. Topics include: constitutionalism, judicial review, separation of powers, federalism, free speech law, freedom of religion, criminal procedure, rights to property or welfare, rights of privacy and human dignity, judicial policing of the political process, states of emergency, and constitutional amendment processes.

POLS 1822M. Capitalism: For and Against.

Is capitalism just, or is it exploitive? Does the value we place on freedom create a negative right to own property free from interference, or a positive right to a certain level of subsistence? Does capitalism ennoble culture, or debase it? Does it empower individuals, or alienate them? To what extent, if any, can capitalism's downsides be mitigated through redistributive schemes? This course will examine these questions through study of some of the seminal philosophical arguments for and against capitalism, from its origins to the present day.

POLS 1822N. Freedom.

This course examines the meaning and conditions of human agency and freedom with a special focus on the experiences of those who are marginalized. What do these experiences tell us about the social practices, political institutions, and self-understandings that are necessary to sustain individual freedom? How do ostensibly free societies such as the U.S. instantiate freedom successfully and where do they fail? How can we enhance the experience of individual freedom today, especially for members of marginalized or oppressed groups? Enrollment limited to 20 juniors and seniors.

POLS 1822O. The Presidency.

The individual who occupies the office of the President of the United States is one of the most powerful individuals in the world. The consequences of presidential leadership are enormous and well worth of study from multiple dimensions. This seminar will survey the origins of the modern presidency; leadership attributes of the chief executive; and how presidents have initiated, reacted, and managed domestic and foreign affairs. Topics include nominations, elections, staff and bureaucracy, rhetoric, public relations, the party system, the "imperial presidency," congressional relations, policies, and political science theories of the presidency. Enrollment limited to 20 junior and senior concentrators in Political Science and Public Policy.

POLS 1822P. Defenses of Capitalism.

The moral justification for laissez-faire capitalism accepted in late eighteenth century came under attack in the nineteenth. Will examine four schools of thought that arose to defend capitalism: schools of free-market economists, Protestants and Catholics, Ayn Rand's followers, and libertarians. We will find the differences between these schools are as charged and fundamental as any between capitalism and its critics. Primary sources (including Ayn Rand's *Atlas Shrugged*) will provide the bulk of our reading. The course will conclude with an application of the rival theories to a few current public policy issues. Enrollment limited to 20 juniors and seniors.

POLS 1822Q. Identity Politics in Global Perspective.

This course is designed to provide students with an overview of major theories and empirical approaches to the study of identity politics. Throughout the semester we will read a combination of the classics and cutting-edge research in political science, economics, psychology, exploring a range of topics with implications for politics and societies around the world. These topics include: how identity should be conceptualized and measured; why some forms of identity are activated, mobilized, and contested; how identities are represented politically; how racial and ethnic identities intersect with other salient identities; how social diversity and civil society are interrelated; what factors affect the integration of immigrants; and which varieties of democracy enable the flourishing of plural identities. Readings for these topics will focus on the United States and the other parts of the world, including Africa, Asia, Europe, and Latin America.

POLS 1822R. The Politics of Food Security.

There is enough food on the planet to feed everyone, and yet currently approximately 875 million people go hungry. Why is this the case? This course explores the politics of international food security, dividing the semester into four sections to examine food through the lens of development, human rights, governance, and security concerns.

POLS 1822S. The Politics of Urban Transformation.

This seminar examines political economic change in U.S. cities. The seminar considers various external forces that act upon the city, principally: (a) migration patterns, (b) economic and technological change, and (c) public policy. We will also consider how various groups and political leaders respond to these forces and on what resources they draw. The seminar pays special attention to political and economic change in Providence, Rhode Island. Enrollment limited to 20 juniors and seniors in Political Science, Public Policy, and Urban Studies.

POLS 1822T. Politics of Health in the Global South.

Public health poses some of the most pressing challenges of our times. Explores the political factors that shape health and access to health care in the Global South. How does the nature of the state and welfare policies and institutions shape health and access to health care? What is the role of non-state actors, whether NGOs, religious charities, "terrorist" organizations, or other groups, in assuring the basic health needs of populations in developing countries? How do ethnic or religious social divisions affect health and health systems? Why do some health crises capture the attention of powerful global actors? Instructor permission required.

POLS 1822U. War and Human Rights.

This seminar will begin by studying the rise and spread of the notion of human rights, examining some of the core debates over human rights, including their enforcement in times of war. It will then turn to the laws of war, focusing especially on the 1949 Geneva Conventions and the challenges posed to the Conventions by the rise of non-state actors wielding significant violence. Topics include child soldiers, war crimes, humanitarian intervention, torture, targeted killings, humanitarianism, and the international justice. Enrollment limited to 20 juniors and seniors concentrating in Political Science or International Relations.

POLS 1822V. Pluralism and Democratic Imagination.

In this course, we will investigate the contours of historical debates about pluralism and democracy in the public imagination. Our goal will be to make the terms "pluralism" and "democracy," which simultaneously serve as hollow tropes in contemporary political discourse and as the basis for a secular religious faith for many on the left and the right, more difficult. Rather than cleansing these terms of their complications, we will strive to see them from all sides, interrogating their maddening paradoxes and ugly undertones while never losing sight of their awesome possibilities. Enrollment limited to 20 juniors and seniors.

POLS 1822W. Congressional Investigations.

This seminar will explore the role that Congressional investigations have historically played at the intersection of politics, public policy, tension between the executive and legislative branches, law and media, focusing on certain of the seminal Congressional investigations that both reflected and re-shaped the politics of the day. These will include the Pecora investigation into the 1929 stock market crash, the Truman Committee investigation into defense contracting during World War II, the House Un-American Activities Committee, the McCarthy hearings, Watergate, the Iran-Contra hearings and the Senate Permanent Subcommittee on Investigations hearings into the financial services industry.

POLS 1822X. Technology and International Politics.

This seminar examines the connections between technological change and international politics. Technologies have always been central to how states conduct war, cooperate with one another, and rule their subjects. We will consider this connection both theoretically and through a number of historical and contemporary case studies of technological changes and their relationship to international politics, including the technologies of warfare, communication, and transport. It is strongly recommended that students have taken the introductory international relations course (POLS 0400) before enrolling in this seminar. Enrollment limited to 20 juniors and seniors.

POLS 1822Y. Nuclear Nonproliferation.

This seminar focuses on the challenges to the security of states and peoples posed by the spread of weapons of mass destruction and on efforts to control these weapons. The class will review the history and technology of weapons of mass destruction and will examine different explanations for arms control and nonproliferation outcomes. The course will analyze key contemporary issues including the prospects for the nuclear nonproliferation regime, global nuclear inequality, nuclear terrorism, nuclear energy, democratic control of nuclear weapons, and disarmament. Much of the course will focus on nuclear weapons but we will also consider chemical and biological weapons.

POLS 1822Z. Social Attitudes and their Impact on U.S. Politics.

The course first documents trends and sources of change in social attitudes. It then evaluates the debate between psychological, sociological and political explanations for opposition to social rights policies. We then transition from the policy realm to the impact of ethnic and gender attitudes on electoral politics. In this half of the class we will study how social attitudes have influenced present-day partisan and presidential politics, how parties and politicians use gender and ethnic appeals for electoral gain, how these attitudes affected presidential candidates in a post-social rights United States. Enrollment limited to 20.

POLS 1823A. Constitutional Theory.

Will introduce the key theories that have been put forward in the last 100 years in Constitutional interpretation and how the Supreme Court exercises the power of judicial review. We will read and study key works by famous constitutional theorists of the past like James Bradley Thayer, Alexander Bickel, Charles Black, and John Hart Ely as well as reading the works of contemporary theorists such as Ronald Dworkin, Richard Posner, Robert H. Bork Antonin Scalia, Richard Fallon, Larry Kramer, and Jack Balkin. We will devote one week to each theorist and class participation in discussions is expected. Open to juniors and seniors concentrating in Political Science and Public Policy. Prerequisite: POLS 1160 or 1170.

POLS 1823B. Reforming the State in New Democracies.

This course analyzes the politics and reform of the administrative state in new democracies. Our general focus will be on how electoral, legislative, and bureaucratic institutions affect the nature of governance in advanced and developing democracies. We will then focus specifically on the extent to which elected politicians are able to control bureaucrats. Finally, we will turn to several policy areas – civil service reform, regulatory and administrative procedural reforms and fiscal policy – and discuss the politics of each in comparative and theoretical terms. Enrollment limited to 20 juniors and seniors.

POLS 1823C. Ancient Political Thought.

What is the purpose of politics? Who should rule? What is justice? Plato and Aristotle instigated the tradition of political philosophy in the West, and our modern democracy is deeply indebted to their ideas. Yet their answers to many of the fundamental questions of politics differ dramatically from our own. Among other things, they valued virtue over personal freedom, duties over rights, and nobility of soul over equality of access. In this course we reflect critically on the value and implications of their ideas, and we evaluate our own modern political principles and practices in light of what they taught. Enrollment limited to 20.

POLS 1823D. War and Peace in International Society.

The decline in the frequency of interstate war and the illegality of international aggression are among the most significant changes in international relations in the last century. However, international violence has not disappeared from the world. This class charts and analyzes the changes in warring and peacemaking up to and through the twentieth century. How has the nature and practice of war changed? Are we entering an era of global peace? Other topics covered include mercenaries, plunder, peace treaties, and robots. Enrollment limited to 20 juniors and seniors in International Relations and Political Science.

POLS 1823E. Market Democracy in Chile.

Market democracy is a political philosophy that combines concern for social justice with concern for private economic liberty, a fusion of left and right ideologies in which governments and societies do not need to choose between social justice and economic freedom, but to strongly endorse both. Class discussions will focus on how to apply this model at the public policy level in Chile by examining a variety of texts in the libertarian tradition, classical and contemporary from both North and South American perspectives. Instructor permission required.

POLS 1823F. Between Colonialism and Self-Determination: A History of the International Order.

Explores the encounter between 'Europe' and the 'non-Western' world. The ways in which the Western international order has conceived and managed the encounter with the 'non-Western,' 'developing' or 'Third World.' This encounter has been fraught with violence and war. From the Spanish conquest of the 'New World' to the scramble for Africa in the 19th century, Western states have sought to extend their rule overseas by force. International order sanctioned violent colonial dispossession, recognizing titles to Western states – redefining overseas territories as terra nullius – and providing a general justification to colonialism. Enrollment limited to 20 juniors and seniors.

POLS 1823G. Women and War.

This course provides an examination of the links between the security of women and the security of nations. It explores the productive and reproductive roles of women in society from an evolutionary feminist perspective which identifies the female body as a site of important societal contestation. It investigates the reciprocal relationship between individual and societal choices and structures in areas as diverse as family law, development, education and the sex trade. Students will be required to watch several films as part of the course requirements. Enrollment limited to 20 juniors and seniors.

POLS 1823H. Public Opinion.

We will examine public opinion on a variety of current issues. The course's principal objective is to help students understand the role of public opinion in democratic governments. In addition, students learn how to integrate data analysis into their analysis of public opinion trends. Enrollment limited to 20 juniors and seniors concentrating in Political Science and Public Policy.

POLS 1823I. Urban Politics and Policy.

In this course, students examine the politics of urban America, and the causes and consequences of urban poverty and inequality. Enrollment limited to 20.

POLS 1823J. Freedom, Work, Leisure.

When are we most free, at work or at leisure? Is work the same as paid employment? Is leisure the same as idleness? When, in turn, are we unfree at work, and what kinds of unfreedom are we subject to that are peculiar to modern life? Such questions press with particular urgency at a time when both unemployment and overwork are major complaints, and when many people find that work takes up the majority of their day yet is unsatisfying. Readings will include philosophers like Aristotle, Bertrand Russell, G.A. Cohen and Charles Taylor, and writings from the sociology of work. Enrollment limited to 20 juniors and seniors.

POLS 1823K. Are there Universal Political Values?

Does one standard of goodness or rightness apply everywhere? Are political values local or relativistic? Are there different standards of justice and rightness, and so attempting to evaluate them all is simply hubris. Or might there be a spectrum with options somewhere between these two? Do such universal values exist and how to evaluate such values in the context of particular societies that change over time. We will read a number of texts on issues relating to liberalism, relativism, multiculturalism, and pluralism. Will focus on Montesquieu, whose insights raise fascinating questions as well as discuss contemporary issues.

POLS 1823L. Human Rights: For and Against.

Should, or do, human rights exist? If so, have they always existed? If not, where did they come from? We will search for historical and philosophical answers to these questions. Natural law and rights were invoked in the aftermath of the Conquest of the Americas, in the American, French and Haitian Revolutions, and in the founding of the United Nations. Yet, inalienable rights have not only had friends but also foes such as Jeremy Bentham or Karl Marx. We will examine how contemporary proponents and critics of human rights view their value and impact on domestic and international politics. Enrollment limited to 20 juniors and seniors.

POLS 1823M. Democracy Among the Ruins.

In 19th century US, certain kinds of motion/mobility were a new experience which, to some, meant freedom, and to others -- the end of meaning. Democracy was identified WITH speed, mobility, and destruction, specifically, the destruction of established public goods, social arrangements, traditions, laws of land inheritance, identities, and patterns of work. These day, these same things are identified with neoliberalism and are seen as threats to democracy, which is now often identified with slowness, deliberation, and procedure. In this seminar, we read two classic texts that explore these issues: Tocqueville's *Democracy in America* and Melville's *Moby-Dick*. Enrollment limited to 20 juniors and seniors.

POLS 1823N. Nationalism: Problems, Paradoxes and Power.

This seminar examines nationalism's historical evolution and reconstructs its role in contemporary political life. Drawing from a broad, interdisciplinary range of materials—from political philosophy to history and political science—the class interrogates the relationship between nationalism and other ideas considered constitutive of “modernity,” like capitalism and popular sovereignty. In so doing, the class aims to understand the sources of nationalism's enduring power. Despite predictions of nationalism's demise, we are currently witnessing its revival in the developed democracies of the West. What explains nationalism's persistence? What are the roots of nationalism's continued imaginative appeal and political potential?

POLS 1823O. The Political Economy of Renewable Energy.

Given the challenges presented by climate change, environmental degradation, and resource scarcity, virtually everybody agrees that “business as usual” in energy production and consumption is no longer tenable. Global-scale innovation has become imperative, particularly in the area of renewable energy. Costs must come down, new solutions must be developed, and new opportunities for deployment must be opened up. But there is more than just technology involved. As this course will demonstrate, energy systems involve the intersection of technologies, markets, domestic political institutions, interest groups, commercial strategies, and international competition. Enrollment limited to 20 juniors and seniors concentrating in Political Science and International Relations, others by instructor permission.

POLS 1823P. Politics and Philosophy of Ayn Rand.

This seminar will examine the political and philosophical thought of Ayn Rand (1905–1982). We will begin with her political ideology and continue to the philosophical foundations she claims justify that ideology. The latter quarter of the seminar will explore applications of her philosophy to foreign affairs, religion, current events, and areas of student interest. Our sources will include Rand's non-fiction essays, her novel *Atlas Shrugged*, the main exposition of her work *Objectivism: The Philosophy of Ayn Rand*, and criticisms by Robert Nozick and others. Enrollment limited to 20 juniors and seniors.

POLS 1823Q. Democratic Theory and Globalization.

What should democracy require in a globalized world? Is there a human right to democracy, so that all people should be governed democratically, or are there other legitimate forms of government? Should the United Nations and other international organizations be reformed to become more democratic? What does democracy call for when we affect the lives of people outside of our country? In this course, students will examine the leading ethical debates about democratic theory in an international context. It begins with three influential theories of democracy – the competitive, participatory, and deliberative – and applies them to important global issues. Enrollment limited to 20 juniors and seniors.

POLS 1823R. Greek Tragedy in Politics, Philosophy, Theater and Film (MCM 1504C).

Interested students must register for MCM 1504C.

POLS 1823S. Crafting Citizens: Democratic Theory and Civic Education.

How should liberal democracies educate members for citizenship? What is the appropriate role of the state in defining an appropriate civic education? Students will develop well-researched normative arguments on civic education policy. Will examine the tension in contemporary democratic theory between value pluralist calls for restraint on the part of the state and a liberal-democratic insistence on the need to promote and sustain allegiance to core values. Will draw on current empirical insights and controversies, will consider ways in which pressing needs for social action to counteract inequitable social dynamics may complicate a normative liberal democratic vision for civic education.

POLS 1823T. Democracy and Crisis in Political Theory: Freedom, Order and Emergency Politics.

What becomes of individual freedom, political equality, and the accountability of government to its citizens when a crisis breaks? What pressures are these core political values, and the institutions built to uphold them, placed under when our leaders have to tackle extraordinary circumstances where the security, integrity and perhaps survival of our societies are at stake? Can our representatives act outside the rules when protecting liberal democracy, without fatally undermining it? How can (and should) we think about and shape our political institutions and public debate to ensure our best chance of staying both free and safe?

POLS 1823U. Individual Liberty and Mass Incarceration.

Many of the most renowned theorists of classical criminologists were in fact self identified political economists and political philosophers amidst the classical liberal and enlightenment tradition. Patterns of crime and punishment have significantly changed since the enlightenment period. This course asks simply: what would the enlightenment classical liberals have to say about today's unique trends? Whereas Adam Smith was fascinated by and arguably successful in comprehending why some countries are rich and others poor; we borrow his analytical tool kit to investigate why some societies incarcerate more than others.

POLS 1823V. Politics of Ethnic Conflict.

Course looks at the politics of identity-based contention and conflicts. Why do some multi-ethnic states remain politically stable for decades, then collapse into conflict, while others end deep and violent divisions with peaceful resolutions? Why do authoritarian regional hegemony encourage or repress ethnic consciousness? Why are democratic federations under strain, and when does ethnic polarization result in genocide? The course addresses these questions through analytical case studies of recent and contemporary contention in post-Yugoslav states, Ireland, South Africa, Rwanda, China, Russia, and Iraq. We conclude with intensive case studies of the conflict in Ukraine and recent Scottish independence referendum.

POLS 1823W. American Political Thought.

This course surveys the various ideas and practices associated with the term “democracy” in the course of American political history. Its chief purpose is to give you an idea of how contested this term was in the course of our political tradition, as a means of situating our present political disputes in historical context. We examine rival conceptions and applications of democracy in the Revolutionary era, at the Founding, in Jacksonian and antebellum America, during the Civil War, in the Gilded Age and the Progressive era, through the New Deal, the 1950s, the 1960s, and the 1980s.

POLS 1823X. Survey of Comparative Politics.

Why do some countries develop authoritarian regimes, while others build democracies? Why do people protest only under some conditions? How do only some countries seem to thrive with a diverse, multiethnic society? These questions are among the most pressing within comparative politics yet we struggle to understand the underlying phenomena that yield the political behavior and institutions we observe across the globe. We will look at the methodological approaches comparative politics utilizes to answer these questions. As we do so, we will keep a critical stance as to what the field neglects or heralds as a concrete finding.

POLS 1823Y. Global Governance.

This seminar explores the changing nature of global governance. Governance refers to the systems of authoritative rules, norms, institutions, and practices by means of which the international community manages its common affairs. Emphasizing in-depth readings of sustained arguments, this seminar examines key global governance processes and how they differ across different issue areas. It explores the variety of actors involved in managing global issues, surveys emerging trends, and explores possible ways of improving the capacity of the international community to deal with global challenges. Key issues examined include the global economy, nuclear weapons, the global environment, and human rights and justice.

POLS 1823Z. Gender and Public Policy.

How do political institutions, political communication, and policy making processes operate in gendered ways? What kinds of gendered disparities emerge in education, health, employment, and social policies? This course examines how gender combines with sexuality, race and ethnicity, social class, immigration status, and ideology to yield disparate political and policy experiences. It also considers pathways forward to address these disparities. The course focuses on the U.S., and looks to other countries for models.

POLS 1824A. Counterinsurgency and Civil War.

Since the end of World War II, civil wars have killed vastly more people than interstate wars. Oftentimes, these conflicts have taken on the character of insurgencies, with rebels utilizing guerrilla tactics against more powerful state opponents. The goal of this course is provide students with a theoretical and historical understanding of this increasingly dominant form of conflict. Specific topics explored include the causes of civil war, mobilization and recruitment into rebel groups, patterns of violence, counterinsurgency, war termination, conflict recurrence, and the aftermath of civil war. Enrollment limited to 20 junior and senior Political Science or International Relations concentrators.

POLS 1824B. Post Conflict Politics.

What, if anything, can the international community do to keep peace in countries wracked by civil war? Why does international intervention succeed in some countries but not others? How can war-torn societies overcome the myriad challenges inherent in post- conflict politics, including disarmament, demobilization and reintegration of ex- combatants; repatriation of refugees; transitional justice; and reconciliation of wartime adversaries. This senior seminar addresses these questions through a combination of case studies, in-class discussions and debates, and readings from a wide variety of academic, policy and philosophical sources. While there are no prerequisites for the course, some familiarity with quantitative data analysis will be useful.

POLS 1824C. Political Communication.

This course will focus on the importance of written and oral communication in public decision-making, particularly in the Congressional context. The course will examine the impact on political interactions, and the influencing of public policy decisions and outcomes. The course will emphasize some of the practical tools for producing relevant, useful material in the professional policy and the political communications arenas. The course requires several writing assignments focusing on different public policy analyses and political communications tools as well as active class participation including oral presentations.

POLS 1824D. Power and Prosperity in Urban America.

Over the past twenty years, many American cities have experienced comebacks: growing numbers of upper- income residents have relocated to cities; downtowns have been transformed into lively arts and entertainment districts; and crime has fallen. How did cities achieve these transformations? Why were some cities more successful than others? How has the revitalization of cities affected the urban poor? The course will also examine the impact of the "Great Recession" on cities. Did the recession jeopardize recent gains in urban prosperity? How have cities coped with the fiscal strains presented by reduced tax revenues and limits on state and federal assistance?

POLS 1824E. Liberalism.

Liberalism is a political theory about the limitation of state power based on basic constitutional rights. These institutional mechanisms have been justified on a liberal philosophical outlook. This course examines the central values of the liberal worldview including freedom, equality, toleration, individualism, secularism, pluralism, constitutionalism and the public and private divide. The course offers a philosophical analysis of the main tenets of liberalism as well as critical and competing interpretations of each of the liberal values examined. The purpose of this philosophical and conceptual exploration is to understand the justificatory basis of liberalism and eventually assess its achievements and limitations.

POLS 1824F. Meritocracy.

First we will discuss the role of merit in politics. In a democracy, the most popular candidate wins. Often this is not the most competent candidate. Is that a problem? Could we justifiably constrain the democratic process in order to get more meritorious people in government? What are the theoretical limitations, and the benefits, of democracy? Second, we will consider how wealth and income should be distributed. In a meritocracy, citizens are not guaranteed equal prosperity, but they are guaranteed an equal opportunity to pursue prosperity. How efficient is such a society? And how just?

POLS 1824G. Farms, Fisheries, and Politics.

This seminar compares and contrasts the politics of agriculture and the politics of fisheries in the United States. The course examines the rise of the farm bloc and the agricultural welfare state, along with the evolving politics of the farm bill. It then turns to the governance of fisheries and the apparent disconnect between fisheries management and "fish as food." The final part of the course is devoted to a synthesis of perspectives on food and fisheries, including case studies developed through student research. Limited to Political Science concentrators.

POLS 1824H. Minority Political Behavior.

This seminar is meant to examine the history and contemporary role of minority groups in the U.S. political system. We will focus on political relationships between several minority groups and their relationship to political participation, party affiliation, voting coalitions, and public opinion, in addition to other groups. Throughout American history, the United States passed laws to restrict the rights of racial and ethnic minorities to purposely keep them outside the political system. In recent years, there has been a growing trend by political parties and politicians to court minority voters and promote diversity. We will explore the current state of racial and ethnic politics in the U.S.

POLS 1824J. Culture, Identity and Development.

There is a consensus, in scholarly and policy circles, on the importance of cultural processes and identity for a range of development outcomes across the world. There is far less understanding of how culture and identity influence development. The aim of this course is to develop this understanding. We will draw on readings across the social sciences as well as an analysis of development interventions across the globe to gain a comprehensive understanding of the ways in which culture and identity, conceptualized as actively constructed and changing, influence a range of outcomes including health, sanitation, education, inequality and economic development.

POLS 1824K. The American Welfare State in Comparative Perspective.

Will examine the development of social policy in the United States and the political conflicts that drive contemporary debates. We begin by identifying the distinctive features of American public policy, limited spending on the poor and the use of tax expenditures to achieve social goals. How the politics of race, immigration, gender, and federalism have shaped American approaches to social welfare. We will explore the role of public opinion, interest groups, and partisan polarization in shaping the agenda and outcome of reform efforts. Topics include diverse forms of public assistance, employment policy, health care, and social security.

POLS 1824L. Environmental Political Thought.

In our context of ecological crises, Environmental Political Theory (or Ecosophy) has boomed, attesting of the need for new concepts with which to think our unprecedented situation. Ecosophers think of nuclear energy, GMOs, climate change, the 6th extinction, etc., in terms of responsibility toward future generations, "de-growth," sustainability, the anthropocene, Gaia, etc. This course will survey some major schools of thought within Ecosophy, highlighting the diversity of the environmentalist movement. We will focus on one common thread weaving eclectic ecosophical currents and concepts: the question of humans' relationship to the nonhuman.

POLS 1824M. The Politics of Race and the Criminal Justice System.

This course examines the politics of race and the criminal justice system in the U.S. It proceeds in three parts. First, it examines the political origins and consequences of racial disparities in citizens' interactions with the police, courts and prisons. Next, it considers how the public, the media, and politicians relate and respond to these issues. Finally, the course concludes by examining the prospects for reform and the consequences of inaction.

POLS 1824N. Feminist Theory for a Heated Planet.

The ecological crises - the "sixth extinction," "global warming," "the eruption of Gaia" - have forced many humans to challenge contingent boundaries drawn in more or less compelling ways in the Western world. Dualisms opposing nature to culture, the human and the nonhuman, the natural and the technological, the feminine and the masculine, seem more destabilized than ever. When geologists came up with a new epoch called the "Anthropocene," feminist theory was well equipped to problematize this allegedly omnipotent "anthropos." Reciprocally, queer, post-colonial, and feminist theories have re-thought the never so normative, hardly stable, greatly unknown, nature of nature.

POLS 1824O. Democracy.

In this course we will seek to understand the evolution of democracy as a word, as a regime type, as a decision-making mechanism, as a *modus vivendi*, and as an essentially contested concept. We will also probe the relationships between democracy and law, democracy and peace, and democracy and sovereignty.

POLS 1824P. Markets Without Limits.

In the last sixty years, the market economy has experienced a unique triumph across the globe. The main goal of this seminar is to analyze the moral boundaries of the marketplace. In particular, we will focus on getting a better understanding of which conditions make it morally permissible for modern societies to rely on markets to meet individual needs and to achieve social goals. In order to get a better understanding of the limits of the market, this course will focus on a few complex examples, such as the organ trade, prostitution, sweatshops, and surrogacy.

POLS 1824Q. The International Politics of Climate Change.

Addresses the problem of climate change from the perspective of political science, and in particular its international dimensions. Will provide students a chance to discuss the current state of affairs and to ultimately be able to form an opinion of what can and should be done to address the problem. Broadly, the course has two parts. The first part is a three-week introduction to the subject matter, addressing basic themes, mechanisms, and institutions. The second part is a seven week set of three units, each addressing a set of issues: common solutions to climate change, geopolitical debates, and future controversies.

POLS 1824R. Democracy, Race and Education.

This course is to be an in-depth investigation of the relationship between democracy and public education. We will explore different normative theories of democracy in education. We will highlight the centrality of race to education politics and policy. We will also analyze different forms of governance structure and key policy areas where questions of democracy become vital. The material covered in this course includes: political theory, empirical studies of political science, and applied studies of policy.

POLS 1824S. The Politics of Migration.

Managing migration waves is one of the big challenges of our time, one that is destined to increase in importance as climate change, conflicts, and economic inequality continue pushing people to move. This course provides an overview of cutting-edge research on the causes and consequences of migration. We will evaluate some of the common beliefs about migration using scientific studies: Is it true that most migrants are poor? Do restrictive policies discourage migration? Are immigrants good or bad for the economy? We will discuss the questions at the center of the political debate on migration and critically evaluate each argument based on scientific knowledge. Our discussions will be rooted in specific country cases (Ukraine, Syria, Bangladesh, East Africa, Pacific Islands,...), which we will use to learn about migration episodes and as a basis for a fact-based discussion.

POLS 1824T. US-China Relations.

Relations between the United States and China are one of the most important aspects of international politics in the modern world. This undergraduate seminar explores the dramatic changes in US-China relations since the Cold War through the lens of political science. The seminar briefly exposes students to theories of competition and cooperation and historical background on US-China relations. The bulk of the course offers students an in-depth examination of the evolution of the bilateral relationship from 1989 to the present. The readings feature a range of primary sources from both the United States and China, while class discussions will host guest speakers who participated in the events under examination.

POLS 1824U. Bleeding Heart Liberalism.

What is libertarianism? In what sense can libertarians claim to combine the best of the "right" with the best of the "left?" Why do libertarians emphasize private property? Why are they skeptical of political agency? Are libertarians anti-democratic? Can they care about social justice? How do libertarians approach problems such as racism, sexism, militarism, state surveillance, global inequality, and environmental sustainability? This course will explore such questions, as illuminated by a variety of texts in the libertarian tradition, classical and contemporary. Instructor permission required.

POLS 1824V. Women in Western Political Thought.

Much of the tradition of western political philosophy has either ignored or justified the subordination of women, despite elucidating principles of alleged universality. This course challenges the traditional "canon" of western political thought by recovering a long—and often forgotten—history of debates, ideas, and texts written by, about, and for women. This course is intended for upper-division undergraduate students. Its methodological approach emphasizes close readings of texts in their historical context, but also draws on the approaches of contemporary feminist political philosophy as a framework for discussion and debate.

POLS 1824W. Political Violence.

This course explores the main debates on the causes and consequences of political violence. We will focus on three major topics: civil wars, state-sponsored violence, and terrorism. Since the end of World War II, domestic conflict has largely outpaced international wars as the dominant type of violence. But what makes civil wars so prevalent in recent years? What are the conditions under which a state decides to attack its own citizens? Why do some groups resort to terrorism while others use nonviolent tactics?

POLS 1824X. People and populism: constructions, discourses and critique.

Populism and populist politics are everywhere. However, it is far for being entirely clear what populism is and what this category ought to include. Prominent philosophical paradigms conceive populism as an ideology, as a discursive frame, as a strategy of mobilization, as a special configuration of political power inside and (maybe) outside liberal democracies. By combining sources from history of political thought and ideology critique with the most recent developments in the field, this seminar looks at how the people has been constituted, re-constituted, constructed and de-constructed in modern and contemporary times.

POLS 1824Y. The Political Development of Taiwan.

With growing risk of superpower conflict in the Taiwan Straits, Taiwan – home today to 23.4 million people – has become a major focus for global attention. This seminar is premised on three ideas – that to understand Taiwan, one must go beyond the geopolitical, and instead delve deeply into Taiwan's multi-century political evolution; that doing so will offer insights into some of the most significant macro-political phenomena in human history (e.g., settler colonialism, imperialism, authoritarianism, democratization, etc.); and, that doing so will also offer greater understanding of, and a wider range of potential solutions for, contemporary geopolitical concerns. Topics include Taiwan under Dutch rule, Taiwan as part of the Qing Empire, Taiwan's socio-political evolution under Japanese colonial rule, the building of the KMT state on Taiwan, authoritarianism and the "White Terror," Taiwan's democratization, and post-democratization identity formation.

POLS 1824Z. Ancients and Moderns: Quarrels and Continuities.

Examines the political thought of Plato and Aristotle together with three modern thinkers whose work was especially animated by engagement with their views of politics: Hobbes, Rousseau, and Nietzsche. Topics include the ends of politics and the nature of good government; the meaning of justice; the relationship between public and private; the value of equality and of hierarchy; the nature and role of freedom; the place of virtue in political life; and the relationship between philosophy and politics. In reading these moderns through the lens of Plato and Aristotle, we gain a richer understanding of both the quarrels and the continuities between ancient and modern political thought – and the dynamic relationship between them.

POLS 1825A. Political Economy of Development.

This course is an introduction to the political economy of development intended for upper level undergraduate students. Throughout this course, by drawing on readings from economics, political science, and beyond, we will try to find answers to important questions such as: Do political institutions matter for economic growth? What role does democracy play in economic development? Are present-day differences in development across the world a historical legacy? Are natural resources a blessing or a curse for development? Is foreign aid the solution to the problems of the developing world?

POLS 1825B. The Politics of the Laws of War.

From the wars that befell ancient Sumerian city states to contemporary armed conflicts raging in countries such as Ukraine, Syria, and Ethiopia, laws and norms have shaped combatants' behavior. What are the laws of war? What explains how this body of laws evolved? Why do some combatants adhere to the laws of war, whereas others intentionally target civilians, torture detainees, recruit child soldiers, and perpetrate sexual and gender-based violence? In this seminar, students will probe these questions from different angles: as political scientists, historians, international legal scholars, and policy practitioners. Students will develop expertise in the content of the contemporary laws of war, explore the politics of how the laws of war operate (or fail to operate) during wartime, and engage with the current landscape of legal and political issues inherent in armed conflicts today.

POLS 1825C. Crime, Violence, and Policing in Latin America.

Latin America is the most violent region in the world and the region that spends the highest share of their budget on public security. Despite the high spending, international drug cartels and prison gangs still subvert the rule of law and even govern residents in some areas. Public security policies at times exacerbate rather than solve problems: high levels of police violence and corruption have led citizens to fear or have little trust in law enforcement. Upon taking a closer look, we see stunning variation in the patterns of violence, types of criminal groups, and the state's crime-fighting strategies across the region. What explains variation in violence across and even within countries in Latin America? Why does organized crime look so different from place to place? And what explains why some public security policies work better than others?

POLS 1825D. The Politics of International Development.

This course explores the politics of international development. Why are some countries rich and other countries poor? The seminar investigates the structural constraints, historical legacies, and political institutions that account for differences in development across and within countries. Furthermore, the seminar critically analyzes the relationship between development and economic growth. After examining accounts offered by different theories of development, students will analyze the institutions and norms governing international development, particularly foreign aid. The final section brings students up to date on current research on how the rise of China and other emerging powers is shifting the international development landscape.

POLS 1825E. Health Care Politics and Policy.

This seminar will explore the interplay between politics and policy in the American health care system. Why has the United States struggled to achieve universal health insurance? How well does the US health care system reflect the values of its citizens? Does the United States spend too much on health care—or too little? Topics include: health equity and disparities; the strengths and weaknesses of the US response to COVID; the political battle over the Affordable Care Act; the politics of Medicare and Medicaid; public opinion on health issues; health care spending, cost control and the quality of care; cannabis legalization; climate change and health impacts; the political power of doctors, drug companies, and other medical interest groups; and international health systems and the differences between those systems and the American approach.

POLS 1825F. Moral Pluralism.

Moral pluralism is an unmistakable characteristic of modern liberal societies. Even though the dire conflicts of religion which fuel wars and civil unrest appear to be a thing of the past, fundamental moral disagreements are still plentiful today. These disagreements expose tensions among the core of ideas upon which liberal societies are built. This course explores moral pluralism and engages with questions such as: should the state be neutral in relation to different religious and moral convictions? Are there common values? How should citizens engage with each other when they debate controversial moral questions in the public forum?

POLS 1825G. Race, The Classics and Democratic Theory.

Rather than looking establishing wholly new traditions, many black political thinkers have chosen to engage with ancient narratives and concepts to arm contemporary struggles. Political theorists often overlook this strange choice. After all, these concepts have been used to justify anti-black assumptions. In this course we explore a series of black 'classical receptions' in which authors take up key classical concepts and enrich and extend them in their critiques of the US racial order. We will discuss this approach as well as the broader implications it has for democratic theory.

POLS 1825H. Race, Political Categorization, and Political Activism in the United States.

Will trace American political, economic, and cultural institutions as both products of race and contributors to racial formation. The course proceeds chronologically, exploring race formation in the antebellum period, the Civil War, the long civil rights movement, and the post-civil rights era. Students will learn the role that race plays in American politics, and of the role American politics plays in shaping race. How do we best theorize race in the United States? Can race be separated from American liberalism? What federal and state institutions make race politically salient? Which institutions have proved to be helpful in combating that salience?

POLS 1825I. The Politics of the Harlem Renaissance.

The Harlem Renaissance was a social and cultural movement that attempted to gain recognition of the humanity and equal dignity of African Americans through arts and letters. Leaders argued over whether self-expression or propaganda ought to be the priority of artists in the movement, while figures opponents offered competing political visions. We will evaluate the intersections between key artists and figures of the movement and political activism in the time period. Will look at the role of civil rights organizations such as the NAACP and the Urban League as well as the shape that politics took for those in marginalized positions.

POLS 1825K. Good Government.

This is an applied ethics and public policy course focused on institutional issues in ethical government in the United States. The concept of "good government" connotes a normative and ideally nonpartisan view about the structural features that promote good public policy. The course surveys major scandals that have shaped public discourse about ethics and government, including Watergate, Iran-Contra, the Clinton impeachment, the Keating Five, and the Russian interference in the 2016 elections. We will also examine institutional responses to concerns about public ethics, from special prosecutors to disclosure requirements and ethics regulation. This course is intended for junior and seniors concentrating in the American Politics track. Enrollment will be limited to POLS concentrators.

POLS 1825L. Work, Exploitation, and Freedom.

This course provides an entry point for some of the crucial political and moral questions regarding the social organization of human labor and the distribution of its products. We will approach these questions through a survey of some of the key theorists of capitalism. The course will introduce students to the thought of classical political economists such as Adam Smith and David Ricardo, Karl Marx's critique of political economy, theorists of racial slavery and the gendered division of labor, and contemporary thinking about possibilities for the future of work and leisure.

POLS 1825M. The Politics of Finance and Financial Crises.

We explore politics around management of international money and financial crises. Although it has been argued that management of money is best left in the hands of dispassionate, technocratic experts, we explore the political foundations of national money and international monetary affairs. The course begins with an introductory overview of national and global currencies, monetary policy choices and recent history of international monetary system. The second half of the semester will focus on crisis events, starting with causes of financial crises, and moving to key crisis moments Latin American debt crises, emerging market crises of the 1990s, 2007-8 Global Financial Crisis and the Euro crisis. The last weeks of the course reflect upon the current crisis that has emerged with the Covid-19 pandemic, and its implications for the global political economy and future of the dollar in the international monetary

POLS 1825N. Military Power and Effectiveness.

The threat and use of military force are an important component of state power and influence. In international relations theory, military power is often argued to be a primary determinant of international outcomes. But what is military power, and how do states actually translate it into effectiveness in war? This course seeks to explain why some states develop highly effective militaries that are proficient fighting machines, whereas others seemingly cannot execute the simplest tasks. Students will survey concepts and theories of military effectiveness and apply them to historical and contemporary issues in the use of military force. They will learn about the factors that determine military performance at all levels of war—tactical, operational, strategic, and political. Given the ongoing war in Ukraine and the threat of conflict over Taiwan, I expect such a seminar could be attractive to the student body.

POLS 1825O. Embodying Race and Gender.

This course will explore how race and gender are mapped on to our bodies by others, and how we use our bodies to express gender and race in our everyday lives and relations. We will think about how the body moves, how the body is perceived by others, and how our bodies impact the overall shape of the environments that we inhabit with others. To think about the raced and gendered body, we will read the works of feminists (Iris M. Young and Linda Alcoff), black feminists (Hortense Spillers and Toni Morrison) and queer theorists (C. Riley Snorton and Gayle Salamon) to name a few. Graduate students are also welcome to take this course.

POLS 1825P. Politics of Ocean Governance.

Governing the oceans is one of the most important challenges in the 21st century. 90 percent of world trade is carried by sea, and three billion people rely on the "blue economy" for their livelihoods, the vast majority in developing countries. The oceans are also crucial for global biodiversity and to sustain the world's ecosystem. Yet marine systems are increasingly threatened by human activities. Ocean health has declined rapidly in recent years due to pollution, overfishing, and climate change, while piracy and great power competition threaten trade and undermine the "Blue Economy". This course investigates the global ocean governance architecture. The course 1) provides an overview of economic, security, and environmental challenges at sea, 2) maps the actors affected by these problems, and 3) analyzes the institutions that they have created to govern maritime problems.

POLS 1825Q. Capitalism and Democracy in Europe.

Europe is widely viewed as the birthplace of industrial capitalism and mass democracy. Despite pioneering these two key forms of governance, Europeans are today questioning whether democratic capitalism can respond to the challenges of demographic diversity, inequality, climate stress and geopolitics. After decades of political stability, countries are contending with extremist, anti-democratic parties. After decades of growth, Europeans have experienced repeated bouts of economic turbulence. And more recently, Europe confronts the dangers of fundamental geopolitical change. How, in these circumstances, can Europe integrate growing numbers of migrants? Will Europe remain an engine of economic growth and a source of geopolitical stability? Should Europe's democracies respond to these challenges individually by sharpening their national identities. Or does a better future lie in collectively strengthening the institutions of supranational governance through the European Union?

POLS 1825S. Latino Politics in the United States.

Latines have often been described as the sleeping giant of United States politics. Although Latines make up nearly one in five people in the United States, the group has the lowest political participation rates of all the racial/ethnic groups in the United States. During this course, we will consider how Latines interact with United States politics. We begin by discussing Latine ethnicity and analyzing the extent to which Latines have politicized identities. We will examine historical and demographic trends, including immigration patterns and Latine social/labor movements, to see whether historical trends explain present behavior. We will also discuss topics related to Latine public opinion, voting patterns, and political representation. We will use what we learn during the course to discuss what role, if any, Latines will play in the future of United States politics.

POLS 1825T. Contemporary Challenges to Democracy.

As a whole, the world is more democratic than at nearly any point in history. Yet the news is full of countries, including democracies, experiencing crises: migration, disinformation, insecurity, inequality, corruption. To what extent do current events pose a threat to democracy? In this class, students will learn what constitutes a democracy. After briefly reviewing how we came to this current period in world history, we will then spend the majority of the semester identifying and assessing various potential threats to contemporary democracy. Students will then apply these same analytical tools in their final papers, combining in-class readings with additional sources.

POLS 1825V. The Legislative Process.

As the first branch of the government, Congress is the heart of political power at the federal level. While Congress has become known for its partisan infighting and resulting gridlock, it is still the arena in which politicians and their networks fight to pass bills that will help their home districts and communities. Following POLS1100, this course is designed to take a closer look at political actors' incentives at various stages of the legislative process. Throughout this course, students will engage in several in-class simulations to research and debate student-written bills. Students will be able to use their experience in the simulation to research a bill in the current session of Congress and recommend solutions for how to overcome the bill's sticking points in the legislative process. Students will develop skills that are necessary to become effective participants on Capitol Hill.

POLS 1825W. Monuments, Citizenship, and Belonging.

Struggles over racist monuments—from defacement, to unsanctioned removal by protesters, to laws passed to "protect" statues—raise important questions about the political impact of commemoration. From the perspective of political theory, this course will analyze the civic work of monuments. Some of the key questions we will grapple with include: Do monuments matter? What civic function do they serve? When should they be removed? Thinking critically about monuments will allow students to consider how public memory is produced, whom it should represent, and what forms of commemoration are appropriate in diverse democratic societies.

POLS 1825X. Slavery and Freedom: Selections from African American Political Thought.

This course grapples with the problem of slavery and its connection to the political and psychological logic of white supremacy. Students will critically interrogate America's attempt to grapple with black pain and white guilt. The course will also explore and critically evaluate the various responses African Americans have offered in their quest to realize freedom. We will see that African American political thought is not exclusively a response to social and political domination, but also contains a rich philosophical vision of human fulfillment, self-governance, and the good life. NO PREREQUISITES REQUIRED.

POLS 1825Z. The University.

What is the purpose of the American university? If the university has a highest end, is it the pursuit of knowledge or social justice? To what degree are the goals of student learning and student activism compatible? (For example: how do the student attitudes required for one compare with the attitudes required for the other?). What is knowledge, and what are the institutional prerequisites for its pursuit? Is justice a form of knowledge? If so, should universities pursue it? We will examine such questions from a variety of perspectives—disciplinary, historical, and ideological. Instructor's permission required.

POLS 1826A. Space, Time and Society.

The way in which the temporality of social life is categorized and understood varies across epochs and groups. One means through which we temporally sequence the world around us is through the built-environment. Our lives are framed by the spatial distribution of individuals and activities, and the choices made in the production and ordering of space communicates ideals on power relations and social structures. Civic architecture in particular functions as a political instrument mobilized by the state in order to materialize and reproduce ideologies. The first section 'Time' develops an account of collective memory and political imagination, in order to consider constructions of temporality and how they mediate socio-political understandings. The second section 'Space' considers the relation between architecture, collective memory, and political imagination. Finally, 'State & Society' applies these analytic tools in the context of monuments, courthouses, and penitentiaries.

POLS 1826B. Political Economy of Development.

This course introduces the political economy of development. In 1776, the Scottish philosopher Adam Smith published "An Inquiry into the Nature and Causes of the Wealth of Nations." In this course, we will follow in the footsteps of Smith and, through readings and class discussions, strive to understand why some countries are rich while others remain poor. The answers are far from obvious. Through our joint exploration of selected research from economics, political science, and beyond, we will seek to understand why development varies across nations. Along the way, we will grapple with important questions, such as: What is the role of political institutions in economic development? What role does democracy play? Is present-day development a historical legacy? Are natural resources a blessing or a curse? Or, is foreign aid the solution to the problems of the developing world?

POLS 1826C. Participating American Publics.

In this seminar, we explore reasons that civic and political participation are important for democracy and self-determination as well as the multiple possible pathways - many of which are beyond the ballot box - for engaging in participation. We will also examine who participates, who's participation is impeded and why, as well as what social structures are, what barriers to participation exist, how such barriers can be understood as systematic, and what happens in democracies when people are denied the opportunity to participate or - for a variety of reasons - refuse to participate. This course is premised on the conviction that democracy requires an active citizenry but that the activity of people in communities does not have to be entirely limited or circumscribed by existing institutional arrangements and distributions of power but may also require organized efforts to alter those

POLS 1826D. Everyday Political Theory.

Everyday Political Theory will enable you to analyze and evaluate the stuff of everyday life: Your coffee shop, living situation, TikTok feed, and favorite subreddit. The job that you love (or hate). The congregation down the street. The library, co-op, and trail. There are all potential arenas for politics: shared meaning and action. You will acquire analytic skills to explore relationships between membership, cooperation, and value. Each topic in class will involve an 'us' (membership), some goal we want to achieve or problem to solve (value), and strategies for solving the problem (cooperation). While larger-scale problems matter, we will focus on areas of life you are likely to directly experience. You'll gain critical skills in seeing like a citizen: see the order of things, evaluate what is important, and chart a course for change.

POLS 1826E. Education and Citizenship in Modern and Contemporary Political Thought.

In recent years, there has been a renewed interest in civic education among political theorists, politicians, and educators, with most insisting that we need to devote more time and resources to preparing students for citizenship. Yet, there are significant disagreements over what students should learn and what end(s) this learning should serve. This course will examine perennial debates at the intersection of education and citizenship in modern and contemporary political thought. What knowledge, capacities, and dispositions are necessary for citizenship in liberal democracies? How should they be taught and by whom? What is the proper distribution of educational authority between parents, children, and the state? Should civic education promote "patriotism?" What are the effects of socio-economic inequality on civic education and citizenship? How do the philosophical, economic, and political views of various thinkers influence their approaches to education for citizenship?

POLS 1826F. Game Theory and Politics.

This course, intended for upper-division undergraduate students, offers an introduction to the tools of rational choice and game theory for analyzing politics. In addition to basic mathematical analysis of these models, we will develop a conceptual understanding of rationality and strategic behavior and apply these concepts to real-world political behavior and institutions. We will draw on examples from American politics, including electoral competition, Congress, and the bureaucracy. Although the course is primarily lecture based, participation in structured games and strategic interactions during class will allow students to apply the theoretical frameworks discussed in the course firsthand. We will conclude with a discussion of the strengths and limitations of rational choice and game theory to explain political behavior, especially through the lens of experimental studies.

POLS 1826G. The Politics of Socialism.

Is Socialism a political or fundamentally anti-political doctrine? Does it seek the realization of real democracy or the abolition of political life itself? Is it a theory of the organization of politics or of work? Does it require transforming work or abolishing it? What is the 'social' element in socialism anyhow? What is the relationship between socialism and communism? This course examines these and related themes through an examination of key historical and contemporary texts. We begin by laying out some of the historical development of socialist ideas from their origin around the moment of the French Revolution to their high point in the era of the Russian Revolution. Then we look at two sets of questions from contemporary authors: how should socialists think about the organization of work and what does socialism mean after the historic decline of Marxism.

POLS 1826I. Politics of Poverty in America.

This course will examine various measures of poverty, debates about the nature of poverty, perspectives on what causes poverty, the characteristics of poverty in America, how the federal government uses policy to fight poverty, particularly since the War on Poverty began in 1964. The course will discuss recent trends in American poverty, and focus on the political effects of poverty and anti-poverty policy in the United States. This course will examine the relationships between poverty & civic participation, poverty & public opinion, poverty & race, poverty & health, and poverty & education.

POLS 1826J. The History of Liberalism.

Liberalism, we often hear today, is in crisis. Yet, do we know what 'liberalism' is? In this course, we will study liberalism's origins, development and legacy. Students will encounter a series of well-known and less well-known figures such as Montesquieu, Benjamin Constant, Tocqueville, Mill, Hayek and Raymond Aron. Four questions will guide our thinking: (1) are there different ways of justifying individual liberty? (2) What are the institutional conditions under which liberty can be preserved? (3) Is liberalism 'democratic'? (4) Do liberals require a certain type of morality from citizens?

POLS 1910. Senior Honors Thesis Preparation.

Concentrators who have given evidence of superior work in political science may be admitted to honors seminar on the basis of an application submitted in the spring of their junior year. Application and guidelines may be obtained on the Department of Political Science website. Prerequisite: Fulfillment of Methods requirement. Enrollment limited to 20 senior Political Science concentrators. Instructor permission required.

POLS 1920. Senior Honors Thesis Preparation.

This course is a continuation of POLS 1910. Political Science Honors students who are completing their theses should enroll. Prerequisite: POLS 1910. Instructor permission required.

POLS 1924C. Political Communication (PLCY 1702F).

Interested students must register for PLCY 1702F.

POLS 1970. Individual Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POLS 1971. Individual Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POLS 2000. Strategies of Inquiry and Research Design.

Introduction to research methods common in political science research. Topics include theory development, problems of explanation and causation, problem identification, research design, and other fundamentals of empirical research. FIRST YEAR POLITICAL SCIENCE GRADUATE STUDENTS ONLY. Enrollment limited to 14.

POLS 2010. Politics of Futurity.

In this course, we explore approaches to political theory and practice that go beyond what Iris Young calls "the distributive paradigm" of both liberalism and 20th century socialisms and seek to understand what a 21st century paradigm that centers the politics of care might include. We will discuss how political horizons are constructed in popular discourse and political action; the structural relations of race, coloniality, and indigeneity and what it would take to change those relations; abolition democracy; the politics of gender; disability justice; and the political economy of degrowth. The purpose of the course is to explore ideas that might shape the politics of the 21st century (and beyond) as well as the political consequences and possibilities implied by their pursuit.

POLS 2015. Political Behavior.

This seminar is designed for Political Science PhD students. It will serve as an introduction to the vast literature surrounding public opinion and mass political behavior. The topics that we will cover in the class include public opinion, vote choice, political participation, and elite political behavior, among other things. The assigned readings for this class include literature from both the American politics and Comparative politics subfields.

POLS 2020. American Political Development.

No description available.

POLS 2025. American Social Policy in Comparative Perspective.

This course provides a graduate-level survey of the politics that shape social and redistributive policies in the United States. We will consider what is distinctive about American social policy compared with social protection in other advanced economies. Will begin with different approaches to understanding variation in welfare states. Will examine distinctive features of American policy including reliance on tax benefits, federalism, racial politics, politics of gender, strategies of privatization, and housing in economic security. We conclude by considering factors that will shape the future of social policy including the politics of retrenchment, social investment, and racial and ethnic diversity.

POLS 2030. Seminar in the History of Modern Political Thought.

An advanced seminar in the history of modern political thought from Machiavelli to Foucault. Themes include the nature of political sovereignty and the basis of civil authority; the emergence of liberal constitutionalism; democratic, socialist and aristocratic critiques of liberalism; the meaning of freedom; the relation between liberty and equality; and the ideas of social progress and individual development. Graduate students only; qualified undergraduates with instructor's permission.

POLS 2040. Institutions, Crime, and Violence.

Will examine relationships and interactions among institutions, criminal actors, and violence. State-based institutions play an important role in explaining the level of disorganized or organized crime. Organized crime groups, in turn, influence both state-based institutions (for example, through corrupting officials) and other criminal activity, often by creating the "rules of the game" by which other criminals can act. Finally, both state-based and criminal actors and institutions influence the level of violence in society. Each of these three influences, and is influenced by, the others. This course offers the opportunity to better understand how these three factors relate to each other.

POLS 2045. American Public Policy.

This graduate seminar surveys the literature on the politics of public policy. While the primary focus is the contemporary US policy state, the course also examines American policymaking in cross-national perspective. Policymaking is a complex process in which outcomes are shaped by the interplay of interests, ideas, and institutions. To understand these outcomes, the course draws on theories of policymaking, public administration, public law, and institutionalism as frameworks of analysis. Substantive topics include the US welfare state, legislative politics, federalism, the influence of racial politics in policymaking, policy feedback, the consequences of partisan polarization for governance, and government as a problem-solving institution.

POLS 2050. Preparing the Prospectus I.

This course covers selected topics in research design and methodology and is designed to help students enrolled in the Political Science PhD program to write and defend a prospectus in their third year of study.

POLS 2051. Preparing the Prospectus II.

This course covers selected topics in research design and methodology and is designed to help students enrolled in the Political Science PhD program to write and defend a prospectus in their third year of study. Prerequisite: POLS 2050.

POLS 2052. Becoming a Political Scientist: Professionalization and Strategies for Thriving.

This full-year course (half-credit each semester) is designed for 3rd year PhD students in Political Science and covers a range of topics that are crucial to students as they transition from the course phase to the research phase of their careers. Topics include practical and substantive issues related to planning and carrying out research, collaborating with others, teaching, ethics, obtaining external funding, and providing feedback to other scholars. Course only open to Political Science PhD students.

POLS 2053. Becoming a Political Scientist: Professionalization and Strategies for Thriving.

This full-year course (half-credit each semester) is designed for 3rd year PhD students in Political Science and covers a range of topics that are crucial to students as they transition from the course phase to the research phase of their careers. Topics include practical and substantive issues related to planning and carrying out research, collaborating with others, teaching, ethics, obtaining external funding, and providing feedback to other scholars. Course only open to Political Science PhD students.

POLS 2060. International Relations and History.

This graduate seminar considers history both as a topic and as a method of international relations scholarship, and in other subfields of political science as well. We will read and discuss works that fall at the intersection of history and international relations, on topics including the sources of interstate conflict, the origins of the nation-state, and colonialism and postcolonialism. Open to Political Science Graduate students only.

POLS 2070. U.S. Public Opinion.

This class provides an introduction to the major theoretical approaches and applied research in the study of U.S. public opinion. We examine opinions on a variety of topics. Enrollment limited to 14 Political Science graduate students.

POLS 2075. Social Groups in U.S. Politics.

This class provides an introduction to the major theoretical approaches and applied research in the study of the role of social groups in U.S. politics. This course surveys a number of social groups, including ethnics, non-ethnic women, and other social groups, including the poor. This course will identify the theoretical perspectives that structure the research on social groups in U.S. politics. What are the strengths and weaknesses of the methodological approaches used? Also, how could research in this area be improved? What are the major implications of the findings for public policy, policymakers, and democratic theory?

POLS 2080. Market Democracy.

Social democracy was the progressive political program of the 20th Century. Social democracy treats economic liberty as morally less important than civil or political liberty. Social democracy is often contrasted with libertarianism, a political system that treats the economic liberties of citizens as moral absolutes. Between social democracy and libertarianism there is conceptual space for a third view: market democracy. Market democracy treats economic liberty as on a par with civil and political liberty. This course examines the moral foundations of social democracy, libertarianism, and market democracy. Could market democracy be a progressive political program for the 21st Century? Graduate students only; qualified undergraduates with instructor's permission.

POLS 2090D. Models of Excellence in Comparative Research: Classic Works and the Scholars Who Produced Them.

Explores major works that span the range of theoretical approaches and intellectual styles in modern comparative research. Includes in-depth interviews with leading scholars where they reflect on their intellectual formation, their works and ideas, the nuts and bolts of the research process, and the evolution of the field. Enrollment limited to 14. Graduate students only; qualified undergraduates with instructor permission.

POLS 2090G. Readings in American Institutions.

This course is designed as a readings and research course for graduate students and advance undergraduate students. Students will be required to read and analyze the latest work political science in the subfields of American politics, including but not limited to: public opinion, voting behavior, presidency, racial politics and representation, legislative institutions, political economy, and bicameralism. Open to graduate students only.

POLS 2090H. Readings in Comparative Politics.

A research and readings course on political behavior -from voting to violence, which applies rational choice theory, the Michigan model, the social logic of politics, and other theoretical perspectives.

POLS 2090I. American and Comparative Political Behavior.

This course is designed for graduate students to explore the core theoretical concepts and empirical research in the fields of political behavior and political participation in the American and Comparative context.

POLS 2100. Proseminar in American Politics.

Introduction to broad issues in American politics. Topics include the interplay of political institutions in the American setting, public opinion formation, the process of policy-making, and voting behavior. Enrollment limited to 14. Graduate students only; qualified undergraduates with instructor permission.

POLS 2110. Proseminar in Comparative Politics.

Provides a survey of major approaches, issues, and debates in the field of comparative politics. Topics: state formation, revolutions and civil wars, ethnic conflict and nationalism, state-market relations; systems of representation, hegemony and domination, etc. Works of theoretical importance on each topic, focusing on authors' arguments and controversies within the literature. Open to graduate students only.

POLS 2111. Comparative Politics Grad Research Workshop.

The Comparative Politics Research Workshop will be a new core element of the doctoral program in the Political Science department aimed at helping students transition effectively from the coursework phase of the PhD to doing their own independent scholarship and presenting it in a public forum. The course will be required for all Political Science PhD students working in the area of comparative politics, will also be an available resource for doctoral students in other social science departments who are conducting research on topics relating to the politics, political economy, and society of countries around the globe.

POLS 2112. Comparative Politics Grad Research Workshop.

This course is a continuation of POLS 2111.

POLS 2120. Proseminar in Political Theory.

An overview of central debates in political theory today. Readings include contemporary writings on justice, liberalism, democratic theory, critical theory, feminism, power, multiculturalism, and citizenship and political economy. Enrollment limited to 14 graduate students in Political Science; advanced undergraduates may enroll with permission of the instructor.

POLS 2121. Writing and Methods in Political Theory I.

The study of politics requires historical and analytic, interpretive and normative, critical and genealogical, humanist and post-humanist methods. We will first look at reading and discussing assigned methodological material on language, interpretation, causality, history, gender, and genre, all relevant to the various approaches to political thought. Second will be the circulation, presentation and critique of graduate student papers. Each participant will be expected to present a pre-circulated, article length paper, and respond to a designated discussant, as well as field questions from seminar participants. The aim is to help students learn how to prepare their work for publication.

POLS 2122. Writing and Methods in Political Theory II.

The study of politics requires historical and analytic, interpretive and normative, critical and genealogical, humanist and post-humanist methods. We will first look at reading and discussing assigned methodological material on language, interpretation, causality, history, gender, and genre, all relevant to the various approaches to political thought. Second will be the circulation, presentation and critique of graduate student papers. Each participant will be expected to present a pre-circulated, article length paper, and respond to a designated discussant, as well as field questions from seminar participants. The aim is to help students learn how to prepare their work for publication.

POLS 2130. Proseminar in International Relations.

Surveys the main theoretical trajectories and intellectual disagreements that define International Relations as a discipline today. Positions examined include varieties of rationalism and constructivism; realism-liberalism-sociological approaches; and systemic and subsystemic theories. Also considers debates about the contours of contemporary world politics, America and the world, moral issues, and the links between theory and policy. Enrollment limited to 14. Not open to undergraduates.

POLS 2131. Politics of Gender.

Topics include gender and personal identity; the impact of gender on moral reasoning and political agency; feminism in relation to liberalism and radical democracy, feminism and the law; the gendering of political institutions and interstate relations; and the implications of multiculturalism for feminist politics. Open to qualified undergraduates with permission of the instructor.

POLS 2135. International Order.

This course investigates the roots of international conflict and security, with a special emphasis on political economy factors. As a field, international relations has gradually separated into two fairly distinct sub-fields, international political economy and international security. This course seeks to bridge the two. Special attention will be paid to understanding macro-historical shifts, such as the end of empire and the emergence of the Long Peace after World War II.

POLS 2140. Contemporary Security Issues.

This graduate seminar explores the transformed security landscape of the 21st century. We will cover prominent contemporary security issues and debates in the field of international relations, including internal war and international intervention, American primacy and the rise of China, the privatization of security, nuclear proliferation, cross-border crime and border security, and terrorism and counterterrorism in the aftermath of 9/11. Enrollment limited to 14. Graduate students only; qualified undergraduates with instructor permission.

POLS 2145. Transnational Governance in the Global Economy.

Will examine an array of transnational governance schemes which seek to address social and environmental problems in a globalized world. Whether it is global warming, deforestation in the Amazon, inhumane working conditions in Asian factories of global supply chains, limited access to medicine, or child poverty – the elaboration of cross-border institutions that potentially can help to resolve these problems is likely to require the involvement of variety of actors with different types of information and knowledge from geographically and socially distant parts of the world.

POLS 2150. Democratic Theory, Justice, and the Law.

This course will examine contemporary and historical work in the area of democratic political and legal theory. Topics include the relationship between democracy and individual rights, deliberative vs. aggregative conceptions of democracy, the substance/procedure controversy, and the role of judicial review in a democracy. Open to graduate students only.

POLS 2155. The Political Economy of Labor and Development: The Future of Work.

This seminar explores the relationship between work and technological change. New technologies have enabled machines to perform predictable (and in some cases unpredictable) tasks with increasing skill. The widely discussed improvements of “machine intelligence” have the potential to reshape labor markets across the world. Reactions among scholars, policymakers, and the public have varied from optimism about the social and economic benefits of these innovations to fears about the joblessness and inequality that might result. How can we understand the impact of new technological developments on the labor market, the experience of working, and the identity of workers?

POLS 2160. International Political Economy.

Graduate seminar that surveys the subfield of international political economy. Outlines the historical development of the subfield as it moved from questions of US decline to issues of international cooperation and compliance and back to issues of US decline. Places the US research agenda in comparison with schools of IPE in the rest of the world. Topics covered include globalization and distribution, development, IGOs and NGOs in the IPE, Public and Private Authority, the rise and fall of nations. Open to POLS PhD graduate students only.

POLS 2165. Territorial Conflict.

This graduate seminar examines the relationship between territory and conflict. Territorial claims have been central to numerous violent and intractable disputes, both between states and within them. Why, how, and when does territory become the subject of violent conflict? Topics covered in this seminar include the origins of territoriality, historical and contemporary territorial disputes, and theoretical explanations for these conflicts. Graduate students only.

POLS 2170. Market-Liberalism: Origins, Principles and Contemporary Applications.

This course explores the relationship between economic freedom and social justice. The economic liberties of capitalism have often been said to be in tension with the moral ideal of distributive justice. What are the economic liberties of capitalism and what moral value, if any, do they have? What does a commitment to social justice require? Why are libertarians traditionally skeptical of social justice as a moral ideal? How do liberal conceptions of social justice compare to socialist ones? Can capitalists care about social justice? Should they? Enrollment limited to 14. Open to graduate students concentrating in Political Science.

POLS 2175. Ideas, Institutions and Politics.

A Graduate level survey of the literatures on institutions and ideas in political science, and on occasion, in related fields. These literatures are often seen as rival bodies of literature. These literatures are in fact compliments, with much empirical work combining both approaches in a productive manner. The point engaging the literature in this way is to question the presumption that interests should remain the most popular conceptual tool for political science explanation. This is a puzzle when one considers that interests are always formed within, and are causally affected by, both institutional environments and the ideas that they enshrine.

POLS 2180. Business-State Relations in the Advanced Industrial Countries.

This seminar provides an introduction to debates in comparative political economy, focusing on the creation, evolution and reform of market institutions. Readings emphasize the affluent democracies, it covers debates that have direct implications for other regions, which be explored by interested students through related readings. We begin by surveying the classic works in political economy, including those of Smith, Marx, Polanyi, and Gerschenkron. We then examine the central historical challenges precipitated by economic growth over the last two centuries. Topics include the Great Depression, postwar reconstruction, inflation, corporate governance, social protection, economic development, post-socialist transformation, and the globalization of competition.

POLS 2185. Political Theory of the American Constitution.

This course will examine major constitutional controversies within the context of wider debates in political and legal theory. Readings will come from Supreme Court cases and prominent texts in political/legal theory. Topics will include free speech, privacy, abortion, and capital punishment. Our aim is two fold. We want to understand the basic framework and content of the United States constitution as it has been elaborated by the Supreme Court. But we also want to go beyond this legal understanding and to challenge existing jurisprudence. To this end we draw on classic and contemporary texts in political theory.

POLS 2190. Contemporary Democratic Theory.

This course is concerned with tracing debates and concepts in contemporary democratic theory. The 21st century has seen resurgent authoritarianism and democratic backsliding in both so-called “advanced” liberal western nation-states and more fragile democracies, as well as vibrant democratic insurgencies grounded in popular uprisings and social movements animated by economic inequality, denial of political freedom, climate change, racial justice, etc., that nevertheless appear unable to overcome sclerotic institutions and dislodge current distributions of political power. Is democracy dying? Or has democratic politics always been bound up with inequality despite its aspirations to egalitarianism? This course will focus on the work of twentieth and twenty-first century democratic thinkers, paying particular attention to the perspectives elaborated by democracy’s ‘others’: black thinkers in the U.S., feminist theorists, queer theorists, etc.

POLS 2195. The Politics of Love and Friendship.

What is the relationship between love, friendship, and politics? To what extent do the desires for care, affection, and companionship make themselves felt in political life? To what extent does politics require channeling or repressing them? This course examines prominent thinkers in the history of political thought who have dealt with these questions. By considering their compelling and contrasting perspectives on relationship between politics and the various forms of affection, love, and longing that are present in political communities, the course aims to equip students to think carefully about the proper place of love and friendship in politics today.

POLS 2200. Fundamentals of Security Studies.

This seminar surveys foundational and cutting edge research in the security studies subfield. The course largely takes a traditional view of the subfield in that it (1) focuses on the threat or use of military force, and (2) examines interstate rather than intra-state dynamics. The first four weeks of the course are devoted to reading and discussing several "great books" in the subfield, while the remainder of the course will expose students to a large number of classic and contemporary studies on various subtopics within security studies. Enrollment is limited to graduate students.

POLS 2210. Governing Federal Systems.

Federated systems of government present opportunities and challenges for democratic accountability, managing collective action problems, economic stability, and distribution of goods and services. Course will take up the theory and practice of governing federated systems using a comparative approach that examines federated systems in several countries including the United States, Canada, Germany, Brazil, and India. Questions this course will examine include: What helps explain the emergence, persistence, and erosion of federalism? What are the implications of federalism for democratic accountability? What are the implications of federalism for fiscal stability? What are the implications of federalism for political, social, and economic inequality?

POLS 2220. Urban Politics.

Covers a number of topics linked to urban politics and urban public policy. Topics include the politics of urban education, affordable housing, downtown development. Examines how state and federal policy actions have contributed to the nature of the urban condition; and how race, class and ethnicity are interwoven with urban politics and urban public policy. Enrollment limited to 14. Graduate Students only; all others by permission only.

POLS 2230. Political Loss.

This course will explore the concept of political loss as it has been sketched by political theorists. Questions of grief and grievance have been at the center of contemporary political debates in the U.S. and elsewhere, even as political theorists have begun to pay increasing attention to the relation between affect and politics more generally, and to the role of mourning and loss in political life specifically. While the course explores the concept of loss generally, it is particularly concerned with the central role narratives of loss have played in debates about racial justice.

POLS 2235. Disobedience and Resistance.

Should we to obey the laws that states make? Unsurprisingly, there are numerous counter-theories, practices of disobedience: revolution, mass strikes, sabotage, civil disobedience and conscientious objection. Other kinds of resistance – like mass protests, political strikes, and boycotts – hover on the border of disobedience itself. This course begins with a brief examination of theories of political obligation before moving to a discussion of different, concrete examples of disobedience and the political ideas that they produced. We will discuss revolution, mass strikes, and civil disobedience as paradigm cases of the political problems raised by actually existing, illegitimate laws and governments.

POLS 2245. The International Political Economy of Global Finance.

This class gives graduate students a thorough grounding in the Architecture and Plumbing of Global finance. The Architecture is the foundations of money and the institutions and policies that manage it. This includes the production of money, Central Bank and Treasury basics, Bond Markets, Balance of Payments, Public and Private Markets and currency hierarchies. The second half of the course deals with the plumbing, which is how politics influences money in the real world. This includes issues of financial governance, financial sanctions, inflation and the offshore financial system. Although finance is now more prominent in IPE research it remains at the frontier of research topics in mainstream IPE. As such, it is an excellent area to conduct research since it remains, to steal a line from one of the field's pioneers, Susan Strange, an 'open range' of inquiry.

POLS 2250. Extreme Politics: How Radicals Affect Political Change.

Scholarship has increasingly focused on why radical groups emerge. Yet, there is little research to date on how and whether these groups actually have a socio-political impact. This course will examine the mechanisms whereby and the conditions under which political extremists affect political and/or social change across time and space. We will base our analysis on several historical case studies that deliberately vary radical groups according to important characteristics such as: the degree of their prominence in social and political discourse; the extent of their lifespan in a particular country; and whether their tactics include the use of violence. Graduate students only; qualified undergraduates with instructor's permission.

POLS 2255. States, Societies and Development.

This graduate seminar draws on classic and contemporary writings towards understanding how states and societies interact with each other in particular in the realm of development

POLS 2260. Comparative Politics and China.

Will explore the main theoretical, empirical, and methodological approaches to the study of contemporary Chinese politics. Will relate these approaches to broader analytical issues in the field of comparative politics. What phenomena are generally studied in Chinese politics, and how are they studied? How are arguments made, and how could they be made more effectively? What is not studied that should be? How should regionally-focused empirical research be structured? What are the most effective ways to integrate area studies, broader comparative approaches, and theory? Course will prepare graduate students for dissertation research on China specifically and comparative politics more generally.

POLS 2265. International Security.

This graduate seminar examines contemporary scholarship on international conflict. The course seeks to familiarize students with salient theoretical perspectives and debates, with an eye toward assisting students in conducting original research. Course topics include rationalist and psychological frameworks, domestic institutions, leaders and advisers, international institutions, norms and culture, technology, diplomacy, and power transitions. Course readings include a range of qualitative, quantitative, and experimental methods.

POLS 2266. Authoritarian Politics.

This graduate seminar examines contemporary scholarship on authoritarian politics. The course seeks to familiarize students with salient theoretical perspectives and debates, with an eye toward assisting students in conducting original research. Course topics include elite politics, coups and leadership challenges, revolutions, power sharing institutions, repression, propaganda, and censorship. Course readings focus on recently published book manuscripts, which include a range of qualitative, quantitative, and experimental methods. Many of the readings center on authoritarian regimes in Asia, particularly modern China.

POLS 2270. Political Economy of Industrial Development.

Will explore the mechanisms by which assets, institutions, and governance interact to shape patterns of industrial development across the world. The seminar has four main objectives: 1) to review competing schools of thought on why some countries have attained the cutting edge of industrial development and upgrading while others have not, 2) to examine the relationship between evolving structures of industrial production and evolving conditions of politics in particular national settings, 3) to consider how conditions of globalization affect the developmental challenge for industrializing nations, and 4) to consider how new concerns surrounding environmental sustainability affect the process of industrialization.

POLS 2280. Ecology and Political Theory.

Explores the field's most important recent contributions to the study of political theory and the environment with a focus on several core questions: (1) What are the political challenges that current environmental issues generate today, and what challenges can we expect in the near future? (2) What obligations do we have to the natural world, including non-human animals and the inanimate environment? What are our obligations to other human beings and to ourselves in relation to environmental matters? (3) What political principles, institutions, and practices might best enable us to meet these obligations? Readings reflect diverse perspectives and methodological approaches.

POLS 2285. Language and Politics.

Will study Wittgenstein's text in the philosophy of language, Philosophical Investigations, connecting to contemporary work on the phenomenology of voice, race, gender, and gesture by Elaine Scarry, Robert Gooding-Williams, Adriana Cavarero, Judith Butler, Jose Munoz. Approach Wittgenstein in context, reading other classics in the philosophy of language: Locke's Essay on Human Understanding, Merleau-Ponty's *The World of Perception*, J.L. Austin's *How To Do Things With Words*, Jacques Derrida's "Signature Event Context," and Stanley Cavell's *Must We Mean What We Say?* We ask: what does it mean to be a linguistic creature? Is language a cut that agentifies, a rupture that alienates, a practice that humanizes, an ideological fortress that concretizes relations of inequality, or a game? Will include films: Guy and Madeline on a Park Bench (Chazelle), Sorry to Bother You (Riley), and *Dancer in the Dark* (von Trier).

POLS 2290. Particularism in Latin America and Comparative Perspective.

This course will characterize, examine, and explain the use of particularistic practices in today's democracies in Latin America and in comparative perspective. Among these practices, we pay most attention to the phenomenon known as clientelism. Graduate students only; qualified undergraduates with instructor's permission.

POLS 2300. Latin American Political Thought.

Latin American political thinkers, who have been tremendously influential in their own region, remain marginal to the canon of Western political thought. This course is an overview of the various traditions in the history of Latin American political thought. It examines the answers Latin American thinkers have given to some of the fundamental preoccupations of political theory from the perspective of the region's social and political realities. The course will introduce students to figures in Latin American political thought—such as Bartolomé de las Casas, Simón Bolívar, Domingo F. Sarmiento, José Martí, José Vasconcelos, José Carlos Mariátegui, and contemporary Latino political theorists.

POLS 2315. Nuclear Proliferation and International Security.

This graduate seminar examines classic and contemporary scholarship on nuclear strategy and proliferation. The course will familiarize students with salient theoretical perspectives and arguments, with an eye toward conducting original research and contributing to contemporary debates. Course topics include the spread of nuclear weapons technology, the evolution of nuclear strategy, the role nuclear weapons play in international politics, the risks posed by nuclear arsenals, and the policies and strategies in place to mitigate those risks. Course readings include a range of qualitative, quantitative, and experimental methods; as well debates over the best scholarly methods to answer nuclear questions.

POLS 2320. Ethnic Conflict.

What is ethnicity? What does it share with nationalism and in what respects is it different? Why do ethnic groups fight violently and kill wantonly, especially after living peacefully for a long time? Under what conditions do they manage their relations peacefully? Do people participate in ethnic insurgencies because of greed or grievance? Will ethnic groups disappear as modernity proceeds further? These questions will guide our intellectual journey over the semester. Graduate students only; qualified undergraduates with instructor's permission. Enrollment limited to 14.

POLS 2330. Politics in India.

This seminar will present Indian politics in a comparative and theoretical framework. It will focus on four themes: British India and Indian Nationalism; India's democratic experience; politics of ethnic and religious diversity; and political economy, concentrating especially on India's economic rise. Readings include the classics of the subfield of Indian politics and political economy, but also quite a lot of recent scholarship. Enrollment limited to 14 graduate students.

POLS 2340. Political Philosophy of W. E. B. Du Bois.

Through close readings of Du Bois's texts, we will explore the relationship between his political philosophy and his conceptualization of race at different stages of his intellectual and activist career as well as his understanding of democratic politics, the place of the black masses therein, and the status of women. We will also pay attention to Du Bois's retrospective self-criticisms, to his reliance on fictional and other artistic genres of writing to advance philosophical claims. Drawing on reflections by Du Bois and Locke, we will reflect on how to think about art as a site of moral and political transformation in matters of race.

POLS 2345. Eco-Democracy.

In this course we explore the field's most important recent contributions to the study of political theory and the environment. We investigate the basis and scope of our obligations to the natural world; our obligations to one another with respect to the exploitation, degradation, and preservation of the natural environment; and our obligations to ourselves as individuals with respect to the natural environment. We then consider what political principles, institutions, and practices might best enable us to meet these obligations. Readings include Jane Bennett, Melissa Lane, John Dryzek, Cass Sunstein, Martha Nussbaum, Wendell Berry, Peter Singer, and others.

POLS 2350. Freedom.

Examines the meaning of freedom together with the self-understandings, social practices, and political institutions that underlie and constitute it. Considers literature on freedom from the contemporary liberal, republican, and democratic traditions, including Berlin, Pettit, Arendt, Butler, and others. Open to graduate students only.

POLS 2354. Hannah Arendt's Eichmann in Jerusalem: Theater, Complicity, Evil, Refusal.

Seminar on Hannah Arendt's "Jewish Writings," Rahel Varnhagen, "We Refugees," "The Jew as Pariah," Origins of Totalitarianism, Vol 1: Anti-Semitism, Eichmann in Jerusalem (3 weeks on this text). Themes: theatricality, complicity, genre, evil, state violence, and the politics of refusal. Other texts: Lindsey Stonebridge (We are free to change the world: Hannah Arendt's Lessons in Love and Disobedience), Lori Marso (Politics with Beauvoir, on two trials reported on by Beauvoir and Arendt), Noga Rotem ("World-Craving: Rahel Varnhagen, Daniel Paul Schreber, and the Strange Promise of Paranoia," 2020), Timothy Snyder (On Tyranny: Twenty Lessons from the Twentieth Century, 2017), Deborah Nelson (Tough Enough: Arbus, Arendt, Didion, McCarthy, Sontag, Weil, 2017), Judith Butler ("Hannah Arendt's Death Sentences"), Joe Litvak (The Un-Americans: Jews, the Blacklist, and Stoolpigeon Culture), Judith Shklar, Ordinary Vices, Aeschylus' Eumenides, Butler lecture on Aeschylus, and Shakespeare's Othello.

POLS 2355. Tragedies of Remarriage: Stanley Cavell's Film Philosophy in Focus.

Will use Stanley Cavell's film philosophy and his invention of a new genre – “comedies of remarriage” – as occasions to think deeply about the raced, gendered and imperial politics of marriage, specifically in connection with an iteration of Cavell's new genre: tragedies of remarriage. We will follow Cavell to look into the film/politics of citizenship through themes of marriage and seriality, asking how race, gender, sexuality, seriality and automation conspire together to build a citizenship that is both nationalist (nation-centered) and exclusionary (re-centered by masculinity and race). Will ask if remarriage, whether comic or tragic, figures amendment and ask: what are the politics of the pun between Constitutional amendment and the moral/political practice of making amends? How might the temporalities of seriality and/or freedom presuppose sequence/interruption and rely on - or contest -- political practices of reparation and forgiveness?

POLS 2360. Proseminar in Political Theory II.

Examines the political thought of Plato and Aristotle together with three modern thinkers whose work was especially influenced (or animated) by engagement with these ancient views of politics: Machiavelli, Rousseau, and Nietzsche. In exploring these moderns in particular, we also get a view of early modern, high modern, and postmodern receptions of the ancients. Enrollment limited to 14. Open to graduate students.

POLS 2365. The Social and Political Thought of Karl Marx.

A careful reading of Karl Marx's work, with special emphasis on Marx as a philosopher of freedom and on his relevance today. The core of the class gives substantial attention to Capital, Marx's unfinished magnum opus, but will also look at earlier works to understand what Marx understood by a 'critique of political economy.'

POLS 2370. Political Philosophy and Economic Theory.

Political philosophy relates to economic theory in two ways. It takes primary texts of economic theory and draws out their philosophical, ethical, and political implications. It also begins from normative theory, like theories of justice, and brings these independently developed principles to bear on economic concerns. This class takes both approaches. The first half will attempt read foundational economic thinkers (e.g. Jevons, Keynes, Schumpeter, Hayek, Polanyi) as political philosophers. The second half will take an external approach, looking at how competing libertarian, socialist, post-socialist, classical liberal and high liberal traditions (e.g. Smith, Friedman, Rawls, Cohen, Tomasi) think about economic freedom. Enrollment limited to 14.

POLS 2390. Black Political Thought.

Black thinkers have made important yet often unrecognized contributions to political theory and philosophy. This course examines the history of black political thought, focusing on the answers black thinkers have formulated to key questions in political theory, such as: What is justice? What is freedom? What are the conditions of possibility for democracy? How should we theorize race? What is racial justice? More than other intellectual traditions, black political thought has been centrally concerned with racism and inequality, but also black refusal and black life. We will pay special attention to the distinctive concepts and modes of theorizing developed by black thinkers, particularly how they conceive the relationship between race, class, gender, sexuality, etc. Rather than providing an overview of black political thought in all times and places, the course will focus on close readings of a few key thinkers.

POLS 2400. Qualitative and Mixed Methods Research.

This graduate seminar offers an introduction to the design and implementation of social science research that deploys qualitative data and analysis in conjunction with other methods of inquiry. We explore the set of tools that is conventionally considered to comprise qualitative methods, including case studies, small-N comparisons, process tracing, sequential analysis, interviews and participant observation. Starting from the premise that each research method has its strengths and weaknesses, we also consider how qualitative methods can be combined productively with other methods of inquiry, including “large-N” quantitative analysis, experiments, spatial/geographic analysis, and multilevel analysis spanning different scales.

POLS 2450. Exchange Scholar Program.**POLS 2580. Quantitative Research Methods I.**

This course introduces students to statistical theory and quantitative methods commonly used in political science and public policy. The course focuses on statistical inference using multiple techniques of regression analysis and gives students opportunities to become proficient users of the statistical software package R as they develop statistical models and analyze their data. Enrollment limited to 14. Open to graduate students in Political Science only.

POLS 2581. Quantitative Research Workshop I.

This 0.5 credit course covers selected topics in research design and applied statistics and is designed to offer students a workshop in which to develop and present quantitative, empirical projects. The two semester sequence course will provide an overview of current best practices for the design, implementation, analysis, and presentation of empirical research with a particular emphasis on ways to enhance the transparency, reproducibility, and credibility of such work.

POLS 2582. Quantitative Research Workshop II.

This 0.5 credit course covers selected topics in research design and applied statistics and is designed to offer students a workshop in which to develop and present quantitative, empirical projects. The two semester sequence course will provide an overview of current best practices for the design, implementation, analysis, and presentation of empirical research with a particular emphasis on ways to enhance the transparency, reproducibility, and credibility of such work.

POLS 2590. Quantitative Research Methods II.

An intermediate statistics course for graduate students. Topics include multiple regression, statistical inference, categorical dependent variable models, instrumental variable models, and an introduction to time series. Course readings and applications examine models used in different fields of political science and public policy including American institutions, comparative politics, and international relations. Open to graduate students concentrating in Political Science or Public Policy.

POLS 2600. Survey Research.

Public opinion is an essential element in politics. Understanding how and what mass publics think is critical for assessing the capacity of mass electorates to participate politically and how well political institutions represent mass interests. To understand public opinion we rely on the sample survey which allows us to make inferences about populations from representative subsets. But how should we design survey questionnaires, identify and properly construct survey samples, and analyze these data? This course addresses these topics and more.

POLS 2605. Quantitative Research Methods III.

Advanced Quantitative Research Methods is the third course in the methods sequence for graduate students in political science and an intermediate-level course in statistics and applied econometrics for graduate students in political science and public policy. Topics will include causal inference, difference-in-differences designs, instrumental variable approaches, regression discontinuity designs and hierarchical models. The course will be applied, focused on grasping the use of these methods in practice and facing practical data limitation challenges. Special focus will be given to understanding the most recent advances in the literature on each of the strategies studied. I expect that most of you have already taken POLS2580 and POLS2590, and that all of you are familiar with core statistical and econometric concepts. Our sessions will be divided between lectures, group work and data analysis in Stata and/or R.

POLS 2610. Quantitative Research Methods IV.

Quantitative Research Methods IV (Social Science Experiments and Replication) is an advanced seminar for graduate students in political science focusing on how research in the social sciences can be improved through experimentation and replication. The course is comprised of two key components: The first incorporates lectures that cover various topics in experimental design and analysis as well as critique and discussion of recent cutting-edge experimental or quasi-experimental scholarship across subfields of political science and adjacent disciplines. The second component will focus on the replication of work-in-progress by visiting non-Brown faculty members, where a team of graduate students will reanalyze the data and propose further robustness tests and extensions. This is an opportunity for graduate students to engage with scholars from leading departments, take a deep dive into work-in-progress, and pick up new tools and best practices for research.

POLS 2970. Preliminary Examination Preparation.

An independent study directed by a tenure-line faculty member of the Department of Political Science. Only second-year graduate students may register for the course; it is intended to provide a framework to help prepare for preliminary examinations.

POLS 2971. Preliminary Examination Preparation.

An independent study directed by a tenure-line faculty member of the Department of Political Science. It is intended to provide a framework to help prepare for preliminary examinations. This course is open to second and third year graduate students only.

POLS 2975. Research Design.

This course introduces students to statistical theory and quantitative methods commonly used in political science and public policy. The course focuses on statistical inference using multiple techniques of regression analysis and gives students opportunities to become proficient users of the statistical software package R as they develop statistical models and analyze their data. Enrollment limited to 14. Open to graduate students in Political Science only.

POLS 2976. Field Survey and Research Design.

An independent study directed by a tenure-line faculty member of the Department of Political Science. Only third-year graduate students may register for the course; it is intended to provide a framework for producing a formal research design modeled on the dissertation prospectus.

POLS 2980. Individual Reading and Research.

An independent study course directed by a tenure-line faculty member in the Department of Political Science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POLS 2981. Individual Reading and Research.

An independent study course directed by a tenure-line faculty member in the Department of Political Science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POLS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

POLS 2991. Thesis Research and Preparation.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Population Studies and Training Center

The Population Studies and Training Center (PSTC) is a multidisciplinary unit organized to promote and support innovative research on the causes and consequences of population size, composition, distribution, and well-being in the U.S. and globally. Its more than seventy faculty associates are primarily from the Departments of Sociology, Economics, and Anthropology, while others are affiliated with the School of Public Health, the Department of Education, the Department of History, Institute at Brown for Environment and Society, the Department of American Studies, the Watson Institute for International Studies, and the Spatial Structures in

the Social Sciences initiative. This breadth and diversity of expertise has yielded an extraordinarily dense network of collaborations both within and across disciplines. Our scholars are committed to population science that recognizes that people and places are connected, and that health and well-being are intertwined with social, economic, and political systems.

The PSTC is a source of infrastructure and research support for associated scientists, and the nexus of intellectual activity for empirically driven and theoretically grounded scholars with population interests at Brown. The PSTC is highly regarded in and outside of Brown for its interdisciplinary community. It is a leader among population centers in several areas, including anthropological demography, innovative approaches to multi-method data collection and analysis, and global population health. Current research themes include Migration and Urbanization; Population, Development, and Environment; Children, Families, and Health; Social Foundations of Health Disparities; and Reproductive Health and HIV. Scholars also conduct research in other areas.

The PSTC provides a competitive interdisciplinary training program in demography conducted in cooperation with PhD programs in Sociology, Anthropology, Economics, and the School of Public Health. The program is designed to prepare demography trainees to be successful scholars in their respective disciplines, and to give students the skills to successfully participate in the broad intellectual community of population studies. Degree requirements are described under the departmental listings, although all trainees are required to complete selected methods and interdisciplinary course requirements. Many PSTC students receive funding for their studies through Center training awards. Students who are not supported by PSTC fellowships obtain funding through research assistantships and support from the Graduate School. PSTC students also have an excellent record of obtaining competitive external support for their studies and research.

Those interested in learning more about research and training activities at the PSTC should visit the Center's website at www.pstc.brown.edu (<http://www.pstc.brown.edu>).

Portuguese and Brazilian Studies

The Department of Portuguese and Brazilian Studies has a national and international reputation for excellence in research and teaching on the Portuguese-speaking world — a vast geographical area encompassing eight different countries on four continents (Brazil, Portugal, Angola, Cape Verde, Mozambique, Guinea-Bissau, São Tomé and Príncipe, and East Timor), and including the long-standing immigrant communities in the United States.

The department's programs focus on the global nature of the Portuguese-speaking world, as well on specific geographical areas: Continental and Insular Portugal, Brazil, Lusophone Africa, and Luso-America. Undergraduate and graduate students are able to work with a distinguished faculty committed to both research and teaching, and to take advantage of the extensive resources on the Portuguese-speaking world at the Rockefeller, John Hay, and John Carter Brown libraries.

In addition to offering academic programs in Portuguese language, Portuguese and Brazilian literature, history, and culture, the Department of Portuguese and Brazilian Studies extends its resources beyond the immediate university community by organizing a varied program of cultural events such as lectures, concerts, and symposia, exchanges with Brazilian and Portuguese universities, and the publication of books and scholarly journals.

For additional information, please visit the department's website: <https://www.brown.edu/academics/portuguese-brazilian-studies/>

Portuguese and Brazilian Studies Concentration Requirements

Portuguese and Brazilian Studies examines the Portuguese-speaking world, a large and diverse geographical and cultural area spread over five continents. Inhabited by two hundred fifty million people, this area includes Brazil, Continental and Insular Portugal, Lusophone Africa and

Luso-America. Although concentrators are encouraged to examine the global nature of the Portuguese-speaking world, typically they focus on one of the specific geographical entities mentioned above. Concentrators will strengthen their Portuguese language skills (Portuguese 400 or the equivalent is a pre-requisite) and explore relevant Lusophone literature, education, history and social science. The concentration offers one program in language and literature and another that is interdisciplinary. Some concentrators study abroad in either Brazil or Portugal.

Requirements

POBS 0630 series	Topics in Portuguese-Speaking Cultures ¹	1-2
POBS 1030	Portuguese Stylistics: Advanced Language Study and Creative Writing	1
POBS 1800B	<i>Lusofonia</i> : National Identities and Transnational Challenges ²	1
or POBS 1800C	Constructing Men, Projecting Masculinity: Questioning Gender, Sex, and Sexuality in Brazil	
or POBS 1800E	The Brazilian Puzzle: Confronting the Post-Colonial Legacy	
or POBS 1800F	The Lusophone World and the Struggle for Modernity	
Five (or four, if two POBS 0630 courses were completed) additional courses from Portuguese and Brazilian Studies and/or related departments, such as History, Africana Studies, Political Science, Anthropology, Sociology, Music, and the Watson Institute. These courses are intended to develop students' specific interests within the concentration.		5-4
Total Credits		8

¹ Up to two courses in the POBS 0630 series may be counted toward concentration requirements, provided they are on different topics.

² Conducted in Portuguese, the seminar brings the concentrators together for an interdisciplinary consideration of key topics in the Portuguese-speaking world. A research paper written in Portuguese is required.

Senior Project (optional)

In addition to taking a POBS 1800-series concentration seminar, students may choose to complete a senior project attached to any course in Portuguese and Brazilian Studies and related fields, including the Concentration Seminar, the latter possibility to be made at the discretion of the instructor. The advisor of the senior project is the professor of the course from which the project stems. Projects are not limited to papers, and may include short documentaries, a visual arts project, or an oral history project.

Portuguese and Brazilian Studies Graduate Program

The department of Portuguese and Brazilian Studies offers the Doctor of Philosophy (Ph.D.) in Portuguese and Brazilian Studies.

For more information on admission and program requirements, please visit the following website: <http://www.brown.edu/academics/gradschool/programs/portuguese-and-brazilian-studies> (<http://www.brown.edu/academics/gradschool/programs/portuguese-and-brazilian-studies/>)

Courses

POBS 0100. Elementary Portuguese.

Designed for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading and writing. Aspects of Portuguese and Brazilian culture are also presented. Uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A year course; only in exceptional circumstances is credit given for one semester alone.

POBS 0105. Accelerated Portuguese.

This course serves as an accelerated introduction to Portuguese, one of the most widely spoken languages in the world. It is also an introduction to the diverse cultures of Portuguese-speaking societies. Specifically, the course will look into the ethnic, racial, social, and gender diversity in these cultures. Designed for students who have no prior knowledge of Portuguese, POBS 0105 meets five hours per week.

POBS 0110. Intensive Portuguese.

A highly intensive course for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture are also presented. Uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A two-semester sequence in one semester with ten contact hours each week. Carries double credit and covers the equivalent of two semesters. This course should be chosen, in the fall, by students beginning the study of Portuguese as sophomores who would like to participate in the Brown-in-Brazil Program as juniors. Offered every semester.

POBS 0200. Elementary Portuguese.

Designed for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading and writing. Aspects of Portuguese and Brazilian culture are also presented. Uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A year course; only in exceptional circumstances is credit given for one semester alone. Prerequisite: POBS 0100.

POBS 0280. Mapping Food, Eating Meaning, Making Community: A Welcome to the Lusophone world.

This course explores the Lusophone world vis-à-vis the local, regional, and national culinary traditions of Brazil, Portugal, Luso-Africa, and Goa. Through a broad selection of cultural materials (music, film, television series, short stories, poems, visual art, etc) about cuisine in the Lusophone world. Students will gain introductory knowledge of Portuguese through brief instructional lessons. The class meets every 3-4 weeks to prepare and cook a class meal based on regional cuisines. This course focuses on creating: from a class zine to creative projects. The class will be taught in English with elements of Portuguese. No previous Portuguese language experience required.

POBS 0281. Digital Dreams: Brazil Cinema on the World Stage.

This course focuses on contemporary Brazilian cinema. New Brazilian Cinema emerged in the mid-nineties to international critical acclaim with films such as *Central Station* (Salles 1998) and *City of God* (Meireles/Lund 2002). Subsequently, Brazilian cinema has contended at the Oscars with *Neighbouring Sounds* (Filho 2012), *The Second Mother* (2015), documentaries: *The Edge of Democracy* (Costa 2019), *Waste Land* (Walker 2010), and controversial non-selected *Aquarius* (Filho 2016). This course posits Brazilian in its context socio-historical context and broaches social and political questions such as race, gender, urban space... Class is conducted in English and films have English subtitles.

POBS 0400. Writing and Speaking Portuguese.

Designed to improve the students' ability in contemporary spoken and written Portuguese. Using such cultural items as short stories, plays, films, videos, newspaper and magazine articles, and popular music, students discuss a variety of topics with the aim of developing good communication skills. Attention also given to developing writing ability. A systematic review of Portuguese grammar is included. Prerequisite: POBS 0105, or POBS 0110, or placement. Conducted in Portuguese. Completion of POBS 0400 is the minimum requirement for participation in the Brown-in-Brazil Program. Offered every semester.

POBS 0610. Mapping Portuguese-Speaking Cultures: Brazil.

Selected literary and cultural texts that serve as vehicles for a deeper understanding of Brazilian society. Literary materials will be taken from several genres and periods with special attention to contemporary writings. Other media such as film and music will also be included. Considerable emphasis on strengthening speaking and writing skills. Prerequisite: POBS 0400, placement or instructor's permission. Conducted in Portuguese.

POBS 0620. Mapping Portuguese-Speaking Cultures: Portugal and Africa.

Selected literary and cultural texts that serve as vehicles for a deeper understanding of Portuguese and Luso-African societies. Literary materials will be taken from several genres and periods with special attention to contemporary writings. Other media such as film and music will also be included. Considerable emphasis on strengthening speaking and writing skills. Prerequisite: POBS 0400, placement or instructor's permission. Conducted in Portuguese.

POBS 0630A. The nature of things: an object-oriented approach to Lusophone studies.

This course addresses aspects of history, culture, politics, literature, and the arts in seven Portuguese-speaking countries: Angola, Brazil, Cabo Verde, Guinea-Bissau, Mozambique, Portugal, and São Tomé and Príncipe. The course is designed to give students a hands-on approach to the study of Lusophone cultures: each week a country will be introduced by two objects paired with critical readings and short literary texts, music, or movies. We will be particularly mindful of objects that question and complicate the idea of "Lusophone," against the backdrop of colonialism and postcolonialism, networks of design, production and consumption, extractivism and the environment, and creative industries. Conducted in Portuguese. Prerequisites: POBS 105 or POBS 0110 and POBS 0400 (or instructor's permission)

POBS 0630B. Lusophone Cities in Literature, Film and Music..

Description: Rio de Janeiro, Luanda, Lisbon, Macau: the cities of the Portuguese-speaking world are more than just post-card images. They are microcosms of social activity and repositories of historical memory which offer up endless avenues for exploration. In this course we deconstruct urban spaces in Lusophone Africa, Lusophone Asia, Brazil, Portugal and the diaspora, via analyses of works of literature, film, music and more. Some of the topics to be explored include: social and racial inequality; colonialism and urbanization; cityscapes and memory. Beyond this, the course aims to improve oral and written fluency in Portuguese and build knowledge of Lusophone cultures. Conducted in Portuguese.

POBS 0630D. A Luta Continua: African, Asian, & Indigenous Responses to Coloniality in the Lusophone World.

In this course we will examine the reverberations of anticolonial movements in Portuguese-speaking African and Asian territories, as well as in Indigenous movements in Brazil. Focusing on political, social, and cultural dimensions of emancipation, we will ask: How have African, Asian, and Indigenous writers and artists imagined emancipatory endeavors for their peoples, their countries, and their worlds? What is the role of cultural expression in world-sharing and world-building in response to centuries of colonialism and its legacies? We will broach these questions by reading a broad range of texts, watching films and documentaries, and looking at works of art that respond to manifestations of colonial power. This course also aims to build written and oral proficiency in Portuguese and develop knowledge of the diverse cultures of the Portuguese-speaking world. Conducted in Portuguese.

POBS 0630E. Gender and Sexuality in the Lusophone World.

This seminar will introduce students to a diverse range of literary figures and cultural producers from the Portuguese-speaking world, ranging from the nineteenth century to the present day, from Machado de Assis to Pablo Vittar, with a specific focus on gender and sexuality, and their intersections with race and class. Covering a wide selection of genres from novels and novellas to short stories, television, film, and music, we will examine the role of literature and art in reinforcing and challenging norms of gender and sexuality. Students will engage with some key ideas from Gender Studies and Queer Theory and consider concepts from the Global South with regards to expressions of gender and sexuality in the Lusophone world. Topics will include conceptions of nuclear families, sexual deviance, homosociality, militant masculinity, queer representation, trans visibility, intersectionality, and colonial legacies. Taught in Portuguese.

POBS 0630F. Unveiling Herstories - Feminist Decolonial Perspectives in Literature and Arts in Portuguese.

This interdisciplinary course immerses students in the rich and diverse artistic expressions of women from Portuguese-speaking countries, encompassing literature, film, music, and visual arts. The main question in this course is: How does women's creative production contribute to building Herstories in a transnational Portuguese-speaking context? The course explores how these women contribute to a feminist decolonial approach, delving into the construction of Herstories through their art, challenging and reshaping historical narratives within their respective countries. Notably, the course sheds light on the conditions, or lack thereof, for producing a traditionally designed history, particularly emphasizing the often overlooked contributions of Black women in this context. The course aims to engage students in formulating and discussing questions regarding the crucial protagonism of women in cultural production within Portuguese-speaking regions. Conducted in Portuguese.

POBS 0630H. Futuridades Cuír/Queer: Reimagining the Portuguese-Speaking World Through Fiction.

This interdisciplinary course invites students to explore the potential of queer/cuір fictional media throughout the Portuguese-speaking world, focusing on how these media envision alternative notions of futurity, collective approaches, and worldmaking. Through conversations, collaborations, and community-building, we will analyze fictional media practices that offer new possibilities, challenging the concepts of time, space, identity, nation, and borders. Central to this course are key concepts such as cuірidade (queerness), futurity, fiction, and worldmaking. We will investigate how these concepts intersect and unfold within the cultural and political contexts of Lusophone countries, examining how these practices can transgress traditional notions of nationhood and borders. Portuguese proficiency required.

POBS 0673A. Colonial Encounters in the Early Atlantic (HIST 0673A).

Interested students must register for HIST 0673A.

POBS 0710. Modern Brazil Goes to the Movies.

Looks at Brazil through the eye of the camera and focuses on topics such as migration, race relations, gender and family dynamics and social inequities in contemporary Brazilian culture and society. Students will read articles and critical essays relating to the themes of each film as they develop their oral and written language skills. Conducted in Portuguese.

POBS 0710A. (En)Gendering the Text: Gender & Sexuality in Latin American Literature and Film (GNSS 0710A).

Interested students must register for GNSS 0710A.

POBS 0720. Racial and Gender Politics in Contemporary Brazil (AFRI 0710A).

Interested students must register for AFRI 0710A.

POBS 0810. Belonging and Displacement: Cross-Cultural Identities.

Focuses on the representation of immigrants, migrants and other "border crossers" in contemporary literature from Brazil and other countries. How do people respond to the loss of home and the shift to a new culture? Is "going home" possible? How do individuals deal with their dual or triple identities? Piñon, Lispector, Scliar, Rushdie, Salih, Cristina Garcia, V. S. Naipaul and others. Conducted in English. Enrollment limited to 19 first year students.

POBS 0820. "Coming Out" Jewish, Gay or Black: Mistaken Identity in Literature from USA and Brazil.

Understood as the opposite of passing or assimilating, "coming out" evokes socio-psychological and cultural tensions between public and private identities that are becoming increasingly blurred. Ambivalent identities incite concerns about belongingness, marginalization, citizenship, dislocation, and diaspora. Feeling unfamiliar or displaced as a manifestation of cultural alterity can also lead to situations of mistaken identity. Recognizing today's shift away from essentialisms, this seminar will read fiction from the USA and Brazil by applying the tropes of "coming out" and belonging to illustrate the complex formations and ambiguous practices of identity construction. Enrollment limited to 19 first year students. Conducted in English.

POBS 0830. Shipwrecks and Castaways in History and Literature.

What do shipwrecks and the tales of suffering, death, and survival that they inspire reveal about human schemes in the face of larger-than-human forces? This course considers historical, literary, and visual texts that deal with disasters at sea to ask questions about how people across different cultures, from the deeper past to more recent times, have encountered and made sense of maritime crossings gone terribly wrong. Students will be introduced to aspects of medieval, early modern and modern maritime traditions across different cultures, using the Portuguese empire and its legacies across the Indian and Atlantic Ocean worlds as a frame for considering a global history of shipwrecks. Class conducted in English.

POBS 0850. Comparative Approaches to the Literatures of Brazil and the United States.

Brazil and the United States have much in common: continental territories, huge natural resources, dynamic economies and multi-ethnic populations. Yet, their histories and cultures are distinctive and unique, as suggested in Vianna Moog's classic symbolic contrast between the Brazilian bandeirante and the American pioneer. We will undertake a comparative study of the two countries' literatures over the past eighty years with an eye towards exploring contextual, thematic and technical analogies as well as differences. Faulkner, Ramos, Lispector, Morrison, Rosa, Scliar, DeLillo, Carvalho, and Doctorow. Some attention to music, film and the visual arts. Enrollment limited to 15. Conducted in English.

POBS 0910. On the Dawn of Modernity.

We will analyze how a new mindset that would later be called modernity slowly emerged from the medieval world and how the trials and errors of the 15th and 16th century navigators helped shape that transformation. The seminar is interdisciplinary insofar as the readings will include developments in astronomy, geography, shipbuilding, mathematics, philosophy, as well as what could be called early anthropology, as stepping stones to the first scientific revolution. Conducted in English. Enrollment limited to: 19. Reserved for First Year students.

POBS 0915. On Cultural and Personal Identity.

A close analysis of concepts such as cultural and personal identities by means of a variety of interdisciplinary readings, including a combination of essays and a set of works of literature by diverse authors from various countries and cultures.

POBS 0970. Tropical Delights: Imagining Brazil in History and Culture (HIST 0537B).

Interested students must register for HIST 0537B.

POBS 0990. Mapping Cross-Cultural Identities.

How do we construct our own identity as life becomes a multitude of narrative threads intersecting and overlapping like roadways on a map? How do we reconfigure identities vis-à-vis those who surround us? We will investigate the ever-changing map of cultural identities and its repercussions on human existence via contemporary literature and a series projects that incorporate the arts (visual, digital, literary) and oral history. Some of the writers include Julia Alvarez, Kiran Desai, Junot Diaz, Milton Hatoum, Chang-Rae Lee, Clarice Lispector, Dinaw Mengestu, Nérida Piñon, Salman Rushdie, Taiye Selasi and others. No experience in the arts necessary.

POBS 1020. Anthropocene with Many Accents: Environmentalizing the Afro-Luso-Brazilian Triangle.

This course explores finer aspects of the cultural, social, ecological, and artistic landscapes of three historically interconnected Atlantic spaces: Angola, Portugal, and Brazil. Inspired by the concept of "Afro-Luso-Brazilian triangle" by the late Brown Professor Anani Dzidzienyo, we will foreground the intersectionality of struggles for the environment, racial and social justice, and gender equality, while introducing different perspectives on environmental thought. By acknowledging that we can learn from the experiences, testimonies, and fictional creations of local communities, literature, performance and the arts are central to this course. Conducted in English.

POBS 1025. The Future of the Past: 21st-Century Fiction from the Portuguese-Speaking World.

About a sixth of the twenty-first century is already over. What perspectives have contemporary writers of the Portuguese-speaking world brought to bear on the burning issues of the new century? How do literary narratives mold our thinking about the challenges of the present and the burdens of the past? What can the writing and reading of fiction do to change the way we see ourselves and each other? Readings and films from Angola, Brazil, Guiné-Bissau, Mozambique, and Portugal. One previous course in literature recommended. Conducted in English.

POBS 1070. Plugging into Brazil: Print, Television, and the Internet.

We will investigate the many nuances of the Brazilian media in its various forms and discuss Brazil using newspapers, leading magazines, current television broadcasts and the Internet. What are the characteristics of the Brazilian media? How does the media shape the views of Brazilians living in Brazil and those abroad? What is the role of the Brazilian media in a globalized world? Conducted in Portuguese. Prerequisite: One of the following: POBS 0610, 0620, 0710, or consent of the instructor.

POBS 1070A. On Both Sides of the Lens: Latin American Women Filmmakers (GNSS 1070).

Interested students must register for GNSS 1070.

POBS 1080. Performing Brazil: Language, Theater, Culture.

Designed to deepen the students' understanding of Brazilian culture and society through the performing arts. Students will read a series of plays and respond to them in a variety of ways: in writing, verbally, and through performance. The course will include poetry and music as these can also be performed. Throughout the semester students will also be working on creating their own performance pieces. Conducted in Portuguese.

POBS 1090. Portuguese-speaking Cultures Via Film.

We will view and discuss films from Brazil, Lusophone Africa, Portugal and other regions as vehicles to understand the cultural diversity of Portuguese-speaking countries. Readings will include related fiction and non-fiction focusing on immigration, gender, race, family dynamics and social inequality. Students will write a series of short papers and develop a final project in consultation with the instructor. Particular attention will be paid to contemporary Brazilian cinema. Prerequisite: POBS 0610, 0620, 1030, or 1080, or instructor permission. Enrollment limited to 20. Conducted in Portuguese.

POBS 1210. Afro-Brazilians and the Brazilian Polity (AFRI 1210).

Interested students must register for AFRI 1210.

POBS 1370. US and Brazil: Tangled Relation (HIST 1370).

Interested students should register for HIST 1370.

POBS 1500A. African Literatures of Portuguese Expression.

A survey of representative African narrative literature of Portuguese expression (Cape Verde, Guinea-Bissau, São Tomé e Príncipe, Angola, and Mozambique). The selections will cover the periods before and after the independence of these former Portuguese colonies. Conducted in Portuguese. Enrollment limited to 40.

POBS 1500B. The Azores – A World through Literature.

For 500 years, the Azores – a nine island archipelago in the middle of the North Atlantic, have been a mandatory connecting entrepot between the world at large and Portugal and between the Western Hemisphere and Europe. The archipelago has produced an impressive body of literature that, particularly in the last century, has evolved into a body of works that reflects a collective personality with distinctive features. The course will analyze the most significant works of literature produced in the islands and in the Portuguese-American communities. Conducted in Portuguese.

POBS 1500C. Brazilian Literature in Translation: Clarice Lispector-a Woman of Spirit.

As Brazil's foremost woman writer of the XXth century, Clarice Lispector has received critical attention from French, Brazilian and American feminists. With the aim of appreciating her work comparatively, this course will examine four novels and four story collections from the following theoretical perspectives: existentialist, feminist, poststructuralist and Jewish hermeneutics. Conducted in English.

POBS 1500D. Brief Encounters: Modernist and Postmodernist Brazilian Short Fiction.

With Modernism and Postmodernism as the primary theoretical frames, we will examine the aesthetics of short fiction by discussing short stories and novellas from the 1920s to the 1990s that foreground the characteristics of these literary currents and their respective regional and urban expressions. As images of Brazil, this fiction will also be read within the context of feminist, hybrid, subaltern, and postcolonial stances. Conducted in Portuguese.

POBS 1500E. Contemporary and Brazilian Fiction: New Paths and New Perspectives.

Selected prose narratives from the 1970s to the present are read with the aim of identifying new paths and perspectives in contemporary Brazilian literature and culture that challenge traditional literary and cultural hierarchies as well as canonized aesthetics. Milton Hatoum, João Gilberto Noll, Caio Fernando Abreu, Marilene Felinto, Sônia Coutinho, Roberto Drummond, Sérgio Sant'Anna, Rubem Fonseca, and others. Conducted in Portuguese.

POBS 1500F. Contemporary Portuguese Women Writers.

Analyzes women's discourse and proposes an interpretation of female characters in the works of six contemporary Portuguese women writers: Maria Velho da Costa *Maina Mendes*, Maria Teresa Horta *Ana*, Agustina Bessa-Luís *O Mosteiro*, Teolinda Gersão *Paisagem com Mulher ao Fundo*, Lídia Jorge *O Jardim sem Limites*, and Ivetta Centeno *Os Jardins de Eva*. By way of contrast, Mário Ventura's *A Revolta dos Herdeiros* is discussed as an example of how a male writer fictionalizes a woman as narrator.

POBS 1500G. Cultural Politics of Hybridity in Modern Brazilian Fiction.

Explores Brazilian fiction that manifests intersections between erudite, popular and mass cultures. With the aim of challenging unnatural polarities that separate these forms of cultural expression, the theme of hybridity will be examined in prose fiction from the 1960s to the present within the context of the development of the modern Brazilian novel and recent theories on cultural hybridization. Readings will focus on the socio-political and cultural implications of hybridization in prose fiction by such authors as Caio Fernando Abreu, Ivan Ângelo, Ignácio de Loyola Brandão, Roberto Drummond, Rubem Fonseca, Clarice Lispector, José Agrippino de Paula, Adélia Prado, Sergio Sant'Anna, and others. Conducted in Portuguese.

POBS 1500H. Esthers of the Diaspora: Female Jewish Voices from Latin America.

Fiction by and/or about Jewish women from Brazil, Argentina, Venezuela, Mexico, Chile, and Cuba. Evoking the image of the biblical Queen Esther who lived between two worlds, these Jewish voices will be discussed from the perspectives of feminist, hybrid, diasporic, and transcultural theories. Special attention to Brazil's Clarice Lispector. The expression of the role of women vis-à-vis the immigrant experience will also be discussed. Conducted in English.

POBS 1500I. Fiction and History (COLT 1810G).

Interested students must register for COLT 1810G.

POBS 1500L. Prophets in the Tropics-Latin American Jewish Writing.

Compares the differences and the parallels between the narratives of the Jewish diaspora in Brazil, Argentina, Mexico, and Peru. As decentered dissenters in literature, these writers invariably address their diasporist situation vis-à-vis the larger society via such issues as immigration, cultural diversity, exile thinking, nationalism, discrimination, and postcolonialism. Prose by female and male writers, along with background materials in history, biography, memoirs, essay, and film. Conducted in English. Prerequisite: one 100-level literature course.

POBS 1500M. Rereading Colonial Brazil.

In the first part of the course we will discuss major literary and artistic achievements in Brazilian society during the first three centuries after Brazil's "discovery." In the second part of the course we will consider how novelists, poets (including song writers), filmmakers, visual artists and social scientists since Independence have reassessed the colonial period from a post-colonial position. Conducted in Portuguese.

POBS 1500O. The "I" of the Beholder: Self-Examination and Self-Display in Modern Brazilian Fiction.

This course will address the first-person impulse in modern Brazilian fiction with the aim of analyzing the process of self-consciousness vis-à-vis national identity, individualism, memorialism, authoritarianism, and subjectivity. The course will also consider the first person in the context of realism, modernism, regionalism, and postmodernism. Discussion will center upon prose by Mário de Andrade, Rachel de Queiroz, Antônio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Nélida Piñon, Ivan Ângelo, Rubem Fonseca, and others.

POBS 1500P. The Personal Dynamics of Witnessing: Self-Interpretation in Brazilian Autobiographical Fiction.

Analyses first-person narration and the ethics of self-examination, self-display, and self-invention. First-person narrators are read as self-chroniclers who become subject and object, or spectator and spectacle, of their own lives. Readings from such writers as Mário de Andrade, José Lins do Rego, Cyro dos Anjos, Antóio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Nélida Piñon, Rubem Fonseca, and Sérgio Sant'Anna. Conducted in Portuguese.

POBS 1500Q. The Sage of Suspicion: The Skepticism of Machado de Assis.

Focuses on the major novels and short stories of Brazil's foremost realist. Presentations and discussions address character and narrative distrust as well as skepticism related to unreliable narrators and ironic voices. Also explores the sociopolitical picture of Brazil in the second half of the 19th century in the context of Machado's *Human Comedy*. Conducted in Portuguese.

POBS 1500R. Twentieth-Century Portuguese Prose.

Reading and textual analysis of some significant writers from Portugal, along with information related to their historical context. José Saramago, Lídia Jorge, Vergílio Ferreira, Helder Macedo, Agustina Bessa-Luís, and Rosa Lobato de Faria. Conducted in Portuguese.

POBS 1500U. The Leaping Chameleon: Reconfiguration of Self-Identity and Culture in Contemporary Brazilian Fiction.

Focuses on reconfigurations/redefinitions of concepts of identity -- personal and cultural in Brazilian prose fiction from the 1980s to the present. Protean forms and unstable subjectivities become apparent in fictional portrayals of aberrant and disfigured beings in liminal spaces, these serving as vehicles critical of urban strife, cultural instability, estrangement, and social segregation, written by authors such as André Sant'Anna, Bernardo Carvalho, Lilian Fontes, Marcelino Freire, Cíntia Moscovitch, Ivana Arruda Leite, Luiz Ruffato, and others. Conducted in Portuguese.

POBS 1500V. Modern Brazilian Theater: Nelson Rodrigues and the Dynamics of Performance.

Reading the psychological, mythical and Carioca plays by Nelson Rodrigues will serve to define modern Brazilian theater. Exploring influences from Greek tragedy to Freud, discussions will focus upon social rituals and taboos Rodrigues dramatized to unmask Brazilian society. Film/taped performances and criticism will be studied for interpreting modes of performativity and as tools for cultural analysis to understand the distance between self and behavior. Conducted in Portuguese.

POBS 1500W. The 'New Jew' and the Diaspora: Voices from Israel, Brazil and America.

Studies Jewish identity and belongingness in Israel and the Jewish Diasporas of Brazil and America within the context of multiple homelands. If the concept of the 'New Jew' suggests alternative Jewish universes in which Israel is not the center, does this imply the end of the Jewish Diaspora? This course will debate this question via novels and short stories by some of the representative writers from the above three nations. Conducted in English. Enrollment limited to 20.

POBS 1500X. Modern and Contemporary Brazilian Poetry: From Text to Performance.

Introduces students to Brazilian poetry from modernists like Oswald de Andrade, Murilo Mendes, Cecília Meireles, Carlos Drummond de Andrade, and João Cabral de Melo Neto to contemporaries such as Augusto de Campos, Francisco Alvim, Arnaldo Antunes, and Ricardo Aleixo. In addition to the reading and discussion of significant works by a variety of poets and literary critics, the course includes a workshop component, in which participants will be encouraged to share their oral interpretation of poems of their choice. The course concludes with a poetry performance by the course members and other interested parties. Conducted in Portuguese. Enrollment limited to 15.

POBS 1501A. Out of Portuguese Africa: Deconstructing Portuguese Colonialism in Literature.

Examines both fictional narratives written in Portuguese by African authors and fictional works by Portuguese authors that focus on the colonial experience of Angola, Mozambique, and Cape Verde. Aims in particular at the critical analysis of Portuguese colonialism as a means to verify its specificity or lack thereof within the larger context of overarching European colonialisms. Conducted in Portuguese.

POBS 1501B. Brazilian Biographies (HIST 1313).

Interested students must register for HIST 1313.

POBS 1501C. Interwar Fascisms and the Portuguese Estado Novo (1932-1945).

Focusing on the interwar period and, this course studies the political nature of the Salazar's dictatorship (the so-called Estado Novo, New State) in its various facets: nationalism, political representations, repression, social policy, Church and State relationship). The Portuguese history will be placed within a wider context, privileging transnational connections and comparative approaches. Was the Portuguese regime a fascist one? What are the affinities and distinctiveness in terms of contemporary dictatorships (Fascism, Nazism and Francoism)? To what extent those regimes were connected? Conducted in English.

POBS 1501D. Pathways of Brazilian Narrative.

The seminar investigates Brazilian narrative from Modernism to the present, at relevant moments from 20th to 21st centuries. Modernism and modernization have dismantled the romantic emphasis on narrative forms and themes as a unitary vision of social and cultural identity. Macunaima (1928), by Mario de Andrade opened to Brazilian literature a new kind of fiction that considers the multiplicity of a hybrid nation process of identification; a new paradigm re-using themes of exile, mobile identities, violence, terrorism, and interaction between the national and the global environments. Conducted in Portuguese.

POBS 1501E. Histories of Global Health from Lusophone Africa: Biomedical Actions in Angola, Mozambique, Guinea.

To explore histories of health, disease and global public health actions in Lusophone Africa: Angola, Mozambique, Guinea-Bissau. A broad approach to health considers sociocultural, economic, political and environmental factors. The anthropological take draws students' attention to the existing links between global structures, historical processes and power relations and patterns of ill-health, epidemics and biomedical responses or research in urban areas or in remote African villages in this part of the global south (c.1880s-2015). It unveils a century-old (western) morality underlying in public health programs, eradication visions, humanitarian actions, development discourses, security preparedness or other global health actions/mantras. Conducted in English.

POBS 1501F. The Enlightened Censor.

In this course we will follow the trajectories of 18th century Portuguese censors as they permit or forbid books by Voltaire, Rousseau or Locke, but also sermons, plays and dissertations. Is it possible that the censorship of the 18th century has shared with the Enlightenment so many key elements that it could be regarded more as an enlightened censorship than as an anti-Enlightenment censorship? The answer to this question will allow us to better understand the difficult birth of modernity and pluralism and the challenges both face today. In English.

POBS 1501G. Remembering and Forgetting the Portuguese Colonial Empire Public Memory.

This course explores the public memory and forgetting of the Portuguese colonial empire, from the colonial to the postcolonial period. Concentrating on the construction and reproduction of an official memory about the empire in the public space of Portugal, the course will also highlight the entangling between the former imperial metropolis and its former colonies. Also, broader connections will be established between the Portuguese-speaking world and wider European and global contexts. The purpose is to draw attention to the many ways in which colonial legacies are present today as a field of hegemony and ideological disputes.

POBS 1501I. Luso-African Literature in a Post-Colonial Context: A Decolonial Reading of the West.

According to Franz Fanon, decolonization is a historical process that can only be understood when it becomes transparent to itself as the historicizing movement that gives it form and content is discerned. Literature offers approaches that allow a deeper understanding of the post-colonial context and its social and cultural effects. We will examine Luso-African literature from Portugal, Angola, and Mozambique, analyzing it through themes such as race, identity, language, and ancestry. We will perform a decolonial investigation of this literary corpus by working with a theoretical apparatus that will help us to engage in reflections on post-coloniality and its relationship with the West. The course will be taught in Portuguese.

POBS 1520. Latin American Horror (GNSS 1520).

Interested students must register for GNSS 1520.

POBS 1600A. The Afro-Luso-Brazilian Triangle (AFRI 1020C).

Interested students must register for AFRI 1020C.

POBS 1600B. Colonialism, Nationalism and Gender in Portuguese India.

This seminar focuses on Portuguese rule and discourse in India, from an anthropological and historical perspective. Colonialism and nationalism in India will be studied in relation to former Portuguese colonies in Africa as well as to other experiences in India under the British raj. Gender issues will also be addressed. Attention to the case of the *devadasi* (ritual dancers). Conducted in English.

POBS 1600C. Cross-Cultural Perspectives on Education: Education and the Portuguese-Speaking World.

A comparative education course focusing on schooling in Brazil, Portugal, Cape Verde, and these Portuguese-speaking populations in the U.S. The role of education in these diverse societies, as well as theories and methodologies for cross-cultural research and analysis, are explored from both historical and contemporary perspectives. Conducted in English.

POBS 1600D. Portuguese Discoveries and Early Modern Globalization.

Introduces the study of global early modernity through the lens of the Portuguese empire c. 1400-1700. Maps out the origins, motivations, and nature of Portugal's imperial expansion. Establishes the patterns of the Portuguese presence in the Atlantic and Indian Ocean. Emphasizes the dependence of the Portuguese empire on other societies, its institutional fragility, its social complexity, and the difficult relations between ideology and economy. Explores the idea of an early "cultural globalization" in religion, art and politics from Iberia to Japan via Brazil, Africa and India. Avoids the traditional idea of an exceptionality of the Portuguese overseas experience. Conducted in English.

POBS 1600H. Politics and Culture under the Brazilian Military Dictatorship 1964-85 (HIST 1967L).

Interested students must register for HIST 1967L.

POBS 1600J. Conflicts, Diasporas and Diversities: Religion in the Early Portuguese Empire.

Focuses on the history of the early modern Portuguese religious world, covering such topics as religious diversity and oppression, the Portuguese Jews and their experiences of persecution and Diaspora, the role of the Inquisition, the establishment of the Society of Jesus in Portugal and the creation of a network of Jesuit missions in the Portuguese world, the Counter-Reformation and the evangelization of so-called gentiles and infidels, and messianic beliefs in the Kingdom of God. Primary sources include works by Portuguese chroniclers in translation, as well as the original editions housed at the John Carter Brown Library. Conducted in English.

POBS 1600K. On the Dawn of Modernity.

A look at the emergence of modernity and its conflicts with the classical world view as revealed in the writings of the Portuguese navigators (XVth and XVIth centuries) on their encounters with the non-European world. Readings will focus on fields such as astronomy, cartography, geography, shipbuilding, and anthropology, as stepping stones to the first scientific revolution. This literature has been practically unknown to non-Portuguese readers. Conducted in English.

POBS 1600O. Displacement: Colonialism, Migration and Transnationalism in Lusophone Societies.

"Displacement" will be the starting point for the study of a range of classic and contemporary debates on colonialism, migration, slavery, plantation systems, gender inequities, racism, urbanization, transnationalism and global health issues. We will mostly refer to cases related to Portuguese colonialism and contemporary Portuguese-speaking societies - Brazil, Portugal, Cape Verde, Mozambique, Angola, the Asian enclaves and lusophone diaspora.

POBS 1600P. The Last Empire: Portuguese Colonialism and Decolonization in Comparative Perspective.

Adopting a comparative perspective, the course gives special emphasis to political, ideological and military dimensions of colonial rule in Africa. The first part deals with the evolution of Portuguese colonialism since World War II. The second part focuses on the process of decolonization after 1974, integrating the dissolution of the Portuguese Empire in the international context of the Cold War. Conducted in English.

POBS 1600Q. Perceptions of the Other and Ethnographical Writing in Early Modern Portugal.

Focuses on the privileged situation of Portugal as far as the knowledge of extra-European cultures in early modern Europe is concerned. The course examines agents, instruments and mechanisms of information gathering and diffusion of the "outer world" in Europe via Lisbon. The most important *topoi* of these Portuguese ethnographical representations will be discussed through a close analysis of a wide range of contemporary texts and visual records. Conducted in English.

POBS 1600R. The Lusophone Black Atlantic: Cultures and Religions Across the Ocean.

Addresses the cultural unity and differentiation within the Lusophone Black Atlantic, with a special focus on mobility, diaspora, and transnationalism. After a general introduction on the historical and cultural construction of the triangular relations between Portugal, Brazil, and Africa, including the consideration of such issues as luso-tropicalism, "creolization," and colonialism, we will move into the topic of Afro-Brazilian religions like Umbanda and Candomblé as a way to analyze how a matrix civilization was transported across the Atlantic to Brazil and back to Portugal. The issue of the transnationalism and mobility of such religions, accompanying the diaspora of Africans and Brazilians to Portugal over the last 20 years, will provide the basis for further discussion of the notion of "lusophone black cultures." The course bibliography includes anthropological texts as well as current Luso-African and Brazilian literature. Conducted in English.

POBS 1600S. 17th Century Portuguese World.

Analyzes the major historical events that influenced the Portuguese world under Habsburg rule and during the baroque movement. To question definition of Empire, nation, national identity, colonial spaces. It will examine Brazil during the Dutch invasion; the expectations of a future independence from the yoke of Spain; political, economic and religious situation after the Portuguese restoration in 1640; political and economic struggle that followed; the Portuguese Inquisition and the missionary efforts undertaken in Brazil; the prophetic and messianic expectations of the Iberian world (Catholic and Jewish); and the political and cultural aspects of seventeenth-century Ibero-American baroque culture. Conducted in Portuguese.

POBS 1600X. Urban Latin America (LAST 1510I).

Interested students must register for LAST 1510I.

POBS 1600Z. The Making of Modern Brazil (LAST 1510J).

Interested students must register for LAST 1510J.

POBS 1601A. The Birth of the Modern World: A Global History of Empires.

A multidisciplinary comparative analysis of the role of empires in the formation of the modern world and globalization since the 'new' imperialism of nineteenth century to the end of the colonial empires in the second half of the twentieth century. Case studies from several empires (Portuguese, American, Soviet, French and British) offer a global history of imperialism and colonialism. The links between imperialism, internationalism, nationalism, and modern racism; the relationship between imperial and colonial societies and cultures; the role of international and transnational institutions in the transformation of imperialism and the global emergence of human rights. Conducted in English. Enrollment limited to 40.

POBS 1601B. Defying the Wind of Change: Portugal, Rhodesia and South Africa, 1961-1980.

Examines the political, military, intelligence and economic ties between Portugal, Rhodesia (before and after its Unilateral Declaration of Independence in 1965) and apartheid-era South Africa as the three countries resisted calls for equal political representation for men and women of all races while exploiting their growing financial muscle as well as the circumstances of the Cold War. The bloc was undone by the Portuguese revolution of April 1974, which led to the independence of Angola and Mozambique, and left Rhodesia's borders exposed. Extensive use of recently declassified material gathered in Lisbon and Pretoria. Conducted in English. Enrollment limited to 25.

POBS 1601C. From Dictatorship to Democracy in the Iberian Peninsula: Transformations and Current Challenges.

Studies the origins and nature of the Franco and Salazar dictatorships, outwardly similar and largely concurrent, but in fact different in their aims, outlook and methods. Special attention to the personalities of the two dictators as well as the legacy of Spain's Civil War and Portugal's colonial Empire as elements of differentiation between the two regimes. The creation of democratic regimes in Spain and Portugal in the mid-1970s in the aftermath of prolonged dictatorships and the current political and economic challenges faced by these two countries are also considered in detail. Conducted in English. Enrollment limited to 25.

POBS 1601E. Travels and Exhibitions: Writing, Collecting + Displaying the World in the 19th + 20th Centuries.

To explore a cultural and intellectual history of the Portuguese-speaking world, concentrating on the circulation of objects, images, ideas and people within Brazil, Angola, Goa and different European spaces, from Lisbon to Paris. To discuss the history of science, the relationship between knowledge and colonial contexts, the interdependence between ideological agendas and exhibitions, the affirmation of national and imperial identities through spaces of visual and material knowledge. Through a series of comparative and transnational case studies this course will promote the crossing of contemporary theoretical questions engaging with historical written and visual sources. Conducted in English.

POBS 1601G. The Politics and Government of Lusophone Countries.

Ranging from regional powers to small island states, from consolidated democracies to hybrid regimes, from good governance to weak states and petro-states, the Lusophone world represents a diverse and stimulating political context. This course provides a systematic analysis of Lusophone political institutions and behavior, while considering the wider implications of the Lusophone experience. It is organized thematically, with topics including democratization; state structures; political institutions and culture; clientelism; and party systems. Each topic focuses on a set of Lusophone countries. While all Lusophone countries are considered, the cases of Portugal, Brazil, Cape Verde, Guinea-Bissau and Angola are particularly emphasized.

POBS 1601H. Contemporary Migrations: Movements, Experiences and Policies of Belonging.

Addresses theme of contemporary migrations, its visibility and strategic relevance (social, economic, political, demographic and cultural). Drawing on plural theoretical contributions, as well as empirical results from research carried out with Portuguese migrants in various sites and with diverse migrant populations based in Portugal, discussing: Contemporary global migration present and future trends; Portugal as an emigration and immigration context (particularities, tendencies, potentialities, obstacles); Daily-life aspects and experiences of migration (work, family, domestic life, culture consumption practices, transnational networks of belonging, association life); Identity, belonging and cultural (re)production strategies, tools and products. Approach to contemporary migration, emphasizing the discussion of data emerging from qualitative research.

POBS 1601I. Media + Propaganda in Contemporary History.

This course intends to study what was the role of the media and propaganda in the construction of the political reality by means an interdisciplinary and empirical analysis of several paradigmatic cases of the contemporary history in the lusophone and Iberian worlds. Special attention is paid to the following relevant topics: the historical evolution of the Portuguese media in the United States of America; the creation of the New State of Salazar in Portugal and the New Spain of Franco; the Portuguese diplomacy in the Spanish Civil War; or the transition to democracy in the Iberian Peninsula. Conducted in English.

POBS 1601K. Early Modern Global History at the John Carter Brown Library: A Research Workshop.

Gain firsthand experience developing your own research project at the world-renowned John Carter Brown Library! The JCB houses thousands of rare books, maps, and manuscripts pertaining to the diverse histories and cultures of the early Americas. With opportunities to learn from a wide range of professional curators, conservators, librarians, and researchers in residence, students will approach the JCB collection as a site for research into colonial histories and as a subject of study in its own right. Class will be conducted in English, but a reading knowledge of Portuguese and/or Spanish is recommended. Most readings will be in English, and students will be able to develop research projects with JCB material in language(s) of their choosing.

POBS 1601M. Migrants, Political Activism and the Racialization of Labor.

Histories of white nationalism in US law and discourse to criminalize, marginalize and racialize migrant progressive politics and labor activities are explored through first-hand and secondary sources, discussions and site visits. Migrants challenging limitations on civic rights as a result of fluid and contradictory intersections of racial and ethnic categorizations are examined through a primary case example of Portuguese-speaking workers in North America over the 20th century from Europe, Atlantic Islands and Africa. Topics include socialist and communist labor movement; anti-immigrant laws; industrial capitalism's exploitation of migrant workers and role in racial marginalization; migrant agency and action for change. In English

POBS 1601N. Politics of Indigeneity in Brazil (LACA 1503Q).

Interested students must register for LACA 1503Q.

POBS 1601O. The Portuguese Estado Novo. Visual Propaganda, Public Use of Past and Self-Representation.

Starting with Pierre Nora's concept of *Lieux de Memoire* – places where the exhausted capital of collective memory condenses and is expressed – this course explores from two perspectives, the history of Portuguese Estado Novo. It embarks upon a chronological study of the period following the economic, political, and social transformations that had affected Portugal. Scrutinize how the Estado Novo created, used and re-adapted some Portuguese *Lieux de Memoire* in order to legitimize itself; shape the way Portuguese understand their country; generate a favorable image in Portugal and abroad. Conducted in English.

POBS 1601P. Global Decolonization in Africa and Asia: the Portuguese Case in a Comparative Perspective.

This course provides a critical, comparative assessment of the global decolonization momentum, taking the Portuguese case as the key case-study. It does so by exploring diverse historiographical problems and historical processes that shaped the multiple trajectories of decolonization after 1945. As a consequence, the course also addresses the role of international and transnational networks, movements and institutions in the global histories of decolonization, as major players in the demise of European colonialism. The historical legacies of late colonialism in politics, society and culture, both in former colonies and metropolises, will also be assessed. Conducted in English.

POBS 1601Q. Portuguese and Lusophone African Literature and Cinema.

The course aims to study the relationship between literature and cinema in the context of renowned Portuguese authors and Portuguese-speaking Africa. Thus, students will study a varied group of great novelists (José Saramago, José Eduardo Agualusa, Mia Couto) and notable filmmakers (João Botelho, Ivo M. Ferreira, Teresa Prata, Lula Buarque de Hollanda) who chose to direct films from the texts of these writers. And, due to their importance, unavoidable filmmakers (Paulo Rocha, Manoel de Oliveira and Miguel Gomes, Flora Gomes) will also be approached. Conducted in Portuguese.

POBS 1601R. Beyond the Masterpiece Tradition: Mining the Archive for Alternative Histories of Portuguese Cinema.

Drawing on anthropology, new film history and media archaeology, this course takes the moving image archive as a departure point to revisit, reconceptualise and expand Portuguese film history and historiography. We will consider the works and formats that have been neglected – actualities, utility films, newsreels, amateur films, domestic footage and film fragments – to revise theoretical and historiographical assumptions and recover parallel, interrupted and non-teleological film histories that have hitherto failed to be written. We will also examine the appropriation of archival footage by other film productions and discuss the impact of the 'digital turn' on film archives. Conducted in English.

POBS 1601S. Environment, Health and Colonial Society in Africa-19th and 20th Centuries.

This course seeks to build an understanding of how environment and health intersected in colonial Africa in the late 19th and 20th centuries by looking diachronically at a varied set of cases that reveal important aspects about changing disease ecologies and knowledge production, about environmental change and human agency, but also about power and inequalities in colonial societies. Though guided by a comparative cross-national and cross-imperial dimension, the course also seeks to fill the gap in the study of environment, health and imperialism by bringing to the fore the cases of Angola, Cape Verde, São Tomé e Príncipe, Mozambique and Guiné-Bissau, territories under Portuguese colonial rule until the 1970s. Open to all students, this course is also intended as complementary to other courses offered at Brown, namely on the History of Africa and the History of STEaM.

POBS 1601T. Regimes of Contention in Southern Europe.

This course takes Portugal, in the context of the southern European semi-periphery, as a case-study for exploring the contentious dynamics between institutions and movement actors from the 1960s onwards. The course is divided in three parts: (1) the research problems associated with this course; (2) Portugal's semi-peripheral position; (3) social movements historical analysis in Portugal, considering the state-party-movement nexus, as well important critical junctures such as 1974 Revolution and the 2010 austerity period. Even though the course is to be taught chronologically for pedagogical reasons, in order to understand its historical evolution in a global context, students will be required to develop insights that cross the various topics under study. As such, this course will provide them with an in-depth reading and historical understanding of the Portuguese mobilizations from below in the European context.

POBS 1601U. International Solidarity and the Struggle for Independence of Portuguese Colonies.

This course introduces students to an overview of the international solidarity with the struggle for independence of Portuguese colonies, including the myriad ways through which states, non-state actors and individual activists engaged with the liberation movements. Building on existing scholarship, the course will center on the role played by international solidarity in fueling anticolonial and anti-racist discourses for foreign audiences and attracting material and non-material resources for the liberation movements.

POBS 1601V. Salazar's Dictatorship in Comparative Historical Perspective: From the Fascist Era to Decolonization.

This course provides a critical approach to the principal themes in the history of the Salazar dictatorship (Estado Novo) from a comparative perspective. It covers the entire span of the regime and incorporates its main dimensions – nationalism, colonialism, repressive apparatus, Church/State relations, system of political organisation. Particular emphasis is placed on the wider international context, highlighting the importance of transnational connections and comparative approaches in the process of historical understanding. To what extent did the regime provide a unique response to the interwar crisis of liberalism? How did Salazarism influence the rise of authoritarian regimes in Europe and South America? Was Salazarism different from Fascism? How useful is the concept of normalization in defining the experience of everyday life under the regime? Providing answers to these questions will require drawing from the variegated inputs of political, social and cultural history.

POBS 1601W. Challenging the Colonial Complex: Theory and Praxis in the Portuguese-speaking world.

This course maps anti-colonial, postcolonial and decolonial critique and praxis in the Portuguese speaking world. It investigates a wide range of writings, while bringing forth an array of artistic, cultural, and media practices of resistance. The course is designed to claim the centrality of these voices and to encourage students to think visually – through not just about images, through not just about art. Reading, watching, listening, and discussing intensely and with care will be the basis of our academic work as we explore the meanings and practices of decolonization in the Portuguese-speaking world. Reading knowledge of Portuguese is required.

POBS 1601X. Media, Entertainment and Politics in the Lusophone World.

The main goal of this course is to provide students with an in-depth understanding of the relationship between the realms of politics, media and entertainment in different national contexts sharing a common official language: Portugal, Brazil, and the African Portuguese-speaking countries. This knowledge is essential for understanding the contextual features of political action, social dynamics and cultural and artistic production in these countries. The course starts with a series of lectures aimed at fostering theoretical knowledge and critical thinking on political regimes, media systems and the relationship between entertainment and politics. Subsequently, the course acquires a more empirical nature: after depicting the general political features of the countries under analysis, sessions will be devoted to the discussion of media systems, media and politics dynamics and the relationship between entertainment and politics in Portugal, Brazil, and African Portuguese-speaking countries.

POBS 1601Z. Art and Visual Culture from the Lusophone Black Atlantic: A Decolonial and Comparative Approach.

The course aims to introduce students from various levels and backgrounds to the visual cultures of the Portuguese-speaking world, with an emphasis on Atlantic historical and contemporary circulations between Portugal, Angola, Mozambique, Cape Verde, Guinea-Bissau, São Tomé and Príncipe and Brazil, and a focus on the visual, performative and material knowledge production coming from modern and contemporary art, curating/exhibition histories and visual culture at large. Course instructor: Ana Balona de Oliveira

POBS 1602A. Portugal: The Journey from "Welcoming" Policies to Anti-Immigration Mobilization.

The course examines the shift in Portugal's migration landscape, from a colonial legacy of openness to cultural diversity to the rise of anti-immigration movements. It explores how Portugal's national myth of a country open to diversity, shaped by its colonial past, obscures issues of racism and migration. The course traces how migration policies have evolved in a postcolonial context, analyzes media's role in perpetuating stereotypes, and investigates the rise of far-right anti-immigration mobilization. It also highlights immigrant resistance to these changes. Using Paulo Freire's critical pedagogy, the course encourages collaborative learning and participatory practices, fostering dialogue and decolonizing methodologies in migration studies. Students will engage actively in discussions, readings, and reflections, contributing to an exchange of ideas among students, faculty, and guest lecturers. Taught in English, course instructor: visiting FLAD professor, Thais França

POBS 1602B. Além do extrativismo: reconfigurações de gênero na produção cultural brasileira.

From "Agro é tech, agro é pop, agro é tudo" (Rede Globo) to Denilson Baniwa's "O agro não é pop!" to Gabeu's Agropoc, extraction has become a central point of contention within the texts, images and sounds of contemporary Brazilian cultural production. This course looks at how extraction has been imposed upon, impacted, and defined bodies—human and other than human. We will ask how contemporary artists are contesting and transforming discourses of extraction by expanding, reshaping & queering/curing expressions of gender and sexuality.

POBS 1670. History of Brazil (HIST 1310).

Interested students must register for HIST 1310.

POBS 1671. Brazil: From Abolition to Emerging World Power (HIST 1312).

Interested students must register for HIST 1312.

POBS 1694. Comparative History of Abolitionism in the Atlantic World.

To develop a transnational approach to the rise of abolitionism in the Atlantic world. In a comparative framework, tracing the rise of abolitionism in Europe, Americas, and Africa, examining the suppression of the transatlantic slave trade, the rise of colonialism in Africa, and the growth of forced labor in the wake of transatlantic slave trade. Deals with key debates in the literature of African, Atlantic history, including causes and motivations of abolitionism, relationship between the suppression of the slave trade and the growth of forced labor in Africa, the historical ties between abolitionism and the early stages of colonialism in Africa.

POBS 1740. Artful Teaching: Intersecting the Arts with Foreign and Second Language Acquisition.

How can we create meaningful experiences for those learning a foreign or second language? What makes the creative arts (art)iculate so powerfully and naturally with foreign and second language acquisition? How do the arts enable students to become aware of surrounding cultures while simultaneously acquiring a new language? This course will explore connections between the arts—visual, literary and performing—and language acquisition in a combined workshop and seminar approach. Readings will include authors Sheridan Blau, Augusto Boal, Shirley Brice Heath, Paulo Freire, Jan Mandell, Twyla Tharp, Jeffrey D. Wilhelm and others.

POBS 1800A. "Que país é este?" Twentieth-Century Definitions of Brazil and Brazilianness.

Focuses on three major areas: the portraits of Brazil from the late 1930s to the early 1960s, mainly by left-leaning intellectuals; the economic and political model of Brazil imposed by the military regime of 1964-1985; and the subversion of the official definitions of Brazil in the "anti-histories" of the *Abertura* period (1975-1985). Materials drawn from the social sciences, history, literature, and film. Authors include Sérgio Buarque de Holanda, Gilberto Freire, Vianna Moog, Paulo Freire, Golbery do Couto e Silva, Roberto da Matta, Caio Prado Jr., Richard Morse, and others. Conducted in Portuguese.

POBS 1800B. Lusofonia: National Identities and Transnational Challenges.

The creation of the Commonwealth of Portuguese-Speaking Countries has reignited debate concerning the roots, history, contemporary developments, and future prospects of the Portuguese-speaking world. This seminar focuses on key issues regarding the identities of the Portuguese-speaking nations, their interrelations, and their interactions with the wider world. A. de Quental, T. de Pascoais, Pessoa, G. Freyre, S. Buarque de Holanda, Vianna Moog, A. Sérgio, E. Lourenço, A. Cabral, and R. DaMatta. Conducted in Portuguese.

POBS 1800C. Constructing Men, Projecting Masculinity: Questioning Gender, Sex, and Sexuality in Brazil.

In this course we will examine how contemporary Brazilian cultural production – particularly literature and cinema – (re)formulates/questions/preserves traditional configurations of male gender identity. We will discuss constructions and representations of the male subject within contemporary cultural production, particularly focusing on the later-half of the twentieth century. More specifically, employing ideas of gender as a form of performance we will question gendered stereotypes and their intersections with race and socio-economic position, destabilize binary gender constructions / understandings, and offer queer readings of a multiplicity of texts. Conducted in Portuguese.

POBS 1800E. The Brazilian Puzzle: Confronting the Post-Colonial Legacy.

Brazilian intellectuals have often attempted to understand and explain the challenges in modern Brazilian society (political, economic, racial, educational) by pondering Brazil's Iberian roots and assessing the legacy of Portuguese colonialism. Manuel Bonfim, Sérgio Buarque de Holanda, Paulo Prado, Gilberto Freyre, Vianna Moog, Caio Prado, Celso Furtado, Paulo Freire, Oswald the Andrade, Roberto DaMatta. Attention to film, music and the visual arts. Conducted in Portuguese.

POBS 1800F. The Lusophone World and the Struggle for Modernity.

A study of classical writings from the Portuguese-speaking world dealing with the issue of modernity, focusing particularly on the Counter-Reformation and Baroque paradigms versus the Enlightenment. Portuguese, Brazilian and African writers such as Antero de Quental, Sérgio Buarque de Holanda, Vianna Moog, Amílcar Cabral and others will be read critically and in a comparative approach. Conducted in Portuguese. Enrollment limited to 40.

POBS 1967L. Politics and Culture Under The Brazilian Military Dictatorship, 1964-1985 (HIST 1967L).

Interested students must register for HIST 1967L.

POBS 1970. Reading and Guided Study.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POBS 1990. Research and Preparation of Honors Projects.

This independent study course is designed for students working on honors projects. Written permission of the concentration advisor (Prof. Sobral) is required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POBS 2120B. Practicum in English as a Second Language.

The practicum in ESL is an integrating and culminating experience in the Master's Program in ESL and Cross Cultural Studies. The course provides a review of the theories and concepts related to English as a Second Language. Throughout the course students apply what they have learned about teaching English language learners and reflect on their assessment, planning and implementation of second language teaching through group discussions and seminars. To participate in this course students must have access to ELs in a classroom setting.

POBS 2120C. Cross-Cultural Practices: Children and Families.

This course focuses on child development and family practices from a cross-cultural perspective. Readings give the participants a broad view of the diversity of environments in which children develop physically, cognitively, socially and emotionally. Course participants explore the environment of childhood throughout the world and analyze child-rearing practices in various western and non-western societies. Participants also study and discuss the development and status of various ethno-linguistic groups of children in Rhode Island, and examine the implications for community-school relationships, teaching and learning. This course is taught in English.

POBS 2450. Exchange Scholar Program.**POBS 2500B. Portuguese Overseas Encounters.**

A critical analysis of some classic Portuguese travel writings from the 15th to the 20th century. The readings include Zurara, Camões, Fernão Mendes Pinto, *História Trágico-Marítima*, Ramalho Ortigão, Raul Brandão, as well as the contemporary Pedro Rosa Mendes. Conducted in Portuguese.

POBS 2500E. Portuguese Cultural and National Identity.

A critical reading of some key issues in Portuguese intellectual history regarding Portuguese national identity. Classical authors such as Verney, Antero de Quental, Teixeira de Pascoais, Fernando Pessoa, Antonio Sérgio, and Eduardo Lourenço are read along with contemporary theoretical works on the issue of cultural and national identity. Conducted in Portuguese.

POBS 2500F. Tales of the "Sertão".

The reality and mythology of the "sertão" have long been a source of inspiration for Brazilian writers, visual artists, and filmmakers. This seminar considers the transformations of the "sertão" motif since the second half of the nineteenth century. Fiction by José de Alencar, Euclides da Cunha, Graciliano Ramos and João Guimarães Rosa. Films by Glauber Rocha and Sandra Kogut. Conducted in Portuguese.

POBS 2500G. Nation and Narration.

The invention and transformation of the idea of Brazil as a nation narrative texts since the middle of the 19th century. Manuel Antônio de Almeida, José de Alencar, Adolfo Caminha, Machado de Assis, Monteiro Lobato, Mário de Andrade, Adalzir Bittencourt, Antônio Callado and João Ubaldo Ribeiro. Theoretical texts by Benedict Anderson, Homi Bhabha, Edward Said, Eric Hobsbawm, Frantz Fanon, Roberto Schwarz and others. Conducted in Portuguese.

POBS 2500H. The City and the Street: Tradition, Modernity and Human Subjectivity in Brazilian Urban Literature.

From Machado de Assis's streetcar chronicles, João do Rio's belle-époque flâneur crônicas, and modernists' views of São Paulo down to the urban paranoia of Rubem Fonseca's crime narratives and the destabilizing subjectivities of contemporary writers, this seminar examines diverse urban bodies and cartographies for understanding spatial and temporal relationships between the city and bodies, sexual cultures, gender roles, violence, peripheries, and metropolitan apocalyptic tensions. Conducted in Portuguese.

POBS 2500I. The Portuguese Essay.

Focuses on some key themes of Portuguese social, political and cultural life that have been dealt with in the essay form, in the 19th and 20th century, such as Portugal's decline, modernization, regeneration and national identity. Special attention to literature on the essay as a genre. Readings include Antero de Quental, Oliveira Martins, Silvino Lima, Joaquim de Carvalho, Antonio José Saraiva, Eduardo Lourenço and others. Conducted in Portuguese.

POBS 2500K. Senses and Sensibilities in the Nineteenth Century Portuguese Novel.

The works to be read are representative of the main literary trends in 19th century Portuguese literature. They will be analyzed with a focus on literary aesthetics, but also on meanings (or senses), both culturally and personally, by exploring the textual construction of emotions, i.e., the engagement of sensibilities in the written word. Authors to be studied include Almeida Garrett, Camilo Castelo Branco and Eça de Queirós. Conducted in Portuguese.

POBS 2500L. Latin American Historiography (HIST 2971E).

Interested students must register for HIST 2971E.

POBS 2500N. Got Rights? Human Rights and Contemporary Brazilian Literature.

Portuguese sociologist Boaventura de Sousa Santos states that nowadays, there is a "global hegemony of human rights as a discourse of human dignity" (2015: 22). Nonetheless, Sousa Santos observes that this hegemony is challenged by a reality of widespread human rights abuses. What then, is the value of human rights and what role does literature play in the discursive construction and the praxis of human rights? This course examines how contemporary Brazilian literature conceptualizes human rights through topics such as authoritarianism, class, race, urban space. The course also establishes connections between human rights in Brazilian and select Spanish American texts.

POBS 2500P. Ways of Belonging in Portuguese Literature.

Based on works by twentieth- and twenty-first century Portuguese authors, this course proposes to explore ways in which Portuguese literature presents itself as a spatial practice that shapes a sense of belonging around certain cultural landscapes. Starting from the idea that environmental perceptions are intertwined with cultural legacies, this course aims to trace a journey through a variety of cultural landscapes that link the present to the past and open space for a critical reflection that brings together local solidarities and transformative worldviews. Readings include authors from the 19th, 20th and 21st centuries, such as Camilo Castelo Branco, Antero de Quental, Raul Brandão, Miguel Torga, Agustina Bessa-Luís, Eduardo Lourenço, José Mattoso, Maria Filomena Mónica, Miguel Esteves Cardoso, Álvaro Domingues, Alexandra Lucas Coelho, Hugo Gonçalves, and Djaimilia Pereira de Almeida. We will also look at music, cinema, and visual arts.

POBS 2500R. Soundscapes of Lusophone Literature and Film.

This interdisciplinary course explores how sound (both listened and imagined) shapes the cultural, historical, and emotional landscapes of the Portuguese-speaking world. Moving across different geographies we will analyze how literature and film construct acoustic environments to evoke memory, identity, gender, race, class, sensory experience and belonging. Bringing together literary and cinematic works, we will explore different concepts and areas of study within sound culture (soundscape, listening, noise, silence, voice, etc). Key questions include: How does sound function as a narrative device, a mode of resistance, or a bearer of collective memory? How do soundscapes reflect or challenge colonial and postcolonial realities? How do Lusophone artists use sound to bridge the oral and the written, the seen and the heard? This course engages with fiction, poetry, film, and theoretical texts from sound studies, literary and film theory. Conducted in Portuguese.

POBS 2600A. Medieval and Renaissance Portuguese Literature.

An analysis of Portuguese literature from the Middle Ages to the 16th century. Special attention given to the poetry of the Cancioneiros, Fernão Lopes, Gil Vicente, and Luís de Camões. Conducted in Portuguese.

POBS 2600B. Saramago and His Contemporaries.

Focuses mainly on the "oeuvre" of José Saramago, the recently deceased Portuguese Nobel Prize winner. Four other well-known Portuguese writers (Vergílio Ferreira, Agustina Bessa-Luís, António Lobo Antunes, Lídia Jorge) are also studied as a way of contextualizing Saramago's work but, more importantly, for their own merit as outstanding novelists. Complementary readings will mostly consist of theoretical texts concerning an approach to contemporary novels based on the nexus between history and fiction on the one hand, and the construction of emotions in literature on the other. Conducted in Portuguese. Enrollment limited to 25.

POBS 2600C. Foundations of Literary Theory.

Designed to provide a solid foundation on the development of literary theory from its ancient roots in Plato, Aristotle, Horace and Plotinus to the contemporary period. Includes Kant, the Russian Formalists, Lukács, Jakobson, Bakhtin, Barthes, Derrida, Ricoeur, Said and others. Conducted in English.

POBS 2600D. Brazilian Fictions of the Self.

Focuses on representations of the self as a "supreme fiction" in Brazilian novels since the late 19th. century. Machado de Assis, Raul Pompeia, Raquel de Queiroz, Graciliano Ramos, Clarice Lispector, Lúcio Cardoso, Lygia Fagundes Telles, Raduan Nassar, Sérgio Sant'Anna and João Gilberto Noll. Open to advanced undergraduates with permission from the instructor. Conducted in Portuguese.

POBS 2600E. António Lobo Antunes and his contemporaries.

The course aims to offer a knowledge of contemporary Portuguese literature centered around the works of António Lobo Antunes, the most prestigious writer in Portuguese literature today, essential to understand the collective Portuguese memory and the collective experience of the Portuguese people over the last 40 years. This course is also about other outstanding contemporary authors, in order to make the student aware of other voices of Portuguese literature, especially those from the most recent generation of writers. Conducted in Portuguese.

POBS 2600F. Histories and Cultures of the Medieval and Early Modern Lusophone World.

This course introduces students to foundational primary and secondary texts (historical, literary, visual) for studying the diverse societies of Europe, Latin America, Africa, and Asia that came into contact with agents of the Portuguese empire between c. 1400-1800. Students will gain research competency in interpreting medieval and early modern Lusophone texts in light of classic and more recent scholarship. Reading comprehension in Portuguese is encouraged but not required. Class will be conducted in English

POBS 2600G. Decolonizing Brazil: The Postcolonial Dilemma of "Not Being And Being Other".

Considering the "ambivalent construction of the Brazilian's cultural existence" as the basic stance for reexamining Brazil from a revised postcolonial approach, this seminar will contextualize the Brazilian postcolonial from the viewpoints of diversity, difference, hybridity, and heterogeneity. Authors to be read are Manuel Antônio de Almeida, Machado de Assis, Adolfo Caminha, Oswald de Andrade, Graciliano Ramos, Samuel Rawet, Silviano Santiago, and Lygia Fagundes Telles. Conducted in Portuguese.

POBS 2600I. Modern and Contemporary Brazilian Poetry.

An intensive reading of selected Brazilian poets of the past eighty years, including Carlos Drummond de Andrade, João Cabral de Melo Neto, Mário Faustino, Paulo Leminski, Ana Cristina Cesar, the "concretistas", and Salgado Maranhão. Each student will be responsible for an oral presentation about an additional poet, to be chosen in consultation with the instructor. Conducted in Portuguese.

POBS 2600J. The "I" of the Beholder: The Autobiographical Mode in Modern Brazilian Fiction.

Analyzes first-person fictional narration and the ethics of self-examination, self-display and self-invention. Examines questions of truth in fiction, the self and the other, autobiographical theory, and the concept of witnessing and reporting in relation to self-representation. Mário de Andrade, Cyro dos Anjos, Antônio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Helena Parente Cunha, Rubem Fonseca, Sérgio Sant'Anna and Bernardo de Carvalho. Conducted in Portuguese.

POBS 2600M. The Word in the Dark: Passion, Quest and Identity in the Universe of Clarice Lispector.

This seminar will examine the major novels, short story collections, and crônicas by the Brazilian writer Clarice Lispector and analyze the development of her literary voice and her unique use of language. Reading her work through and beyond the existential, feminist and poststructuralist views manifested in the best critical and theoretical analyses of her work, this seminar will focus especially upon her passionate struggle with language as well as her genre-breaking narratives, alongside her ontological quest for narrative subjectivity. Seminar presentations and papers will explore these issues with the aim of understanding Clarice's spiritual and philosophical impulses as well as her original linguistic contribution to Brazilian and World Literatures. Conducted in Portuguese.

POBS 2600N. Transgressing Gender: Female Voicing in Modern Brazilian Literature.

This seminar looks at theoretical and critical essays on gender and beyond in relation to the fiction of three major Brazilian female writers: Rachel de Queiroz, Lygia Fagundes Telles, and Clarice Lispector. Discussion addresses issues of gender identity and ambiguity, female voicing, gender politics, alterity, feminist consciousness, as well as power and resistance. Readings include two or more works by each of the three writers. Conducted in Portuguese.

POBS 2600O. The Sage of Suspicion: Machado de Assis and the Agencies of Narrative.

Novels and short stories of Machado de Assis within the context of the socio-political reality of nineteenth-century Brazil. Attention to the ideologies of Brazil's ruling class, its self-image and views on national identity, class and race; the issue of fiction vs. reality; and/or such topics as irony, symbolism, and narratology. Conducted in Portuguese.

POBS 2600P. Fernando Pessoa and Co.

An analysis of key writings by the major Portuguese Modernist poet Fernando Pessoa, as well as by his more important heteronyms, particularly Alvaro de Campos, Alberto Caeiro, Ricardo Reis, and António Mora. The course will emphasize the recurrent themes of identity, divided self, meaning, disquietude, and displacement. Conducted in Portuguese.

POBS 2600W. Contemporary Brazilian Women Writers in the Culture of Money: A Literature of Their Own.

This advanced seminar will study, comment and debate seven contemporary Brazilian novels and two collections of short stories written by women during the last thirty years. Some of the main subjects to be addressed are fear, love, loneliness and exclusion that characterize current turning points for women. The literary works stemming from this kind of environment tend to lead to a labyrinth that maps their characters' and society's emotional behavior, thereby transforming meaning and redirecting the pathways of aesthetic form, while modifying the conventions that shed light upon the authors' construction of their stories.

POBS 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

POBS 2980. Reading and Guided Study.

Reading in Portuguese language, literature, civilization, and bilingual studies. Conducted via Portuguese readings and discussions. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POBS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Center for the Study of Race and Ethnicity in America

The Center for the Study of Race and Ethnicity in America was established in 1986 as one of the nation's earliest academic centers dedicated to research scholarship, and community-building around issues of race and ethnicity.

Today, CSREA continues this charge by supporting and generating rigorous and accessible research, performance, art, and scholarship on a broad range of issues. The Center's timely events and programs include fellowship opportunities for faculty and artistic practitioners, grants for course innovation, signature lecture series that bring groundbreaking academics to campus, and much more.

Through this work, the Center aims to build intellectual communities, develop and enhance research networks, foster generative public conversations on pivotal issues, and contribute meaningfully to the creation of a more just society.

To learn more about the Center, please visit <https://www.brown.edu/academics/race-ethnicity/>

Religious Studies

The Department of Religious Studies at Brown University provides students with an understanding of diverse religious traditions, an exposure to a variety of approaches employed within the academic study of religion, as well as an opportunity to explore diverse intellectual, social-theoretical, and ethical issues that arise when one considers the various manifestation of religion in human affairs. While the graduate program in religious studies, with select areas of concentrated strength, is one of the finest in the world, the undergraduate program is broad and creative, serving a large number of students both inside and outside the concentration.

For additional information, please visit the department's website: <http://www.brown.edu/academics/religious-studies/>

Religious Studies Concentration Requirements

The concentration in Religious Studies cultivates understanding of societies and cultures throughout the world by exploring religious thought and practice in various historical, geographic, and political contexts. Concentrators discover new ways of engaging the complex world in which they live by studying the public and private concerns that the study of religion highlights, including understandings of self, community, good, evil, authority, and inequality. Equipped with interdisciplinary skills of interpretation and analysis, students learn how political affairs, institutions, conflicts, and social spheres commonly recognized as secular have taken shape through the formation and transmission of religious beliefs, behaviors, values, and rituals. These skills include: close analysis of texts, images, artifacts, artistic works, and other social data; synthesis of research through written and verbal expression; interpretation of the past and present through multiple forms of evidence; and engagement with contemporary social issues and communities.

1. Basic Requirement

A concentration in Religious Studies includes a minimum of nine semester-long courses. Those nine courses include RELS 1000 (a seminar in theories and methods in the study of religion), RELS 1995 (the senior capstone seminar) and seven other concentration courses, which must satisfy the concentration's distribution requirements. Students who transfer to Brown or study abroad must complete at least five courses in Religious Studies at Brown.

2. Distribution of Introductory, Intermediate, and Advanced courses:

Among the seven concentration courses, no more than four courses can be at the introductory level (0001-0199). The plan of study must include at least two advanced-level courses (above 1000), in addition to RELS 1000 and RELS 1995.

3. Distribution of Focus and Approach:

Concentrators are encouraged to develop a broad understanding of religious activity as well as a deep understanding of particular forms of religion. A concentrator's course plan should include courses that examine a variety of geographic and cultural contexts, through a variety of

approaches. The seven concentration courses (that is, the courses other than RELS 1000 and RELS 1995) must:

1. examine more than one religious tradition or culture;
2. reflect more than one primary approach to the study of religion (e.g., philosophical, historical, textual)
3. include at least one course designated as examining Race, Power, and Privilege (RPP). The RPP curricular program highlights courses that examine issues such as structural inequality, racial formations, disparities of power, and autocritique of academic disciplines. In addition to RELS 1000, many Religious Studies courses bear this designation.

To help students create a program of study that balances breadth of focus and approach with attention to the concentrator's particular interests and objectives, concentrators will meet with the Director of Undergraduate Studies (or an approved advisor from within the department) when declaring the concentration to discuss their intellectual priorities and provisional course plans. (In the concentration declaration form, concentrators will describe their priorities and plans.) Through these initial discussions as well as advising meetings in subsequent semesters, concentrators and their advisors will work together to recognize and cultivate each concentrator's theoretical, interpretive, or thematic interests.

4. Courses in Other Departments

Courses cross-listed from other departments and courses listed in other departments but taught by Religious Studies faculty count toward the program of study. Up to two courses taught by faculty in other departments also can count toward the program (pending approval by the DUS) if relevant to the student's program of study. Students who transfer to Brown, study abroad, or otherwise petition to include Brown courses not cross-listed with Religious Studies must complete at least five courses in Religious Studies at Brown.

5. Capstone Project

In the final year of study, all concentrators enroll in the department's Senior Capstone Seminar. Concentrators undertake a capstone project that builds upon a student's previous work in the department and provides a culminating focus for a student's concentration. In extenuating circumstances, a student may petition the DUS to fulfill the capstone within an existing course (subject to approval by its instructor) or an independent study; a concentrator must still enroll in at least nine courses total. Concentrators also may satisfy the capstone requirement by undertaking an honors thesis. Whichever context concentrators choose to complete their capstone within, they will develop a plan for their project no later than the end of the spring semester of the junior year, in consultation with the Director of Undergraduate Studies and other faculty as appropriate.

Honors Thesis (Optional)

A thesis is an opportunity for students to conduct extended independent research under the guidance of faculty. If a student chooses to write an honors thesis, in addition to completing the typical seven concentration courses (in addition to RELS 1000) the student will enroll in RELS 1995 during Fall and RELS 1999 during Spring semester of the senior year. Whether or not a student receives honors, RELS 1995 will serve as the student's capstone course. To be eligible to write a thesis, a student must have earned a grade point average of greater than 3.5 (A=4, B=3, C=2) on courses that count toward the concentration. Additionally, to be eligible for honors, concentrators may take no more than two of the concentration courses with the "S/NC" option, after declaring a Religious Studies concentration. (Note: if a student is philosophically committed to taking the majority of her or his courses at Brown as "S/NC," that student may petition the Department to waive this "S/NC" limit.) Writing the thesis is a necessary, but not sufficient, condition for receiving Honors. In order to receive Honors, the student's thesis must earn an A from its two readers, and the student must have earned a grade point average of greater than 3.5 in the concentration and satisfied all other concentration requirements.

Jason Protass, Director of Undergraduate Studies
Tina Creamer, Departmental Administrator

Contemplative Studies Concentration Requirements

The concentration in Contemplative Studies investigates the underlying philosophical, psychological, and scientific bases of human contemplative experience. Students pursue a "third person" academic approach drawn from the humanities and sciences to analyze the cultural, historical, and scientific underpinnings of contemplative experiences in religion, art, music, and literature. This is developed in combination with a "critical first-person" approach based in practical experience of contemplative techniques and methods to provide an integrated understanding of the role of contemplative thought and experience in societies and on the individuals who constitute them.

Concentration Core (6 courses including the Senior Concentration Seminar)

COST 0100	Introduction to Contemplative Studies	1
Two introductory science courses addressing the biological, psychological, and neurological functioning of the human body/ mind complex with health implications, and how contemplative practices affect it.		
Select one from the following list:		1
BIOL 0200	The Foundation of Living Systems	
CPSY 0200	Human Cognition	
CPSY 0500	Perception and Mind	
NEUR 0010	The Brain: An Introduction to Neuroscience	
Others with approval		
Select one from following list:		1
COST 0200	Meditation and the Brain	
COST 1020	Cognitive Neuroscience of Meditation	
Two humanities courses that present important themes that can emerge from bringing a Contemplative Studies perspective to the study of contemplative religious traditions and to the philosophical analysis of the key questions of human existence.		2
ANTH 1240	Religion and Culture	
CLAS 0990	Karma and Free Will: The Self in Indian Philosophy	
CLAS 1120G	The Idea of Self	
COST 0040	Great Contemplative Traditions of Asia	
or RELS 0040	Great Contemplative Traditions of Asia	
COST 0145	Karma, Rebirth and Liberation: Life and Death in South Asian Religions	
or RELS 0145	Karma, Rebirth and Liberation: Life and Death in South Asian Religions	
COST 0450	Stages of the Contemplative Path	
PHIL 0010	The Place of Persons	
PHIL 0015	Introduction to Philosophy	
PHIL 0510	Psychology and Philosophy of Happiness	
PHIL 1800	Philosophy of Mind	
PHIL 1825	Consciousness	
RELS 0056	Spiritual But Not Religious: Making Spirituality in America	
RELS 0065	On Being Human: Religious and Philosophical Conceptions of Self	
RELS 1370B	Philosophy of Mysticism	
Others with approval		
COST 1950	Senior Concentrators' Seminar	1
Students must complete six additional courses in either a Science or Humanities track.		6

Total Credits

12

Track Requirements (6 additional courses Including a Capstone Course)

Students must complete either a Science or Humanities track in addition to the concentration core.

Science Track

The Science track in Contemplative Studies gives concentrators a foundational understanding of the scientific methods used to investigate the biological, psychological, and neurological effects of contemplative practice and their potential implications on physical and mental health both for individuals and for the general public. Students will be taught how to critique current research as well as how to develop, operationalize, and test hypotheses related to contemplative practice. Students will become well-versed in how to study first-person reports related to the *phenomenology* of contemplative experience as a foundation for formulating third-person tests of the effects of practice on brain function and behavior. The Contemplative Studies Science Track trains students to investigate these types of questions not only for academic scholarship, but also to provide a method of self-inquiry that can be used to augment any area of life.

Five thematic science courses, including a Capstone Course, drawn primarily from BIOL, COST, NEUR, CLPS, and PHP, at least one of which must include laboratory work and two of which must be 1000-level; and one Statistics course for a total of six courses.

The Capstone Course is intended to be a culmination of the students' concentration in which they will bring to bear what their interests have been in developing their focused work in the program. The Capstone course can be either:

- a. A one semester Independent Reading and Research course, either COST 1910 or 1920 OR BIOL 1950 or 1960, depending on the semester; OR
- b. A special project done within an existing Contemplative Studies core or related course at the 1000-level in which the student brings to bear the larger concerns of her concentration on a problem or issue within the course. It is expected that such Capstone research papers will be more substantial than a term paper.

BIOL 0280	Biochemistry (lab)
BIOL 0470	Genetics (lab)
BIOL 0530	Principles of Immunology
BIOL 0800	Principles of Physiology (lab)
BIOL 1880	Comparative Biology of the Vertebrates
CPSY 0700	Social Psychology
CPSY 0710	The Psychology and Philosophy of Happiness
CPSY 1193	Laboratory in Genes and Behavior
CPSY 1194	Sleep and Chronobiology Research
CPSY 1291	Computational Methods for Mind, Brain and Behavior
CPSY 1400	The Neural Bases of Cognition
CPSY 1490	Functional Magnetic Resonance Imaging: Theory and Practice
CPSY 1492	Computational Cognitive Neuroscience
CPSY 1570	Perceptual Learning
CPSY 1590	Visualizing Vision
CPSY 1791	Laboratory in Social Cognition
COST 0200	Meditation and the Brain
COST 1020	Cognitive Neuroscience of Meditation
NEUR 1020	Principles of Neurobiology
NEUR 1030	Neural Systems
NEUR 1540	Neurobiology of Learning and Memory
NEUR 1600	Experimental Neurobiology
NEUR 1940I	Neural Correlates of Consciousness

PHP 1600	Obesity in the 21st Century: Causes, Consequences and Countermeasures
PHP 1920	Social Determinants of Health
Others with approval	
One statistics course (others with approval)	
APMA 0650	Introduction to Probability and Statistics
APMA 1650	Introduction to Probability and Statistics with Calculus
BIOL 0495	Statistical Analysis of Biological Data
CPSY 0900	Statistical Methods
PHP 1501	Essentials of Data Analysis

Humanities Track

The Humanities track explores the origin and development of contemplative practices within specific religious, cultural, and historical contexts and gives students a foundation in the Philosophy of Mind relevant to the scientific study of contemplative practice. Students will choose a concentration program that includes three intermediate and three advanced seminars drawn from the two areas below. While it is recommended that students focus primarily on one of these two areas, the precise balance of the individual concentration program for each student will be established with the concentration advisor when the student applies to enter the concentration, normally in their fourth semester of study.

Six courses, including a Capstone Course, from across the two areas below:

The Capstone Course is intended to be a culmination of the students' concentration in which they will bring to bear what their interests have been in developing their focused work in the program. The Capstone course can be either:

- a. A one semester Independent Reading and Research course, either COST 1910 or 1920 OR BIOL 1950 or 1960, depending on the semester; OR
- b. A special project done within an existing Contemplative Studies core or related course at the 1000-level in which the student brings to bear the larger concerns of her concentration on a problem or issue within the course. It is expected that such Capstone research papers will be more substantial than a term paper.

Contemplative Religious Traditions

CLAS 0210Y	The Philosophy of Classical Indian Yoga
CLAS 0820	Epics of India
CLAS 0850	Mythology of India
CLAS 0990	Karma and Free Will: The Self in Indian Philosophy
CLAS 0995	India's Classical Performing Arts
CLAS 1140	Classical Philosophy of India
CLAS 1160	Love and Devotion, Power and Poverty: India's Literary Classics
COST 0145	Karma, Rebirth and Liberation: Life and Death in South Asian Religions
COST 0535	Self Transformation and Transcendence in Later Daoist Contemplative Traditions
COST 0550	Tibetan Buddhism and the West
COST 1420	The Contemplative Foundations of Classical Daoism
EAST 1420	The Confucian Mind
RELS 0045	Buddhism and Death
RELS 0100	Buddhist Thought, Practice, and Society
RELS 0120	The Classical Chinese Philosophy of Life
RELS 1441	Zen Meditation in China, Korea, and Japan
RELS 0570	Science, Religion, and the Search for Happiness in Traditional Asian Thought

RELS 0580	Experiencing the Sacred: Embodiment and Aesthetics in South Asian Religions
RELS 1370B	Philosophy of Mysticism
RELS 1425	Buddhist Poetry
RELS 1442	The History, Philosophy, and Practice of Rinzai Zen Buddhism
The Philosophy of Mind	
PHIL 0110	Ancient Greek Philosophy
PHIL 0510	Psychology and Philosophy of Happiness
PHIL 1230	Kant: The Critique of Pure Reason
PHIL 1240	Kant's Moral Philosophy
PHIL 1430	Moral Theories
PHIL 1705	Epistemology
PHIL 1735	Metaphysics
PHIL 1755	Philosophy of Science
PHIL 1800	Philosophy of Mind
UNIV 1520	The Shaping of World Views
Others with approval	

Honors Requirement

Students with a minimum GPA of 3.5 in the concentration may apply for entrance into the Honors program in the middle of their sixth semester. To apply, students submit a proposal for a senior thesis project describing the work to be undertaken and its relevance to the field of Contemplative Studies, along with a copy of their academic transcript. Students accepted into Honors must complete the required Capstone seminar, UNIV 1010, and enroll in an additional semester of independent study in their advisor's department. Students must complete an Honors Thesis to the satisfaction of their advisor and present the results of their studies in formal talks or poster sessions open to all interested faculty and students.

Religious Studies Graduate Program

The graduate program in Religious Studies at Brown is one of the finest in the nation. From among a large pool of highly qualified applicants, the department admits around four to six doctoral students a year. Our students receive six years of full funding; additional funding is possible but not guaranteed. The department's graduates have an excellent placement record, teaching in such institutions as Harvard, Stanford, Indiana University, University of California, Brooklyn College, Reed College, Haverford, University of Pennsylvania, and University of Wisconsin (Madison). Current graduate students have distinguished themselves by presenting papers at international conferences and earning recognition and support from prestigious external funding organizations.

We offer a fifth year Master's Degree for current Brown undergraduate students:

Eight graduate level courses are required, including RELS 2000A, "Method and Theory in the Study of Religion: Historicizing the Discipline" and RELS 2000B, "Method and Theory in the Study of Religion: Interpreting Religion." Students must demonstrate competency in modern research languages (usually French and/or German) as well as in whatever other languages are relevant to their research. A thesis is required.

We offer Ph.D. studies in four areas:

1. Asian Religious Traditions (ART) (<http://www.brown.edu/academics/religious-studies/graduate/doctoral-tracks-phd/asian-religious-traditions-art/>)
2. Islam, Society and Culture (ISC) (<https://www.brown.edu/academics/religious-studies/graduate/doctoral-tracks-phd/graduate-study-2/>)
3. Religion and Critical Thought (RCT) (<http://www.brown.edu/academics/religious-studies/graduate/doctoral-tracks-phd/religion-and-critical-thought-rct/>)
4. Religions of the Ancient Mediterranean (RAM) (<http://www.brown.edu/academics/religious-studies/graduate/doctoral-tracks-phd/religions-ancient-mediterranean-ram/>) (including Ancient Judaism, early Christianity, early Islam, and numerous others)

For more information on these programs, please click on the program link above.

<http://www.brown.edu/academics/gradschool/programs/religious-studies>
[\(http://www.brown.edu/academics/gradschool/programs/religious-studies/\)](http://www.brown.edu/academics/gradschool/programs/religious-studies/)

For general questions about applications, how and when to apply, information for international applicants, application fees, waivers, and any other general inquiry please consult the Brown Graduate School's main information page, and especially the Application Information menu on the left-hand side of the page:

<https://www.brown.edu/academics/gradschool/application-information>
[\(https://www.brown.edu/academics/gradschool/application-information/\)](https://www.brown.edu/academics/gradschool/application-information/)

Courses

Contemplative Studies

COST 0030. Sound, Song and Salvation in South Asia.

Sound, Song and Salvation in South Asia explores both the theoretical formulations and the performative expressions that constitute the inextricable nexus of sound, music and religious practice in South Asia. By investigating fundamental concepts such as *nāda*, *rāga*, *bhakti* and *rasa*, this course historicizes the ongoing discourse on the soteriological underpinnings of several genres of South Asian music from Vedic chanting to Hindustani and Carnatic music traditions.

COST 0032. Music and Meditation.

Music and Meditation explores the contemplative nature of sonic experience from humanistic, artistic and scientific perspectives. By drawing from various traditions across both time and space, and by engaging with a variety of disciplinary methodologies from Contemplative Studies, Ethnomusicology, Religious Studies and Cognitive Science, we will seek to better understand how diverse religious communities have used music as a meditative tool, a mystical philosophy, a communal exercise, a ritual performance, and more. We will examine the philosophies of thinkers, scientists and musicians to investigate music making as both an instrument, and a goal, of contemplative practice.

COST 0034. Dharma: A History of Classical Indian Civilization.

Dharma—a Sanskrit word encompassing duty, ethics, law, and religion—is a common thread running through the cultures of premodern India. This course offers a history of Indian civilization from its origins up through the end of the classical period. Drawing on a rich array of textual, material, and expressive cultures, we trace the arc of human history on the subcontinent, paying special attention to the intersections of religion and politics. The sources at hand reveal the dynamic interplay between tradition and innovation, and attest to human efforts to redefine what it means to live a life according to dharma.

COST 0035. Saints and Mystics of India.

Saints and Mystics of India explores the rich variety of religious experience in India as expressed in the inspired poetic productions of several mystics through time. By critically listening to these powerful voices of the past, we will endeavor to understand how mystical poems from divergent Indian traditions exhibit multiple points of interaction, influence and convergence. Our investigation will draw on the spontaneous literary outpourings of several mystics including but not limited to: Nammalvar, Andal, Kabir, Mahadeviyakka, Nanak, Mira, Tukkaram, Caitanya, Ramakrishna and Ramana Maharshi.

COST 0036. Love and War in India.

Love and War in India explores two fundamental cultural tropes that have significantly shaped the religious, literary, social and political life of South Asia. Building on the ancient Tamil conceptions of *aham* (love/interiority) and *puram* (war/exteriority), and the Sanskrit ideas of *kama* (desire), *dharma* (duty) and *ahimsa* (non-violence) we will investigate a variety of texts on religious devotion, ethical behavior and political theory in order to contextualize the concepts of love and war within multiple arenas of Indian social and cultural life.

COST 0037. Sensing the Sacred: Sensory Culture in South Asian Religions.

This course explores South Asian religions through the body, the senses, and aesthetics. Drawing on Hindu, Buddhist, and Jain traditions, and concentrating on embodied practices such as meditation, chanting, eating, sex, asceticism, ritual, possession, and performance, we will examine experiences of the sacred in India, past and present. How has sensory culture shaped lives, practices, and doctrines? What place do the senses have in South Asian traditions? Drawing on premodern law codes, erotic handbooks, and medical treatises; and integrating new media from ethnographic films to graphic novels, we will plunge into the rich sense-worlds of religions in South Asia.

COST 0040. Great Contemplative Traditions of Asia.

Introduction to the critical study of contemplative practices and experiences emphasizing philosophical and scientific analyses of works from the major Asian contemplative traditions of South and East Asian Buddhism and Chinese Daoism in historical context. Theoretical studies of mysticism and studies from the psychological sciences will be included. Additional weekly meditation lab section.

COST 0041. Contemplation, Mysticism and Action in Christianity.

While Eastern traditions like Buddhism are well-known for meditation, contemplative practices within Western traditions often remain underexplored. This course aims to fill that gap by focusing on Christian contemplation and mysticism. Contemplative practices have long played a vital role in spiritual development, guiding individuals toward a deeper connection with the Divine. From the early Desert Fathers and Mothers to influential figures like Ignatius of Loyola, Teresa of Avila, Saint John of the Cross, and modern voices such as Thomas Merton, these practices have offered powerful tools for inner transformation and social engagement. This course will examine the intersection of contemplation, mysticism, and action in the world from both historical and contemporary perspectives. It will also introduce the emerging field of neurospirituality, exploring how contemplative and mystical experiences can affect the brain and contribute to psychological, emotional and spiritual well-being.

COST 0067. Divine Drugs: Psychedelics, Religion, and Spirituality.

From LSD to magic mushrooms, mescaline to ayahuasca, psychedelics are drugs that alter consciousness and perceptions of reality. This course investigates the central role that religion and spirituality have played in the long, tangled history of psychedelics, from colonial eradication of psychedelics as indigenous sacraments, to psychedelic modes of expanding consciousness in 1960s counterculture; from the moral panic around these substances as a tool of mind control, to their present scientific investigation as a panacea for mental health, addiction, and self-realization. Interweaving primary sources and scholarly accounts on psychedelics, our inquiry will use an interdisciplinary approach, blending religious studies, philology, anthropology, the history of science, and art history. To explore this varied terrain, we survey the history of divine drugs around the world, even as we ruminate on the wisdom and philosophy they have inspired over the ages.

COST 0100. Introduction to Contemplative Studies.

Introduction to the new field of Contemplative Studies focusing on identifying methods human beings have found, across cultures and across time, to concentrate, broaden and deepen conscious awareness. We will study what these methods and experiences entail, how to critically appraise them, how to experience them ourselves, and how they influence the development of empathy, health, and well-being. Prerequisites: None. Enrollment limit is 40.

COST 0120. The Classical Chinese Philosophy of Life.

An introduction to the origins and early development of the indigenous religious thought of China from the oracle bone divination of the Shang Dynasty to the ethical philosophy of Confucianism and the cosmology and mysticism of Daoism. The course will seek to identify and elucidate the basic elements of the distinctive Chinese world view and demonstrate how they have shaped the nature of religious practice and experience and how they have been shaped by them. Works of interpretive scholarship will be used to supplement the primary texts in translation that will form the course. Optional lab section.

COST 0140. Food, Religion and Politics in South Asia.

Why study food? What can food tell us about religion, politics, and culture? Food in South Asia often shapes identity, social status, ritual purity, religious belonging, and political activism—the notion that you are what you eat has wide currency. Whatever form it takes, food embodies histories of migration, trade, empire, colonialism, and ethics. Through reading primary texts and ethnographic articles, watching films, and (of course) eating delicious food, we will explore the rich foodways of South Asia and their social, religious, and political ramifications.

COST 0145. Karma, Rebirth and Liberation: Life and Death in South Asian Religions.

Karma, Sanskrit for the "action" that makes up a human life, has been a central concern for the religious traditions of South Asia throughout their history. Hinduism, Buddhism and Jainism share the belief that after death people are reborn, taking on lives according to their actions in lives previous. In these traditions, liberation from the cycle of rebirth becomes the ultimate goal of human existence. This course examines the ideas of karma, rebirth and liberation in Hinduism, Buddhism and Jainism from historical, cosmological, ritual, narrative, iconographic and theological points of view. We also look at these ideas in Western culture.

COST 0200. Meditation and the Brain.

This course provides an exploration and critique of psychological and neuroscientific research on meditation by situating the current applications of meditation in the West in the broader historical context of the development of Buddhism. In this course, we will critically evaluate the findings of scientific and clinical studies of meditation in terms of their methodological rigor, implicit assumptions, and biases. We will also study the transmission of Buddhism from Asia to the West in order to understand the influence of Buddhism norms and worldviews on contemporary applications of meditation. This course will also feature first-person experiential learning in select meditation practices.

COST 0440. Contemplation and the Natural World.

The course begins with an examination of contemplative practices in select Buddhist and Christian contexts and their associated goals, values, and worldviews. Particular emphasis will be placed on the significance of nature as a context for or object of contemplative practices. The course then turns to modern Western naturalists and nature writers to uncover the contemplative dimensions to their craft. Throughout, the course investigates how human relationships to the natural world are defined and influenced by the cognitive, perceptual, and emotional dimensions of human experience. The course includes contemplative practice labs and field trips to the natural world.

COST 0450. Stages of the Contemplative Path.

One common metaphor for human life and self-transformation is the journey or the path. Contemplative traditions have also employed this image, offering both concise and expansive maps of the stages of practice and anticipated end goals of the contemplative life. The study of path structures allow us to carefully compare the relationship between specific cognitive, affective, and somatic practices, their resultant states and traits of human experience, and the meaning and value ascribed to them in different historical and cultural contexts.

COST 0480. Buddhist Ethical Theory.

Discussions of ethical questions in the classical Buddhist philosophical literature focus not only on how one should act, but also – perhaps more fundamentally – on which habits of mind and heart should be cultivated. In this course, students will (1) gain an understanding of Buddhist approaches to ethical questions, (2) learn to compare Buddhist approaches to ethical questions and ethical theorizing with prominent approaches in Western philosophy, and (3) examine whether and how classical Buddhist approaches to ethical questions might improve on and move forward contemporary discussions in the philosophical literature on ethics, and in society more broadly.

COST 0520. Tai Chi, Qigong, and Traditions of Energy Cultivation in China.

In recent years Taijiquan (Tai Chi) and Qigong have become increasingly popular forms of exercise, alternative medicine and contemplative practice. This course aims to provide students with a foundation for understanding these practices through an exploration of their roots in Chinese medicine, philosophy and religion, as well as their more recent history in modern China and the rest of the world. In addition to studying historical and scholarly interpretations of these practices, students will also have the opportunity to learn basic Qigong and Taijiquan in weekly labs.

COST 0525. The History and Practice of Yoga in India and Beyond.

From its roots in premodern India to its current popularity worldwide, yoga has a rich a complex history. As a practice of the mind, body, and spirit, yoga has taken many forms—meditation, chanting, breath control, postures—in order to achieve a range of goals: liberation from rebirth, supernatural powers, strength, pleasure, peace, wellness. As its reputation and commodification have increased, yoga has attracted deep interest, debate, and even controversy. In this course we will study yoga from its earliest texts to its status in the modern world, addressing its historical, religious, social, and political ramifications in many different contexts.

COST 0526. This Whole World is OM: Mantras in Indian Religions.

A mantra is a syllable or formula used in ritual and meditation. Mantras are central to Indian religions—not only Hinduism, but also Jainism, Buddhism, Sufism, and Sikhism. Some mantras are made up of words and language—usually in Sanskrit—while others are sound fragments with no semantic meaning. The sacred syllable OM, now a global symbol of Eastern spirituality, exemplifies the power and authority of mantra. What are mantras? What do they accomplish? How do they shape identities, beliefs, and practices? Engaging with sacred utterance in various media, this course explores the world of mantras in India and beyond.

COST 0535. Self Transformation and Transcendence in Later Daoist Contemplative Traditions.

Who are we? How do we fit in the universe? Like many other systems of thought around the world, the Daoist tradition approached these questions both through the creation of texts, teachings, and theory, and through the development of at times extremely complex embodied contemplative practices. Starting from a perspective of a person not as a unitary, monolithic entity, but rather as a composite of energies and influences, these practices seek to harmonize, balance, and transform the person. This course will explore how the possibilities of personal transformation were expressed in Daoist contemplative literature from the first centuries CE up to the modern day. Contemplative practice labs will also offer students an opportunity to explore the ideas in the texts through direct experience. No prerequisites.

COST 0550. Tibetan Buddhism and the West.

This course traces the history and development of the various lineages of Tibetan Buddhism from its origins in Indian Buddhism through to encounters between Tibet and the West in the modern period. The course investigates the religious, political, and geographical conditions in Tibet that influenced the development of some of the unique characteristics of the lineages of Tibetan Buddhism. The course explores key doctrines, practices, institutions, and religious leaders of the major lineages, and delves into key events in the modern period, beginning with the age of missionaries and explorers and ending with the Cultural Revolution and subsequent diaspora.

COST 0555. Zen: An Introduction.

"Zen" has become a common trope in modern North American Culture but few people know what the term really means. This course will study Zen's origins in Indian Perfection of Wisdom teachings, follow its meanderings through China from the legend of Bodhidharma through the Five Houses of Chan, and chart its arrival and developments in Japan and eventual transplanting to the West. We will focus on several important Zen teachers: Huineng and Linji in China, Dōgen, Bankei and Hakuin in Japan. We will also explore the essential technique of kōan meditation and the practice of "just sitting."

COST 0560. Contemplation and Social Action.

The spiritual path is often called an inward journey. Practices like contemplation, renunciation, meditation and seclusion are often experienced in isolation with the mind drawn towards the self. This may seem counterproductive to social action, almost selfish, but exemplary spiritual aspirants from across time and space have demonstrated how contemplation can be a powerful medium of social change. By exploring key historical movements (Indian Independence, Abolitionism, Civil Rights) and transformational figures who have embodied the ideals of engaged contemplation (Gautama Buddha, Mohandas K. Gandhi, Martin Luther King, Jr., Thich Nhat Hanh and the Dalai Lama), this course seeks to elucidate relevant ways in which contemplative philosophies and practices can challenge, critique, and ultimately transform the world in which we live by way of peaceful, inclusive and socially engaged means.

COST 0650. Psychology and Philosophy of Happiness (PHIL 0650).

Interested students must register for PHIL 0650.

COST 0725. Psychedelics in Religion, Science, and Healing.

Psychedelics are in the midst of a renaissance of public attention. Though used for millennia in indigenous ceremonies and religious rites, it is only in the last century that they have played a role in Western science, medicine, and culture. Literally "manifesting the soul," psychedelics have been both stigmatized and hyped, remaining illegal or controversial in many contemporary contexts even as they are marketed as the "next big thing" in mental health care. This course compares and contrasts the cultural and ontological contexts for psychedelic use from indigenous and religious ceremonies to contemporary scientific clinical trials and neuroscience. Along the way, pressing questions within the psychedelic field will be investigated from an interdisciplinary lens and with an appreciation for history and context.

COST 0855. The Bhagavad Gītā (CLAS 0855).

Interested students must register for CLAS 0855.

COST 0990. Concepts of the Self in Classical Indian Literature (CLAS 0990).

Interested students must register for CLAS 0990.

COST 1020. Cognitive Neuroscience of Meditation.

Buddhist philosophy describes a model as to how the mind works. Neuroscientists have begun to study the impact of meditation on brain structure and function, often using Buddhist philosophy to guide their hypotheses. We will review neuroscientific literature and discuss how it relates to Buddhist philosophy, using the four foundations of mindfulness as the primary framework. The course will be a mixture of lecture, discussion of a primary scientific paper that is assigned each week, and presentations by students. Pre-Requisites: NEUR0010 or Declared Contemplative Studies Concentration.

COST 1030. The Contemplative Science of Compassion.

This course will focus on the historical foundations and science of contemplative-based compassion trainings, with a particular focus on Buddhist psychology. We will critically examine clinical and social science literature while reviewing potential mental health (e.g., depression, posttraumatic stress disorder) and social benefits (e.g., "re-humanization," reducing intergroup bias) as well as drawbacks and limitations, adverse effects, controversies, and important unasked questions and perspectives. Alongside teachings from the Compassion Cultivation Training, developed by Dr. Thupten Jinpa, a historical lens will be integrated throughout. We will draw from literatures in contemplative science, history, psychological and neurosciences, public health, and religious studies.

COST 1080. Meditation, Mindfulness and Health (PHP 1880).

Interested students must register for PHP 1880.

COST 1082. Me, Myself, and I: Exploring Senses of Self from a Multidisciplinary Perspective.

Human beings have long puzzled over how precisely to conceptualize and understand what and how it is that we are. Questions about the nature of the self have informed the speculations of philosophy, the soteriologies of religion, the trajectories of self-cultivation in contemplative traditions, and the therapeutics of psychology. Recently, cognitive science and phenomenology have developed new explanations for how multiple senses of self shape lived experience and give rise to various self-concepts. Students in this course will engage with dimensions of selfhood that we often take for granted by studying senses of self from multidisciplinary and cross-cultural perspectives.

COST 1090. The Craving Mind.

We are creatures of habit. Driven by biological processes set up to help us survive, our minds are constantly craving experiences and substances—from smartphones to romance to alcohol—and this craving leads to habit formation. This course will explore the behavioral and mental processes that foster craving and consequent habit formation, the impact these have on individual and societal health, and how we can “hack” our own neurobiological reward circuitry using practices such as mindfulness, to foster greater health and wellbeing.

COST 1420. The Contemplative Foundations of Classical Daoism.

Introduction to classical Daoism, one of the two indigenous religions of China, through the history, philosophy, and contemplative practices found in its foundational works the Daodejing and the Zhuangzi. Through careful study of these texts, we will attempt to reconstruct the intellectual and experiential elements on which this tradition was based.

COST 1442. The History, Philosophy, and Practice of Rinzai Zen Buddhism.

An advanced seminar that considers Rinzai Zen Buddhism from origins in India to developments in China to its transmission to Japan and eventual transplanting to the West. Course will examine the nature of cultural and historical influences on the practices and adaptations through the Asian and American contexts, including the secular pedagogy of Contemplative Studies. Pre-Requisite: Any of the following courses: COST 0040/RELS 0040; RELS 0045; RELS 0100; COST 0100; COST/RELS 0125; COST/RELS 0145; COST/RELS 0555; RELS 1425; RELS 1440. Meditation lab: T/Th at 11:00- 11:50 PM.

COST 1520. Consciousness (PHIL 1520).

Interested students must register for PHIL 1520.

COST 1700A. The History, Philosophy, and Practice of Rinzai Zen: Zen Master Hakuin Ekaku.

Explores Japanese Rinzai Zen Buddhist tradition by focusing on its seminal figure, Hakuin Ekaku (1686-1769). Examines his biography, core practices, and key philosophy by looking at selections from his essential autobiographical and philosophical writings as well as his artwork. Focuses on the following aspects of Hakuin's importance in the history of Japanese Buddhism: Hakuin as reviver of Rinzai Zen, especially kōan practice; Hakuin as a meditation master; Hakuin as talented artist; Hakuin as social critic. Readings will be primary sources in translation.

COST 1705A. Principles and Practices of Contemplative Studies.

Advanced study of the distinctive methods of the field of Contemplative Studies that includes third-person, second-person, and critical first-person perspectives. Will focus on the study of meditative practices in their cultural contexts and on essential scientific research on their nature and effects. Prerequisite: COST 0100 or Permission of Instructor. Meditation Lab to be scheduled

COST 1870. Neuroethics (SCSO 1700P).

Interested students must register for SCSO 1700P.

COST 1885. Measuring Mindfulness.

Recently, the cover of Time magazine declared a “mindful revolution” due to its popularity and growing body of research suggesting that mindfulness may help to treat a number of health-related problems from general stress to anxiety to addiction. However, little is known about the underlying mechanisms of how it works. This course will investigate the many ways that mindfulness is measured (e.g. self-report, behavior, EEG, fMRI etc.), and use these as a doorway for our own experiential exploration of what mindfulness is for ourselves.

COST 1890. The Craving Mind (PHP 1890).

Interested students must register for PHP 1890.

COST 1910. Individual Study Project – Semester 1.

COST Individual Study Project Semester 1, directed reading and research arranged with individual faculty. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COST 1920. Individual Study Project - Semester 2.

COST Individual Study Project Semester 2, directed reading and research arranged with individual faculty. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COST 1950. Senior Concentrators' Seminar.

A selection of topical readings that will enable concentrators in the Sciences and Humanities Tracks of the concentration to synthesize their knowledge of the field of Contemplative Studies and its current principal issues. Students will also share ideas and methods regarding the research and writing of their Capstone Projects, which typically they will be working on concurrently via their other course.

COST 1980. Thesis Preparation.

Required of seniors in the honors program, (second semester of two-semester sequence that includes COST 1950 in first semester). Open to others only by permission of the Director. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Religious Studies

RELS 0010. Happiness and the Pursuit of the Good Life.

What is happiness, and how does it relate to the “good life,” or a life well-lived? This is an age-old question, and in this course we will investigate religious and philosophical answers alongside insights drawn from modern positive psychology. A major goal of the course is to give you intellectual tools that will help you to construct a meaningful life. Areas of study will include value determination; gratitude; status and wealth; and mindfulness.

RELS 0011. Faith and Violence.

Explores the relationship between religious texts and rhetoric and violence. How do sacred texts promote or discourage violence, and how have later religious communities understood (and continue to understand) these texts? While the course will focus mainly on Judaism, Christianity, and Islam, occasional Asian examples will be used. No prerequisites.

RELS 0012. The Religious Lives of Everyday People.

For centuries, scholars have looked to religious institutions, theological doctrines, and sacred texts to explain religion's form and function in culture and society. And while this approach has enabled scholars to neatly prescribe what counts as religious, it's also caused them to ignore the ways people's daily faith practices make a mess of this work. Drawing on sub-fields in religious studies, anthropology, and sociology, this course explores how formal ideas of religion expand when confronted with the normality of everyday life. From cooking and talking to prayer and devotion, the “religious” and “non-religious” things people do tell us a lot about how religion animates and is animated by lived experience, and how porous the boundary is between the “sacred” and “profane”.

RELS 0014. Jesus.

Who was, and is, Jesus? Who decides? What can we know about the historical Jesus and who he became? In this course, we will begin with the earliest accounts of Jesus as recounted in the canonical gospels and outside it (e.g., the Gospel of Judas). Then we will turn to the many ways that later generations of Christians (both heretical and orthodox) and non-Christians depicted Jesus, especially in art, literature, theology, politics, and entertainment. We will read canonical and non-canonical Christian texts, Jewish accounts of Jesus, the Quran, modern Christian apologetic literature, and analyze films like the Life of Brian.

RELS 0015. Sacred Stories.

What do stories do? How do stories underlie who we are, where we are, or why our world is as it is? Ancient religious stories have been formative for western culture in all its expressions, lasting into our modern, secularized times. They underlie how we think about life, death, suffering, or joy. They sustain foundational categories of power, gender, sexuality, race and class. How do they work? This course will examine narrativity – the telling, sharing, and contesting of stories – as a means for constructing and maintaining religious identity, community, and world view. Jewish, Christian, and Muslim materials. Mini-lectures; in-class discussion.

RELS 0021. Inequality in the Ancient World.

This course examines various forms of inequality in the ancient world as well as the range of responses to it by those who resist it and reject it. The axes of inequality we shall investigate vary from culture to culture, but often include the privileging of male/masculine over female/feminine, native over foreign, whole-bodied over “defective” or “blemished,” old over young, ritually pure over polluted, holy over common or profane, rich over poor, free over enslaved, honored over shamed, or the couplings of men and women over same-sex couplings. The course is comparative, with a primary focus on texts and artifacts from ancient Israel and coastal West Asia, Babylon and Assyria, Greece and Rome. Texts we will study include various passages from the Hebrew Bible (Christian Old Testament), the Epic of Gilgamesh, Hammurabi’s Laws, the Middle Assyrian Laws, the Iliad, and

RELS 0022. Introduction to the New Testament.

The New Testament, the product of a Jewish social movement two thousand years ago, remains one of the most interesting and important collections of texts in history. This course explores the origins of these texts in their social context, and through close readings, the development of the various theologies contained within them. Comparisons will also be made to ancient Jewish, Greek, and Roman texts and the non-canonical Christian texts that were contemporary with the New Testament. In addition, the modern appropriation of the “Jesus paradigm” in film and pop culture will be discussed.

RELS 0025. Wealth: Religious Approaches.

This course will survey religious approaches to the acquisition and use of wealth: How do religious thinkers understand the notion of ownership and private property? Is the fact of ownership of significant possessions seen as a moral good or an impediment to the spiritual life? Are there better or worse ways to acquire wealth? To spend it? The course will focus primarily on Judaism and Christianity, although examples from Islam and perhaps eastern religions will be brought in as appropriate. Topics to be covered will include religious understandings of poverty, charity, finance, and the link between religion and capitalism.

RELS 0030. Sound, Song and Salvation in South Asia.

Sound, Song and Salvation in South Asia explores both the theoretical formulations and the performative expressions that constitute the inextricable nexus of sound, music and religious practice in South Asia. By investigating fundamental concepts such as *nāda*, *rāga*, *bhakti* and *rasa*, this course historicizes the ongoing discourse on the soteriological underpinnings of several genres of South Asian music from Vedic chanting to Hindustani and Carnatic music traditions.

RELS 0032. Music and Meditation.

Music and Meditation explores the contemplative nature of sonic experience from humanistic, artistic and scientific perspectives. By drawing from various traditions across both time and space, and by engaging with a variety of disciplinary methodologies from Contemplative Studies, Ethnomusicology, Religious Studies and Cognitive Science, we will seek to better understand how diverse religious communities have used music as a meditative tool, a mystical philosophy, a communal exercise, a ritual performance, and more. We will examine the philosophies of thinkers, scientists and musicians to investigate music making as both an instrument, and a goal, of contemplative practice.

RELS 0034. Dharma: A History of Classical Indian Civilization.

Dharma—a Sanskrit word encompassing duty, ethics, law, and religion—is a common thread running through the cultures of premodern India. This course offers a history of Indian civilization from its origins up through the end of the classical period. Drawing on a rich array of textual, material, and expressive cultures, we trace the arc of human history on the subcontinent, paying special attention to the intersections of religion and politics. The sources at hand reveal the dynamic interplay between tradition and innovation, and attest to human efforts to redefine what it means to live a life according to dharma.

RELS 0035. Saints and Mystics of India.

Saints and Mystics of India explores the rich variety of religious experience in India as expressed in the inspired poetic productions of several mystics through time. By critically listening to these powerful voices of the past, we will endeavor to understand how mystical poems from divergent Indian traditions exhibit multiple points of interaction, influence and convergence. Our investigation will draw on the spontaneous literary outpourings of several mystics including but not limited to: Nammalvar, Andal, Kabir, Mahadeviyakka, Nanak, Mira, Tukaram, Caitanya, Ramakrishna and Ramana Maharshi.

RELS 0036. Love and War in India.

Love and War in India explores two fundamental cultural tropes that have significantly shaped the religious, literary, social and political life of South Asia. Building on the ancient Tamil conceptions of *aham* (love/interiority) and *puram* (war/exteriority), and the Sanskrit ideas of *kama* (desire), *dharma* (duty) and *ahimsa* (non-violence) we will investigate a variety of texts on religious devotion, ethical behavior and political theory in order to contextualize the concepts of love and war within multiple arenas of Indian social and cultural life.

RELS 0037. Sensing the Sacred: Sensory Culture in South Asian Religions.

This course explores South Asian religions through the body, the senses, and aesthetics. Drawing on Hindu, Buddhist, and Jain traditions, and concentrating on embodied practices such as meditation, chanting, eating, sex, asceticism, ritual, possession, and performance, we will examine experiences of the sacred in India, past and present. How has sensory culture shaped lives, practices, and doctrines? What place do the senses have in South Asian traditions? Drawing on premodern law codes, erotic handbooks, and medical treatises; and integrating new media from ethnographic films to graphic novels, we will plunge into the rich sense-worlds of religions in South Asia.

RELS 0040. Great Contemplative Traditions of Asia.

Introduction to the critical study of contemplative practices and experiences emphasizing philosophical and scientific analyses of works from the major Asian contemplative traditions of South and East Asian Buddhism and Chinese Daoism in historical context. Theoretical studies of mysticism and studies from the psychological sciences will be included. Additional weekly meditation lab section.

RELS 0041. Contemplation, Mysticism and Action in Christianity.

While Eastern traditions like Buddhism are well-known for meditation, contemplative practices within Western traditions often remain underexplored. This course aims to fill that gap by focusing on Christian contemplation and mysticism. Contemplative practices have long played a vital role in spiritual development, guiding individuals toward a deeper connection with the Divine. From the early Desert Fathers and Mothers to influential figures like Ignatius of Loyola, Teresa of Avila, Saint John of the Cross, and modern voices such as Thomas Merton, these practices have offered powerful tools for inner transformation and social engagement. This course will examine the intersection of contemplation, mysticism, and action in the world from both historical and contemporary perspectives. It will also introduce the emerging field of neurospirituality, exploring how contemplative and mystical experiences can affect the brain and contribute to psychological, emotional, and spiritual well-being.

RELS 0045. Buddhism and Death.

Death is universal but seldom discussed in contemporary culture. In this class we will address how the varieties of Buddhist religion represent and understand dying, death, and the afterlife. Using images, films, and texts, we will ask, How should we die? How does death influence the living? Is there an afterlife? What should be done with dead bodies? The class will move between theories and practices, and past and current events. Coming to terms with these diverse materials may reveal to us some of our own assumptions about death, dying, and the afterlife.

RELS 0050. Love: The Concept and Practice.

A study of love (in classical and modern texts and in film) that provides a window into a host of religious, philosophical, and ethical issues. Topics include the potential conflict between divine and human love, between transcendent and earthly love, and the nature of friendship, romance, marriage, and love at the crossroads. Although the scope is love in the West, the Kamasutra and other texts furnish a comparative component. All students must register for one conference in addition to the primary section.

RELS 0052. Experiencing Powerlessness, Power, and Religion in the Ancient World.

We often speak of power and powerlessness but how are these things experienced? By what means can we say someone experiences power? What are the nuances of that experience? Is powerlessness merely a lack of something or does the experience of powerlessness have a more complex interaction with its subjects? In this class we will be investigating the effects of experiencing power and powerlessness in the context of religion in the ancient world. We will be analyzing the means by which people acted upon others and the ways in which those actions affected both themselves and their subjects.

RELS 0055. Modern Problems of Belief.

Some say it is impossible to be both a modern person and a religious person. What are the assumptions behind this claim? And what is it about the modern (or postmodern) era that, according to some, has made religion difficult to believe in? These questions will be discussed as we explore the ways religion has been understood in Western culture from the Enlightenment to the present. We will read such influential thinkers as Hume, Kant, Hegel, Kierkegaard, Marx, Nietzsche, Freud, Durkheim, Buber, and Woody Allen. Each figure has left a decisive mark on the way we think about religion.

RELS 0056. Spiritual But Not Religious: Making Spirituality in America.

When people call themselves "spiritual but not religious," what does that mean? This course answers that question by exploring many of the diverse ideas, practices, and desires that the idea of spirituality has included. To see how spirituality has saturated American society, students will examine phenomena such as yoga, hip hop, ghosts, self-help gurus, countercultures, and protest movements. By studying the making of spirituality in the past and present, this course will enable students to recognize how Americans have made sense of their own lives and institutional attachments through shifting concepts of race, pluralism, science, capitalism, secularism, and more.

RELS 0058. Christianity and Culture.

The aim of this introductory level lecture course is to interrogate the relationship between culture and religion. The foundation for our study will be exemplary works by major cultural critics and theologians since the early 19th century. Our focus will be on forms of cultural criticism put forward by interdisciplinary thinkers that attempted to gain a better grasp of both modern social crises and sources of communal joy. The course shall rehearse debates in cultural studies, theology, postmodernism, and politics.

RELS 0060. Judaic Studies Introductory Cross Listings.**RELS 0060A. Believers, Agnostics, and Atheists in Contemporary Fiction and Memoirs (JUDS 0050A).**

Interested students must register for JUDS 0050A.

RELS 0060B. Foreigners, Refugees, and the Ethics of Minority (JUDS 0061).

Interested students must register for JUDS 0061.

RELS 0060C. The Bible and Moral Debate (JUDS 0060).

Interested students must register for JUDS 0060.

RELS 0060D. Antisemitism: A History (JUDS 0063).

Interested students must register for JUDS 0063.

RELS 0060E. Angels and Demons Past and Present (JUDS 0064).

Interested students must register for JUDS 0064.

RELS 0060F. Ancient Israelite and Jewish Narrative and Artistic Image (JUDS 0065).

Interested students must register for JUDS 0065.

RELS 0060G. Hope, Despair, and Longing in Jewish Thought (JUDS 0050K).

Interested students must register for JUDS 0050K.

RELS 0065. On Being Human: Religious and Philosophical Conceptions of Self.

An examination of classic and contemporary views on the nature of human existence. Central themes include human freedom, the relation between reason and emotion, and the significance of personal history and memory. We also ask how conceptions of who we are shape views about how we should live. Sources include religious and philosophical texts as well as recent films.

RELS 0067. Divine Drugs: Psychedelics, Religion, and Spirituality.

From LSD to magic mushrooms, mescaline to ayahuasca, psychedelics are drugs that alter consciousness and perceptions of reality. This course investigates the central role that religion and spirituality have played in the long, tangled history of psychedelics, from colonial eradication of psychedelics as indigenous sacraments, to psychedelic modes of expanding consciousness in 1960s counterculture; from the moral panic around these substances as a tool of mind control, to their present scientific investigation as a panacea for mental health, addiction, and self-realization. Interweaving primary sources and scholarly accounts on psychedelics, our inquiry will use an interdisciplinary approach, blending religious studies, philology, anthropology, the history of science, and art history. To explore this varied terrain, we survey the history of divine drugs around the world, even as we ruminate on the wisdom and philosophy they have inspired over the ages.

RELS 0068. Religion and Torture.

The debates about the moral and legal status of torture have acquired a new urgency since 9/11. People are now questioning the consensus of law and human rights declarations that torture is never permissible. Indeed, some argue that in extreme cases, it may be obligatory to torture a captive for information that could save many lives. This class explores the recent debates about torture from secular and religious perspectives. It also deals with more general themes related to torture: What are the nature and effects of pain? Are human beings sacred, and does sacredness involve a prohibition against torture?

RELS 0072. Asian Classics.

An introduction to the most influential religious writings of South and East Asia. These "Great Books of the East" depict the values, ritual concerns, symbols, and philosophical speculations of the major religious communities of ancient and medieval India, Tibet, China, and Japan. Emphasis will be on key ideas with an eye to their broader significance. Readings may be drawn from the Upanishads, Bhagavad Gita, Analects, Dao De Jing, Journey to the West, and Life of Milarepa, among others. No prerequisites.

RELS 0080. Japan: Nature, Ritual and the Arts.

This course is an introduction to Japanese culture and aesthetics as represented in pre-modern literature, drama, tea practices, landscape and the fine arts. Recurring themes include Japanese attitudes toward the natural world; traditional conceptions of beauty; and the function of ritual in artistic cultivation. The course is designed for students who have no previous exposure to Japanese studies at the college level; no prerequisites.

RELS 0082. Japan's Floating World.

An introduction to visual, literary, and dramatic expressions of Japan's moral and aesthetic values in the early modern period (17th-19th centuries). We will seek to identify recurring intellectual and cultural patterns, as illustrated in woodblock prints, Kabuki, puppet theatre, and popular fiction, with an eye to connections with later popular culture. Course materials are primary readings in translation, secondary scholarship, and audiovisual works. No previous knowledge of Japan or Japanese language is expected.

RELS 0085A. Exodus: Freedom in the Modern Black and Jewish Religious Imaginations.

A symbol of the journey from exile and captivity, slavery and oppression to liberation and freedom, the story of the Biblical Exodus of the Israelites from Egypt has helped many communities articulate narratives of suffering and redemption. In this class, we will examine Black and Jewish confrontations with catastrophic conditions in modernity and try to understand the distinctive and yet paralleled ways the Exodus narrative has helped these communities undertake projects of racial, ethnic, and collective struggle for freedom and cultural self-transformation.

RELS 0085B. Blues People: Topics in African American Religion and Culture.

African American religious practices and cultural expressions have been a significant force in American culture and a sustaining force for African-Americans. Some have argued there is nothing distinctive about African-American cultures, others contend that African American religion is merely a response and a regurgitation of European forms of Christianity, while others have erected strict boundaries about what does and does not constitute black culture and religion. This introductory course will investigate what constitutes African American religion and culture, the social and political impact of African American religion and culture, and their relationship, among other things.

RELS 0085C. Religion, Spirituality, and Ecology in the West.

We live in an age of immense and intersecting environmental problems. Has Western philosophical and religious thought contributed to them? If so, how? What theoretical and practical tools – of these traditions or others – can be used to resolve these problems? This course will address these broad questions by exploring classical and contemporary representations of nature and the place of human beings within it. Special emphasis will be given to the relation between nature and culture; the relation between nature and technology; the relation between nature and gender; our ethical duties to the natural environment; and the normativity of nature.

RELS 0085D. Religion and Place: An Introduction.

The intersection of religion and place is a complex and fundamental aspect of the human experience. It is a theme that scholars and thinkers have explored for a long time, yet it still holds a powerful sway over our understanding of the world. In this course, we will delve into the intricacies of this intersection, drawing on a range of critical works and perspectives to gain a deeper understanding of its significance. By examining critical works from environmental humanities, social sciences, legal studies, and indigenous studies, we will gain a greater appreciation for the diversity and complexity of how religion and place intersect. We will explore the roles of religion and place in creating and maintaining social structures, shaping our relationships with the natural world, and providing a framework for understanding our place in the cosmos.

RELS 0085E. Sex Wars: Religion and Gender in the Public Sphere.

Religious traditions have always had a lot to say about sex, gender, and sexuality—be it eunuchs under Roman rule or reproductive autonomy in the US today. Many heated and long-standing public debates take place at this very intersection. While we tend to imagine religion as inherently sex negative, religious communities have diverse and diverging approaches to sex and sexuality. In this course, we turn to “Sex Wars” in the public imagination, including but not limited to: abortion, gay marriage, sodomy, contraception, trans life, child and sexual abuse, consent, and the AIDS crisis. Using resources from religious studies and gender studies, we will investigate the way such public debates appear and recur, deepening our understanding of the relationship between religion, gender, and public discourse, and developing tools to both research on and intervene in these ongoing debates.

RELS 0085F. The Christian Right.

An introductory cultural and historical study of conservative Christianity in the United States. The Christian Right has played a defining role in American and global politics since at least the 1940s. What is the history of this movement? Who are conservative Christians, and how are they distinct from other kinds of religious actors? What, exactly, do they believe—about feminist and LGBT rights, healthcare, education, civil rights, religious liberty, and capitalism? This course explores these questions and more, with an emphasis on intersectional feminist and critical ethnic studies analysis of the themes and histories at hand. Students will analyze primary sources from the movement, complete a field visit to a thematic site of their choosing, participate in biweekly film screenings, and do a final “unessay” project related to their specific areas of interest.

RELS 0086. Religion and Movement Politics.

This course considers the relationship between religion and social movements in democratic societies. Political theorists often invoke social movements and the Civil Rights Movement, in particular, as examples of salutary political uses of religion. But what does ‘religion’ mean in these debates? What is its relationship to race and gender? And under what conditions – and to whom – do religions and social movements pose problems for democratic politics? This course explores these questions using a range of theoretical sources as well as historical, ethnographic and personal accounts of twentieth- and twenty-first-century social movements.

RELS 0087. Religion in America.

From Native American traditions and Puritan migrations in the seventeenth century to Barack Obama's “crypto-Islam” and debates over gay rights in the twenty-first: American history is religious history. For centuries, religion has shaped how Americans have carried out their everyday lives, interacted with others, understood themselves, and perceived the wider world. Focusing primarily on religious life in the United States, this course invites students to explore the relationship between religion and society in North America by addressing key questions and critical tensions surrounding such issues as race, ethnicity, science, gender, capitalism, pluralism, sexuality, and secularism.

RELS 0088. Judaism, Christianity, and Islam.

A survey of the history and major beliefs and rituals of Judaism, Christianity, and Islam, with special attention to issues of contemporary concern. Will serve also to introduce basic methods for studying religion in an academic context.

RELS 0089. Jews and Muslims: Their Contacts through the Ages.

What are the contours and major themes of interactions between Jews and Muslims from the 7th century to the present? What can we learn from this history about ways in which minority and majority communities develop—socially, intellectually, and so on—in relationship to one another, in varying political and demographic circumstances? This course explores the topic of Jewish-Muslim relations from such angles as religion, literature, philosophy, politics, economics, and social life. Some of the contexts and themes we will examine are the following: attitudes toward Jews and Judaism in earliest Islam; the Judeo-Arabic “symbiosis” of the Middle Ages; social developments in the Jewish-Muslim relationship in the Near East and Europe in the early modern period; Jews and Muslims as ethnic and religious minorities in Western countries today; and Islamic life in the State of Israel.

RELS 0090A. Women and Gender in Ancient Religions.

What was religion like for women in the ancient Mediterranean world? What experiences, emotions, and constraints characterized women's religious lives? What was public and what was private? What were the family issues involved? How were religions gendered? Were there major differences between religions that included goddesses and priestesses, and those that did not? Were notions of gender fixed or fluid? Could they enable religious freedoms for women? We will explore these and other questions through a consideration of religions Greek, Roman, Jewish, and Christian between roughly 500 BCE and 500 CE, with a focus on the Roman Empire. Discussion

RELS 0090B. Indigenous Ecologies.

A collaborative exploration of (mainly North American) Indigenous traditions, practices, and beliefs in relation to ecology. We will learn about a variety of Indigenous environmental perspectives and practices as expressed by Indigenous authors, elders, film producers, and community members. Topics will include: Indigenous knowledge systems, environmental activism, sacred lands, the importance of place, kinship relations to the human and more-than-human, climate change adaptation, storytelling, tribal and food sovereignty, and how settler colonialism and dispossession have affected Indigenous populations in their relation to the environment. Additionally, we will learn about Brown University's relation to local Indigenous lands and populations, and how Indigenous research methods can inform the Brown community of scholars. Our community of learning will discuss broad topics that relate to life and learning at the University, and will offer guidance and support for students' first year experience at Brown.

RELS 0090E. Faith and Violence.

Explores the relationship between religious texts and rhetoric and violence. How do sacred texts promote or discourage violence, and how have later religious communities understood (and continue to understand) these texts? While the course will focus mainly on Judaism, Christianity, and Islam, occasional Asian examples will be used. No prerequisites. Reserved for First Year students. Enrollment limited to 19. Instructor permission required.

RELS 0090F. Friendship in the Ancient World.

How have ancient societies understood friendship, and how do ancient ideas about friendship differ from or resemble those of contemporary Westerners? This seminar, a comparative investigation of the ways in which friendship has been represented in the Hebrew Bible, Mesopotamian literature, and Greco-Roman texts, will addresses these and other questions through study of materials such as the Epic of Gilgamesh, the Iliad, the Book of Ruth, 1 and 2 Samuel (on Jonathan and David), the Wisdom of Ben Sira (Sirach), and Aristotle's Nicomachean Ethics. Enrollment limited to 19 first year students.

RELS 0090I. Radical Romantics: Politics, Ecology, and Religion.

We will endeavor to create an intimate community of learning as we jointly explore political, environmental, and religious aspects of Romanticism (especially British Romanticism). It has become commonplace to think of Romanticism as nostalgic notions of the pastoral or narcissistic reports of the individual's private gaze on the sublime. In contrast to this approach, we will focus on the radical political and environmental perspectives embedded within Romantic religious and poetic sensibilities. In the process, we will reflect on how this Romantic heritage can serve as a contemporary public resource for the cultivation of interrelated environmental and democratic beliefs and practices.

RELS 0090J. Death and Afterlife in the Biblical Tradition.

A close analysis of the development of ideas about death and the afterlife in the Hebrew Bible and in the literatures of Second Temple Judaism and early Christianity. Topics: life and death in Israel and ancient West Asia; the abode of the dead and its denizens; from Sheol to Heaven, Hell, and the final judgment; religious specialists, rituals, and the literature of death: necromancy; burial and mourning rites; cults of the dead ancestor. No prerequisites. Enrollment limited to 19 first year students.

RELS 0090K. Christmas in America.

This course explores how Christmas became a religious, consumer, and social extravaganza. Every year, many Americans devote several months to preparing for and recovering from Christmas. Most participate as Christians, but others participate despite other religious identities. Yet Christmas has not always loomed so large. Through encounters with such phenomena as sacred stories, consumer practices, and legal controversies, this course invites students to ask how and why Christmas became an important event. By the end of the course, students not only will recognize how religion and culture take shape together but also will appreciate how popular practices develop.

RELS 0090L. Pilgrimage and Quest.

An exploration of pilgrimage broadly conceived, encompassing devotional visits to revered sites, personal travel quests, and literary or imagined journeys. Emphasis on the ritual dimension of specific pilgrimages across cultures, as well as the transformative effects of the travel process itself. Some consideration of relations between pilgrimage and tourism. Materials include historical and anthropological records as well as biographical, fictionalized, and poetic accounts.

RELS 0090M. Religion Violence and Media.

This first-year seminar studies the phenomenon and representation of religious violence, with a focus on the critical study of contemporary media. and the nature and roots of militant Islamist violence in the contemporary world. We will learn about historical contexts, theoretical structures, and comparative case studies and explore self-styled religious movements, including the rhetoric of martyrdom, domestic (US) and international terrorism, and social media.

RELS 0090N. What is Islam? Rethinking Centers and Peripheries in Religious Tradition.

Islam is a major religion with over a billion adherents living in different parts of the world. One can easily speak of "Islam" as an all-encompassing religious tradition with a scripture and a fixed set of beliefs shared by many a follower, but Islamic/Islamic history and heritage is a tapestry of multiple patterns and colors. In this class we will survey Islamic history and traditions by reading and discussing both primary and secondary sources. We will question what we might mean when we say something, or someone is "Islamic". We will examine how Muslims elaborated on their religious corpus to build political, ethical, legal, and religious institutions. We will also discuss how gender, sexuality, race, and class functioned in the building of these institutions.

RELS 0095A. Islam from the Ground Up.

Current events and popular culture alike direct our attention to the centrality of discourse on the Islamic world. In this course, we examine the historical origins and development of Islamic religion and practice in light of the sources and communities that shaped them in a variety of contexts. The goals of this course are to learn the fundamentals of: how people have studied the Qur'an, the concept and development of "Shariah", sectarianism, approaches to gender and sexuality, and Muslim theology, philosophy, and mysticism in pre-modern and contemporary Muslim life.

RELS 0096. The Imaginary Lives of Muslims.

How have Muslims understood the natural and social world that forms the backdrop for human lives? We will use this question to chart a variety of Islamic perspectives pertaining to thought and action. Topics include: worldviews contained in the Quran and other early Islamic materials; formal cosmologies that reflect continuity with late antique ideas; mystical thought pertaining to Sufis and Shi'is; reflection on politics and ethics; impact of modern science; and contemporary perspectives concerning the environment, gender, race, and class. No prerequisites or presumption of prior knowledge regarding the subject.

RELS 0100. Buddhist Thought, Practice, and Society.

From its beginnings to the 21st century. Principal teachings and practices, institutional and social forms, and artistic and iconographical expressions.

RELS 0105. Judaism.

Surveys the major practices, traditions, and beliefs of the Jews, with an emphasis on modern Jewish communities. How does a Jewish community shape its practices and beliefs against its own specific historical circumstances to create a coherent and meaningful religious system? What is "Judaism," and how do scholars of religion explain and interpret it?

RELS 0110. Christians.

A historical survey of Christianity from its foundations to the present, tracing its development into three main branches: Orthodox, Catholic, and Protestant. Readings from a variety of Christian "classics" accompany the survey, pursuing the theme of how-in different times, places, and circumstances-Christians have understood their relations to the divine and to the world.

RELS 0120. The Classical Chinese Philosophy of Life.

An introduction to the origins and early development of the indigenous religious thought of China from the oracle bone divination of the Shang Dynasty to the ethical philosophy of Confucianism and the cosmology and mysticism of Daoism. The course will seek to identify and elucidate the basic elements of the distinctive Chinese world view and demonstrate how they have shaped the nature of religious practice and experience and how they have been shaped by them. Works of interpretive scholarship will be used to supplement the primary texts in translation that will form the course. Optional lab section.

RELS 0140. Food, Religion and Politics in South Asia.

Why study food? What can food tell us about religion, politics, and culture? Food in South Asia often shapes identity, social status, ritual purity, religious belonging, and political activism—the notion that you are what you eat has wide currency. Whatever form it takes, food embodies histories of migration, trade, empire, colonialism, and ethics. Through reading primary texts and ethnographic articles, watching films, and (of course) eating delicious food, we will explore the rich foodways of South Asia and their social, religious, and political ramifications.

RELS 0145. Karma, Rebirth and Liberation: Life and Death in South Asian Religions.

Karma, Sanskrit for the "action" that makes up a human life, has been a central concern for the religious traditions of South Asia throughout their history. Hinduism, Buddhism and Jainism share the belief that after death people are reborn, taking on lives according to their actions in lives previous. In these traditions, liberation from the cycle of rebirth becomes the ultimate goal of human existence. This course examines the ideas of karma, rebirth and liberation in Hinduism, Buddhism and Jainism from historical, cosmological, ritual, narrative, iconographic and theological points of view. We also look at these ideas in Western culture.

RELS 0150. Islam Unveiled.

In this course, the historical origins and development of Islam will be studied in light of the sources and communities that shaped it. Themes to be explored include the central doctrines of Islam as derived from the Qur'an and traditions (sunnah), the development of Islamic law (shari'ah) the Shi'i alternative, the growth of Muslim theology, philosophy, and mysticism (Sufism), and controversial issues among contemporary Muslims.

RELS 0195. Gender in Early Jewish and Christian Narratives.

Many of the favorite narratives of Jews and Christians in the ancient period (for this course, about 400 BCE to 300 CE) featured women characters or emphasized issues of gender: Esther, Judith, and Susanna; Mary Magdalene and other gospel women, or Thecla, the perhaps legendary companion of Paul. Both Jewish and Christian texts used gender to explore new ways of constructing heroic women and men that either re-inscribed or challenged traditional roles. This seminar takes up a close reading of narrative texts, compared also with wisdom texts (Proverbs, Ben Sira, Wisdom of Solomon, Avot).

RELS 0200A. Christianity and Economic Inequality.

In the face of the vast, increasing economic inequality, this sophomore seminar interrogates the role of religious institutions and individuals. Do our religious institutions sustain or challenge economic inequality, and how? We will attempt to answer this question with a focus on three types of texts: classical texts that shaped 20th Century U.S. Christian consciousness (e.g., Weber, Niebuhr, and Ayn Rand); contemporary works that analyze the effects of economic inequality on the social fabric (e.g., Stiglitz, Freeland, Wilkinson/Pickett); and texts that clarify the vital roles some contemporary religious movements are playing in supporting economic inequality (e.g., Bowler, Walton, Byrne).

RELS 0200B. Ethics and Politics of Intelligibility and Otherness.

This course will explore philosophical and religious ideas about intelligibility and otherness, with a close eye to how these ideas have significant value for identifying, understanding, and addressing how we relate to and engage with others – especially "others" not like "us" – in modern democratic societies. Toward these ends, the course will address several interconnected questions. Are we intelligible to each other, despite profound differences of belief, practice, identity, and experience? Or do these deeply ingrained differences engender a radical unintelligibility between persons and between persons and nature? How our views about the intelligibility and otherness of other persons and of nature impact the way we construe ethical and political dialogue, contestation, conflict, and change? How can philosophical and religious ideas, traditions, and practices aid in cultivating mutual intelligibility across difference? What is the relation between intelligibility, otherness, and power?

RELS 0210A. Religion, Politics, and Culture in America (HIST 0253). Interested students must register for HIST 0253.

RELS 0210B. Pilgrimage Art and Architecture in the Middle Ages (HIAA 0432).

Interested students must register for HIAA 0432.

RELS 0240. Judaism and Christianity in Conflict.

Explores the tense relationship between Judaism and Christianity from antiquity to the present, with an emphasis on theological issues and polemics. Readings include selections from the New Testament and early Christian writers on Jews and Judaism, Jewish writings on Jesus and Christianity, transcripts of medieval debates, philosophical broadsides, parodies, and contemporary theological documents (e.g., Vatican II).

RELS 0260. Religion Gone Wild: Spirituality and the Environment.

A study of the dynamic relation between religion and "nature" or the more-than-human world. Religion, in this course, includes forms of religion within and outside the bounds of conventional religious traditions. In this course, then, religion includes Buddhism, Christianity, and Aboriginal religion, but also ecofeminism, nature literature, and environmentalism. Topics in this study of religion, ethics, and environmental humanities include: religious depictions of humans in relation to "nature" and the more-than-human; the contribution of religions to environmental degradation and environmental health; religion and environmental justice; and North American and Australian indigenous eco-spiritual perspectives.

RELS 0265. Philosophy as Spiritual Practice.

From antiquity to the present, the philosopher has been concerned with cultivating artful ways of living through intentional "spiritual exercises." This seminar offers a historical survey of ancient and modern approaches to philosophy as a way of life and the spiritual exercises these approaches entail. Special attention will be given to ideas about the self and human flourishing, the nature of freedom and responsibility, the question of democratic community and tradition, the question of God and religion, and the ethical status of nature. We will carefully consider how these ideas intersect with various spiritual practices and exercises, including walking, storytelling, cultivating the senses, paying attention, cultivating virtue and character, stoic contemplative exercises, ritual practice, work, prayer, forgiveness, and love. Finally, we will try out some of these exercises to gain a deeper understanding of these different philosophical approaches to life.

RELS 0290D. Islamic Sexualities.

In this course we examine gender and sexuality in a range Muslim cultures past and present, as well the ways in which Islam is imagined (in and against Orientalist scholarship) in relationship to gender and sexuality. In addition to topics such as Islamic law, the representation of women in the Quran, and gender and family issues in the life of the Prophet Muhammad, we will also explore scholarship on how constructions of gender and sexuality shape the representation of Islam and Muslims in a variety of contexts. Students will learn to engage with and complicate key terms including "masculinity," "cultural difference," "women's and LGBT rights," and "modernity/civilization" that are widely, and often uncritically, deployed in the study of Islamic life and culture.

RELS 0290E. Engaged Buddhism.

"Engaged Buddhism" is a term used to describe social activism that applies Buddhist insight and ethics. This course will examine the historical background of engaged Buddhism, explore its central concepts, analyze it theoretically, and look at practical applications. Since many engaged Buddhist movements employ meditation, we will also study, first hand, the effects of meditation on prosocial attitudes in the "Meditation Labs" that are integral to the pedagogy of the course. Preference given to students who have taken RELS 0500 or UNIV 0540 or who have prior coursework in Buddhism. Additional weekly meditation lab section.

RELS 0290H. Defense Against the Dark Arts in the Ancient World.

Alongside their Jewish and Pagan neighbors, ancient Christians sought to control and defend themselves against unseen forces teeming around them. They bound powerful angels to their will and harnessed the spirits of the recently deceased to activate their spells. Though none found the Elixir of Life, they left behind spells, recipes, and talismans as evidence of their quest to master spirits both hostile and sympathetic. This course will interrogate Christian and non-Christian conceptions of magic, its relationship with "religion" and "philosophy," contextualize Christian magical practices alongside their neighbors, and conclude by examining the reception of "magic" into the modern West.

RELS 0320. Israelite Religion.

The origins and development of ancient Israel's religious beliefs, rituals and cultic institutions will be considered from an historical and contextual (i.e., wider West Asian) perspective. Topics include method in reconstructing religion; myth, epic and history; the identity of Yahweh, Israel's national god; covenant; Yahweh and other deities (monolatry and monotheism; angels; a consort of Yahweh?); temples, their iconography and ideologies; festivals and sacrifice; purity; death and afterlife; religious specialists (priests, prophets, mediums, professional mourners). No prerequisites.

RELS 0323. Great Jewish Books.

A survey of classic Jewish texts, from the Bible to modern literature. Each text will be discussed from the perspective of both its own historical and social context and its engagement with earlier ones. Attention will be paid on how these authors address perennial issues of human concern and how their answers are shaped by their experience as Jews.

RELS 0325. How the Bible Became Holy.

No book in human history has exercised as much influence as the Bible. Over the past 2,000 years, people have killed and died for the Bible, and it continues to exercise a powerful if contested role in modern politics. Yet how did it achieve this power? This course will trace the development of the Hebrew Bible (Old Testament) from its origins in ancient Israel to its development about five hundred years later as a foundational text of both Judaism and Christianity. The focus will be on how Jews and early Christians throughout antiquity understood and ascribed authority to the Bible.

RELS 0340. Kabbalah: An Introduction to Jewish Mysticism.

In the 12th and 13th centuries, new ways of approaching Judaism sprung up in France and Spain that would come to be known as "kabbalah." These new approaches expressed aspirations for mystical illumination and elaborated vast mythological narratives about divine and demonic beings. The kabbalists radically departed from the then-conventional understandings of Judaism, particularly those of philosophers like Maimonides. However, they also claimed to find their new worldviews in the tradition's most ancient texts. This course will introduce students to kabbalah's founding period, focusing on primary texts (in translation), especially the Zohar, the magnum opus of classical kabbalah.

RELS 0410. Ancient Christianity: Jesus to Muhammad.

The communal struggles, personal rivalries, and theological conflicts that shaped Christianity in its formative centuries: heresy and orthodoxy, hierarchy and charisma, gender and class, persecution and martyrdom, paganism and classical tradition, creeds and councils, asceticism and the body, church and state, eastern and western Christianity. Focused in the 2nd through 6th centuries A.D.

RELS 0415. Ancient Christian Culture.

How did the Jesus movement that originated in a backwater of the Roman Empire become the Empire's dominant religion? What was it like to be a Christian in a world full of religions, cults and philosophical traditions, and of diverse social and cultural identities? An introduction to the history of early Christianity, and to the ancient Christian culture through the exploration of selected topics by means of textual, material and epigraphic evidence. Multiple Christianities; literacy and orality; visual culture; the episcopal authority; wealth and poverty; asceticism and monasticism; hagiography and the cult of saints; sacred landscape and pilgrimage; women, gender; burial.

RELS 0420. Sacred Bodies.

How did ancient Christians understand embodied holiness? What did the bodies of saints demonstrate or reveal? Different notions of what makes a body "sacred" have abounded in Christian history, and continue to inflect our broad cultural thinking about gender, sexuality, race, ethnicity, and health. This course will explore those constructions and their malleability through the reading of ancient Christian hagiography (stories about saints). We will ask whether and how multiple notions of sacred bodies might be visible in Christian imagination. The course is organized around three broad categories of holy bodies: the heroic body, the desiring body, and the performing body. Seminar format. WRIT

RELS 0430. Sacred Stories.

Ancient Christian narrative imagination and the formation of Western culture. Emphasis will be on the ancient stories that accompanied the spread and "triumph" of Christianity, but attention will also be given to how these themes and images have prevailed in western history. Biblical legends, heroes and heroines, saints and sinners, the demonized Religious Other.

RELS 0450. Both Divine and Deficient: Women between Discourse and Practice in East Asian Religious Traditions.

In this course, we will examine the main religious traditions of East Asia — Confucianism, Buddhism, Daoism, Shintoism, and folk practices like Shamanism — through the lens of gender. These traditions offer diverse narratives, discourses, and prescriptions, which shaped and informed women's religious lives. In some cases, female practitioners are treated positively, while in others, we find more disparaging depictions. As we examine the treatment of female practitioners within these traditions, we will also observe how specific historical women navigated gender expectations, created their own spaces of practice, and offered their own interpretations. The geographical breadth of the course, which includes China, Japan, and Korea, will allow us to consider historical continuities and departures between these different regions. Finally, we will also deliberate on the ways these traditions can confront and address modern issues related to women and gender.

RELS 0500. The Theory and Practice of Buddhist Meditation.

Examines the theory and practice of Buddhist meditation in historical and modern contexts. Traces this practice from its origins in 6th-century B.C.E. India to its transmission through Sri Lanka, Myanmar, Thailand and on to modern insight meditation movements in the West. Students will examine selected textual sources and explore how Buddhist meditation is practiced today, both as an individual practice and as part of broader social institutions. Additional weekly meditation lab section.

RELS 0505. Big Screen Buddha.

"Big Screen Buddha" examines representations of Buddhism(s) in diverse Asian cinemas. Classic, contemporary, documentary, and experimental films include Thai ghost stories, a Tibetan comedy, and portrayals of Japanese priests as sound artists. We will survey major traditions of Buddhism, and closely examine local lived traditions. Students will confront problematic representations of race and ethnicity as well as misogyny. The existence of death, sex, and drugs will arise in discussion. Additional topics include sound and Buddhists experimenting with making the medium sacred. Background in the study of Buddhism or film not required, though preferred. Lecture with screening plus discussion each week.

RELS 0510. Confucian Ethics.

An examination of Confucian moral thinking as contained in the *Analects*, *Mengzi*, *Xunzi*, and *Records of Rituals*. Issues considered include the absence of a concept of transcendence, the relationship between moral and ritual norms, and moral activity as an aesthetic and spiritual discipline, against the background of Western patterns of moral thought. Prerequisite: Previous work in ethics or Chinese studies.

RELS 0520. Tai Chi, Qigong, and Traditions of Energy Cultivation in China.

In recent years Taijiquan (Tai Chi) and Qigong have become increasingly popular forms of exercise, alternative medicine and contemplative practice. This course aims to provide students with a foundation for understanding these practices through an exploration of their roots in Chinese medicine, philosophy and religion, as well as their more recent history in modern China and the rest of the world. In addition to studying historical and scholarly interpretations of these practices, students will also have the opportunity to learn basic Qigong and Taijiquan in weekly labs.

RELS 0525. The History and Practice of Yoga in India and Beyond.

From its roots in premodern India to its current popularity worldwide, yoga has a rich and complex history. As a practice of the mind, body, and spirit, yoga has taken many forms—meditation, chanting, breath control, postures—in order to achieve a range of goals: liberation from rebirth, supernatural powers, strength, pleasure, peace, wellness. As its reputation and commodification have increased, yoga has attracted deep interest, debate, and even controversy. In this course we will study yoga from its earliest texts to its status in the modern world, addressing its historical, religious, social, and political ramifications in many different contexts.

RELS 0526. This Whole World is OM: Mantras in Indian Religions.

A mantra is a syllable or formula used in ritual and meditation. Mantras are central to Indian religions—not only Hinduism, but also Jainism, Buddhism, Sufism, and Sikhism. Some mantras are made up of words and language—usually in Sanskrit—while others are sound fragments with no semantic meaning. The sacred syllable OM, now a global symbol of Eastern spirituality, exemplifies the power and authority of mantra. What are mantras? What do they accomplish? How do they shape identities, beliefs, and practices? Engaging with sacred utterance in various media, this course explores the world of mantras in India and beyond.

RELS 0530. Laozi and the Daodejing.

Introduction to classical Daoism, one of the two indigenous religions of China, through the history, philosophy, and contemplative practices found in its famous foundational work, the Daodejing. Through careful study of this text and its many early iterations, including the recently discovered manuscript versions from Ma-wang-tui and from Guodian and early commentaries, we will attempt to reconstruct the intellectual and experiential elements on which this tradition was based. Limit: 10.

RELS 0535. Self Transformation and Transcendence in Later Daoist Contemplative Traditions.

Who are we? How do we fit in the universe? Like many other systems of thought around the world, the Daoist tradition approached these questions both through the creation of texts, teachings, and theory, and through the development of at times extremely complex embodied contemplative practices. Starting from a perspective of a person not as a unitary, monolithic entity, but rather as a composite of energies and influences, these practices seek to harmonize, balance, and transform the person. This course will explore how the possibilities of personal transformation were expressed in Daoist contemplative literature from the first centuries CE up to the modern day. Contemplative practice labs will also offer students an opportunity to explore the ideas in the texts through direct experience. No prerequisites.

RELS 0545. Confucianism and Its Critics.

This course confronts the changing historical phenomenon we call “Confucianism” on its own terms, as represented by its advocates, as well as from the perspective of its interlocutors and critics. It is an opportunity to become familiar not only with the Confucian canon and its main commentarial traditions, which undergirded education in East Asia into the nineteenth century, but also with the ways in which these ideas were rejected, adjusted, and reconfigured in early Daoist discussions, Neo-Confucian debates with Buddhists, and modern disputes over their socioeconomic, political, and/or gender impact. Readings are drawn from primary Chinese, Korean, and Japanese texts in translation, and from modern interpretations of Confucianism and its legacy. The course format is primarily discussion and short lecture. No prerequisites. Counts for concentration credit in East Asian Studies and Religious Studies.

RELS 0550. Tibetan Buddhism and the West.

This course traces the history and development of the various lineages of Tibetan Buddhism from its origins in Indian Buddhism through to encounters between Tibet and the West in the modern period. The course investigates the religious, political, and geographical conditions in Tibet that influenced the development of some of the unique characteristics of the lineages of Tibetan Buddhism. The course explores key doctrines, practices, institutions, and religious leaders of the major lineages, and delves into key events in the modern period, beginning with the age of missionaries and explorers and ending with the Cultural Revolution and subsequent diaspora.

RELS 0555. Zen: An Introduction.

“Zen” has become a common trope in modern North American Culture but few people know what the term really means. This course will study Zen’s origins in Indian Perfection of Wisdom teachings, follow its meanderings through China from the legend of Bodhidharma through the Five Houses of Chan, and chart its arrival and developments in Japan and eventual transplanting to the West. We will focus on several important Zen teachers: Huineng and Linji in China, Dōgen, Bankei and Hakuin in Japan. We will also explore the essential technique of kōan meditation and the practice of “just sitting.”

RELS 0560. Contemplation and Social Action.

The spiritual path is often called an inward journey. Practices like contemplation, renunciation, meditation and seclusion are often experienced in isolation with the mind drawn towards the self. This may seem counterproductive to social action, almost selfish, but exemplary spiritual aspirants from across time and space have demonstrated how contemplation can be a powerful medium of social change. By exploring key historical movements (Indian Independence, Abolitionism, Civil Rights) and transformational figures who have embodied the ideals of engaged contemplation (Gautama Buddha, Mohandas K. Gandhi, Martin Luther King, Jr., Thich Nhat Hanh and the Dalai Lama), this course seeks to elucidate relevant ways in which contemplative philosophies and practices can challenge, critique, and ultimately transform the world in which we live by way of peaceful, inclusive and socially engaged means.

RELS 0570. Science, Religion, and the Search for Happiness in Traditional Asian Thought.

The search for true happiness is as relevant today as it was 2500 years ago in South and East Asia. Is it attained through sense pleasures or through spiritual satisfaction? Attained through self-indulgence or through self-denial? Can you be completely and truly satisfied in life if you flourish while others suffer? What are the roles of compassion for self and others and of mindfulness and meditation in the creation of a life of genuine happiness? This course will explore these issues through readings in the Buddhist, Confucian, and Daoist traditions and via recent scientific research on mindfulness, meditation and compassion.

RELS 0580. Experiencing the Sacred: Embodiment and Aesthetics in South Asian Religions.

This course explores South Asian religions through the body, aesthetics, and the senses, with a focus on Hindu, Buddhist, and Jain traditions. Concentrating on embodied practices like meditation, chanting, eating, sex, asceticism, ritual, possession, and performance, we will examine experiences of the sacred past and present. How have sensory and material cultures shaped lives, practices, and doctrines? What placed does the pursuit (or denial) of sensual pleasure have in South Asian religious cultures? This course will draw on texts as various as sermons of the Buddha and the Kamasutra, and integrating a range of media from ethnographic films to graphic novels.

RELS 0580A. Anticolonial Perspectives from South Asia (SAST0740). Interested students must register for SAST 0740.

RELS 0585. Indian Cinema and Social Change.

How does film imagine a changing nation? This course explores India's vibrant cinematic landscape in the 21st century, from Bollywood blockbusters to boundary-pushing independent films, that grapple with love, desire, gender, caste, religion, corruption, and activism. We'll ask how filmmakers turn the camera into an instrument of social critique and emotional transformation. How do sound, color, and image shape awareness, empathy, and revolt? Through close viewing, discussion, and creative analysis, students will engage the politics and poetics of India's visual storytelling in a time of rapid globalization and cultural flux. Tracing cinema's evolution from postcolonial roots to its digital, transnational reach today, the course invites you to see how contemporary films both mirror and challenge the realities of modern India—and how they ask audiences everywhere to feel, question, and reimagine the world anew.

RELS 0600A. Islam Today: Religion and Culture in the Modern Middle East and Beyond.

Lupe Fiasco, Al-Jazeera News, the so-called Arab Spring, surreal sectarianism and reality shows produced by Ryan Seacrest: Contemporary Islam is now having an impact on modern culture in unprecedented ways. Islam is often said to be the fastest growing religion in the world, and is second to Christianity in all the countries of Western Europe. In this class we will study the contemporary life, culture and thought of Muslims in the Middle East and beyond, including America and Europe.

RELS 0600B. Islam in America.

Lupe Fiasco, the Al-Jazeera News Network, and Mos Def: from films to fiction, poetry and music, contemporary Islam is having an impact on modern culture in unprecedented ways. Islam is often said to be the fastest growing religion in America, and in this class we will study the contemporary life, culture and thought of Muslims in the US. We will begin with exploring Muslims in the US from its beginnings, as a result of the Atlantic slave trade, through the civil rights movement and the Nation of Islam, Malcolm X and mainstream Sunnis, and conclude with the multicultural present.

RELS 0600C. Radical Islam (?).

One of the most controversial issues in contemporary political discourse is the question of radicalization and its relationship to Islamic religion and practice. In this course, we will explore the phenomenon of religious radicalization, and explore its relationship to a number of institutions and issues, including but not limited to: religious texts, terrorism, global politics, war, immigration, nationalism, and law.

RELS 0600D. Black & Brown Islam in America.

This class is a survey of Black and Brown Islam in America, in which we explore the contemporary life, culture and thought of Muslims in the US-context. We will begin with exploring Muslim life in the US from its beginnings in the Atlantic slave trade, to the civil rights movement and the Nation of Islam, to Malcolm X and the Nation of Islam, and conclude the course with the multicultural present, Donald Trump's presidency and continuing the War on Terror in all its political complexity. There are no pre-requisites or previous knowledge of Islam required to take this course.

RELS 0600E. Islamic Modernities: Religion, Culture, and Power.

In this class, we will explore the culture and practice of contemporary Islam in a variety of geographical contexts. From the United States to South Asia, from Europe to the Middle East, we will look at how Islam is practiced, discursively shaped, and represented across a variety of media. We will also introduce and learn about major phenomena including orientalism, colonialism modernity, and the post-modern—what do these terms mean, and why are they relevant to understanding the Islamic world? No previous study of Islam or religious studies is required for this course, and it is open to all undergraduates.

RELS 0600F. Contestations Within Political Islam.

9/11 catapulted figures such as Osama bin Laden as the face of Political Islam. But there is a longer, complex history behind the relationship between Islam, modern politics, and violence. Examining thinkers such as Sayyid Qutb, Hassan Al-Bana, Zaynab Al-Ghazali, Ayatollah Khomeini, Ali Shariati, Murtaza Mutahhari, and Abul Ala Maududi, this seminar will explore the diversity of intellectual and political positions within Political Islam. We will discuss how such figures employed conceptions of state, nationalism, secularism, democracy, law, gender, and minority rights to articulate multiple futures for national and global Muslim communities and influenced a variety of popular struggles as well as armed movements. As such, we will think through their intellectual, political, and hermeneutical departures from more traditionalist understandings as a critique of the modern condition and examine the strengths as well as limitations of their ideas and receptions.

RELS 0640. Dying To Be With God: Jihad, Past and Present.

This course will examine the concepts of martyrdom and jihad, past and present. We will begin with a comparison of Jewish, Christian, and secular "martyrdom, but focus extensively on the concept and evolution of jihad and jihad ideology in Islam, asking: How are war and martyrdom presented in the sacred texts of religious traditions? Historically, how have religious people idealized and problematized the martyr in different ways? In what ways have modern religious revivalism, geopolitical conflict and nationalism changed how people appropriate martyrdom and jihad today? Enrollment is contingent on attendance on the first day of class.

RELS 0700A. Great Jewish Books (JUDS 0681).

Interested students must register for JUDS 0681.

RELS 0700B. The Bible as Literature (JUDS 0830).

Interested students must register for JUDS 0830.

RELS 0700C. Race, Religion, and the Secular (JUDS 0603).

Interested students must register for JUDS 0603.

RELS 0700D. How the Bible became Holy (JUDS 0682).

Interested students must register for JUDS 0682.

RELS 0700E. The Language of Religious Faith (JUDS 0820).

Interested students must register for RELS 0700E.

RELS 0700F. War and Peace in the Hebrew Bible and Its Environment (JUDS 0670).

Interested students must register for JUDS 0670.

RELS 0700G. Gender in Early Jewish and Christian Texts (JUDS 0606).

Interested students must register for JUDS 0606.

RELS 0700H. The Parting of the Ways?: Questioning Jewish/Christian Difference (JUDS 0608).

Interested students must register for JUDS 0608.

RELS 0725. Psychedelics in Religion, Science, and Healing.

Psychedelics are in the midst of a renaissance of public attention. Though used for millennia in indigenous ceremonies and religious rites, it is only in the last century that they have played a role in Western science, medicine, and culture. Literally “manifesting the soul,” psychedelics have been both stigmatized and hyped, remaining illegal or controversial in many contemporary contexts even as they are marketed as the “next big thing” in mental health care. This course compares and contrasts the cultural and ontological contexts for psychedelic use from indigenous and religious ceremonies to contemporary scientific clinical trials and neuroscience. Along the way, pressing questions within the psychedelic field will be investigated from an interdisciplinary lens and with an appreciation for history and context.

RELS 0750. Law and Religion.

In our arguably “post-secular” age, conflicts over the relationship between religion and law have again moved to the forefront of international debate. In a multicultural and globalized world, such conflicts often provoke contestation over the very possibility of universal definitions of either “religion” or “law,” let alone their proper relationship. Our interdisciplinary inquiries on these questions will include concrete legal disputes in domestic and international courts; theoretical debates over the construction of “religion” in fields such as anthropology, religious studies, and philosophy; and historiographical controversies about the relationship between “secularization” and sovereignty, particularly in light of the legacy of colonialism.

RELS 0795. Religion and Morality in Modern Philosophy.

This course explores the relationship between religion and morality in the context of modern philosophy. This period, roughly the nineteenth century, spurred tremendous creativity in thinking about the relation between religion and morality – by defenders of religion as well as its critics – that continues to dominate philosophical reflection today. Through critical analysis of primary texts, students will explore key philosophical debates surrounding the foundation of moral values, the power and limits of human reason, the relation between reason and religion, the concept of the secular, the nature of transcendence, and the implications of God’s existence or non-existence on ethical systems and ideas about social progress. Considerable attention will also be given to the contemporary legacy of modern philosophical thinking on religion and morality. Readings include selections from Immanuel Kant, Hermann Cohen, G.W.F. Hegel, Søren Kierkegaard, Friedrich Nietzsche, William James, Emmanuel Levinas, Jacques Derrida, and Iris Murdoch. The course will be run as a seminar with heavy discussion and writing components.

RELS 0800. Death: Religion, Philosophy, Law.

Profound meditations on human life always confront its perhaps most baffling feature: death. We will study human mortality from a variety of perspectives, highlighting the powerful implications of death for the living. These include religious perspectives, with their paradox of the quest of mortal beings for the infinite, as well as of life after death; philosophical perspectives, with their insistence on confronting death for an authentic life; legal perspectives, with their enforcement of the intent of the deceased in the lives of survivors. That “our little life is rounded with a sleep” (Shakespeare) will be our central mystery.

RELS 0810. Conservatives vs. Liberals: Religion and Identity in America.

This course explores how Americans have cultivated, articulated, and contested religious and cultural identities during the twentieth- and twenty-first centuries. Identifying and interrogating apparent oppositions between religious conservatives and liberals, students will consider whether and why such oppositions have developed and persisted. Throughout the seminar, students will engage varied theoretical, historical, and thematic approaches to the study of religious identity, evaluating how attention to such issues as politics, ideology, gender, and class illumine the ways in which people come to understand themselves and others.

RELS 0815. Sacred Economy: Religion and Capitalism in the United States.

This course explores the ongoing relationship between religion and capitalism in the United States and the wider world. Although systems of economic organization and activity often seem to function as natural and secular spheres of social life, they meanwhile rely upon social priorities, intellectual presumptions, and cultural practices that continually have taken shape through the realm of religion. By exploring histories of capitalism from slavery to Silicon Valley, students will recognize how successive economic forms have drawn authority from religious ideas, initiatives, and individuals.

RELS 0817. Race, Religion, and the Secular.

The history of race is intertwined with religion. From the Spanish Inquisition to the trans-Atlantic slave trade, to the European construction of a secular “humanism” in the Enlightenment, the relationship between Christianity and Whiteness has entailed dehumanizing consequences for non-Christian, racialized Others. This class will explore the relationship between religion, nationalism, secularism, and racism by drawing on theological, historical, sociological, theoretical and literary texts. This class will outline a genealogy of both racialization and secularization to understand how “whiteness” is bound up with the history of Christianity and secular power in liberal democracies, as well as how racial logics rely upon and redeploy the language of religion in purportedly secular sites of social systemic discriminations. Topics will include racialization and religio-racial formation; Anti-Blackness, Anti-Semitism, and Islamophobia; nationalism and populism; citizenship, civic religion, and public morality.

RELS 0820. African American Religious Strategies: Martin and Malcolm.

MLK, Jr. and Malcolm X are two iconic figures in the pantheon of black religious leadership. Their profoundly influential ideas about justice, freedom, democracy and racism, along with their activist strategies and personal biographies have generated extraordinary interest over the past 50 years. Despite this, the rich and complex tradition out of which their ideas and world-views evolve; the 300 year old religious strategies and practices employed by African-Americans have been understudied, disconnected from our understanding of their significance. This course will examine these traditions and these two central figures’ roles within them in order to shed important light on both.

RELS 0821. Black Religion and Media in America.

The religious lives of Black people have been represented across media forms for centuries. This course surveys the history and practice of this phenomenon, and what it reveals about race, belief, and culture in the United States. Paying special attention to print, film, radio, television, and social media, this class examines how Black religious actors use media to articulate the boundaries of blackness and religiosity; how religion and media have been integral to Black people’s calls for equity and inclusion in American society; and how popular images of Black faith continue to inform cultural discourse on race, religion, gender, class, sexuality, and citizenship.

RELS 0825. Foundational Texts in African American Theology.

Central topics and foundational texts in the field of scholarship historically known as Black Theology. Major African American responses to those writings by Marxists, Womanists, process theologians, and religious humanists.

RELS 0830. Religion, Reason, and Ethics from Kant to Nietzsche.

The nineteenth century witnessed revolutionary transformations in thinking about the power and limits of human reason, the relation between reason and religion, revelation, the role of humanity in creating religion, morality and religion, the significance of history, and the plurality of religions. This course examines major thinkers from this period who continue to shape our own assumptions and reflection.

RELS 0835. Black and Brown Religion in America.

This course explores Black and Brown religious experience in American life, mainly from the perspectives of Christianity and Islam. We will explore topics such as secularism, White supremacy, Orientalism, imperialism, immigration, the history of segregation, and democratic political thought. The course goals are to: understand the histories of Islam and African American religion vis a vis race, religion, and theory in historical, cultural, and political context. We will also explore connections between solidarity movements and politics such as Black Lives Matter and the Palestinian/Israeli conflict.

RELS 0840. Religion and Politics.

This course examines the role of religion in public life, especially in pluralistic, democratic societies. We consider whether religion and politics can or should be separated; what role government should have in regulating religion; and whether a cohesive society needs a shared religion. Readings from early modern Western thinkers, contemporary theorists, and recent Supreme Court decisions.

RELS 0841. Far-Right Religious Terrorism.

Since 9/11, far-right violent extremists in the U.S. have committed almost twice as many terrorist attacks as Islamist terrorists, and are responsible for nearly half of all terrorism fatalities. While not all of these attacks are religiously motivated, in many instances they are explicitly Christian in their orientation. This course examines domestic and international far-right religious terrorism – as well as the U.S. government's response to this violence – by looking at attacks that are anti-abortion, white supremacist, anti-government, and anti-immigrant.

RELS 0842. Religion, Sex, Citizenship.

An exploration of the relationship between religion, sex, and citizenship with a focus on the United States. What has been the role of religion in the creation of sexual norms in United States history? How has this relationship changed over time, in relation to intersecting systems of class and race? What are "family values" and where did they come from? What is secularism, and does it promote sexual freedom? This course takes up questions like these, anchoring its inquiry in interdisciplinary feminist theories of gender and sexuality. Linking theoretical texts to a range of grounded contexts—from Court rulings on religious freedom, to fights over sex education in schools, to militarized sexual violence, to capitalism's regimes of gendered labor—students will develop critical vocabularies for analyzing intimacies between religion, sex, and politics in American empire.

RELS 0843. How do you Feel? The History of Emotions.

This course is an introduction to the history of emotion. How do we feel, and how do we know what we feel? How did concepts like shame, pride, wonder, happiness, or grief change over time? Are emotions primarily the result of neurological processes, or are they learned and performed within culturally determined social constructs? And finally, what are the politics of emotional expression from the point of view of racial, religious, and gender differences? We will explore these questions and more through readings on the theory and history of emotion, various media sources, and pre-modern as well as modern literature.

RELS 0845. Religious Freedom in America.

This course examines the ideal of religious freedom, which often is seen a cornerstone of American society. Interrogating that view, students explore the idea and practice of religious freedom in the past and present, paying close attention to its limitations, contradictions, and ironies. Although the course draws especially upon studies of religion, law, and politics in the United States, students also consider forms of religion and secularism from around the world. Reading-intensive and discussion-driven, this course has no prerequisites.

RELS 0850. Liberation Theology in the Americas.

Liberation theology seeks to bring the social teachings of Christianity to bear on political and economic injustice. This course treats liberation theologies as socially grounded, politically engaged currents in religious thought. We will investigate the historical contexts and central themes of liberation theology: the relationship between theory and practice, the political function of the church, the relation between political freedom and salvation, and the role of intellectuals.

RELS 0880D. Fascism: 1933 - Present (UNIV 0701).

Interested students must register for UNIV 0701.

RELS 0915B. The Bhagavad Gita (CLAS 0855).

Interested students must register for CLAS 0855.

RELS 0915C. Mythology of India (CLAS 0850).

Interested students must register for CLAS 0850.

RELS 0915D. Dreaming in the Ancient World (CLAS 0771).

Interested students must register for CLAS 0771.

RELS 0916A. Islam between Theatre and Performance (TAPS 0800K).

Interested students must register for TAPS 0800K.

RELS 0916B. Of Emotions Unbound: Feeling Middle Eastern Theatre and Performance (TAPS 0900J).

Interested students must register for TAPS 0800J.

RELS 1000. Methods in Religious Studies.

Intensive introduction to classical and contemporary theories of religion and the principal methods for the study of religion. Junior seminar for religious studies concentrators. Enrollment limited to 25.

RELS 1050A. Problems in Israelite Religion and Ancient Judaism (JUDS 1625).

Interested students must register for JUDS 1625.

RELS 1050B. The Political Theology of the "Jewish Question" (JUDS 1614).

Interested students must register for JUDS 1614.

RELS 1050C. Prophets and Priests in Exile: Biblical Literature of the 6th Century BCE (JUDS 1690).

Interested students must register for JUDS 1690.

RELS 1050D. Jewish Magic (JUDS 1801).

Interested students must register for JUDS 1801.

RELS 1050E. Jewish and Christian Identity in the Ancient Period (JUDS 1601).

Interested students must register for JUDS 1601.

RELS 1050F. Digging for the Bible: Science, Religion, and Politics (JUDS 1974).

Interested students must register for JUDS 1974.

RELS 1050G. On the Margins of the Bible: Jewish and Christian Non-Canonical Texts (JUDS 1603).

Interested students must register for JUDS 1603.

RELS 1050H. Problems in Israelite History (JUDS 1635).

Interested students must register for JUDS 1635.

RELS 1050I. The Talmud (JUDS 1630)..

Interested students must register JUDS 1630.

RELS 1105. Kabbalah: An Introduction to Jewish Mysticism.

In the 12th and 13th centuries, new ways of approaching Judaism sprung up in France and Spain that would come to be known as "kabbalah." These new approaches expressed aspirations for mystical illumination and elaborated vast mythological narratives about divine and demonic beings. The kabbalists radically departed from the then-conventional understandings of Judaism, particularly those of philosophers like Maimonides. However, they also claimed to find their new worldviews in the tradition's most ancient texts. This course will introduce students to kabbalah's founding period, focusing on primary texts (in translation), especially the Zohar, the magnum opus of classical kabbalah.

RELS 1130. Philo.

Examines Philo's life and writing, and their importance for the study of Judaism and Christianity in antiquity. How typical was Philo? How did he interpret the Bible? How does his thought "fit" into the religious landscape of the first century CE? Focuses on reading Philo's writings, but will also survey scholarly approaches to Philo. Knowledge of Greek helpful.

RELS 1144. Adam and Eve in Early Jewish and Christian Interpretation.

In antiquity, the biblical story of Adam and Eve generated an enormous volume of commentary. Early Jews and Christians saw in this story profound lessons about the nature of humanity, God, and the world. We will examine how, in antiquity, both religious groups interpreted this relatively short story. We will also pay close attention to the different ways that both Jews and Christians developed to interpret these texts. Genres such as allegory, inspired interpretation (*pesher*), *midrash*, and the letters of the New Testament will be covered.

RELS 1150. Religion in the Dead Sea Scrolls.

An examination of the Dead Sea scrolls and the archaeology of Qumran with a particular focus on the religious aspects of this community. How did the authors of these scrolls envision their relationship with the divine? How did they worship? How did they understand religious and moral perfection? This class will have an additional section for graduate students. Enrollment limited to 20.

RELS 1190. Religious Japan.

An introduction to the history of Japanese religion in the early and medieval periods, with some attention to related modern and contemporary manifestations. Emphasis on the development of both native practices ("Shinto") and Buddhism, and on the historical interaction between them. Readings include primary texts in translation and selected modern interpretations. A previous course in Asian religion or culture is recommended but not required.

RELS 1300. Ancient Christianity and the Sensing Body.

Bodily experience and sensory engagement became increasingly important for Christians during their first six centuries. This seminar examines how and why the body and its senses gained worth for ancient Christians as instruments for gaining knowledge of God. Prerequisites: RELS 0110, 0400 or 0410.

RELS 1315. Religious Authority in an Age of Empire.

How does one live in a hostile Empire? How do you carve out a niche? Where do you allow the Empire in and where do you draw a hard line? Such were the questions that both Jewish and Christian communities faced at various times in the Roman Empire. In this course, we will look at the variety of ways that both communities negotiated with and against Empire. We will read texts across religious lines, including gospels, gnostic texts, Rabbinic literature, apocalypses, and Church orders. To sharpen our thinking, we will also read literature associated with post-colonial critical thought.

RELS 1320. Social World of the Early Christians.

The followers of Jesus created a movement that spread quickly from rural Galilee to the largest cities of the Roman Empire, ultimately to become the largest religion in the world. Increasingly, scholars write a history of the early movement by learning more about its historical context, the Jewish, Greek, and Roman worlds. The fascinating texts of the followers of Jesus will be studied in comparison to equally fascinating non-Christian texts, with a focus on social categories: patterns of new religious movements, with reference to race, class, gender, ability, and other categories.

RELS 1325A. Educating Bodies in Ancient Christianity.

How did ancient Christians learn to be Christian? Did Christian education look different from the ways that "Pagans" learned to be Pagan, Jews Jewish, or "heretics" heretics? This course explores the many ways that Christians learned to be Christian, paying particular attention to the role of the family, city, liturgy, and, of course, "schools." We will adopt a comparative approach, looking at education among heretical "Gnostic" communities, on the one hand, and the rabbinic Jewish community, on the other. Some familiarity with the ancient Mediterranean world, through prior study of early Christianity, Judaism, Classics, or Ancient History, is recommended.

RELS 1325B. Early Christian Asceticism: Rhetorics of Practice.

A study of eastern Christian asceticism and its literary expressions during late antiquity, with attention to forms, motivation, theological understandings, and cultural impact. Particular focus on Egypt, Cappadocia, and Syria.

RELS 1325C. The Virgin Mary in Christian Tradition.

Who was the Virgin Mary? How did she become important, when and to whom? What was inherited? What was new? How were Mary's meanings demonstrated? A study in the developing theological and devotional traditions regarding Mary the Mother of Jesus, focused on the first thousand years of Christian history. Major theological positions; relationship to pre-existing religious practices and goddess traditions; the role of popular violence; Marian piety; Marian relics; Mary as cultural metaphor. Seminar format.

RELS 1325D. Desire and the Sacred.

Relationality, sexuality, and the quest for holiness in medieval and Byzantine Christianity. How did medieval and Byzantine Christians understand human relationships as instrumental in the human advancement towards God? How did they utilize erotic desire as an ontological aspect of embodiment? What sorts of relationships, lived in what kinds of social arrangements, enabled pursuit of human divine union? Seminar.

RELS 1325E. Ecotheology in Ancient Christianity.

How did early Christians understand the relationship of humanity to the natural world, the animal kingdom, and the created order? What were the obligations and responsibilities of Christians regarding care for the world? How did they manifest a relationship to God? A study of the ancient Christian conception of humanity's place in the cosmos, as lived out in the daily life of the Christians in the Roman Empire. The course will focus on the first seven Christian centuries, with attention to how legalization and ascendancy reshaped Christian ideas on these matters. Seminar.

RELS 1330A. The Life and Afterlives of the Apostle Paul.

While the writings of the Apostle Paul are commonly understood as early Christian scriptures, the Apostle Paul never converted to "Christianity." He was and remained Jewish. We must therefore reexamine his writings within his Jewish context, not apart from it. We also need to see how the earliest "Christians" talked about Paul within the context of an emerging "Christianity." In this course, we will first dive into both the authentic and spurious letters of Paul in the New Testament. We will then turn to the figure of Paul in later Christian texts, both canonical and non-canonical.

RELS 1340A. Roman Religion (CLAS 1410).

Interested students must register for CLAS 1410.

RELS 1370A. Augustine and Hegel.

A theoretical comparison of Augustine of Hippo and G.W.F. Hegel, highly influential thinkers at different turning points in Western history, on various facets of their understanding of religion. Potential themes for comparison include the relationship between Christian faith and philosophy, God and the world, and religion in history and society.

RELS 1370B. Philosophy of Mysticism.

Covers important attempts to understand the nature of religious experiences and mysticism. We will look at several philosophical issues surrounding religious experience, including: (a) whether mystical experiences are too private for outsiders to understand or evaluate them; (b) what the relationship between religious experiences, language, and culture is; (c) whether religious experiences justify religious beliefs; and (d) how gender and religious experiences are related. We will treat theorists from various perspectives, including philosophical, historical, theological, psychoanalytic, and neuroscientific. Previous work in philosophy courses (or philosophically-intensive courses) is highly recommended. Enrollment limited to 20.

RELS 1370C. David Hume and Religion.

This course will consider and challenge traditional scholarly views of philosopher David Hume as a critic of Christianity, by examining a wide range of his writings (letters, historical writings, moral enquiries, philosophical and religious writings). How might his corpus inform work in philosophy of religion? Previous coursework in philosophy or philosophy of religion strongly advised. Enrollment limited to 20.

RELS 1370D. Modern Mystics: Bataille, Weil, Murdoch.

Description: Georges Bataille, Simone Weil, and Iris Murdoch all drew from mystical traditions to fashion a religious sensibility that engaged constructively and critically with modernity. Bataille and Murdoch were atheists, Weil a highly unconventional theist. Their mysticism was about experiences of self-rupture and self-transformation rather than traditional religious ideas or practices. They were highly literary (Bataille and Murdoch both wrote fiction) and saw connections between art and ecstatic experience. We will explore their writings across various genres (philosophy, social theory, fiction, and notebooks).

RELS 1380A. Money, Media, and Religion.

This course explores the relationship between religious life, forms of capitalism, and media technologies in the history of the United States. From constructing buildings and printing texts to disseminating teachings and communicating with members: essential aspects of religious life require both money and media. Yet forms of money and media continually have changed, and those changes have taken shape in dialogue with religious beliefs, practices, and sensibilities. This seminar examines this dialogue by visiting such varied sites as Puritan marketplaces, Santa Claus displays, Bible factories, television talk shows, and Occupy protests.

RELS 1380B. ORGANIZE! Solidarity in Theory and Practice.

This interdisciplinary seminar explores the history, theory, and practice of grassroots organizing with an emphasis on the US tradition. Often the response to overwhelming systemic injustice—from climate change, to gender-based violence, to labor exploitation, to carceral terror—is to organize. But what is organizing? How is it different from activism or advocacy? What can today's organizers learn from grassroots social, religious, and political movements of the past? How do organizers navigate conflicts around strategy, leadership, and identity? This course explores these questions and others like them with an emphasis on intersectional feminist, anti-racist, and anti-colonial analysis of power. Students will gain familiarity with classic debates about organizing tactics and processes and analyze how they manifest within local political landscapes.

RELS 1380C. Law and Religion.

In our arguably "post-secular" age, conflicts over the relationship between religion and law have again moved to the forefront of international debate. In a multicultural and globalized world, such conflicts often provoke contestation over the very possibility of universal definitions of either "religion" or "law," let alone their proper relationship. Our interdisciplinary inquiries on these questions will include concrete legal disputes in domestic and international courts; theoretical debates over the construction of "religion" in fields such as anthropology, religious studies, and philosophy; and historiographical controversies about the relationship between "secularization" and sovereignty, particularly in light of the legacy of colonialism.

RELS 1380E. Critiques of Religion + Capitalism.

This interdisciplinary and comparative seminar analyzes the economic aspects of religion and the religious aspects of capitalism. It takes up these questions in relation to historical and contemporary archives, and it prioritizes feminist, critical race, and queer analysis. Readings and course themes press boundaries of how we might think about religion and reveal new directions for an analysis and critique of capitalism. We will ask questions like the following: How can we trace the growth of the idea that participation in global free markets can facilitate relations of justice? What moral frameworks and theories of human life underwrite the vision of capital markets as a theater for political-ethical action? Under what circumstances can capitalist philosophies and practices be understood in terms of religion?

RELS 1385. Religion and Postmodernism.

This advanced seminar treats the central ideas in the thought of Zizek, Sloterdijk, Bauman, and others. It will pay particular attention to the idea of God in the works of Derrida, Foucault, and Deleuze as it filters through these contemporary, popular efforts. Students will trace some of the normative aspects of a postmodern ethics and theology by looking at "Emergent" churches, "New Thought", and post-foundational Christian theology in practice.

RELS 1410. Directed Readings in Chinese Religious Thought: Zhuangzi.

Entails a careful reading of the entire text of the *Chuang Tzu* in translation. Secondary sources on the philosophy and textual criticism of the book—drawn from the writings of Graham, Liu Hsiao-kan, Ivanhoe, Mair, Roth, and others—are also read. Seminar format. Pre-requisites: At least one of the following courses: RELS0040; RELS0120; UNIV0540.

RELS 1415A. Classical Daoist Thought.

Considers philosophical issues in early Daoism. We will work with classical texts such as Guanzi's "Inward Training," the Laozi, the Zhuangzi, and the Huainanzi and examine issues in them that have been of interest to comparative philosophers, such as cosmology and cosmogony, the nature of religious experience, and the types of implicit and explicit moral thought. The course will feature primary works in translation and secondary works by authors such as Graziani, Ivanhoe and Kjellberg, Moeller, Ames, Yearley, Raphals, Cook, Roth, and Slingerlands. Prerequisites: RELS 0040 and 0120. Enrollment limited to 20.

RELS 1420. The Contemplative Foundations of Classical Daoism.

Introduction to classical Daoism, one of the two indigenous religions of China, through the history, philosophy, and contemplative practices found in its foundational works the Daodejing and the Zhuangzi. Through careful study of these texts, we will attempt to reconstruct the intellectual and experiential elements on which this tradition was based.

RELS 1425. Buddhist Poetry.

This course surveys Asian and Anglophone literary cultures that emerged in response to Buddhist teachings and practices. Through close reading, we will engage epic poetry celebrating the Buddha's life; verses in Buddhist scripture; the landscape poetry of Chinese hermits; the poetry of early nuns; Japanese poems of spiritual travel; American beatniks; and contemporary Taiwanese poetry. All readings are available in English. Students may complete a creative or imitative project, an original translation, or a research paper for the final project.

RELS 1430. Buddhist Classics.

An opportunity to read and understand the canonical texts of East Asian Buddhism. Through close reading, written analysis, and discussion, participants will become conversant with the major Mahayana Buddhist teachings in their original scriptural or literary articulations. Selected later interpretations may also be considered. All readings are in English translation. Previous study of Buddhism is recommended, but not required. Enrollment limited to 10 students.

RELS 1435. Buddhism in Motion.

This advanced seminar examines Buddhism as it moves across the edges of China. Telling histories of Buddhism in motion will challenge us to reimagine the encounters between the Indian Buddhist religion and native Chinese cultures. After reviewing foundational works in the field, including theories of cultural translation, we engage recent studies of Chinese Buddhism that focus on interstices, borders, and contact zones; examine sources for the study of Chinese Buddhism from cross-cultural perspectives, including objects, emigrants, medicine, and bathing practices; and practice critical thinking about how we talk about Chinese Buddhism when the object of study is in motion.

RELS 1440A. Japanese Buddhism.

An exploration of key ideas and debates in the study of Japanese Buddhism. Influential paradigms of medieval Japanese Buddhism, including "original enlightenment," "transfer of merit," and "harmonization of gods and buddhas," will be brought into conversation with aspects of Japanese religious life in premodern and modern contexts, such as healing; care of the dead; bodily self-denial; and ritual uses of language. Materials include primary texts in English translation, modern secondary interpretations, and related literary and visual expressions.

RELS 1440B. The Archaeology of Japanese Buddhism.

This course explores the history of Japanese Buddhism through archaeological sites, artifacts, and interpretations. It aims to introduce students to the major contours of Japanese Buddhist history by examining the relationships between religious transmission, belief, ritual, and material culture. We will first focus on the major issues surrounding material culture in the study of Buddhism, and religion more broadly. The remainder of the course will consist of an survey of the chronological transmission and development of Buddhism in Japan in the early and medieval periods through case studies of specific sites, objects, architectural features, sculpture, and human remains.

RELS 1441. Zen Meditation in China, Korea, and Japan.

Intensive study of the development of Zen Meditation in China, Korea and Japan featuring historical origins in Indian Mahayana Buddhism and Chinese Daoism. Historical and social contextualization will be balanced by first-person investigations. Examines both kōan and silent illumination methods. Weekly seminars on representative texts in translation; labs will experiment with meditation techniques directly drawn from the readings. Students register for both seminar and lab. Prerequisite: Any of the following: COST 0100, 0420, 0480; RELS 0040, RELS 0100, RELS 0145; RELS 0290E; RELS 0500, or UNIV 0540; or instructor's permission. Enrollment limited to 20. Additional weekly Lab section.

RELS 1442. The History, Philosophy, and Practice of Rinzai Zen Buddhism.

An advanced seminar that considers Rinzai Zen Buddhism from origins in India to developments in China to its transmission to Japan and eventual transplanting to the West. Course will examine the nature of cultural and historical influences on the practices and adaptations through the Asian and American contexts, including the secular pedagogy of Contemplative Studies. Pre-Requisite: Any of the following courses: COST 0040/RELS 0040; RELS 0045; RELS 0100; COST 0100; COST/RELS 0125; COST/RELS 0145; COST/RELS 0555; RELS 1425; RELS 1440. Meditation lab: Tuesday and Thursday at 11:00- 11:50 AM .

RELS 1445. Sinners and Seers in Japanese Literature.

Exploration of Japanese Buddhist sensibilities as expressed in poetry, popular tales, drama, and fiction. Recurring themes include wrongdoing and its karmic consequences; renunciation; tension between aesthetic and religious commitments; pilgrimage as creative process; the role of nature in the quest for enlightenment. Reading and discussion in a seminar-style format. A previous course in Buddhism or East Asian culture is helpful but not required. Counts for concentration credit in Religious Studies and East Asian Studies.

RELS 1500. From Moses to Muhammad: Prophets of the Ancient World.

The figure of "the Prophet" forms the backbone to many of history's major religions. From well-known prophets like Moses and Muhammad to more obscure figures like Mani, ancient prophets claimed to have unique access to God(s). Yet the concept of prophethood, and its twin, "prophecy," was as diverse as those who claimed its mantle. This seminar will explore ancient discourses of prophethood and prophecy from the Ancient Near East up to the early medieval era. Our reading selection will include the Hebrew Bible, apocalypses, Greek theories of divination, the Manichaean corpus, the Qur'an, and other "non-canonical" texts.

RELS 1510. Islamic Imaginaries from South Asia.

This course will examine the intellectual, political, and cultural imaginaries of South Asia's Muslims as they engaged with the institutions and technologies of modernity. It will explore the formations of religious community, conceptions of rule, anticolonial thought, national belonging, minoritization, and subalternity among Muslims across colonial and postcolonial periods. Through a close reading of primary sources, films, and literature, the course will critically examine the tensions between collective identity and individual aspirations, secularism and religion, ethics and politics to understand what it has meant to be a Muslim in the modern era. Finally, the course will pay particular attention to historical methods and think through alternative ways of researching and writing the histories of marginalized communities.

RELS 1520. Pilgrimage and Sacred Travel in the Lands of Islam.

This seminar focuses on pilgrimage and travel to loca sancta in the Islamic world. We will read travelogues and pilgrimage manuals in translation, and will address theoretical and anthropological studies on the phenomenon of pilgrimage and sacred travel in a variety of geographical and chronological contexts. We will study physical, artistic, and architectural aspect of pilgrimage shrines. Enrollment limited to 20 students.

RELS 1530A. Methods and Problems in Islamic Studies.

Examines the problem of historical thinking and writing in the first six centuries of Islam. It will specifically emphasize the rise and development of Islamic narratives as they are discussed in contemporary scholarship on how to "do" Islamic studies. As such, we will discuss, in depth, theoretical issues pertaining to source criticism, Orientalism, the Cultural Turn, anthropology, and narrative. Enrollment is limited to 20 students.

RELS 1530B. Heresy and Orthodoxy in Islamic Thought.

Orthodoxy is defined as "right belief" while Heresy is just the opposite, but those definitions have always been in tension with society and culture. This course will interrogate theory and history to ask "What are Islamic Orthodoxy and Heresy?" From Islamic Law to who is or is not a "heretic" we will uncover interpretations of religious law, practice, and culture to learn how scholars apply orthodoxy or heresy to disrupt and unsettle notions of what "Islam" was at different moments, and how their interpretations force us to think of new ways to envision the formation of communities.

RELS 1530D. Medieval Islamic Sectarianism.

Sunni and Shi'i conflict and sectarian division have been an enduring issue in the Islamic world. From Iraq to Syria, Iran to Egypt, inter-Muslim conflict and conflicting ideologies seem to be central issues. But how accurate and historical is this impression? In this course, we examine the origins and evolution of Islamic sectarianism, with an emphasis on the politics of religious authority in the Islamic world, old and new. This is an upper level seminar, and juniors and seniors will be given preference for enrollment. Shoppers must attend the first day of class if they wish to enroll.

RELS 1530H. Problems in Islamic Studies: Shaking up the Study of the Islamic World.

This course examines exciting new approaches to the study of Islam. In the form of a weekly salon, in each seminar we will examine recent and exciting paradigm-shifting works from a variety of perspectives (including but not limited to religious studies, anthropology, and history). We will consider these works within the broader context of how Islam has been studied in the past, and discuss why and how methods for the study of religion are changing. Themes include secularism, orientalism, gender, and politics.

All readings will be accessible electronically and posted on the course page via Canvas. Previous work in religious studies, Islamic Studies, or Middle East studies is an asset but is not required.

RELS 1530J. The Problem of Evil.

What kind of God would preside over a world in which injustice occurs? One of the earliest debates in Islamic history had to do with the question of theodicy: the problem of evil. This was connected to issues of free will and predestination. From the early Middle Ages onward people asked, what kind of all-powerful God holds humans accountable for things out of their power to control? If people are in fact in control of their own actions, what would that say about the nature and power of God? Does evil come from people or God, and if the latter, what does that say about the nature of Divinity? In this course we will discuss these issues and much more from the perspective of Islamic philosophy, ethics, history, politics, and theology from the Middle Ages to the present day.

RELS 1540. Monks, Mystics and Martyrs: Abrahamic Traditions Compared.

This course explores the process of "standing out" from mainstream society, from traditional kinship relationships, from local practices of community and economic production, undertaken by ascetics and mystics in the three Abrahamic traditions. We will explore monasticism and mysticism in Judaism, Christianity, and Islam, from the period of late antiquity to the high Middle Ages. Using primary sources in translation and scholarship on the phenomena of asceticism and mysticism, we will address the motivations for and manifestations of non-traditional practices of worship and community-building in the Mediterranean and Middle-Eastern world.

RELS 1600A. Race, Religion, and Ethnicity in the Study of Antiquity.

Critical theory presents new challenges and opportunities for the study of antiquity. What is critical theory and how might it be useful for understanding categories such as race, religion, and ethnicity in antiquity? How might critical theory help us to think about the ethical implications of contemporary study of the distant past? Graduate and advanced undergraduate students with interests in any premodern society are welcome. All class readings will be in English.

RELS 1600B. The Ethics of Community.

Community as an ideal promises a common life with others, sharing norms and values. On the other hand, it can easily engender stultifying conformity and homogeneity. Religion has and continues to play a key role in forming communities. This course will examine questions surrounding community, with a particular focus on how communities cope with loss, suffering, and trauma. We will also pose questions about the boundaries of communities, including ecological questions about community between humans and non-humans.

RELS 1600C. Angels and Monsters: Queer and Trans Religion.

Gender and sexual diversity is often described in religious terms: before "gay" became shorthand for homosexuality, German activist Karl Heinrich Ulrichs proposed "Uranian" in the 1860s, based off Greek mythology; in 2023, a Florida state representative called trans people "demons." Queers have used religious language to make sense of experiences and carve our space for gender and sexual non-normativity to flourish. At the same time, those who decry such forms of life also use religious language to make their case. In this seminar, we use religious studies and queer and trans studies to examine the relationship between queerness, transness, and religion, thinking across religious difference through fiction, film, poetry, and academic work alike. Students will undertake an independent project of their choice, building analytical and argumentative skills. What might thinking queerly about religion, or religiously about queerness, do for us?

RELS 1610. Sacred Sites: Law, Politics, Religion.

Sacred sites have long been flashpoints for inter-communal conflict the world over, as well as posing challenges to sovereign State authority. Such sites range from natural landscapes to architectural masterpieces. They often come to symbolize the perennial clash between the religious and the secular, the sacred and the political, tradition and modernity. We will discuss a diverse array of specific disputes and ask whether one may even speak of "sacred sites" cross-culturally. Can legal frameworks embrace different notions of the sacred? We will also examine the historical contexts that provoke such disputes, particularly the aftermath of colonialism.

RELS 1620. Disability in Antiquity.

An investigation into the ways in which physical deformities and mutilations are represented in texts from ancient Israel, Mesopotamia, Greece, and other Mediterranean cultures. Primary focus: texts of the Hebrew Bible.

RELS 1700A. The History, Philosophy, and Practice of Rinzai Zen: Zen Master Hakuin Ekaku.

Explores Japanese Rinzai Zen Buddhist tradition by focusing on its seminal figure, Hakuin Ekaku (1686-1769). Examines his biography, core practices, and key philosophy by looking at selections from his essential autobiographical and philosophical writings as well as his artwork. Focuses on the following aspects of Hakuin's importance in the history of Japanese Buddhism: Hakuin as reviver of Rinzai Zen, especially kōan practice; Hakuin as a meditation master; Hakuin as talented artist; Hakuin as social critic. Readings will be primary sources in translation.

RELS 1705A. Principles and Practices of Contemplative Studies.

Advanced study of the distinctive methods of the field of Contemplative Studies that includes third-person, second-person, and critical first-person perspectives. Will focus on the study of meditative practices in their cultural contexts and on essential scientific research on their nature and effects. Prerequisite: COST 0100 or Permission of Instructor. Meditation Lab to be scheduled

RELS 1705B. The Contemplative Science of Compassion.

This course will focus on the historical foundations and science of contemplative-based compassion trainings, with a particular focus on Buddhist psychology. We will critically examine clinical and social science literature while reviewing potential mental health (e.g., depression, posttraumatic stress disorder) and social benefits (e.g., "re-humanization," reducing intergroup bias) as well as drawbacks and limitations, adverse effects, controversies, and important unasked questions and perspectives. Alongside teachings from the Compassion Cultivation Training, developed by Dr. Thubten Jinpa, a historical lens will be integrated throughout. We will draw from literatures in contemplative science, history, psychological and neurosciences, public health, and religious studies.

RELS 1730. Epics of India: Ethics, Politics, and Expressive Traditions.

Existing for centuries, kept alive through vibrant forms of composition, transmission, performance, the epic tradition in India is a constantly emerging one. We will read translations of the Sanskrit Ramayana and the Mahabharata and retellings of these stories to explore why India's epics occupy such an energetic place in the ritual, literary, visual, and political imaginary of India. Why do these great epics continue to speak beyond borders of time and culture? In what ways does the epic culture of India challenge Western ideas about text and authorship? Why have the epics and given rise to wide and divergent interpretations, critiques, and recreations? How do different regions claim and create their regional identity through their own epic traditions? How do devotional traditions or national politics play in the interpretation—and revival—of epics?

RELS 1741A. International Law (INTL 1700A).

Interested students must register for INTL 1700A.

RELS 1742A. Great Authors and Works of Italian Renaissance (ITAL 1320).

Interested students must register for ITAL 1320.

RELS 1743A. Gospel Music from the Church to the Streets (MUSC 1927).

Interested students must register for MUSC 1927.

RELS 1744C. When Religion meets Modernity: Tibet Enters the World System (HIST 1978H).

Interested students must register for HIST 1978H.

RELS 1744D. Wonders, clerics, and natives: The Construction of Mesoamerican Christianities. A political reading.

Interested students should register for HIST 1978G.

RELS 1745D. Theo-Politics: Political Readings of the Hebrew Bible (HMAN 1974P).

Interested students must register for HMAN 1974P.

RELS 1745E. Religion from Below (HMAN 1975R).

Interested students must register for HMAN 1975R.

RELS 1760. Religion and Suspicion.

Religion has arguably been the classical locus of suspicious models of interpretation. Social and critical theorists from Marx to Foucault have argued that we only understand what religion really does if we interpret it with suspicion—if we refuse to take its claims at face value. Others have sought to redirect suspicion back against suspicion itself, and religious thinkers have sought to incorporate critiques of religion into their own theological projects. This seminar studies key figures in this complex interplay of religion and suspicion. Likely readings from Feuerbach, Marx, Nietzsche, Barth, Horkheimer, Adorno, Gadamer, Foucault, Said, Gutiérrez, Schüssler-Fiorenza, and Butler. Enrollment limited to 20.

RELS 1830A. Pragmatism, Religion, and Politics.

Pragmatism is a distinctive American school of thought that sees the goal of philosophy not as the apprehension of timeless truths but as a practical project of bettering individual lives and society. Pragmatists such as William James and John Dewey were devoted to deepening America's commitment to democracy. Both saw an important place for an unconventional sort of religion in democratic life. This course explores the pragmatist thought of James, Dewey, and others, looking especially at their views on religion and politics. We also will explore the influence of pragmatism on Barack Obama. Enrollment limited to 20 juniors and seniors.

RELS 1830D. Constructing the Human: Humanness and Animality in the Ancient World.

What does it mean to be human? How do we define "Humanness" and what assumptions do we make about our own distinctions between "Humans" and "Animals" when we define humanness? This course will look at the process of constructing the human category in the ancient world and compare that process to our own modern conceptions of humanness. In what ways are they similar and in what ways are they different? How can ancient examples of the human category inform our own ethical understandings of what it means to be human?

RELS 1880A. The Gift in Antiquity.

This course is an interdisciplinary and cross-cultural examination of gift-giving in antiquity, with a focus on the Mediterranean in late antiquity. We will examine a range of gift-giving activities, such as sacrifices (gifts to the gods), civic donations, and almsgiving. Several visiting lecturers will participate in the course, and it will culminate in an international conference to take place at Brown.

RELS 1990. Individual Study Project.

Directed reading and research arranged with individual faculty. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

RELS 1995. Senior Capstone Seminar.

This course is a culminating experience for the Religious Studies concentration. While introductory gateway courses introduced concentrators to the discipline and upper-level courses examined particular topics or methodologies, this capstone seminar provides concentrators with an opportunity to synthesize what they have learned, while also delving more deeply into the themes and topics that they find most central to their own interests. Thesis writers receive support including small group interaction and supportive criticism. Non-thesis writers create a capstone portfolio over the course of the semester. Through activities and guest presentations, all concentrators will connect their studies to their future goals.

RELS 1999. Thesis Preparation.

Required of seniors in the honors program. Open to others only by permission of the chair of the department. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

RELS 2000. Theory of Religion.

Critical examination of major approaches to the study of religion, especially those of the anthropology and the history of religions, with attention to issues in current debate.

RELS 2000A. Method and Theory in the Study of Religion: Historicizing the Discipline.

This seminar introduces the academic study of religion as a discipline by historicizing its emergence. The course engages both historical materials and recent critical engagements with these histories. Through critical reflection on the discipline, it attends explicitly to questions around race, gender, sexuality, and empire.

RELS 2000B. Method and Theory in the Study of Religion: Interpreting Religion.

This seminar examines diverse methodological and theoretical resources for studying religion. Readings may include influential recent theorists from across the humanities and social sciences, as well as contemporary scholars of religion who bring such theorizing to bear on religion.

RELS 2010A. Exegesis at Qumran.

Focuses on Hebrew exegetical texts such as the Temple Scroll, MMT, pHab, 4QJub, CD. Intended for doctoral students and others with sufficient knowledge of Hebrew.

RELS 2010B. 1 and 2 Kings.

Translation and exegesis of Kings. Intended for those with advanced Hebrew.

RELS 2011. Religion, Race, and Ethnicity in the Ancient Mediterranean.

An examination of the categories of race, religion, and ethnicity among Greeks, Romans, Jews, and Christians in antiquity. How did they use (or not) these different modes of identity?

RELS 2015. American Religious Histories.

This course explores the histories and historiographies of religion in North America, focusing especially the lands that became the United States. By engaging both classic and contemporary approaches to the historical study of religious life, this course not only familiarizes students with persistent scholarly debates and narratives but also helps students understand how and why historians have used particular methods to address varied challenges and objectives. Ultimately, the course will equip students to pursue their own research projects in ways that build creatively and rigorously on existing scholarship.

RELS 2050. Religious Identities in Sasanian Persia.

Sasanian Persia is rapidly emerging as a locus of study among scholars of Syriac Christianity, Rabbinic Judaism, and Ancient Iran. This course synthesizes recent advances in scholarship within these individual fields and experiments with alternative modes of contextualization. Primary sources include the Talmud, the Hekhalot corpus, Syriac martyrdom narratives, Manichaean literature, and Mandaean texts. We will also interrogate broader methodological questions, including comparative projects between "Roman" and "Persian" contexts, models of scholarly representation, and the limits of agonistic/assimilative frameworks. Reading knowledge of one of the following languages required: Hebrew, Aramaic, Syriac, Greek, Coptic, Arabic, or Middle Persian.

RELS 2100B. Exegesis at Qumran.

Focuses on Hebrew exegetical texts such as the Temple Scroll, MMT, pHab, 4QJub, CD. Intended for doctoral students and others with sufficient knowledge of Hebrew.

RELS 2100E. Literature of the Early Second Temple Period.

A close reading of selections from surviving literary texts of the late sixth century (e.g., Isaiah 56-66, Zechariah 1-8, Haggai) and the fifth century (Ezra-Nehemiah, Malachi). Prerequisite: An advanced knowledge of biblical Hebrew and permission of the instructor.

RELS 2100F. Seminar in Biblical Studies: Ugaritic.

Survey of Ugaritic grammar followed by readings in mythic and epic literature (e.g. the Baal Cycle, Kirta, Aqhat) and ritual texts. Prerequisite: Knowledge of the grammar of one Semitic language. Open to graduate students only.

RELS 2100G. Early Rabbinic Literature: The Mishnah.

Readings in the Mishnah and related rabbinic literature. While the focus will be on gaining textual skills, we will also survey academic approaches to the Mishnah: What is the Mishnah and its relationship to earlier and contemporaneous texts? How was it composed, transmitted, and received? Prerequisite: Reading knowledge of Hebrew.

RELS 2101. The Court Narrative in Ancient Israel.

A number of ancient Israelite and Jewish narratives are set in the court of the foreign king: the story of Joseph in Genesis 37-50, Esther, Daniel 1-6 (along with the additions from the Apocrypha: Susanna and Bel and the Dragon), and the Prayer of Nabonidus from Qumran. These entertaining narratives are often set off from the more strictly historical tradition, and seem to have been part of a resilient and international genre of popular stories. In this course we will read and analyze these narratives in their original Hebrew, Aramaic, and Greek.

RELS 2110A. Religion and Romanticism: Religion, Democracy, and the Environmental Imagination.

The seminar will explore the central radical religious, democratic, and environmental dispositions and ideologies that mutually informed each other in eighteenth- and nineteenth-century British Romantic literature and their subsequent and sustained legacies in America. We will read such authors as William and Dorothy Wordsworth, Coleridge, Mary Shelley, Emerson, and Thoreau.

RELS 2110B. Radical Romanticism: Progressive Democratic, Environmental, and Religious Traditions.

To what extent does Romanticism inform progressive democratic, environmental, and religious traditions and cultures in the U.S.? We will explore the sustained legacies of a particular strand of Romanticism, namely, radical Romanticism: an aesthetic tradition and way of life that seeks to cultivate perspectives, practices, and affect that bring dignity and justice to the human and the more-than-human worlds. Special attention will be given to the interrelated topics of democracy, the environment, and religion when reading such authors as Henry David Thoreau, Frederick Douglass, Walt Whitman, Zora Neale Hurston, W.E.B. Du Bois, Terry-Tempest Williams, Leslie Silko.

RELS 2110E. Just Home: Place, Belonging, and Justice.

What helps to establish beneficial (just and nurturing) homes, communities, and connections to place? What works against these? This seminar explores the relation between people, place, identity, and belonging, with a strong emphasis on racial, Indigenous, feminist, queer, and environmental justice. The seminar begins by interrogating the concept of home broadly. What constitutes notions of home and belonging? We then move to different frameworks through which we explore the concept of home: for example, nationhood, colonialism, and globalization; Earth as home and more-than-human dwelling; Indigenous dispossession and homemaking; feminist and queer ways of belonging; Black homes as sites of resistance, tenderness, and beauty; belonging and precarity among the unhoused and the incarcerated. The readings addressing these topics are diverse in disciplinary and genre.

RELS 2160. Aramaic Readings.

A survey of epigraphic and biblical Aramaic intended for doctoral students and others with sufficient background in Aramaic grammar.

RELS 2200B. Asceticism.

A study of eastern Christian asceticism during late antiquity, with attention to forms, motivation, theological understandings, and cultural impact. The focus in this offering will be eastern Syriac monastic traditions, 4th through 8th century.

RELS 2200E. Christianizing Antioch.

Antioch from the first century CE until the Muslim conquest in the seventh, as Christians first utilized the city and its resources for their own formative developments, and then came to assume ascendancy over its society, culture, and landscape as the Roman Empire took on its Christianized identity.

RELS 2200J. The Virgin Mary in Late Antiquity.

A study in the developing theological and devotional traditions regarding Mary the Mother of Jesus, focusing on the fourth through the sixth centuries A.D. Major theological positions; relationship to pre-existing civic cults and goddess traditions; the role of popular violence in the Mariological definitions of the Council of 431; imperial Marian piety; Marian relics; Mary as cultural metaphor.

RELS 2200M. Early Christian Hymnography.

Select examples of early Christian hymnography, 2nd-6th centuries. Particular attention to poetic forms, types of content, ritual contexts and functions, and performative elements. Weekly readings in Greek.

RELS 2200Q. Readings in Syriac.

Dramatic narratives in liturgical poetry. Readings from Cyrillonas and Jacob of Serug.

RELS 2250A. Is Gandhi Relevant?.

Mahatma Gandhi's influence on freedom movements and personal practice is unmatched, yet legend often obscures his evolving experiments and struggles. In this prison-based course, we will examine Gandhi's complexity and relevance. He was a sharp critic of modern civilization yet embraced progressive views—raising questions about whether his critique remains prophetic and can guide us toward a more equitable society founded on empathy and resource-sharing. We will especially study how he tried to embody self-practices that, despite their challenges, ultimately make hope and transformation possible even under dire conditions. We will read Gandhi's core writings to engage him not as a static icon but as a person who learned through trial and error, faced controversy, and experienced hardship and loneliness. Yet, he stayed inspired by the search for truth and a resolute commitment to nonviolence and human rights.

RELS 2300A. Seminar: Early Taoist Thought.

The foundational philosophical texts of the Taoist tradition will be read in Classical Chinese and analyzed from a number of possible perspectives including comparative religious thought, and historical and textual criticism. Texts for each year's version of the course will be drawn from the following list: *Chuang Tzu*, *Lao Tzu*, *Huang-Lao po-shu*, *Lü-shih ch'un-ch'iu*, *Han-fei Tzu*, *Kuan Tzu*, and *Huai-nan Tzu*. Pre-requisites: reading knowledge of Classical Chinese and prior study of Taoist thought. Advanced undergraduates may be admitted.

RELS 2300B. Huai-nan Tzu.

No description available.

RELS 2350A. Tokugawa Religion.

Key issues in the study of Japanese religious formations from the late sixteenth through mid-nineteenth centuries. Readings will be drawn from primary texts, both in English translation and in Japanese and/or Chinese, depending on enrolled participants; and from selected secondary accounts.

RELS 2350B. Readings in Japanese Religion and Thought.

Study of developments in Japanese religion, thought, and culture from the late Edo through the Meiji periods (ca. 1800-1912), and associated scholarly debates. We will read and discuss primary texts in English translation, modern secondary interpretations, and selected works in Sino-Japanese and/or Japanese, depending on the language capacities of enrolled students. Qualified undergraduates may enroll with permission of the instructor.

RELS 2380A. Chinese Buddhist Texts.

Each week we will engage in close reading through translation of Buddhist texts in the original Chinese. Selections will draw from sutras, commentaries, prefaces, colophons, biographies, and Chan literature. The course introduces research methods, major sources, dictionaries, and digital tools, and culminates in a seminar paper demonstrating original research using the tools and methods practiced in class. Prerequisite: Reading competence in classical Chinese.

RELS 2400A. Orthodoxy and Heresy in Islamic Thought.

This graduate seminar comprises advanced readings exploring the concepts of "orthodoxy" and "heresy" in a range of scholarly and theoretical contexts. We will explore the historiography of these two terms, their problematization and limits, and related concepts in primary and secondary literature. This course is best suited for graduate students with background training in Islamic Studies, and knowledge of Arabic and/or other relevant languages is preferred.

RELS 2400B. Historiography of Islam.

A critical appraisal of the field of Islamic history in light of issues in contemporary philosophy of history. We will discuss various ways in which 'Islam' has been imagined as an object of historical description and analysis. Topics include: historical thought generated by Muslims; relationship between historical projection and religious ideology; impact of contingent factors such as Mongol domination and modern colonialism; Orientalist views of the Islamic past; significance of narrative patterns, poetry, and modern historical fiction; and contemporary academic and popular trends. Intended for graduate students, with time devoted to materials in original languages (Arabic, Persian, and/or Urdu).

RELS 2400C. Sufism Seminar.

A survey of Sufism—as an Islamic religious phenomenon as well as a modern academic field—from the earliest sources to expressions in contemporary Muslim contexts. We will discuss Sufi mystical philosophies, liturgical practices, social organization, and historical development in Africa, Asia, and the Middle East. Readings consist of translations and academic treatments from various perspectives in the humanities and the social sciences. There will also be an optional weekly session dedicated to reading materials in original languages pertinent for course participants' research agendas.

RELS 2400L. Topics in Islamic Studies: Methods and Theories.

This graduate level course is survey of recent theoretical infusions into the academic study of Islam. We will examine paradigm shifting works, mainly from the last decade or so, and consider them within the broader context of contemporary historiography, methods, and theory. This course is designed for graduate students in order to aid them as they craft their own research agendas.

RELS 2450. Exchange Scholar Program.**RELS 2460. Professionalization Seminar.**

In addition to acquiring and practicing the arts of scholarship, teaching, and service, graduate students need to learn how to relate to colleagues, apply and interview for jobs, and submit proposals to conferences and publishers. The details of these processes are often mysterious, even to the initiated. The purpose of this seminar is to explore these various features of academia and graduate studies in a well informed manner. It is intended for fourth-year doctoral students in the Department of Religious Studies. Instructor permission required.

RELS 2510. Secularism and Secularity.

A graduate seminar on secularity, and related concepts, as they have been formulated to describe and interpret political and social life. What difference does "the secular" name? How do theories of the secular implicate our understandings of history, subjectivity, agency, and reason? Reading historical and recent scholarship on the secular, and paying particular attention to themes of coloniality and empire, we critically reflect on a concept that has been central to the formation of modern religion and politics.

RELS 2550D. Project Development Workshop (HMAN 2500).

Interested students must register for HMAN 2500.

RELS 2600D. Pragmatism and Religion.

Readings in the original American pragmatists and their recent admirers with special attention to the topic of religion.

RELS 2600E. Seminar in Religion and Critical Thought: Hegel. To Be Determined**RELS 2600F. Religious Ethics.**

This class will provide a survey of some of the most influential works in religious ethics in the past fifty or so years and also present a number of quite recent texts. Two areas of focus will be virtue ethics and questions around religion and politics.

RELS 2600G. Reason, Tradition and Modernity.

The modern West has been defined largely by pervasive challenges to inherited religious beliefs, ethical mores, and political institutions. Since the Enlightenment, these developments have provoked widespread reflection on the nature and significance of tradition, the limits of reason, as well as the relation between reason and tradition. We will trace this current from the developments of German romanticism through recent "new traditionalist" thought, such as that of Alasdair MacIntyre.

RELS 2600J. Religion, Power, and Practice.

The turns to power and practice are among the most important recent events in the academic study of religion, and in the humanities generally. Power speaks of the ways in which social arrangements produce social differences, resulting in domination, cooperation, and resistance across lines of class, race, gender, sexual orientation, and ethnicity. Practice speaks of what people *do*, a broader emphasis than prior emphases on what people *think*. This seminar will look at the social theorists who initiated these methodologies and some of the figures who have appropriated these theorists in the field of religious studies. Open to graduate students only.

RELS 2600K. Religion and Interpretation.

One of the most influential approaches to the study of religion views religion as primarily a matter of meanings or symbols. The task of the scholar of religion, then, is to interpret these meanings and symbols. This course examines this theoretical perspective on religion by looking at its proponents and its critics, as well as philosophical treatments of meaning and interpretation that have influenced religious studies. Readings include Hans-Georg Gadamer, Paul Ricoeur, Clifford Geertz, Mary Douglas, Donald Davidson, and Robert Brandom. Open to graduate students only.

RELS 2600L. Seminar: Afro-Theism.

This graduate seminar places a theological lens on Black life in North America. Its premise is that Afro-Theisms, not the institutional "Black Church" or Black prophetic religion, have been seminal to the self-conception of Black people and their way of constituting racial "others". Different theistic emphasis at different historical moments demonstrates both the importance and fluidity of Afro-Theisms and sheds unique light on quest for equity and self-actualization. Starting with the conventional Christian theologies into which New World Africans under slave conditions were indoctrinated, this course will explore the role and impact of Afro-Theisms.

RELS 2880. H. Arendt's Eichmann- POLS2354.

Interested students must register for POLS 2354.

RELS 2890. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for preliminary examinations.

RELS 2910. Independent Research.

The staff is willing to offer independent reading courses in selected areas. See the Instructor for more information. Please check Banner for the correct section number and CRN to use when registering.

RELS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Ruth J. Simmons Center for the Study of Slavery and Justice

The Ruth J. Simmons Center for the Study of Slavery and Justice (Simmons Center) at Brown University is a scholarly research center with a public humanities mission.

Recognizing that racial slavery was central to the historical formation of the Americas and the modern world, the Simmons Center creates a space for the interdisciplinary study of the historical forms of slavery while also examining how these legacies continue to shape our contemporary world.

Since its inception in 2012, the Center has organized hundreds of public programs to examine issues of social justice and racial equality, including the impact of anti-black racism on our nation's educational systems, and racial segregation and its persistent structural legacies. As well we have paid attention to issues around contemporary human trafficking. As part of its mission to examine the history and legacies of slavery in ways that engage a broad public, the Simmons Center has built a global network of scholars, museums, and universities. The Center has initiated joint projects with universities and museums around the world and fostered relationships with high school educators across the nation. Through its research, exhibitions, convenings, and curriculum, the Center has become

a leading institution for understanding how slavery's legacy directly impacts all of our lives, yet is "hidden in plain sight."

The Simmons Center's work is organized around research clusters that examine the legacies of racial slavery through scholarship and public engagement; seminar series; public humanities projects such as gallery exhibitions, arts programming, the development of new high school curriculum, walking tours; and the arts initiative that creates art platforms for artists and curators to develop a space for debate and discussion around the history of art, black aesthetics, and new forms of African and African diasporic art.

In the Fall 2024, the Simmons Center welcomed the first cohort of the the Master's in Integrative Studies (Public Humanities) program. The program provides students with an interdisciplinary exploration of issues surrounding race, decolonial practices and social justice with specific references to cultural work in museums and other cultural organizations. Students in this program gain the knowledge and tools to lead institutional change within their organizations.

To learn more about the Simmons Center, please visit <https://simmonscenter.brown.edu/>.

Center for the Study of the Early Modern World

The Center for the Study of the Early Modern World promotes interdisciplinary and multidisciplinary approaches to historical cultures around the world between the waning of feudalism and the arrival of global industrial capitalism, from the 1300s to the end of the 1800s. Characterized by new global aspirations as well as new modes of domination, resistance, and conflict, this period yielded significant technological transformations and cultural inventions whose study contributes to the historical understanding of the modern world.

Students take courses in a wide range of departments in the humanities and social sciences and from faculty affiliated with the Center for the Study of the Early Modern World.

The Center, which is part of the Cogut Institute for the Humanities, also hosts a lecture series, a graduate colloquium, and interdisciplinary opportunities for graduate students. Partnerships with the John Hay Library, the John Carter Brown Library, the Bell Gallery, as well as the RISD Museum and the Folger Institute in Washington, DC play a significant part in its activities.

For additional information, please visit the department's website at <https://earlymodernworld.brown.edu/>.

Early Modern World Concentration Requirements

The Center for the Study of the Early Modern World promotes interdisciplinary and multidisciplinary approaches to historical cultures around the world between the waning of feudalism and the arrival of global industrial capitalism, from the 1300s to the end of the 1800s. Characterized by new global aspirations as well as new modes of domination, resistance, and conflict, this period yielded significant technological transformations and cultural inventions whose study contributes to the historical understanding of the modern world.

Students take courses in a wide range of departments in the humanities and social sciences and from faculty affiliated with the Center. Students are invited to take advantage of this breadth of offerings in order to enhance their understanding of the period as well as to gain a sense of the uses, limitations, and interrelationships of particular disciplinary approaches.

Requirements

Concentrators are required to take a minimum of eight courses. These include the following:

- Three courses on early modern topics in one field in which the student has primary interest or training, e.g., literature, history of art and architecture, or history.

- Three courses related to the early modern period chosen from two other fields.
- A senior project. The senior project constitutes the capstone for all concentrators. Examples of possible senior projects include a senior thesis (roughly equivalent to a senior seminar paper), the staging of an early modern play, the performance of early modern music, or an exhibition. The final project will be developed in consultation with two faculty advisors who work closely with the student. Credit is granted through registration for Independent Study in the department for which the topic of research lies.
- Other relevant courses of the student's choosing.

In addition, the student must be able to demonstrate a reading knowledge of a relevant modern or ancient language other than English. This language requirement does not count as one of the eight courses.

Under the supervision of the director of the program, students may choose courses from the following:

HIAA 0062	Dutch and Flemish Art: Visual Culture of the Netherlands in the Seventeenth Century
ENGL 0100C	Altered States
ENGL 0150D	Shakespeare's Present Tense
HIST 0286A	History of Medicine I: Medical Traditions in the Old World Before 1700
ENGL 0310A	Shakespeare
ENGL 0310E	Shakespeare: The Screenplays
HIAA 0550	Painters, Builders, and Bankers in Early Modern Italy
HIAA 0560	Constructing the Eternal City: Popes and Pilgrims in Early Modern Rome
HIAA 0630	Cultural History of the Netherlands in a Golden Age and a Global Age
COLT 0710I	New Worlds: Reading Spaces and Places in Colonial Latin America
FREN 0720A	De l'Amour courtois au désir postmoderne
POBS 0910	On the Dawn of Modernity
ITAL 0981	When Leaders Lie: Machiavelli in International Context
FREN 1030A	L'univers de la Renaissance: XVe et XVIe siècles
FREN 1030B	The French Renaissance: The Birth of Modernity?
FREN 1040B	Pouvoirs de la scène: le théâtre du XVIIe siècle
FREN 1040C	Le Grand Siècle à l'écran
FREN 1040D	Molière et son monde
ENGL 1310A	Firing the Canon: Early Modern Women's Writing
ENGL 1310H	The Origins of American Literature
ENGL 1310J	Imagining the Individual in Renaissance England
ENGL 1310O	Restoration and Early Eighteenth-Century Literature
ENGL 1360K	Shakespeare and Company
ENGL 1360P	Shakespearean Tragedy
ENGL 1360S	Between Gods and Beasts: The Renaissance Ovid
ENGL 1360Z	Shakespeare and Embodiment
COLT 1410P	Shakespeare
HIAA 1560A	Italy and the Mediterranean
ITAL 1580	Word, Image and Power in Early Modern Italy
HIAA 1600I	Collections and Visual Knowledge in Early Modern Europe: 1400-1800

JUDS 1751	Jews Between Christians and Muslims in the Early Modern World
HIST 1825H	Science, Medicine and Technology in the 17th Century
ENGL 1950A	Form and Feeling in Renaissance Poetry
HIST 1964A	Age of Impostors: Fraud, Identification, and the Self in Early Modern Europe
HIST 1974M	Early Modern Globalization
EMOW 1980	Independent Study in EMOW
LATN 2000A	Senecan Tragedy
FREN 2130E	Corps et esprits libertins
FREN 2130F	Façons d'aimer: Discourses of Sexuality in Early Modern France
HISP 2160G	Don Quixote: Contexts and Constructions
ENGL 2360O	Irony and Satire
ENGL 2360P	Thinking with Romance in the Renaissance
ENGL 2360S	Alternative Miltons
HISP 2520I	Sor Juana Inés de la Cruz in Her Literary Context
ITAL 2550	Gender Matters

Liberal Learning

This concentration develops aesthetic awareness, close reading skills, collaborative skills, cultural understanding, facility with symbolic languages, historical awareness as well as speaking and writing skills.

Honors

Interested and eligible students petition to write a thesis and the faculty chooses the Honors group for that year from the applications, making every effort to accommodate all eligible proposals. Selection is based upon the quality of the application, the preparedness of the student to undertake the project, and the availability of appropriate advisors for the subject.

Students accepted in the Honors program sign up for EMOW 1980 in the Fall and again in the Spring, with the section number of their advisor (REMS 1980 will become EMOW 1980 as of Fall 2019). Students must meet regularly with their advisors and second readers throughout the year according to a schedule determined by each student and advisor. Finished drafts of the thesis (which will be about 35 pages in length, not counting bibliography and visual or other supporting materials) will be due to the advisor and second reader on April 1 of the Spring semester. Comments will be returned to the students for final polishing and corrections at that point. Students will receive Honors when both their primary advisor and their second reader have provided written statements in support of the finished project. The finished paper, which should be a polished and revised, edited, professional work of original research, will be made available to the entire Early Modern World faculty for comments. There will be a public presentation of the Honors work at the end of the Spring semester.

Students planning a December graduation will not be eligible for the Honors Thesis program, but they are welcome to work out other ways to pursue projects of independent interest in consultation with an academic advisor.

Students wishing to write an honors thesis must have an A average in the concentration, which means that they will not have received more than one "B" or "S" in any course used for the concentration. Classes taken S/NC may be considered as qualifying the student for Honors if they are marked "S with distinction," meaning that had the student taken the course for a grade, the grade would have been an "A." It is advisable for them to have taken at least one class with the person who will advise the thesis, and have already written a research paper before choosing to undertake this year-long writing project. Honors students are strongly encouraged not to take more than 4 classes either semester of their senior year—the Honors class being considered one of the four classes.

Honors Application Process

Applications are due to the Director of Center for the Study of the Early Modern World in mid-April of the student's junior year. Each application shall consist of:

1. A very brief (one or two paragraph) cover letter identifying the most appropriate advisor and second readers, and stating also the student's preparation for the project. Second readers may be professors who work in areas related to the topic, or in some very special cases (and with the advisor's approval) may be practitioners with whom the student already worked closely, for example.
2. A two-page double-spaced abstract stating and explaining the topic (subject and argument) of the research to be undertaken, written as clearly as possible.
3. A one-page working bibliography of the most relevant books and major articles to be consulted for the project.
4. A current resumé.
5. A printout of the most recent transcript.

Courses

EMOW 0023. South Asian Art/Arch-HIAA0023.

Interested students must register for HIAA 0023.

EMOW 0050M. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 0050M).

Interested students must register for JUDS 0050M.

EMOW 0062. Dutch and Flemish Art: Visual Culture of the Netherlands in the Seventeenth Century (HIAA 0062).

Interested students must register for HIAA 0062.

EMOW 0063. Antisemitism: A History (JUDS 0063).

Interested students must register for JUDS 0063.

EMOW 0081. Architecture of the House Through Space and Time (HIAA 0081).

Interested students must register for HIAA 0081.

EMOW 0089. Jews and Muslims: Their Contacts through the Ages (RELS 0089).

Interested students must register for RELS 0089.

EMOW 0100C. Altered States (ENGL 0100C).

Interested students must register for ENGL 0100C.

EMOW 0150H. Foods and Drugs in History (HIST 0150H).

Interested students must register for HIST 0150H.

EMOW 0150Z. Hamlet/Post-Hamlet (ENGL 0150Z).

Interested students must register for ENGL0150Z.

EMOW 0210. Early Modern Philosophy (PHIL 0210)..

Interested students must register for PHIL 0210.

EMOW 0211. Art of Empire: The Early Modern Hispanic World (HIAA 0211).

Interested students must register for HIAA 0211.

EMOW 0233. Colonial Latin America (HIST 0233).

Interested students must register for HIST 0233.

EMOW 0260. Early Modern India, 1500-1800 (HIST 0260).

Interested students must register for HIST 0260.

EMOW 0286A. History of Medicine I: Medical Traditions in the Old World before 1700 (HIST 0286A).

Interested students must register for HIST 0286A.

EMOW 0304. Words on Things: Literature and Material Culture in Early Modern China.

Interested students must register for EAST 0304.

EMOW 0310. Japan's Floating World (EAST 0402).

Interested students must register for EAST 0402.

EMOW 0310A. Shakespeare (ENGL 0310A).

Interested students must register for ENGL 0310A.

EMOW 0510K. The 1001 Nights (COLT 0510K).

Interested students must register for COLT 0510K.

EMOW 0522G. An Empire and Republic: The Dutch Golden Age (HIST 0522G).

Interested students must register for HIST 0522G.

EMOW 0522O. What is Enlightenment? (HIST0522O).

Interested students must register for HIST 0522O.

EMOW 0550. Painters, Builders, and Bankers in Early Modern Italy (HIAA 0550).

Interested students must register for HIAA 0550.

EMOW 0580M. The Age of Revolutions, 1760-1824 (HIST 0580M).

Interested students must register for HIST 0580M.

EMOW 0610E. Crisis and Identity in Mexico, 1519-1968 (COLT 0610E).

Interested students must register for COLT 0610E.

EMOW 0630. Cultural History of the Netherlands in a Golden Age and a Global Age (HIAA 0630).

Interested students must register for HIAA 0630 and HIST 1264M.

EMOW 0632. Mural Painting in Mexico (HIAA 0632).

Interested students must register for HIAA 0632.

EMOW 0660. Giotto to Watteau: Introduction to the Art of Europe from Renaissance to French Revolution (HIAA 0660).

Interested students must register for HIAA 0660.

EMOW 0703. Confucianism and Its Critics (EAST 0703 or RELS 0545).

Interested students must register for EAST 0703 or RELS 0545.

EMOW 0710I. New Worlds: Reading Spaces and Places in Colonial Latin America (COLT 0710I).

Interested students must register for COLT 0710I.

EMOW 0750N. Muslims, Christians, and Jews in Medieval Spain (HISP 0750N).

Interested students must register for HISP 0750N.

EMOW 0780. From Antiquity to the Humanities (via Humanism) and the History of Ideas (CLAS 0780).

Interested students must register for CLAS 0780.

EMOW 0810H. How Not to Be a Hero (COLT 0810H).

Interested students must register for COLT 0810H.

EMOW 0810L. The Pursuit of Happiness (COLT 0810L).

Interested students must register for COLT 0810L.

EMOW 0812W. The Epic Tradition: From Homer to Milton (COLT 0812W).

Interested students must register for COLT 0812W.

EMOW 0830. Shipwrecks and Castaways in History and Literature (POBS 0830).

Interested students must register for POBS 0830.

EMOW 0855. The Bhagavad Gītā (CLAS 0855).

Interested students must register for CLAS 0855.

EMOW 0910. On the Dawn of Modernity (POBS 0910).

Interested students must register for POBS 0910.

EMOW 0910A. Medieval and Renaissance Music (MUSC 0910).

Interested students must register for MUSC 0910.

EMOW 0910B. From Darkness to Light: Medieval and Renaissance Music (MUSC 0910).

Interested students must register for MUSC 0910.

EMOW 0920. Baroque and Classic Music (MUSC0920).

Interested students must register for MUSC 0920.

EMOW 1000B. Littérature et culture: Chevaliers, sorcières, philosophes, et poètes (FREN 1000B).

Interested students must register for FREN 1000B.

EMOW 1010. Dante in English Translation: Dante's World and the Invention of Modernity (ITAL 1010).

Interested students must register for ITAL 1010.

EMOW 1010A. Stories from the Chinese Empire: Scholars, Demons and Swindlers (CHIN 1010).

Interested students must register for CHIN 1010.

EMOW 1020. Decameron: MdvI-Mdrn (ITAL1020).

Interested students must register for ITAL 1020.

EMOW 1030B. Modernity, Italian Style (ITAL 1030B).

Interested students must register for ITAL 1030B.

EMOW 1040. Virgil: Aeneid (LATN 1040B).

Interested students must register for LATN 1040B.

EMOW 1040B. Théâtre du XVIIe siècle (FREN 1040B).

Interested students must register for FREN 1040B.

EMOW 1040C. Le Grand Siècle à l'écran (FREN 1040C).

Interested students must register for FREN 1040C.

EMOW 1040D. Molière et son monde (FREN 1040D).

Interested students must register for FREN 1040D.

EMOW 1112. China's Early Modern Empires (HIST 1112).

Interested students must register for HIST 1112.

EMOW 1120G. Reading Humanist Latin Texts (LATN 1120G).

Interested students must register for LATN 1120G.

EMOW 1120I. Latin Epic from Mexico (LATN 1120I).

Interested students must register for LATN 1120I.

EMOW 1121C. Cicero in New Spain (CLAS1121C).

Interested students must register for EMOW 1121C.

EMOW 1140. Classical Philosophy of India (CLAS 1140).

Interested students must register for CLAS 1140.

EMOW 1160. Classics of Indian Literature (CLAS 1160).

Interested students must register for CLAS 1160.

EMOW 1179. Reception of Latin in Americas (CLAS 1179).

Interested students must register for CLAS 1179.

EMOW 1216. The Paradox of Early Modern Europe (HIST 1216).

Interested students must register for HIST 1216.

EMOW 1220. 17th Century Continental Rationalism (PHIL 1220).

Interested students must register for PHIL 1220.

EMOW 1240A. Fashion and Fiction in the Early Modern Hispanic World (HISP 1240A).

Interested students must register for HISP 1240A.

EMOW 1262. Women, Gender, Feminism in Early Modern Italy (ITAL 1262).

Interested students must register for ITAL 1262.

EMOW 1262M. Truth on Trial: Justice in Italy, 1400-1800 (HIST 1262M).

Interested students must register for HIST 1262M.

EMOW 1266C. English History, 1529-1660 (HIST 1266C).

Interested students must register for HIST 1266C.

EMOW 1266D. British History, 1660-1800 (HIST 1266D).

Interested students must register for HIST 1266D.

EMOW 1272D. The French Revolution (HIST 1272D).

Interested students must register for HIST 1272D.

EMOW 1304. Crafting Early Modern China: Handicraft, Witchcraft and Statecraft (EAST 1304).

Interested students must register for EAST 1304.

EMOW 1310A. Early Mdrn Wmn Wrt (ENGL1310A).

Interested students must register for ENGL 1310A.

EMOW 1311G. Shakespeare, Love and Friendship (ENGL 1311G).

Interested students must register for ENGL 1311G.

EMOW 1311M. Renaissance Poetry and Its Kinds (ENGL 1311M).

Interested students must register for ENGL 1311M.

EMOW 1311N. England and the Renaissance.

Interested students must register for ENGL 1311N.

EMOW 1320. Great Authors and Works of Italian Renaissance:**Ariosto's Orlando furioso (ITAL 1320).**

Interested students must register for ITAL 1320.

EMOW 1325C. The Virgin Mary in Christian Tradition (RELS 1325C).
Interested students must register for RELS 1325C.

EMOW 1340. History of the Andes from Incas to Evo Morales (HIST 1340).
Interested students must register for HIST 1340.

EMOW 1361G. Tolkien and the Renaissance (ENGL 1361G).
Interested students must register for ENGL 1361G.

EMOW 1361L. Milton (ENGL 1361L).
Interested students must register for ENGL 1361L.

EMOW 1361N. Evil Plays: Shakespeare and Contemporaries (ENGL 1361N).
Interested students must register for ENGL 1361N.

EMOW 1410I. Sorcellerie et Renaissance: le sort de la sorcière (FREN 1410I).
Interested students must register for FREN 1410I.

EMOW 1410T. L'expérience des réfugiés/immigrés (FREN 1410T).
Interested students must register for FREN 1410T.

EMOW 1411. Illustrating Indigenous Knowledge (HIAA 1411).
Interested students must register for HIAA 1411.

EMOW 1430. Truth on Trial (HIST 1430).
Interested students must register for HIST 1430.

EMOW 1430B. Art and Exemplarity in Medieval and Early Modern Literature (COLT 1430B).
Interested students must register for COLT 1430B.

EMOW 1435. Theater, Spectacle and the City in Italy, 1400-1600 (ITAL 1435).
Interested students must register for ITAL 1435.

EMOW 1440. The Ottomans: Faith, Law, Empire (HIST 1440).
Interested students must register for HIST 1440.

EMOW 1440E. The Body in Medieval Art (HIAA 1440E).
Interested students must register for HIAA 1440E.

EMOW 1500A. Major Masters and Repertoires of Music: Bach (MUSC 1500A).
Interested students must register for MUSC 1500A.

EMOW 1510A. Jane Austen and Her Predecessors (ENGL 1510A).
Interested students must register for ENGL 1510A.

EMOW 1550C. Dreaming of Food in the Early Modern World (HIAA 1550C).
Interested students must register for HIAA 1550C.

EMOW 1560A. Italy and the Mediterranean (HIAA 1560A).
Interested students must register for HIAA 1560A.

EMOW 1561C. Swift and His Contemporaries (ENGL 1561C).
Interested students must register for ENGL 1561C.

EMOW 1561K. Restoration and Eighteenth-Century Drama (ENGL 1561K).
Interested students must register for ENGL 1561K.

EMOW 1580. Word, Image and Power in Renaissance Italy (ITAL 1580).
Interested students must register for ITAL 1580.

EMOW 1600A. Bosch and Bruegel: Art Turns the World Upside Down (HIAA 1600A).
Interested students must register for HIAA 1600A.

EMOW 1600B. Caravaggio (HIAA 1600B).
Interested students must register for HIAA 1600B.

EMOW 1610. The Divina Commedia: Inferno and Purgatorio (ITAL 1610).
Interested students must register for ITAL 1610.

EMOW 1620. Arts Between Europe and the World 1500-1700 (HIAA 1620).
Interested students must register for HIAA 1620.

EMOW 1620A. The Divina Commedia: Dante's Paradiso: Justifying a Cosmos (ITAL 1620).
Interested students must register for ITAL 1620.

EMOW 1624. Indians, Colonists, and Africans in New England (ANTH 1624).
Interested students must register for ANTH 1624.

EMOW 1631. Authority, Identity, and Visual Culture in Colonial Latin America (HIAA 1631).
Interested students must register for HIAA 1631.

EMOW 1701C. The First Scientific Americans: Exploring Nature in Latin America, 1500-1800 (STS 1701C).
Interested students must register for STS 1701C.

EMOW 1721. Real and Unreal Landscapes (HIAA 1721/HIAA 2721).
Interested students must register for HIAA 1721/HIAA 2721.

EMOW 1813N. Early Modern Women's Writing (COLT 1813N).
Interested students must register for COLT 1813N.

EMOW 1825F. Nature, Knowledge, and Power in Early Modern Europe (HIST 1825F).
Interested students must register for HIST 1825F.

EMOW 1825H. Science, Medicine and Technology in the 17th Century (HIST 1825H).
Interested students must register for HIST 1825H.

EMOW 1830. Fake! History of the Inauthentic (ARCH 1830).
Interested students must register for ARCH 1830.

EMOW 1954J. The History of the Book in the Americas and Beyond (HIST 1954J).
Interested students must register for HIST 1954J.

EMOW 1961D. Heaven Above, Suzhou and Hangzhou Below: Urban Culture in Early Modern China (HIST 1961D).
Interested students must register for HIST 1961D.

EMOW 1961F. Women in Early Modern China (HIST 1961F).
Interested students must register for HIST 1961F.

EMOW 1964A. Age of Impostors: Fraud, Identification, and the Self in Early Modern Europe (HIST 1964A).
Interested students must register for HIST 1964A.

EMOW 1964B. The Enchanted World: Magic, Angels, and Demons in Early Modern Europe (HIST 1964B).
Interested students must register for HIST 1964B.

EMOW 1964D. Women in Early Modern England (HIST 1964D).
Interested students must register for HIST 1964D.

EMOW 1964F. Early Modern Ireland (HIST 1964F).
Interested students must register for HIST 1964F.

EMOW 1964K. Descartes' World (HIST 1964K).
Interested students must register for HIST 1964K.

EMOW 1964L. Slavery in the Early Modern World (HIST 1964L).
Interested students must register for HIST 1964L.

EMOW 1967T. History of the Andes from the Incas to Evo Morales (HIST 1967T).
Interested students must register for HIST 1967T.

EMOW 1971U. Kabbalah: An Introduction to Jewish Mysticism (HMAN 1971U).
Interested students must register for HMAN 1971U.

EMOW 1975R. Religion from Below (HMAN 1975R).
Interested students must register for HMAN 1975R.

EMOW 1980. Independent Study in EMOW.
Tutorial instruction on a topic in the Renaissance or early modern period, supervised by a member of the core faculty. This number may be used by concentrators for the required Independent Project undertaken in the junior or senior year. Section numbers vary by professor; instructor permission required.

EMOW 2015. Revolt and Revolution in the Black World (AFRI 2015).
Interested students must register for AFRI 2015.

EMOW 2030G. Mester de clerecia (HISP 2030G).
Interested students must register for HISP 2030G.

EMOW 2050. Microhistory (ITAL 2050).
Interested students must register for ITAL 2050.

EMOW 2080F. Latin in America (LATN 2080F).
Interested students must register for LATN 2080F.

EMOW 2100. The Ancient Near East: Early Modern Intellectual Histories (ASYR 2100).
Interested students must register for ASYR 2100.

EMOW 2110K. Vision and Visualization in Literature: The Rhetoric of Enargeia (CLAS 2110K).
Interested students must register for CLAS 2110K.

EMOW 2130R. Penser et écrire le non-humain au XVIIème siècle (FREN 2130R).
Interested students must register for FREN 2130R.

EMOW 2150E. Theories et fictions des Lumières (FREN 2150E).
Interested students must register for FREN 2150E.

EMOW 2160M. Early Modern Madrid: The Cultural Creation of a Court Capital (HISP 2160M).
Interested students must register for HISP 2160M.

EMOW 2160N. Antiquity and Innovation in the Hispanic Renaissance (HISP 2160N).
Interested students must register for HISP 2160N.

EMOW 2350H. The History of Wonder in Colonial Spanish American Lettres (HISP 2350H).
Interested students must register for HISP 2350H.

EMOW 2360Y. Lyric and Ecstasy (ENGL 2360Y).
Interested students must register for ENGL 2360Y.

EMOW 2361E. Sadoomasochism and Early Modern Literature (ENGL 2361E).
Interested students must register for ENGL 2361E.

EMOW 2400R. Tracing Translations: Artistic Migrations and Reinventions in the Early Modern World (HMAN 2400R).
Interested students must register for HMAN 2400R.

EMOW 2400T. Imagining Cities: Early Modern Urban Perspectives (HMAN 2400T).
Interested students must register for HMAN 2400T.

EMOW 2520I. Sor Juana Inés de la Cruz in Her Literary Context (HISP 2520I).
Interested students must register for HISP 2520I.

EMOW 2520T. Critical Disability Studies (Medieval and Early Modern) (HISP 2520T).
Interested students must register for HISP 2520T.

EMOW 2540D. The Theater that was Rome (HIAA 2540D).
Interested students must register for HIAA 2540D.

EMOW 2550. Gender Matters (ITAL 2550).
Interested students must register for ITAL 2550.

EMOW 2561V. The Pursuit of Happiness: Transatlantic Literary Culture in the Long Eighteenth Century (ENGL 2561V).
Interested students must register for ENGL 2561V.

EMOW 2600E. Jesuit Global Strategies in Art and Conversion (HIAA 2600E).
Interested students must register for HIAA 2600E.

EMOW 2600F. Histories and Cultures of the Medieval and Early Modern Lusophone World (POBS 2600F).
Interested students must register for POBS 2600F.

EMOW 2970E. Early Modern Continental Europe - Reading (HIST 2970E).
Interested students must register for HIST 2970E.

EMOW 2971T. Colonial Latin America (HIST 2971T).
Interested students must register for HIST 2971T.

Science, Technology, and Society

The program for Science and Technology Studies at Brown operates under the premise that students and scholars in the field of science and technology studies want to know how scientific knowledge is produced. STS believes that the idealized accounts of knowledge production entrenched in our scientific belief system are inadequate, given the complexity of the process they claim to describe.

STS scholars seek to understand how science operates by analyzing historical case studies, observing contemporary scientists at work, examining representations of scientific ideas in textbooks or journals, and studying the infrastructure of scientific institutions.

This interdisciplinary field brings together anthropologists, philosophers, historians, art historians, literary theorists, sociologists and practicing scientists and technologists. In addition to offering an undergraduate concentration program in Science and Society, Brown also offers interdisciplinary courses under the same rubric.

For more information on STS at Brown, please visit: <https://www.brown.edu/academics/science-and-technology-studies/>

Science, Technology, and Society Concentration Requirements

Science, Technology, and Society (STS, formerly Science and Society) is an interdisciplinary concentration that examines the processes of scientific discovery and the establishment of scientific policies and systems of belief from historical, philosophical, anthropological, and sociological perspectives. Concentrators analyze the practices, norms, and values that reflect and shape our deepest convictions about what is considered "science." Students select courses in the physical sciences, life sciences, or mathematics and choose a thematic track that may include the history and philosophy of science; gender and science; race, science and ethnicity; health and medicine; environment and society; or they may create their own independent focus. STS prepares students to follow, guide, and shape scientific knowledge as it travels from the laboratory into the public arena.

Requirements

Consisting of 12 courses, the program of study outlined below will be developed by each student in consultation with the concentration advisor. Where appropriate, independent reading, lab courses or GISPS may count for up to three of the twelve total courses. Students will take a minimum of 7 intermediate to advanced courses.

Required Courses (2)

The concentration has two required courses.

- STS 1000 : Introduction to Science and Society: Theories and Controversies, or equivalent introductory course: usually taken in the second or third year.
- STS 1900 : Senior Seminar in Science and Society, also open to non-majors with the proper background, usually taken senior year.

Thematic Track (3)

Students will organize their course of study around the choice of a thematic track. The theme may be thought of as the applied content portion of the concentration. Students will take a minimum of three courses, at least one of which must be at an advanced level, in one of the thematic areas listed below:

- History & Philosophy of Science
- Gender & Science
- Race, Science & Ethnicity
- Health & Medicine
- Representing Science in Literature & Culture
- Policy, Persuasion & the Rhetoric of Science
- Environment & Society
- Independent Focus

Science Track (4)

Students will take a minimum of four courses in one of the following scientific areas: physical sciences, life sciences, mathematics/computer science. The chosen area should provide appropriate background and support for the chosen concentration theme. The science courses will be sequenced such that a concentrator will move enough beyond the introductory level to gain some understanding of the world view of scientists within a chosen field. The particular sequence of courses which best meets the science requirement will be chosen in consultation with the concentration advisor. When necessary, the concentration advisor will seek guidance from faculty within the chosen scientific field.

Science and Technology Studies Theory (3)

Students will take three Science and Technology Studies-related courses in the social sciences and humanities. These courses, which will provide critical theoretical background for the study of Science and Society, should address questions of historiography, epistemology and methodology in the field of science and technology studies. A full list of such courses and sample concentrations may be found at <https://www.brown.edu/academics/science-and-technology-studies/>

Honors

To qualify for Honors a student must:

- Be in good standing
- Have completed at least two thirds of the concentration requirements by the application deadline
- Have earned a majority of "A" grades in the concentration. Classes taken S/NC will count as qualifying towards that majority if they are marked "S with distinction" or are accompanied by a Course Performance Report (https://ask.brown.edu/performance_reports/) indicating that had the student taken the course for a grade, the grade would have been an "A."

Courses

STS 0050. Science Fictions: The Misuse of Science in Public Life.

People on all sides of the political spectrum distort or spin science to advance their own economic, policy, religious or other goals. The phenomenon is obvious today but it is not new, and it is visible on both the right and the left. In this seminar we consider what science is and how it works, how people learn about it, why they are vulnerable to spin about it (and how to avoid being spun) and how spin plays out with subjects like climate change, medicine, diet, the teaching of evolution, sex education, pollution and other issues.

STS 0192N. Self-Help, Science, and the Pursuit of Happiness.

If you work hard enough, you can be anything you want to be." This course examines self-help culture and techniques of self-making, such as dieting and positive thinking. From the writings of Benjamin Franklin to television makeover shows, self-help discourse has proven central to U.S. culture and politics. Where does self-help culture come from, who does it serve, and what types of social relations does it authorize? How did scientists become the moral authorities on happiness and the good life? Taking a historical perspective and aided by scholarship in fat studies, disability studies, science studies, and Black feminism, we will answer these questions by analyzing a variety of cultural texts. We will explore together how self-help culture produces difference along the lines of class, gender, race, and disability. We will ponder when self-help is compatible with social justice.

STS 0400. The Phoenix and the Hummingbird: Natural History from Antiquity to Evolution.

Scientists love to solve mysteries. From philosophers of antiquity to contemporary citizen naturalists, study of nature has focused on the creatures that have most puzzled humankind. These have inspired natural histories: encompassing studies covering everything that could be known about an animal—from what it symbolized and how it behaved to its place in the natural order. By looking at issues of truth and its relationship to myth, direct experience, and nature's systematization, this seminar provides an introduction to the history of science through what naturalists have written about the more mystifying creatures in the natural world.

STS 0700B. Science and Social Controversy.

In this course we examine the institution of science and its relations to the social context in which it is embedded. Scientific objectivity, scientific consensus, scientific authority, and the social and moral accountability of scientists will be considered in the context of discussing such controversies as: the AIDS epidemic, climate change, science and religion, the Manhattan Project, the Tuskegee Syphilis Experiment, genetic and pharmacological enhancement, the role of drug companies in science and medicine, psychiatric diagnosis and medication, robotics, and the implications of neuroscience for free will and moral responsibility. Enrollment limited to 20 first year students and sophomores.

STS 0701. Dirty Computer: Race, Queerness, and Science Fiction.

What do representations of robots and cyborgs in popular film, sci-fi literature, and music tell us about gender, sexuality, race, and what it means to be "human?" Using queer of color critique, feminist theory, disability studies, and science and technology studies (STS), we will investigate the ways that science fiction's disruption of race, gender, and sexuality as stable categories offers radical models for our present and possible futures. Our case examples explore the politics of the body through narratives of artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented as these works re-imagine bodily and social estrangement in the present through the creation of counter-futures.

STS 0702. Invisible Labor in the Making of Science.

Invisible Labor in the Making of Science is about the people who are concealed, eclipsed, or anonymized in accounts of scientific research. Many scientific workers—including translators, activists, archivists, technicians, curators, and ethics review boards—are absent in publications and omitted from stories of discovery. Professional scientists are often celebrated, yet they are expected to uphold principles of 'objective' self-denial. This course will explore these silences and omissions to reveal how invisibilities have shaped twentieth and twenty-first century science. The course modules invites comparisons across geographic, temporal, and disciplinary boundaries. The modules also facilitate different forms of self-reflexive practice, and will open the possibilities of research avenues for students; how we should approach research and narrative method; and how contemporary interest in invisible labor relates to established discursive traditions in the historiography of science and STS.

STS 0703. Politics of AI.

Artificial Intelligence (AI) emerged over the past century through innovations in technology and through equally transformative innovations in law. The aim of this seminar is to explore AI law, policy, and advocacy in historical and political contexts at the level of organizations, countries, and global governance. The course is designed for students interested in 1) developing skills for thinking and working critically with science-technology; 2) gaining hands-on experience with basic big data tools; and 3) investigating and imagining creative, justice-based approaches to living well together in a data-driven world. Class delivery methods: This course is hybrid. Recorded lectures will introduce major American and international policy efforts and protests around AI tools and infrastructures. Discussions and case studies completed via Canvas will focus on whether—and how—AI might be used to support greater creativity and freedom.

STS 0770. Stories of Nature.

What is nature? Are humans part of it or outside it? How has this boundary diverged over time and space, and how has it been expressed? This seminar tackles these questions by exploring stories of nature from various epistemic traditions. Through ten case studies, we will investigate how the human-nonhuman boundary has been expressed through storytelling in creation myths, natural histories, fiction and journalistic writing, documentaries, and artistic creations. Methodologically, we will survey how scholars have reflected on this boundary from the history of science, animal studies and indigenous studies, while learning to write stories of nature of our own.

STS 1000. Introduction to Science, Technology and Society.

What is "science"? How do scientific ideas become knowledge? What is the nature of scientific objectivity, how can it be compromised? What is a scientific community, scientific consensus, and scientific authority? What roles does science play in our culture, and how is science related to other social institutions and practices? The interdisciplinary field of science studies is introduced through exploration of topics that include: gender and race, psychiatric classification, the drug industry, science and religion, and the use of nuclear weapons during World War II. Enrollment limited to 30 sophomores, juniors, seniors; others may enroll with permission of instructor.

STS 1100. Botanizing Worlds.

What can plants tell us about the human condition, and more broadly about the rapidly changing conditions on Earth? In recent years, scholars, writers, and artists have been calling for new ways to address "plant blindness"; finally, it appears that plants are having a moment. Plants are crucial to the survival of human life. From the food we eat, to the air we breathe, the clothes we wear, plant bodies are used to build homes, cure our ailments, and feed our addictions. Putting plants to use is tantamount to survival but this course aims for a less extractive relationship with plants. This course explores what we might gain by learning from plants—to know them, think with them, and attune our senses to their liveliness. Raising fundamental questions about human-plant relations to reconsider what it means to be human?

STS 1400. Disability, Coloniality, Decoloniality.

This course takes a multidisciplinary approach to disability justice, history, art, and activism. We will situate the social and medical models of the disabled, sick, and fat body within institutions of empire—such as the plantation, camp, and penitentiary) to examine how disability and other forms of bodily difference become scripted within liberal humanism. In doing so, we recast familiar debates in Postcolonial and Decolonial Studies on topics such as sovereignty, ecological extraction, and global capitalism through a Critical Disability Studies lens. Exploring historical and literary texts, films, poetry, embodied performances, and other aesthetic objects, we will identify how shifting formations of colonial and scientific knowledges reverberate onto our contemporary understandings and lived experiences of bodily difference as they are scaffolded through race-gender-labor relations.

STS 1500. The Science Beat: Writing from a Warming Planet.

In a time of widespread distrust of expertise and institutions, what role can science communicators play in cultivating a better-informed public? With a special focus on covering the climate crisis, this course will equip students to clearly and effectively communicate scientific concepts to a general audience through nonfiction writing. We'll start with the fundamentals of interviewing, news writing, and journalistic ethics, then move on to narrative techniques that will stretch students to develop their personal voices as storytellers. Students will be encouraged to bring their own experience to the page, since great science writing can provide what we look for in all literature—a sense of connection with others. This is a reading and writing intensive course; in addition to their own reporting, students will read—and reflect critically on—science storytelling in a variety of styles and formats.

STS 1700A. Disability and Sexuality: Politics of Desire and Desirability.

Disabled people have been variously understood as undesirable, as subjects who do not desire, or as people whose desire is dangerous and perverse. In this course, we will excavate the origins of these understandings and develop new ones through a "cripping" of sexuality. The "normalization" of disabled sexuality through disciplinary regimes, and the ways disabled people have challenged them, will be a central theme. The course will utilize texts from both queer theory and disability studies, understanding the ways disabled sexuality pushes against normative expectations of proper sexuality. From the eugenic logic controlling the reproduction of the "feeble-minded"; to discourses of consent and agency surrounding intellectual disabilities; to interdependency, care, and disabled intimacies; to queer crip theories of kink, we will take disability as a crucial lens into the constitution of modern understandings of "sexuality" itself.

STS 1700B. Race, War, and Medicine.

This course explores the historical and contemporary relationship between three prominent pillars of our daily lives: race, war, and medicine. How did each influence the development of the other, and through this process construct modern societies?

We will examine the role played by medical practitioners and military personnel in the creation of social and racial hierarchies that in turn abetted the appropriation of land and the extraction of labor. We will begin in the seventeenth century and predominantly track the history of modern Western imperialist powers, especially the US. Nonetheless, an important priority of the course is to de-center imperial and top-down narratives, and the scholarship we engage with reflects that goal.

STS 1700C. Science and Technology Policy in the Global South.

Junior-senior seminar exploring the relationships among science, technology, society, and public policymaking in the Global South. Exemplar countries are South Africa, Brazil, India, and China. Biotech, nanotech, public health, environment, and science training policies are among those closely examined. Three writing assignments, plus electronic conversations with counterparts in the Global South.

STS 1700D. Gathering Hope: Stories for Earthly Survival.

Human actions have had irreversible changes at a planetary level including in the composition of the atmosphere, land, and oceans, the climate, the rapid extinctions of life, and an increase in the prevalence of toxic chemicals. The history of colonialism, enslavement, and plantations are also intertwined in ruin of the environment. Feminist science studies provide a guide to the arts of noticing and staying with the troubles of our time but also for imagining otherwise. In this course we gather hope from ecofeminism in order to move towards a justice-oriented future. We do this by delving into the literature on ecofeminism alongside ecological speculative fiction. Recognizing that solutions to environmental problems require a feminist attunement, we can start to understand the implications that our ethical commitments have to the future of life on the planet.

STS 1700E. The Sounds of Science: Nonfiction Audio Storytelling.

In this course, we will use narrative nonfiction storytelling to try to get at the layers beneath popular science stories. Our medium will be audio, and the course will equip students with the tools and skills to develop their story ideas in ways that take advantage of the unique intimacy of sound. While audio is not a great medium for communicating numbers and statistics, it excels at the complexities of character and feeling. That's where we will focus our storytelling energies. In the spirit of inquiry, we will produce narratives that offer more questions than answers. Students will learn the fundamentals of field recording, interviewing, story structure, writing for the ear, audio editing, sound design, and scoring.

STS 1700F. Visualizing the Invisible: Art, Science and Observation.

DINOSAURS, wilting plants, Jupiter's moons and disembodied wombs—over the last few hundred years, thinkers have engaged with interdisciplinary methods across the arts and sciences in representing objects that have evaded the human eye. From anatomical theaters to observatories, natural history museums, labs, and rainforests, people have struggled with the politics and poetics of visualizing and communicating "invisible" objects—things that were too far away, too small, too ephemeral, too dead, or otherwise hidden from human sight. Asking how scientists and artists were trained to see, we will study the history of observation from the early modern period to the present. This class will include workshops at the Haffenreffer Museum of Anthropology, the Nature Lab, and RISD's glass studios. Students need not have any hands-on experience in the arts or sciences, but we will practice both in class.

STS 1700N. Race, Science, and Society: Genomics and Beyond.

Why are drugs being marketed as racial saviors? What does biotechnology have to do with race? This course introduces students to interdisciplinary approaches to the study of race in science and society as an integrated natural and social scientific endeavor. Using a team-based pedagogy, interdisciplinary groups of natural and social science concentrators will explore real-world problems like validating knowledge about racial difference, the relationship between politics and science, and the newest findings in such scientific fields as anthropology, epidemiology, and cognitive science. Enrollment limited to 20. S/NC

STS 1700P. Neuroethics.

In this course, we will examine ethical, social, and philosophical issues raised by developments in the neurosciences. Topics will include: neurodevelopment and the emergence of persons; the impact of child abuse on brain development; aging, brain disease, and mental decline; life extension research; strategies and technologies for enhancement of human traits; "mind-reading" technologies; agency, autonomy, and excuse from responsibility; error and bias in memory; mind control; neuroscientific and evolutionary models of religious belief and moral judgement. Enrollment limited to 20. Instructor permission required.

STS 1700R. Bodies at Work: Disability and Capitalism.

If disability has been defined as the inability to work, then an exploration of disability necessitates an exploration of capitalism. Workplaces literally injure and disable bodies, while changing arrangements of labor define and redefine what makes something a disability, requiring new tasks of bodies at work. This course traces the dynamic relationship between bodies and economies over the course of American history from the birth of industrial management science in the nineteenth century, to the "essential worker" of the COVID-19 pandemic. Nimble moving back and forth between disability studies and labor history, we will develop the conceptual tools to understand capitalism through the lens of disability, while also generating new ways to think about disability via critical histories of capitalism. We will also look at how disabled people have pushed back, envisioning new ways of valuing bodies beyond productivity.

STS 1700S. Crippling Technoscience: Disability, Knowledge, (Re)Invention.

Just as disabled people have re-appropriated the term "crip" for their own political empowerment, so too has technoscience been both a means of oppression and transformation in disabled people's lives. In this course, we will examine this tension. The social model of disability has long pointed out that inaccessible infrastructures and technologies literally "disable" bodies. Yet, disabled people are not just passive recipients; they also use technology for their own ends. In addition to our focus on technology, we will also look at knowledge and chronic illness: how science becomes both a tool for control and for activism. With the United States as our (general) focus, our exploration will intersect with themes such as race, sexuality, gender, and the nation-state.

STS 1700T. Race, Gender, and Technology in Everyday Life.

Using examples from everyday life, this course investigates how preferences for certain technologies are shaped by social arrangements that reflect power relations. By considering the origins, materiality, and practices of use for a diverse range of technologies, from the digital to the reproductive, this course will interrogate the socio-political and ethical fallout of consumer, infrastructural, personal, legal, and medical technologies. Reading about the history and anthropology of technology, watching films that engage the reception and making of science and technology, and imagining the future of technological solutions, this course analyzes how technologies are used to create and maintain boundaries around social categories of race, nation, sex, gender, and ability.

STS 1700V. The Changing Arctic Environment: Science, Society and Politics.

The Arctic has become a lens through which to understand the world. An unstable Arctic poses threats not only to the future of the Arctic but the world itself. This seminar will explore the Arctic as a region and the challenges it faces due to climate change, the rising conflicts over its vast mineral reserves, and the competing interests within the nations. The course is intended for students who are interested in Science, Technology and Society, Environmental Studies, Environmental Policy, and International Relations. There are no prerequisites for this class.

STS 1700W. Eating and the Politics of Wellness.

This course examines the construction of liberal humanism, gender, and transnational American empire by way of the stomach. Together we will analyze case studies of wellness foods and technologies to trace metaphors of eating, metabolics, and food-as-fuel through 20th century dietetics and industrial food production. Examining histories of diets and dieting, the foods created and circulated via U.S. militarism, and the impact of eugenics/Progressive era nutrition reform on our modern global food system, we will map the affective, material, and aesthetic afterlives of empire on the gut. Reading a collection of historical texts, visual media, and scientific journals, students are asked to think capaciously about the mundane act of eating and the benign concept of wellness.

STS 1701C. The First Scientific Americans: Exploring Nature in Latin America, 1500-1800.

Who were the "first scientists" in the Americas?, what exactly do we mean by "science" in this context?, and what has amounted to "America" in the past? Focusing on present-day Latin America, this seminar analyses the links between the exploration of the New World and scientific discovery in the early modern period. We will explore issues of primacy (why have both empires and scientists cared about "arriving first"); the nature of science (what kind of knowledge has been considered "scientific" in different periods); and locality in knowledge production (was there something special about the New World in fostering scientific thinking).

STS 1701Q. The Fate of the Coast.

This seminar focuses on what happens when science, politics and money intersect in a highly contested venue, in this case, the coast; the nation's most beloved and highly valued landscape. These issues form the heart of this seminar. Though the course will focus on the saltwater coasts of the contiguous 48 United States, it will also discuss the fate of low-lying island nations and other countries vulnerable to sea level rise; engineering efforts around the world to cope with the problem; and legal issues relating to climate refugees here and abroad, driven from their homes by rising seas.

STS 1705. The Medium(s) of Animation: Plasticity, Labor, Technology.

It is by no means a coincidence that early animators such as Émile Cohl, Winsor McCay and the Fleischer brothers brought to life scientific theories of evolution and neuropathology in their pioneering experiments. Beginning with the birth of animation as an industrial art form, this course will focus your attention on the technical mediums in which biological plasticity became an object of scientific knowledge, aesthetic experience, and political governance. While learning about a range of animation forms and techniques in their historical contexts, we will think deeply about the thrills and terrors of our own plasticity made suddenly perceptible through transformative encounters with new media technologies.

STS 1900. Senior Seminar in Science, Technology and Society.

This is an advanced seminar that uses a Problem Based Learning style pedagogy to explore real-world problems in STS. To solve assigned problems students will want to explore critical scholarship in areas such as laboratory studies, feminist science and technology studies, the rhetoric and discourse of science and technology, expertise and the public understanding of science. Course is intended for Science and Society senior concentrators, but is open to others with appropriate background. Enrollment limited to 20.

STS 1970. Independent Study in Science and Society.

Independent reading and research work in Science and Society is available to students who have completed introductory and intermediate level work in Science and Society. A decision to enroll must be made via consultation with the concentration advisor and the faculty advisor for the course. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: STS 1400. Open to junior and senior concentrators in Science and Society; instructor permission required.

STS 1971. Independent Study in Science and Society.

Independent reading and research work in Science and Society is available to students who have completed introductory and intermediate level work in Science and Society. A decision to enroll must be made via consultation with the concentration advisor and the faculty advisor for the course. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: STS 1400. Open to junior and senior concentrators in Science and Society; instructor permission required.

STS 2000A. Naturecultures: Speculative Futures in Environmental Justice.

The stories we tell about the world open the possibilities of certain futures, while foreclosing other imaginable ones. This course reveals how Western historical, theoretical, and scientific ways of knowing (epistemology) understood/understands both women and nature as inferior and thus needing to be controlled. Pushing back against the ideas of any inherent binary separations between men/women or nature/culture, we will examine ecofeminism as a theoretical location within both feminist and environmental philosophies and as a social movement. Learning from the intertwined history of environment and gender, that have led to both personal and global inequity and disaster, we will also engage solutions that imagine different futures. Recognising that solutions to environmental problems require a feminist attunement, we can start to understand the implications that our ethical commitments have to the future of life on the planet.

STS XLIST. Science, Technology, and Society XLIST.

Fall 2025

The following courses have a significant focus on the sociocultural and philosophical dimensions of science, technology and/or medicine. They may count toward the requirements of the Science, Technology, and Society concentration, depending on the student's thematic track and approval of the concentration advisor. Please check with the sponsoring department for times and locations.

Anthropology

ANTH 0800 Sound and Symbols: Introduction to Linguistic Anthropology

Egyptology and Assyriology

ASYR 2950 Scribal and Scholarly Practices in Babylonia and Assyria

Cogut Institute for Humanities

HMAN 1300A Decolonizing Data: Approaches from Caribbean Digital Humanities and Beyond

Computer Science

CSCI 1870 Cybersecurity Ethics

CSCI 1953A Accessible and Inclusive Cybersecurity and Privacy

English

ENGL 1180Z Healthcare Journalism

Environmental Studies

ENVS 1825 Commodity Natures: Supply Chains From Extraction to Waste and Alternatives to Endless Growth

ENVS 1911 Narrating the Anthropocene

History

HIST 1264M Cultural History of the Netherlands in a Golden Age and a Global Age

International and Public Affairs

IAPA 1701T Technological Transformations: A Global Perspective

University Courses

UNIV 1110 The Theory and Teaching of Problem Solving

Spring 2026

The following courses have a significant focus on the sociocultural and philosophical dimensions of science, technology and/or medicine. They may count toward the requirements of the Science, Technology, and Society concentration, depending on the student's thematic track and approval of the concentration advisor. Please check with the sponsoring department for times and locations.

Anthropology

ANTH 0300 Culture and Health

ANTH 1805

Slavic Studies

The Department of Slavic Studies at Brown specializes in the cultures, literatures, and languages of Russia, the Czech Republic and Poland. We are one of the oldest Slavic departments the US (established in 1947, with a graduate program added in 1960). The department has been distinguished by academic excellence and dedication to teaching since

its inception. Flexible and open to innovative approaches in the field, the department has remained in the vanguard of Slavic Studies. We are the center for campus study of the Slavic world at Brown and are strategically linked to a number of fields across the humanities and social sciences, including literature, performing arts, history, economics, and international relations. It is the particular strength of the department to enable students to view Slavic cultures *from within* through research and teaching based on solid knowledge of the relevant languages. The department helps students to discover the diversity of perspectives in those cultures and to examine and experience how they differ from the students' own.

For additional information, please visit the department's website: <https://www.brown.edu/academics/slavic-studies/>

Slavic Studies Concentration Requirements

Slavic Studies is concerned with the languages, literatures, and civilizations of the Slavic world. Built on sound knowledge of one or two Slavic languages (normally Russian or Czech) the program allows students to develop an in-depth appreciation and understanding of East European cultures and civilizations through a broad spectrum of interdisciplinary fields. Students take courses in literature, history, culture, theater, political science, economics, and international relations. Concentrators focusing on Russia learn one of the world's most commonly spoken languages and study some of the world's best-regarded authors and composers: Tolstoy and Dostoevsky, Gogol and Bulgakov, Tchaikovsky and Mussorgsky, and Rachmaninoff and Stravinsky. Focusing on Czech allows students to explore, for example, how Czechs distinguished themselves by peacefully transitioning from communism to capitalism (the "Velvet Revolution") and separating peacefully with the Slovak Republic (the "Velvet Divorce"). Most concentrators study abroad in a Slavic country, either during the academic year or the summer.

Requirements for the AB Degree

Six semesters of one Slavic language or the equivalent, or a combined total of eight semesters of two Slavic languages or the equivalent.

RUSS 0100 & RUSS 0200 or RUSS 0110	Introductory Russian and Introductory Russian Intensive Russian
RUSS 0300 & RUSS 0400	Intermediate Russian and Intermediate Russian
RUSS 0500 & RUSS 0600	Advanced Russian and Advanced Russian
In cases where a student's interests and course of study warrant it, and only upon consulting the concentration advisor, the student may apply more than one Slavic language to the concentration (Czech or Polish in addition to Russian), and would then need a combined total of eight semesters of two Slavic languages:	
CZCH 0100 & CZCH 0200	Introductory Czech and Introductory Czech
CZCH 0400 & RUSS 0300	Intermediate Czech and Intermediate Russian
PLSH 0100 & PLSH 0200	Introductory Polish and Introductory Polish
PLSH 0300 & PLSH 0400	Intermediate Polish and Intermediate Polish

The concentration in Slavic Studies requires students to complete a minimum of seven 1000-level courses devoted to the study of the East European civilizations: literature, history, culture, theater, political science, economics, international relations. Typically, at least four of these courses will be from within the Department of Slavic Studies. Students' choice of courses is subject to the approval of the concentration advisor.

Courses in the Department of Slavic Studies:

CZCH 1000	Dimensions of Czech Animation: Contexts, Interpretations, and Dialogs with the East
RUSS 1110	Special Topics in Russian Studies I: Advanced Reading and Conversation
RUSS 1120	Special Topics in Russian Studies II: Advanced Reading and Conversation
RUSS 1200	Russian Fantasy and Science Fiction
RUSS 1220	Nationalism and Nationalities
RUSS 1250	Russian Cinema
RUSS 1290	Russian Literature in Translation I: Pushkin to Dostoevsky
RUSS 1300	Russian Literature in Translation II: Tolstoy to Solzhenitsyn
RUSS 1330	Soviet Culture: Propaganda, Dissidence, Underground
RUSS 1340	The Russian Novel
RUSS 1440	Imagining Moscow: Utopia and Urban Spaces in 20th-Century Russian Culture
RUSS 1450	Love, Adultery, and Sexuality
RUSS 1500	Approaches to Russian Literature
RUSS 1550	Beyond the Kremlin: Russian Culture and Politics in the Twenty-First Century
RUSS 1600	Literature and History: Russian Historical Imagination in the European Context
RUSS 1660	Sexuality and Revolution in 20th-Century Russian Culture
RUSS 1800	Pushkin
RUSS 1810	Tolstoy
RUSS 1820	Dostoevsky
RUSS 1840	Nabokov
RUSS 1860	Chekhov
RUSS 1848	Central Europe: An Idea and its Literature
RUSS 1870	Gogol
RUSS 1967	Russian Postmodernism
SLAV 1250	Polish Culture Through Film
SLAV 1300	Language and Politics in East Europe and Russia
Sample courses in other departments:	
HIST 1268A	The Rise of the Russian Empire
HIST 1268B	Russia in the Era of Reforms, Revolutions, and World Wars
HIST 1268C	The Collapse of Socialism and the Rise of New Russia

Honors

Honors candidacy in Slavic studies assumes an excellent academic record, particularly in the concentration. Additional requirements are the same as those for a standard concentration, plus the writing of a senior thesis (SLAV 1990). For procedures and schedule for writing a senior thesis, please refer to the department guidelines.

Slavic Studies Graduate Program

The Department of Slavic Studies offers a graduate program leading a Master of Arts (A.M.) and Doctor of Philosophy (Ph.D.) in Slavic Studies.

For more information on admission and program requirements, please visit the following website:

<http://www.brown.edu/academics/gradschool/programs/slavic-studies>
(<http://www.brown.edu/academics/gradschool/programs/slavic-studies/>)

Courses

Czech

CZCH 0100. Introductory Czech.

Introduces the performance of basic tasks in Standard Czech, highlights of Czech culture, and a worldview of a nation uniquely located on the threshold of western and eastern Europe. Emphasis on oral communication. Five meetings per week and use of audio/visual materials. Enrollment limited to 18.

CZCH 0200. Introductory Czech.

Introduces the performance of basic tasks in Standard Czech, highlights of Czech culture, and a worldview of a nation uniquely located on the threshold of western and eastern Europe. Emphasis on oral communication. CZCH 0200 includes readings of annotated literary texts on the Web. Five meetings per week and use of audio/visual materials. Enrollment limited to 18.

CZCH 0320A. Czech Animation: Cross-cultural Dialogs.

Czech animation has a long tradition and international reputation. Jiří Trnka beat Walt Disney at the post-war Cannes Film Festival. Karel Zeman is a pioneer in creating fantasy films with animation. Surrealist films by Jan Švankmajer continue to shock the audience. Younger animators such as Barta, Kliment, and Pospíšilová have been developing new modes of expression after the fall of socialism. This course explores a variety of Czech animated films from the 1960's to the 21st century and its cross-cultural dialog, especially with the Japanese anime. Readings in English and films with English subtitles.

CZCH 0400. Intermediate Czech.

Expression of abstract notions for discussion in complex structures; introduction to stylistic nuances. Listening comprehension exercises and discussion of Czech culture and history based on readings of literature and films. Prerequisite: CZCH 0200 or equivalent.

CZCH 0410A. Boys and Girls: Relationships under Socialist Bohemia.

Using Milos Forman's film "Loves of a Blonde" and supporting materials around it, we will discuss human relationships and how they can be interpreted culturally and politically. Equally important is the acquisition of language. Tasks for the course are adjusted to two different language levels (intermediate and advanced). Enrollment limited to 18.

CZCH 0410B. Coming of Age in Postwar Czechoslovakia.

Examines political and cultural changes in the post-WWII Czechoslovakia through the eyes of a child. Centerpiece of the course is a film on elementary school in post-war Prague as a symbolic representation of the society that is about to emerge. Other materials such as literary and journalistic texts are used. Places equal emphasis on the acquisition of language, including exposure to Colloquial Czech. Separate language tasks are given to students of two proficiency levels (2nd and 3rd year). Conducted in Czech. For students who completed CZCH 0200 or equivalent. Four meetings per week and use of audio/visual materials. Enrollment limited to 18.

CZCH 0410C. Czech View of Self and Others.

Examines the Czech view of themselves as well as others, one of the most debated topics in the current context of expanding European Union. The centerpiece is a film about a man-eating flower (animated by Jan Švankmajer) invented by a crazy scientist, which unfolds in Prague, involving a peace-loving Czech botanist and his daughter, the American detective Nick Carter (played by a Slovak actor), and the Czech police enforcement. The film is a treasure box of symbolic representations of Czechs and people Czechs view as others. Reading materials are drawn from literary and journalistic texts. Equal emphasis on the acquisition of language, including exposure to Colloquial Czech. Separate language tasks for students of two proficiency levels (2nd and 3rd year). Conducted in Czech. The course is for students who completed CZCH 0200 or the equivalent. Enrollment limited to 18.

CZCH 0410D. Czechs and the Big Brother: Czech Lands in the 1980s.

Events in Czechoslovakia in the late 1980's as represented in the Oscar-winning film *Kolja*. The Velvet Revolution and the Czech perspective on Russia. Readings from different genres. Equal emphasis on language acquisition, including Colloquial Czech. Separate language tasks for two proficiency levels (2nd-3rd year). Conducted in Czech. For students who have completed CZCH 0200 or the equivalent. Enrollment limited to 18.

CZCH 0500. Advanced Czech.

Consolidation of Standard Czech and active acquisition of stylistic registers. Discussion of emblems and icons in modern Czech culture. Focus on the process of myth-making specific to the nation, on the Czech cultural identity viewed from within and without. Prerequisite: CZCH 0400 or equivalent.

CZCH 0600. Advanced Czech.

Consolidation of Standard Czech and active acquisition of stylistic nuances. Discussion of emblems and icons in modern Czech culture. Focus on the process of myth-making specific to the nation and the debates on the Czech cultural identity viewed from within and without. Prerequisite: CZCH 0500 or instructor permission.

CZCH 0610B. Psychosis of Occupation in the Czech Lands.

Discussion of the Occupation period during WWII. The course is built around a Czech New Wave classic film about an eccentric director of a crematorium in Prague, who turns into a fanatic collaborator under the terror and demagoguery of the regime. We will also read excerpts from the original literary text on which the film was based, and work with the Czech National Corpus. Separate language tasks given to students of two proficiency levels (2nd, 3rd year). Conducted in Czech. The course is for students who completed CZCH0410 or the equivalent. Enrollment limited to 18.

CZCH 0610C. Czech Cultural Icons, Emblems, and National Identity.

The "most famous Czech" Jára Cimrman and his most active period, namely the late 19th to early 20th-century Bohemia. Highlights of Czech cultural icons and emblems, and discussions on what constitutes Czech national identity reflected in the Cimrman phenomenon. Readings on several Czech cultural icons. Two different sets of requirements for students of two language proficiency levels. The course is for students who have completed CZCH 0410 or the equivalent. Enrollment limited to 18.

CZCH 1000. Dimensions of Czech Animation: Contexts, Interpretations, and Dialogs with the East.

What are our expectations of animation films? This course will help you rethink and learn to "read" animation as an artistic and politically inspired form. Czech animation, with its long tradition and international reputation, is a vibrant branch of visual arts. Yet this artistic form has not only been extensively studied nor noticed until recently. We will study cultural-historical contexts that gave rise to the internationally acclaimed Czech animation by Trnka, Svankmajer and others. Fascination with Czech animation in Japan used as an example to illustrate the mechanism of cross-cultural reception of Czech animation. Readings of related Czech culture/metaphor/animation techniques. Selected Japanese animation films will also be discussed. Readings in English. Films are dubbed or subtitled in English. No prerequisites.

CZCH 1050. Contemporary Czech Society and Literature in Translation.

Surveys representative Czech prose texts mainly from the late 20th to 21st century, in English translation. No knowledge of Czech is required. Readings include Hasek, Capek, Kundera, Hrabal, and Havel. Films also part of course.

CZCH 1250. Introductory Czech.

CZCH 0100, 0200 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 1260. Introductory Czech.

CZCH 0100, 0200 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 1350. Intermediate Czech.

CZCH 0400 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 1360. Intermediate Czech.

CZCH 0400 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 2710. Advanced Czech.

CZCH 0500, 0600 and additional work in communicative practice, web-based exercises, and reading.

CZCH 2720. Advanced Czech.

CZCH 0500, 0600 and additional work in communicative practice, Web-based exercises, and reading.

Polish**PLSH 0100. Introductory Polish.**

Introduction to Polish language and culture. Oral and written communication in Polish; emphasis on the literary and everyday culture of Poland. Four meetings per week, plus use of audio, video, and web materials.

PLSH 0200. Introductory Polish.

This course is a continuation of PLSH 0100 or the equivalent, and it aims to establish essential "survival skills" that are needed in real-life situations. The primary focus is building vocabulary, reading, and engaging in guided conversation. In addition to learning the language, students are introduced to Polish literature and culture through film, music, and video presentations.

PLSH 0300. Intermediate Polish.

This course is for students who have completed first-year Polish. In this course you will further develop skills in speaking, reading, writing and understanding Polish. By the end of this course, you will be able to carry on basic conversations in Polish on many topics from your daily life. You will be able to write notes and simple letters to Polish friends or keep a journal in Polish. You will also have the skills to read basic texts. Enrollment limited to 18.

PLSH 0400. Intermediate Polish.

This course is designed for students who want to continue exploring Polish language and culture and have completed the Introductory Polish language sequence (PLSH 0150/0100, 0200 and 0300) or have otherwise acquired basic proficiency required for the second year sequence. The main goal of the course is to enhance students' Polish language skills (speaking, writing, reading and listening) through authentic participation in Polish culture: film, politics, and poetry. The course incorporates various Internet resources, selected contemporary Polish films as well as up-to-date news from Poland. Discussed topics and level of difficulty will be determined by students' individual interests and needs.

PLSH 0410. Intermediate Polish.

This course is for students who have completed first-year Polish. In this course you will further develop skills in speaking, reading, writing and understanding Polish. By the end of this course, you will be able to carry on basic conversations in Polish on many topics from your daily life. You will be able to write notes and simple letters to Polish friends or keep a journal in Polish. You will also have the skills to read basic texts. Prerequisite: PLSH 0150. Enrollment limited to 18.

PLSH 0500. Advanced Polish.

This course is designed for students who have completed the introductory and intermediate Polish language course sequence – PLSH 0100, 0200, 0300, and 0400, or have otherwise acquired basic proficiency required for the third year sequence.

In this course the students will further develop skills in speaking, reading, writing and understanding Polish. They will continue developing speaking, reading, and writing skills by reading and discussing increasingly more elaborate authentic texts and writing essays, and their listening skills will be cultivated by in-class interactions and listening to authentic Polish audio and video recordings.

PLSH 0600. Advanced Polish.

In this course students will further develop their skills in speaking, reading, writing and understanding Polish. They will continue developing reading and writing skills by reading increasingly more elaborate authentic texts, writing essays, and learning about Polish stylistics, syntax, and grammar at the advanced level. Their listening skills will be cultivated by in-class interactions and listening to authentic Polish audio and video recordings. Emphasis in this course will be on mastering oral expression and vocabulary building, as well as comprehension of fiction and non-fiction texts of a moderate level of difficulty. The course will be conducted almost exclusively in Polish.

PLSH 1050. Polish Cinema: Uneven Histories, Uneasy Aesthetics.

This course offers an in-depth survey of Polish cinema, spanning from the influential era of the Polish Film School (1955–65) through the Cinema of Moral Anxiety (1976–81) to contemporary, critically acclaimed cinematic expressions. We will begin with seminal works by directors such as Andrzej Wajda, Roman Polański, Andrzej Żuławski, and Krzysztof Kieślowski, exploring their unorthodox aesthetic innovations and thematic preoccupations, including Poland's infamous legacy as a site of excessive violence during the Second World War, as well as the existential condition of individuals under socialism. Subsequently, we will transition to the post-communist era, focusing on contemporary efforts to revisit Poland's past through haunting explorations of Polish-Jewish relationships, attentiveness towards minority groups, and the darkly comedic depictions of "the provincial" in films by Paweł Pawlikowski, Małgorzata Szumowska, and Wojciech Smarzowski, among others.

PLSH 1100. Faces of Polish Culture in Polish.

The main goal of the course is to enhance students' Polish language skills through authentic participation in Polish culture, which students will explore through: a) selected films from the acclaimed series Dekalog directed by Krzysztof Kieslowski; b) the scripts to the films; and c) film reviews and other non-fictional materials related to this film. The course will be conducted as a seminar and will consist of classroom discussion, interactive lectures, and student presentations. Successful completion of PLSH0600 or permission of the instructor is required. The course will be conducted in Polish.

PLSH 1150. Polish for Reading Knowledge.

This course is designed for advanced undergraduates (or graduate students), who wish to develop reading competence in Polish with the aid of a good dictionary. Using texts from various disciplines in the social sciences and humanities, as well as journalistic and technical writings, students will learn the fundamentals of grammar and syntax, and how to decipher the meaning of a text, proceeding from very basic to more and more complex readings. Students will acquire a basic reading vocabulary and understanding of Polish grammar through analytical discussion, grammar exercises, and extensive reading of selected texts in the field of individual students.

Russian**RUSS 0100. Introductory Russian.**

Introduction to Russian language and culture. Oral and written communication in Russian; emphasis on the literary and everyday culture of Russia and the former U.S.S.R., including the changes that have reshaped everyday life for citizens of Russia. Five meetings per week, plus use of audio, video, and web materials. Enrollment limited to 18.

RUSS 0110. Intensive Russian.

Intensively-paced introduction to Russian culture and language; completes one year of study in one semester (RUSS 0110 = RUSS 0100-0200). Comprehension and use of contemporary Russian; fundamentals of Russian grammar; vocabulary acquisition; focus on oral communication. Introduces aspects of everyday culture of Russia and the former U.S.S.R. Ten to fifteen hours weekly work outside the classroom. Enrollment limited to 18.

RUSS 0200. Introductory Russian.

Introduction to Russian language and culture. Oral and written communication in Russian; emphasis on the culture of Russia and the former U.S.S.R., including the changes that have reshaped everyday life for citizens of Russia. Five meetings per week, plus use of audio, video, and Web materials. Prerequisite: RUSS 0100 or RUSS 0250. Enrollment limited to 18.

RUSS 0250. Introductory Russian in St. Petersburg.

Intensive introductory language and culture taught in St. Petersburg, Russia, meeting 15 hours per week. Students develop communicative and cultural competence in Russian, emphasizing 1) culture of everyday life in Russia and 2) life in St. Petersburg. For students without previous study of Russian.

RUSS 0300. Intermediate Russian.

Continues development of language proficiency while broadening understanding of contemporary Russian culture via readings in literature and history. Expansion of vocabulary for dealing with conversational topics and review of Russian grammar. Features literary and nonliterary readings in Russian, as well as video and computer resources. Five class meetings per week. Prerequisite: RUSS 0110 or RUSS 0200 or RUSS 0250 or placement by exam. Enrollment limited to 18.

RUSS 0320A. Dostoevsky's "The Brothers Karamazov" - The Art of the Novel.

An in depth analysis of Dostoevsky's last novel as the culmination of his art and thought. Central religious and philosophical themes of the novel, such as the relations of faith to morality, modes of transgression, retribution, and epiphany, the question of theodicy, and the nature of authority. Discussion of Dostoevsky's poetics and of his contribution to the genre of the novel. Readings from literary criticism and from other pertinent literary texts, such as the Bible, Schiller, and Voltaire will also be discussed. In English. Enrollment limited to 19 first year students.

RUSS 0320B. Freshman Seminar: Gogol: A Journey into the Fantastic.

Gogol's altered states of reality uniquely shape the rise of modern Russian literature and anticipate the fictional worlds of Kafka and Borges. Gogol unfolds a grotesque gallery of characters with radish-shaped heads and ghosts with moustaches, who live in a world, in which dogs can talk and noses can walk. Dostoevsky was among the first to relish the labyrinths of Gogol's fantasy scapes; we will follow in Dostoevsky's footsteps. Enrollment limited to 19. Written permission required.

RUSS 0320C. Demons and Angels in Russian Literature.

The literary images of fallen angels, as well as various poetic demonologies in Russian literature extend from the medieval apocrypha, up to famous works of the twentieth-century literature, like, for example, Bulgakov's Master and Margarita or Dostoevsky's Demons. Although, the Russian literary angels are in many respects related to their Western counterparts, the apocalyptic character of Russian spiritual culture makes them in many respects unique. Examining these images, the course addresses the important questions concerning the human condition in general. Angels as one critic said, "represent something that was ours and that we have the potential to become again"; their essence is otherness. Consequently, their literary representations explore the possibilities of human existence as well as its central paradigms like, love, rebirth, mortality, or 'fallenness.' The course will analyze the images of angels and fallen angels (devils) in the works of the nineteenth and the twentieth-century Russian prose, visual art, and film - from romanticism to 'postmodernism' - in the context of the world literature and culture. Authors to be studied: Byron, Lermontov, Balzac, Dostoevskii, Sologub, Bulgakov, Nabokov, Erofeev. We will also discuss films by Tarkovskii and Wenders, Russian icons, and paintings by Vrubel. In English. Enrollment limited to 19 first year students.

RUSS 0320D. The Tolstoy Event: War and Peace.

A close reading of Tolstoy's major novel, with a focus on its interweaving of fictional and historical narrative and metahistorical discourse. Attention to issues of genre (e.g. the tension between "epic and novel"), literary tradition, the poetics of time and space, as well as his iconoclastic ideas about narrative, art, religion, and society. Tolstoy's formal innovation will be considered in a broader historical and cultural context. Selected readings in Bakhtin, Lukacs, Shklovsky, Eikhenbaum, Hayden White and others. Enrollment limited to 19 first year students.

RUSS 0320E. Crime and Punishment through Literature.

The seminar will explore how texts of different epochs and cultures, ranging from Ancient to Modern and from drama to poem, novel, and film treat the issues of transgression, punishment, justice, and forgiveness. We will examine each text both in terms of its artistic merit and its place within its cultural and historical milieu. Enrollment limited to 19 first-year students.

RUSS 0350. Intermediate Russian in St. Petersburg.

Intensive intermediate language and culture taught in St. Petersburg, Russia meeting 15 hours a week. Continues development of language competence while broadening understanding of Russian culture via readings. Includes expansion of vocabulary for dealing with conversational topics and review of Russian grammar. Features literary and nonliterary readings in Russian. Five class meetings per week. Prerequisite: RUSS 0110 or RUSS 0200 or placement by language coordinator.

RUSS 0400. Intermediate Russian.

Continues development of language proficiency while broadening understanding of Russian culture via readings in literature and history. Includes expansion of vocabulary for dealing with conversational topics and review of Russian grammar. Features literary and nonliterary readings in Russian, as well as video and computer resources. Five class meetings per week. Prerequisite: RUSS 0300 or placement by exam. Enrollment limited to 18.

RUSS 0500. Advanced Russian.

Examines selected topics in Russian culture and history as depicted in readings, the media, and Russian and Soviet films. Language work emphasizes increasing facility with spoken Russian and developing writing skills. Includes work on advanced grammar and syntax. Five class meetings per week. Prerequisites: RUSS 0350 or RUSS 0400 or placement. Enrollment limited to 18.

RUSS 0550. Advanced Russian in St. Petersburg.

Intensive advanced language and culture taught in St. Petersburg, Russia, meeting 15 hours per week. Development of communicative and cultural competence in Russian, emphasizing topics in culture and history as depicted in film and short texts. Emphasizes increasing facility with spoken and written Russian. Features work on advanced grammar and syntax. Prerequisite: RUSS 0400. Enrollment limited to 18.

RUSS 0600. Advanced Russian.

Examines selected topics in Russian culture and history as depicted in readings, the media, and Russian and Soviet films. Language work emphasizes increasing facility with spoken Russian and developing writing skills. Includes work on advanced grammar and syntax. Four class meetings per week. Prerequisites: RUSS 0500 or placement. Enrollment limited to 18.

RUSS 0770. Utopian Spaces in Fantasy Worlds in Literature and Film: East and West.

A survey of Russian, Czech, Polish, and Austrian 19th- and 20th-century works of fiction that depict altered states of reality. Readings (in English translation) range from folk tales and tales of the supernatural, 19th-century utopias and works by such major writers as Turgenev and Dostoevsky, to accomplished novels of the 20th-century. Showings of contemporary fantasy and science fiction movies from the U.S., Russia, England, France, and Czechoslovakia.

RUSS 0930. Cultures and Literatures of the Russian and Soviet Empires.

Examines in depth various topics that constituted the cultural and literary landscape of the Soviet Union, examining their antecedents in the Russian empire and their reemergence in the post-Soviet world. Topics include: the Caucasus, from Tolstoy to modern Chechnya; Orientalism; the Civil War and Pasternak; Akhmatova and the experience of the totalitarian state. Enrollment limited to 30.

RUSS 0990. The Black Experience in Russia and the Soviet Union.

A study of the African-American experience in Russia and the Soviet Union through the prism of autobiographies, biographies, diaries, travel journals, and memoirs from the 18th century to the present, of actors, American Communists, domestic servants, journalists, musicians, poets, political activists, publishers, stage designers, students and writers, including W.E.B. Du Bois, Harry Haywood, Langston Hughes, Paul Robeson and Richard Wright. Enrollment limited to 30.

RUSS 1000. Russian Modernism and the Arts.

Russian culture in a period of revolutionary upheaval: developments in literature, film, design, visual and applied arts. Avant-garde experimentation and the creation of tradition: primitivism, futurism, constructivism, and other movements in literature and the arts.

RUSS 1019. Revolution in Russian Women's Writing.

This course will use Russian women's writing, primarily fiction, to develop a new understanding of Russian literary and cultural history. By weaving together literature, historical texts, and feminist theory from Russia and beyond, we will reveal a narrative of Russian literary and cultural history that is generally relegated to footnotes, a narrative that contains different cataclysmic shifts and revolutions than those that occurred at the state level, and we will examine the inception and development of the tradition of Russian women's writing. No knowledge of Russian required.

RUSS 1020. Russia Rediscovered.

Explores Russian culture in the pre-Revolutionary era (ca. 1861-1905): encounters between elite and popular culture in a period of immense social upheaval, in particular the attempt to recover indigenously Russian art forms and rural traditions. Analyzes the expressions of this nativist trend in literature, ethnography, religion, and visual and applied arts, and attempts to sketch out the sociohistorical contexts of this "rediscovery" of native Russian culture.

RUSS 1050. Russian Culture: From Peter The Great to Putin.

Taught by Vladimir Golstein and Maria Taroutina. An interdisciplinary exploration of Russian cultural history through its literature, art, religion, political thought, and film. This course seeks to encourage thinking in more integrative and interdisciplinary ways about history, arts, and society. We examine a wide range of cultural expressions: visual arts, religion, civic rituals and practices, social customs and popular entertainment. Topics include: conceptions of Russian nationhood; visual arts in the service of Russian Empire, the myths of St. Petersburg and Moscow; the interaction among elites, intelligentsia, and the common people (narod); conflicting appeals of rationality, spirituality, and nihilism. All of these themes and forms will be treated as interrelated, as connected to social and political life, and as part of a larger European culture.

RUSS 1060. St. Petersburg: A Window on Russia.

An interdisciplinary exploration of Russian cultural history through its literature, art, architecture, religion, social and political thought, theater and ballet. Elements of Russian culture will be presented through the prism of the city of St. Petersburg, its history, its urban and cultural landscapes. Regular field trips to museums, theater, and city tours focused on specific themes.

RUSS 1090. Esoteric Russia.

A survey of the main currents of mystical, esoteric, occult, and magical theories and practices in Russia from the 11th century onward. Topics include pagan survivals, Orthodox mysticism and magic, heresies and schisms, Freemasonry and Rosicrucianism, Mesmerism and Spiritualism, H. P. Blavatsky, and G. I. Gurdjieff. No knowledge of Russian is necessary. Prerequisite: HIST 1400, 1410, or UNIV 0820, or instructor permission.

RUSS 1100. The Roots of Russian Culture.

Study of the patterns and roots of Russian culture over the last millennium and how Russia's languages have determined its worldviews and cultural structures (the Whorf-Sapir thesis). Principal topics: Russian spirituality, diglossia, other kinds of literacy; speech and silence as means of knowing and unknowing; the shape of time and the rhythm of space; sacred vs. secular history; etc. Lectures and discussions in English. Prerequisite: Intermediate Russian.

RUSS 1110. Special Topics in Russian Studies I: Advanced Reading and Conversation.

An advanced course recommended for students who are either planning to go or are returning from abroad. Focus on Russian culture as seen through the prism of Russian literature, film, and media. Extensive classroom discussion and frequent writing assignments. Prerequisite: RUSS 0600 or written permission. May be repeated once with permission from the instructor. Enrollment limited to 18.

RUSS 1120. Special Topics in Russian Studies II: Advanced Reading and Conversation.

A continuation of Russian 1110. Examines aspects of Russian culture as manifested in Russian literature. Readings range from fairy tales to contemporary works. Extensive classroom discussion and frequent writing assignments. Prerequisite: RUSS 1110, 1700, or written permission. May be repeated once with permission of the instructor. Enrollment limited to 18.

RUSS 1150. Russian/Soviet Performing Arts: Dance, Opera & Theater.

This course offers an introductory lens into 19th and 20th century Russian and Soviet culture. By examining the performing arts – dance, opera, music, and theater – of this time, we will trace the major artistic movements that governed Russia including Romanticism, Realism, Symbolism, and Socialist Realism. We will consider how history, politics and foreign influences affected the rise and shape of these movements in Russia and the former Soviet Republics.

RUSS 1200. Russian Fantasy and Science Fiction.

Survey of Russian literature, from fairy tales, utopias, and dream sequences to science fiction, which depict altered states of reality. Readings in English, supplemented with films in March and April. Seminar with emphasis on discussion. Russian concentrators and graduate students expected to cover most of the readings in Russian. Familiarity with Russian literary history is not required.

RUSS 1210. Art from the Underground: Currents of Soviet Nonconformist Art.

What is Soviet underground art and from where did it arise? Is it a continuation of the avant-garde, a Western knock-off, a kind of political protest or passivist dissent, or something else? This course introduces students not only to the world of Soviet Nonconformist visual art, but also to the historical and political context that shaped the period and the artistic movements therein. The course begins by laying a foundation concerning what preceded the underground movements, from the Russian and Soviet avant-garde to Stalinist Socialist realism, before examining the development of Soviet Nonconformist art from the mid 1950s to current day Russian art activism. By opening up the discourse to the Baltics, Georgia, Ukraine, and Central Asia, this course moves beyond the Russian-centric approach to Soviet Nonconformist art toward a more comprehensive understanding of what was occurring across the Soviet Union.

RUSS 1220. Nationalism and Nationalities.

This course explores the meaning and significance of nationalism and national identity in modern culture and society, starting with the emergence of nation-states, up to the recent rise of nationalist and identitarian movements throughout the globe. We will study the main theories of nationalism, as well as some of the art and literary movements that this ideology inspired. By developing an open discussion about different incarnations of nationalism as an ideology and a social practice, we will retrace a cultural history of this concept, and shed light on its crucial role and impact on contemporary political processes.

RUSS 1230. Putin's Russia – Fact or Fiction.

How has Vladimir Putin engaged with and impacted Russian culture? How did he come to power and how has he maintained his position? This course explores the impact of the collapse of the Soviet Union in Russian culture and identity formation from 1990 to the present day. We will examine how cultural memory manipulation has become a corner stone of Putin's Russia through film, the use of public space and commemorative practices. Core questions that will be addressed is the use of history to legitimate the present, Russia's relationship with its neighbors and what can be considered as the defining features of contemporary Russian identity and culture. Discussion and readings will be in English, with Russian originals available for interested students

RUSS 1250. Russian Cinema.

This seminar will provide a chronological overview of Russian cinema from its beginning to the present. The films will be considered against the background of some historical, political, and theoretical readings. The students will also be encouraged to juxtapose Russian and non-Russian films in order to evaluate the place of Russian cinema within a global film culture. Enrollment limited to 20.

RUSS 1290. Russian Literature in Translation I: Pushkin to Dostoevsky.

Survey of Russia's literary masterpieces of the early and mid-19th century, including Pushkin, Lermontov, Gogol, Turgenev, and Dostoevsky. From Pushkin's celebrated poem "The Bronze Horseman" and his novel in verse 'Eugene Onegin' to Gogol's grotesque and fantastic Petersburg tales and Dostoevsky's 'Crime and Punishment,' we will discuss questions of national identity and Empire, individual vs. the state, as well as other moral, political and philosophical issues that shaped Russian classical texts. Lectures and discussion. No knowledge of Russian is required.

RUSS 1300. Russian Literature in Translation II: Tolstoy to Solzhenitsyn.

Survey of major works of Russian literature of the late 19th and 20th centuries. Traces the development of Russian literature from realism to symbolism and decadence, from revolutionary experiments to socialist realism and dissent. Authors to be studied include Tolstoy, Chekhov, Sologub, Blok, Mayakovsky, Babel, Olesha, Zamiatin, Bulgakov, and Solzhenitsyn. Lectures and discussion. No knowledge of Russian required.

RUSS 1310. Russian Poetry and Poetics.

The technical study of verse; metrics and rhyme; linguistic analysis of poetic language; semiotic aspects of verse semantics, including genre and historical development. Primary focus on Russian verse, but some attention will also be given to other (Slavic and non-Slavic) traditions, as well as to general theoretical issues of poetic structure. Conducted in English.

RUSS 1320. Soviet Literature from 1917 to 1953.

Survey of Soviet literature and culture from the Bolshevik revolution to the death of Stalin, with particular emphasis upon intersections between politics, history and aesthetics. Texts by Akhmatova, Babel, Blok, Bulgakov, Gan, Mandelstam, Mayakovsky, Malevich, Platonov, Zamiatin and others, as well as films by Eisenstein, Vertov, and Alexandrov. Enrollment limited to 30.

RUSS 1330. Soviet Culture: Propaganda, Dissidence, Underground.

After the October Revolution of 1917, Soviet society became gradually split into official culture, dissidence, and the underground. Authors who did not conform to the limitations imposed by Soviet institutions often circulated their works illegally or published them abroad. Some of them were forced to emigrate. This course explores the complex intersections of propaganda, dissidence, and underground in Soviet literature, art, and film.

RUSS 1340. The Russian Novel.

When one considers the impact of Russian literature on world literature, one thinks first of all of the novel. And indeed, since the late nineteenth century its readers all over the world could not resist its artistic powers. The course explores selected Russian novels from the nineteenth- to the twenty-first century. Our in-depth (slow) reading and discussions will be guided by the questions concerning the stylistic peculiarities of the novel, and its development in changing historical and cultural contexts. The course includes: Gogol's *Dead Souls*, Goncharov's *Oblomov*, Dostoevsky's *Idiot*, Bely's *Petersburg*, Platonov's *The Fountain Pit*, among others.

RUSS 1350. Putin, Russia and the New Conflict with the West: Reading Modern Russian Culture.

The collapse of the USSR in 1991 was widely hailed in the West as a triumph of democracy over totalitarianism, and for some it even signaled the end of history as such. Today however it would seem history has returned with a vengeance, and there is now talk of a new Cold War, with Russia once again serving in its previous role as the enemy. This course will seek to understand this apparent reversal of vectors from within Russian culture, through analysis of literary works, films, television, and social media. No knowledge of Russian culture required. In English.

RUSS 1400. The Black Experience and Russian Culture.

The contact that began in the early eighteenth century between the Russian empire and the cultures of Africa and its diaspora reveals a mutual fascination that speaks powerfully about notions of racial identity in an increasingly global era. We will study the fateful misunderstandings as well as strong mutual influences between Russians, Africans and their descendants from the Abyssinian 'prince' Abram Gannibal's entry into the court of Peter the Great up to the tense dialogue over political values and conceptions of race, ethnicity and sexuality that underpins the volatile relations between Barack Obama's United States and Vladimir Putin's Russia.

RUSS 1420. Twentieth-Century Russia (HIST 1420).

Interested students must register for HIST 1420.

RUSS 1440. Imagining Moscow: Utopia and Urban Spaces in 20th-Century Russian Culture.

The course explores the role of Moscow in the Russian collective imagery throughout the 20th century. We will study how different utopian visions of the city in art, literature, film, and architecture affected the radical transformations of its urban landscape from the October Revolution to the present. We will start with the 1920s and 1930s, when the image of a new Moscow became closely associated with the creation of new socialist ways of life, and conclude with the neoliberal facelift of the city in the post-Soviet period, retracing a history of 20th-century Russian culture through its urban imagination.

RUSS 1450. Love, Adultery, and Sexuality.

Literary representations of love, marriage, adultery, and sexuality. Examines the formation of the notion of passionate romantic love, the myths of femininity, and various concepts of love and family. Emphasizes the way in which the notions of love and sexuality are linked to national identity. Readings include several Russian popular and revolutionary feminist writers as well as such classics as Rousseau, Racine, Pushkin, Flaubert, Tolstoy, Chekhov, and Kate Chopin.

RUSS 1460. Totalitarian Art and Its Opponents.

What does it mean for art to be political? Who or what decides what is art and what is non-art? To what extent do governments and the policies they make dictate and control artistic production? Can artists, writers and filmmakers also shape politics and ideology in their turn? Drawing on art history, literature, film studies and political theory, this course will investigate the complex inter-relationships between politics, ideology and aesthetics. More specifically, we will consider topics that examine issues of originality versus kitsch, avant-garde versus mass culture, abstraction versus figuration, state-sanctioned art and political propaganda versus art as a medium for political activism and resistance. Students will gain an appreciation of a wide range of different media, including architecture, painting, sculpture, printmaking, photography, film, music and literature.

RUSS 1470. New Russia and Ukraine: Culture and Politics in Post-Soviet Space.

Political and cultural aspects of transition from the authoritarian Soviet state to democracy. This transition will take considerable effort and time and will require change in people's mentality. Enrollment limited to 40.

RUSS 1500. Approaches to Russian Literature.

Reading in Russian of selected poetry and prose by important authors, among them Lomonosov, Karamzin, Derzhavin, Pushkin, Lermontov, Tyutchev, Gogol, Fet, Dostoevsky, Chekhov, Briusov, Akhmatova, Sologub, Remizov, Blok, Bely, Zamyatin, Pilnyak, and Mandelstam. Lectures in Russian on literary problems, literary terms, and important aspects of literary history. Prerequisites: RUSS 0600 plus RUSS 0290 or 0310 or written permission.

RUSS 1520. Between Heresy and Orthodoxy: A Survey of Russian Religious Thought.

This course focuses on Russian religious thought and its impact on culture, literature, and art. Beginning with a historical overview, it will examine the first engagements of 19th century thinkers including Fyodor Dostoevsky with Russian theology and with members of the clergy. The central unit will focus on the late 19th-early 20th century, particularly the works of Vladimir Soloviev, Pavel Florensky, and Leo Tolstoy. We will examine the impact of leading figures' writings and faith practices on the transformation of discourse around the Russian Orthodox Church as well as on key debates surrounding corporeality, sexual and platonic love, and salvation.

RUSS 1530. Russian Orientalism in the Visual, Literary and Performing Arts, 1760-1940.

This course investigates the ways in which Russia's artistic praxis was impacted by encounters—both real and imagined—with the cultures and representational traditions of the so-called East. Given the country's conflicted self-identification as neither fully European nor Asian, demarcations between the "self" and the "other" were more porous for Russian cultural practitioners than for their Western European counterparts, resulting in representations that were prone to hybridity, syncretism, and even self-Orientalization. Taking Edward Said's definition of Orientalism as a point of departure, the course will examine the writings of Pushkin, Lermontov, Dostoevsky, and Tolstoy; the paintings of Briullov, Aivazovskii, Vereshchagin, Polenov, Vrubel, Roerich, and Kuznetsov; and stage productions of *The Tale of Tsar Saltan*, *Prisoner of the Caucasus*, *Scheherazade*, and *Les Orientales*. Students will also engage with different theoretical positions and methodologies, including Marxist, feminist and subaltern critiques.

RUSS 1550. Beyond the Kremlin: Russian Culture and Politics in the Twenty-First Century.

This course explores the radical transformations of Russian cultural and political life after the end of the Soviet Union, with a specific focus on the Putin era. By combining the approaches of literary analysis and cultural anthropology, the course studies representations of social change, and attempts at producing social change, in Russian everyday life and language, as well as in contemporary art and literature. All readings and discussions in English, with Russian originals available for interested students.

RUSS 1600. Literature and History: Russian Historical Imagination in the European Context.

Relationships between fact and fiction between historiography and historical fiction, between ideology and various ways of reconstructing the past. Readings will include historical fiction of Shakespeare, Schiller, Walter Scott, Pushkin, Tolstoy *War and Peace*, and Pasternak, as well as theoretical texts from Aristotle to Nietzsche, White, and LaCapra. Enrollment limited to 30.

RUSS 1885. Literature and Art of the Russian Avant-Garde.

Examines the Russian avant-garde between 1912, the year of the first Russian futurist manifesto, and early 1930s when Social Realism became this only sanctioned style of art. This, arguably the most vibrant period in Russian art, permeated with unprecedented sense of creative and political urgency, coincided with the WWI and the Russian Revolution, which provide historical contexts for the analyzed works. Also stresses aesthetic and historic interconnections between the Russian and western avant-gardes. Includes the works of poetry, prose, literary manifestos, book design, painting, and film by such artists as Pasternak, Mayakovsky, Khlebnikov, Mandelshtam, Meyerhold, Malevich, Rodchenko, Eisenstein, among others.

RUSS 1890. The Arc of Russian Art.

Introduction to the history of art and architecture in Russia from the early Slavic period to the present day, tracing the main artistic developments throughout this period. Close examination of the works of artists such as Andrei Rublev, Dmitry Levitsky, Orest Kiprensky, Ilya Repin, Valentin Serov, Vasily Kandinsky, Marc Chagall, Kazimir Malevich, Robert Falk and many others. We will also study notable architectural masterpieces such as the Cathedral of Saint Sophia in Kiev, Saint Basil's Cathedral in Moscow, and the Winter Palace in Saint Petersburg. We will focus on recurrent themes such as the role of religious art in Russian culture; the artist in society; imperial, ecclesiastical and private patronage; the relationship between Russian art and the West; the connection between art and politics; and the role of art in modernizing and transforming society. No prerequisites.

RUSS 1895. Bakhtin, Formalism, and Soviet Avant-Garde Aesthetics.

This course examines the two approaches to literature, which in many respects changed the course of humanistic scholarship: Russian Formalism (1920s) focused on literary "devices" and "structures," and credited by many for inventing "literary theory" as an autonomous scholarly discipline, and the theories developed by Mikhail Bakhtin (1895–1975) and his circle of philosophers, poets, and literary critics, for whom the most important task of literary discourse was to create multiple, living personalities. The course discusses these theories in the context of Soviet and European modernist art and aesthetics of the 1920 and 30s. In English.

RUSS 1900. Russian Jewish Literature and Film.

The roots of Russian Jewish literature reach back into the Pale of Settlement of the pre-revolutionary era. The Russian Jewish historical experience provided a highly distinctive perspective onto Stalin's purges and the second World War, and the work of contemporary Russian Jewish authors and filmmakers reflects the complexity of the immigrant experience in Europe, North America, and the Middle East. We will also examine the diverse responses of writers to the present-day redrawing of the political map of Russia and Ukraine.

RUSS 1917. Communism and Soviet Literature.

The purpose of the course is to objectively study Marxist thought and its implementation by Soviet Literary practitioners. Clichés of the Cold War – presenting Soviet artistic experience as either a Big Truth or Big Lie – will be stripped in favor of a fresh evaluation. We will consider salient writings of the Marxist canon, then examine Soviet creative output as it strove to embody Marxist ideals within artistic idiom. While the empty slogans, downright lies, and delusions of Soviet Communism are by now obvious, its aspirations and genuine feelings need to be re-examined. Enrollment limited to 20.

RUSS 1960. Independent Study.

Independent research project on topics related to Russian culture. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the Concentration Advisor and Chair of the department (deadline: the last day of *Add a course without fee* period during the semester when the project is undertaken). Please check Banner for the correct section number and CRN to use when registering for this course. Each section limited to 10 students; instructor permission required.

RUSS 1967. Russian Postmodernism.

This course will focus on Russian postmodern literature from the 1960s to the present. We will explore the extent to which its themes and experimental stylistic techniques unmask the sense of fragmentation, disorientation and instability that characterize late 20th-century and contemporary Russia. The fictions studied (including film) offer parodies of philosophical and ideological discourses; reveal an obsession with bodily functions, sexuality, and violence; and playfully reinterpret the grand "metanarratives" of Russian culture. We will relate these trends in Russian fiction to broader discourses of the postmodern in the West. Authors include: Bitov, Erofeev, Limonov, Sorokin, Pelevin, Kabakov, Petrushevskaya, Tolstaya.

RUSS 1990. Media Cultures of the Russian 1990s.

Today's global media—marked by political "virtuality," disinformation, and conspiracy theories—found early expression in the media landscape of the Russian 1990s. Post-Soviet Russian society emerged alongside an explosion of new media, including a newly liberated press and television and the fledgling Internet. In this course, we will examine Russophone print, audiovisual, and early digital media, along with select performance and material culture artifacts dating to the "long 1990s"—from the mid-1980s to Putin's rise to power. In tracing these developments, we will see how even the boldest media experiments of the Russian 1990s continue to shape global culture and politics today. Weekly reading assignments for the class will be primarily taken from the digital humanities project, *The Post-Soviet Public Sphere: A Multimedia Sourcebook of the Russian 1990s*. All readings in English, with Russian originals also available for interested students.

RUSS 2010. Eighteenth-Century Literature.

The most important literary currents from the Baroque to early romanticism. Study of style and genre and the development of the literary language.

RUSS 2017. Roaring Twenties: Literature, Arts, and Politics in Post-Revolutionary Russia.

The goal of this seminar is to explore the cultural, artistic, and ideological diversity of the 1920s, with the focus on ideological and political confrontations resulting in the dogmatism of the later Stalinist period. We'll examine literary practitioners, along with the cultural and literary politics of the 1920s and 30s. As the Communist Party moved from War Communism to New Economic Policy, so did the cultural and artistic discourse, producing innovative texts of the early Soviet Period (Gladkov, Bulgakov, Fadeev, Mayakovsky). Equally fascinating was the critical polemics of the period that clashed Trotsky with Blok, or Buharin with Zamiatin.

RUSS 2040. Russian Symbolism.

The origins and character of the Russian Symbolist movement; survey of major poets; the Symbolist novel (Sologub, Bely).

RUSS 2320. Old Russian Literature.

East Slavic literature from the Kievan period to the end of the seventeenth century.

RUSS 2410. Movements and Genres in Russian Literary Culture.

Seminar. Critical reading of selected texts from the Baroque period through the first half of the 19th century. Analysis is based on a study of the infrastructure of each work and the external influences of the period. Conducted mainly in Russian, with a focus on Russian critical terminology and approaches.

RUSS 2610A. Chekov.

No description available.

RUSS 2610B. Gogol's *Dead Souls*.

A research seminar for advanced students, including those with no Russian. Qualified undergraduates may be admitted with the instructor's permission.

RUSS 2610C. Russian Romanticism.

This course will examine the works of Zhukovsky, Batiushkov, Pushkin, Lermontov, Tiutchev, Bestuzhev-Marlinsky, Odоеvsky, and Gogol in the context of Romanticist literary culture. Students will also read works by other European authors associated with Romanticism to elucidate the extent of the adherence of Russian writers to Romanticist aesthetics and philosophy. Advanced reading knowledge of Russian is required for this course.

RUSS 2610D. Pushkin.

For generations of Russian readers and writers, Pushkin has been a cult figure, a true "national poet." This course focuses on Pushkin as the progenitor of Russian national mythology and examines the seminal nature of his writing. Analysis of the dazzling array of genres which became his greatest achievement: lyric poetry, narrative poetry, novel in verse, prose, drama, history, and other nonfictional narratives. Pre Requisites: Advanced reading knowledge of Russian is required. The original Russian texts will be referenced during in-class discussion. Enrollment limited to 20.

RUSS 2610E. Dostoevsky.

An examination of Dostoevsky's major texts tracing his development as an artist, thinker, and religious visionary. The texts will be considered against the background of literary and cultural history of Dostoevsky's period. This course number is for graduate students. Undergraduates should enroll in RUSS1820.

RUSS 2620A. To Be Determined.**RUSS 2620D. Russian Freemasonry.**

No description available.

RUSS 2710A. Pasternak.

The poetry of Boris Pasternak, its structure and development over the entire span of his working life. Conducted in Russian. Open to undergraduates.

RUSS 2710B. Poetic Structure.

The technical study of verse; metrics and rhyme; linguistic analysis of poetic language; semiotic aspects of verse semantics, including genre and historical development. Primary focus on Russian verse, but some attention will also be given to other Slavic materials, as well as to general theoretical issues of poetic structure. Open to qualified undergraduates with instructor's permission.

RUSS 2710C. In Memoriam in Russian Literature.

A study of the philosophical vein in Russian poetry about the meaning of the poetic and cultural heritage of the past, as well as reactions of the rising voices in Russian poetry in succeeding generations to the individual deaths of their immediate predecessors.

RUSS 2720B. Seminar in Russian Literature: Pushkin.**RUSS 2720C. Death and Immortality in Russian Poetry.**

No description available.

RUSS 2720D. Derzhavin and His Epoch.

No description available.

RUSS 2810. Russian Poetry: Silver Age.

Exploration of the writings of such Russian poets as Blok, Tsvetaeva, Pasternak, Mandelstam – in the context of social and cultural changes that shook Russia in first decades of the twentieth century. The class will be conducted in English, but the poetry will be read in the original. Primary goal of the class is to teach students to analyze and discuss the complexities of poetic expression. The class is geared toward graduate students in Slavic but it is open to qualified upper level undergraduates, i.e. to those who can read poetry assignments in original. Instructor permission required.

RUSS 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

RUSS 2980. Advanced Reading and Research.

Only for graduate students. Independent research project on topics related to Russian culture. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the DGS and Chair of the department (deadline: the last day of *Add a course without fee* period during the semester when the project is undertaken). Please check Banner for the correct section number and CRN to use when registering for this course. Each section limited to 10 students; instructor permission required.

RUSS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Slavic**SLAV 0990L. Jews between Christians and Moslems in the Early Modern World (JUDS 0990L).**

Interested students must register for JUDS 0990L.

SLAV 1200. Slavic Fantasy and Science Fiction.

Slavic literatures, with emphasis on fairy tales, utopias, and dream sequences to science fiction, which depict altered states of reality. Readings in English, supplemented with films in March and April. Seminar with discussion. Slavic concentrators and graduate students expected to cover much of the readings in the original. Familiarity with Slavic literary histories is not required.

SLAV 1210. Ukraine: Continuities and Crises.

How has Ukraine developed into a distinctive nation? This course will address critical aspects of Ukrainian identity, history, culture and politics in relation to its neighbours and itself. As the War in Ukraine continues, we must understand the narration of the war and Ukraine at large both in the West and the former Soviet space. We will explore how memory wars that are occurring in East and Central Europe are shaped by the present realities of Ukraine.

Students will become acquainted with core texts on cultural study, memory study, literature and film relating to Ukraine. Students will gain critical insight into the core aspects of discourse surrounding Ukraine during its Imperial, Soviet and Post-Soviet experiences. We will look at the national revival of Ukraine, the heroization of the Cossack, and the Post-Soviet interpretation of the past in contemporary Ukraine.

SLAV 1250. Polish Culture Through Film.

This course uses Polish film and media to introduce cultural issues central to the Polish nationality and identity. It is a survey of Polish cinema from before World War II to the present, in which cultural and socio-historical contexts as part of Polish and European traditions are shown and examined through the lens of the camera. The main objective of the course is to provide students with deeper knowledge of and insight into the sociological and cultural issues of Polish society, as well as their complex and multifaceted nature.

SLAV 1260. Aesthetics at War: East European Film and Military Conflicts.

Can cinema adequately depict the experience of war? What are the limits of visual representation of excessive brutality? To what extent can we treat cinematic productions as historical commentaries on violence? We will turn towards several filmmakers from Poland, Czechia/Czechoslovakia, Serbia, Bosnia and Herzegovina, and Ukraine to discuss these questions, while bearing in mind that the region has been - and continues to be - the site of some of the most horrific wars in modern history.

SLAV 1300. Language and Politics in East Europe and Russia.

In this seminar course we explore how closely language and politics are intertwined. We explore topics including language policy (e.g., nation-building, linguistic purism and standardization, language maintenance and preservation), minority languages, relevance of inflectional grammar to discourse, metaphor, code-switching and diglossia, language contact, (im)politeness, and language origin-myths and their significance to the conceptualization of the politics of language. Case-studies on languages in East Europe, Russia are used as entry-points to classroom discussions. Knowledge of Slavic languages is not required. Open to advanced undergraduate and graduate students. First- and second-year students who demonstrate their knowledge of the basic notions in linguistics or their familiarity with Russia and East Europe may enroll with the instructor's written permission. Enrollment limited to 20.

SLAV 1310. Discourse Analysis: Approaches to Talk, Action, and Text.

This course examines approaches to language phenomena beyond the sentence level. We will study four aspects of discourse, spoken and written, that are relevant to linguistics: the interaction between grammar (e.g. deixis, inflection, tense-aspect) and discourse; functions of larger units of text (e.g. discourse markers, turn-taking, repair, (im)politeness, structure of discourse); functions of text types (e.g. discourse and ideology). Discussion of methodologies: qualitative analysis, use of language corpora, and triangulation approach. Case studies on Slavic languages. Open to concentrators in Slavic Studies and students interested in languages and/or linguistics.

SLAV 1350. Religion, Marriage and Gender in Russian Culture and Literature.

With Russia as our case study, in this course we will examine the cultural history of marriage as an ecclesiastical and popular religious institution and as a nucleus of debates regarding ecclesiastical authority, popular piety, secularization, modernization, and gender. Examining the dissemination of the ecclesiastical view, we will consider the role of secular literature in challenging official views and practices. We will also examine marriage as folk religious practice and its role in the social thought of the intelligentsia and study its influence on the concepts of gender, sexuality and the body through interaction with European theology and literature.

SLAV 1360. Deep Thoughts Versus Big Data: Dostoevsky's Underground Man in the 21st Century.

This intensive Wintersession seminar centers on Fyodor Dostoevsky's novella, *Notes from the Underground*, which examines the plight of the underground man, an overly-conscious individual who struggles in a society that rewards conformity. We begin with an overview of the philosophy of the underground man in the context of nineteenth-century Russia and Russian literature (reading other related primary and secondary texts). Then we will apply our discussion to an investigation of our lives today, as our interactions increasingly occur on screens and not in person. Readings in English; no prior knowledge is required. 1/2-1/18 daily with longer meetings on weekends.

SLAV 1500. The Literature and Cinema of Global Organized Crime.

In this course we will examine the demonized, self-consciously romanticized, or pointedly de-glamorized images of organized crime in literature and cinema across the contemporary global village. We will discuss the ways in which literary and cinematic texts portray the lives of organized crime workers within the international marketplace, focusing on the countries within Eastern Europe and Mexico, Italy, France, Japan and India. We will also study theories of confessional and postmodernist narratology, in an effort to de-code representations of the criminal self that finds itself trapped in a world driven by the neoliberal economic policies of outsourcing and transnational mergers.

SLAV 1552. Co-existence and Conflict: Polish-Jewish Relations from 1500 until Today (HIST 1552).

Interested students must register for HIST 1552.

SLAV 1760. Film, Theater and Culture of Poland.

This course explores Polish twentieth-century culture with a special stress on literature, theatre, film, visual arts, and architecture. After the examining of the romantic roots of Polish twentieth-century culture through the works of two famous Polish poets, Mickiewicz and Krasiński, the course will explore the works of representative Polish modernist and avant-garde artists such as Przybyszewski, Wyspiański, Witkacy, Schulz, or Gombrowicz. The third part of the course is devoted to the Polish contemporary theatre and film, including the workshops of the two legendary European theaters Cricoteka and Gardzienice, and films of the famous Polish Film School. In English. First year students require instructor permission.

SLAV 1770. Prague and St. Petersburg: A Tale of Two Cities.

An exploration of the mythopoetic universe of Prague and Petersburg through literature and film. Both - one, ancient, the other "modern" - served at one point of the historical continuum as capitols of multinational empires (Holy Roman and Russian), yet also as loci of national identity, both factors thus contributing to their respective enigmatic states. The course will attempt to identify these enigmas and discuss their possible futures in the global polity and culture. Enrollment limited to 20.

SLAV 1780. Economies and Politics of Transition.

The course identifies, describes, and explains major social, economic and political processes that have started in the late 1980s and early 1990s with the collapse of the communist systems in Poland and other East-Central European countries. The transition from the centrally planned to free market economies and the present challenges and problems associated with joining the European Union will be discussed in the context of the political and social changes and related to specific historical conditions. The course puts a special stress on Poland, which in turn will allow students to develop models of patterns of transition applicable to the entire region of East-Central Europe. In English. First year students require instructor permission.

SLAV 1800. Visual and Historical Imagination of Andrzej Wajda.

The course explores the cinema of one of the world's greatest directors Andrzej Wajda (1926-2016). From his first film, "A Generation" (1955), to his last one, "Afterimage" (2016), Wajda unceasingly shaped visual and historical imagination of Polish post-war generations. His art—growing out of the trauma of WWII, and the experience of social and political changes in the twentieth-century Poland and Eastern Europe—shows the work of collective memory, and portrays individual lives enmeshed in history. His films—always in a dialogue with other forms of visual arts and literature—are also commentaries on the role of art and the artist in contemporary society.

SLAV 1821L. International Relations of Russian, Eastern Europe, and Eurasia (POLS 1821L).

Interested students must register for POLS 1821L.

SLAV 1890. Twentieth-Century Russian Literary Theory: Bakhtin and the Formalists.

In this seminar, we examine three schools of literary theory that emerged in Russia after the Revolution: in the twenties, Formalism, which is often credited for inventing literary theory as a distinctive scholarly discipline; Mikhail Bakhtin (1895-1975) and his circle of philosopher critics; and the Tartu School of Cultural Semiotics (1960-90s). We will learn how to apply these theories to a diverse range of literary texts (some chosen by students themselves, from their own areas of interest), and will also take into consideration their international influence on the work of critics such as Homi Bhabha, Elaine Scarry and Slavoj Žižek.

SLAV 1950. Independent Study.

Independent research project on topics in Slavic Studies. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the Concentration Advisor and Chair of the department (deadline: the last day of *Add a course without fee* period during the semester when the project is undertaken). Please check Banner for the correct section number and CRN to use when registering for this course. Each section limited to 10 students; instructor permission required.

SLAV 1970A. Literature in the Changing Eastern Europe.

Undergraduate seminar on the role of the intellectual in cultures subjected to enormous social and political change. Considers particularly the relevance of the intellectual's private and public selves to the literary, cultural and political life of society. Readings in English.

SLAV 1970B. Spirituality in Russian Literature.

Spirituality -- understood as the intimate, spiritual life of individuals as opposed to corporate expressions of religiosity -- occupies a large place in Russian national life, and its exploration has become the central issue of many famous literary texts. The course will examine selected Russian texts -- from symbolism to postmodernism -- from the perspective of the spiritual sensibility that combines atheism, Russian Orthodoxy, Gnosticism, and sectarian or unconscious religiosity. Authors to be studied include: Nabokov, Sologub, Rozanov, Erofeev, Sorokin and Pelevin. In English.

SLAV 1970D. Vaclav Havel: Dissident, Playwright, and Politician.

For Havel, life under communism represented "an inflated caricature of modern life in general" and the collective experiences of those who lived under such a totalitarian regime" stand as a kind of warning to the West, revealing to it its own latent tendencies." We will explore this hypothesis by studying Havel's texts and the cultural context where they arose.

SLAV 1970E. Kafka/Schulz.

The course explores the prose of Bruno Schulz and Franz Kafka, grasping a profound similarity between those two writers on many levels: cultural, religious, sexual, existential, and artistic. In English. For more information visit the Slavic Department web page.

SLAV 1970F. Comparative Slavic Linguistics.

An overview of the phonological and morphological development of Slavic languages from Common Slavic using readings and problem sets. The course will also examine the basic structure of Old Church Slavonic. Typological comparisons between contemporary Slavic languages. Familiarity with at least one Slavic language is required. Instructor permission required.

SLAV 1970G. Polish for Reading and Research.

An intensive course designed for students who wish to receive concise and systematic language instruction to read Polish for their research projects and/or to prepare for advanced language study in the study abroad context. The course does not require any previous knowledge of Polish. Students will develop functional reading and comprehension strategy in Polish through extensive activities focusing on grammar and reading of selected texts.

SLAV 1970H. Gender and Identity in Modern and Contemporary East Central European Visual Arts.

While issues of gender and identity are commonplace in Western modern and contemporary art discourse, due to isolation from the west for a better part of the twentieth century, East Central European modern and contemporary art has not been privy to similar conversations. This course will explore modernity in the Czech Republic, Slovakia, Poland and Hungary through discussions on Expressionism, Primitivism, Cubism, and Surrealism. Discussion on the role of the avant-garde artist, his manifestoes and art during heightened nationalism; the role of women as subject of modernity, significant female artists within the avant-garde context, especially in DADA and surrealist circles. Enrollment limited to 20.

SLAV 1981. Independent Research in the Slavic Language(s).

Independent research on various topics in Slavic cultures. Reading, discussion, research must be done in the chosen Slavic language (Czech/Russian). Close work with faculty on project is expected. Prerequisites: minimum RUSS0600/CZCH 0610 (3rd year-level) or placement evaluation by Russian or Czech language coordinator. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the Concentration Advisor and Chair of the department (deadline: the last day of *Add a course without fee* period during the semester when the project is undertaken). Each section limited to 10 students; instructor permission required.

SLAV 1990. Senior Thesis.

Only for Slavic concentrators writing their senior theses. For requirements and schedule, contact the department. Each section limited to 10 senior Slavic Studies concentrators.

SLAV 2020. Publish or Perish: Seminar in Slavic Studies.

This seminar intends to introduce graduate students to various scholarly approaches to the study of Russian literature and culture and to the diversity of themes and topics that inform Slavic Studies' intellectual community. The seminar will provide an overview of the current research in Slavic Studies and discuss an array of historical, comparative, theoretical, and disciplinary perspectives on the field. The main objective will be to help students to develop their projects into publishable essays. The course will also require students writing reviews.

SLAV 2210. Old Church Slavonic.

Introduction to Church Slavonic philology. Structural analysis of Old Church Slavonic. Readings in Old Church Slavonic texts.

SLAV 2230. History of Russian.

Elementary history of Russian, with emphasis on the standard languages, from the Kievan period to the 19th-century. Readings in early Russian texts. Some acquaintance with Old Church Slavonic is desirable. Not for graduate students in Slavic linguistics, who should take seminars in East Slavic historical dialectology and the history of the Russian literary language.

SLAV 2320. Russian Syntax.

Survey of approaches to the relationship between semantics and syntax in Russian. Discussion of morphosyntactic variation in Russian, including gender-number agreement, tense-aspect, case, reflexivization, and pronominalization. Some topics relevant to the teaching of Russian and stylistics.

SLAV 2450. Exchange Scholar Program.**SLAV 2970. Preliminary Examination Preparation.**

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

SLAV 2980. Advanced Reading and Research.

Only for graduate students. Independent research project on topics in Slavic Studies. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the DGS and Chair of the department (deadline: the last day of *Add a course without fee* period during the semester when the project is undertaken). Please check Banner for the correct section number and CRN to use when registering for this course. Each section limited to 10 students; instructor permission required.

SLAV 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

SLAV XLIST. Courses of Interest to Concentrators in Slavic Languages.

Sociology

Sociology is the study of how groups and individuals interact in producing social systems. Sociologists study the norms, values, identities, power structures and institutions through which societies are organized. Sociologists have long been particularly concerned with the gap between the ideal of legal equality and the reality of social inequality.

The Sociology Department offers a comprehensive set of introductory and advanced courses through which students acquire a range of research and theoretical skills. The department's areas of strength include Globalization and Development, Demography, Race and Ethnicity, Gender, Inequality, Urban Sociology, Environmental Sociology, Organizations and Economic Sociology, Political Sociology, and Education.

At the undergraduate level, the department offers an A.B. in Sociology, as well as an optional track in Sociology Organizational Studies (S/OS), and a Sc.B in Social Analysis and Research (SAR). At the graduate level the department offers a PhD in Sociology as well as a Masters in Social Analysis and Research (MSAR).

Faculty and students in sociology have extensive and deep ties to a wide range of programs and centers at Brown. These include the Watson Institute for International and Public Affairs, the Population and Studies Training Center (PSTC), the Center for the Study of Race and Ethnicity in America (CSREA), Spatial Structures in the Social Sciences

(S4), the Engaged Scholars Program, and the Institute at Brown for Environment and Society (IBES). The Graduate Program in Development (Watson Institute) and PSTC provide a range of interdisciplinary training opportunities for sociology graduate students.

For additional information, please visit the department's website: <http://www.brown.edu/Departments/Sociology/>

Sociology Concentration Requirements

The concentration in Sociology (leading to a Bachelor of Arts) provides a foundation in sociological theory and methods and the opportunity to cultivate more specialized knowledge in the discipline's substantive interests. Students develop that focus through their coursework, taking courses in diverse areas such as social inequality, family and gender, organizations, environmental sociology, race and ethnicity and globalization. Students refine their interests during the senior seminar and through their completion of a senior thesis or capstone project.

Standard program for the A.B. degree

Ten courses are required to complete the concentration.

Required core:

SOC 0010	Social Forces: An Introduction to Sociology	1
SOC 1010	Classical Sociological Theory	1
SOC 1020	Methods of Social Research	1
SOC 1100	Introductory Statistics for Social Research	1
or APMA 0650	Introduction to Probability and Statistics	
or ECON 1620	Introduction to Econometrics	
or CPSY 0900	Statistical Methods	
SOC 1950	Senior Seminar	1

Five (5) additional courses: 5

- a) At least three of the optional courses have to be 1000 level and one of them must be a substantive seminar (1870-1873).
- b) Students can choose to take up to two lower level (0100 level) courses.

- c) Students can petition to take two courses outside of the discipline (this will be allowed only when the proposed course makes sense given the interests of the student, and there is no equivalent sociology course).

Total Credits 10

Honors

In order to be considered for honors, students must (1) be in good standing with the College, (2) have completed at least half of the concentration coursework, and have earned a majority of "A" grades in the concentration. Honors also require a senior thesis, with a recommendation of Honors by the advisor and reader, that demonstrates an understanding of empirical research.

Organizational Studies Track

Ten courses to complete the concentration

Required Core:

SOC 0010	Social Forces: An Introduction to Sociology	1
SOC 1010	Classical Sociological Theory	1
SOC 1020	Methods of Social Research	1
SOC 1100	Introductory Statistics for Social Research	1
or APMA 0650	Introduction to Probability and Statistics	
or ECON 1620	Introduction to Econometrics	
or CPSY 0900	Statistical Methods	
SOC 1950	Senior Seminar	1

Foundations of Organizational Studies (choose two of the following): 2

SOC 0300	Organizations and Society

SOC 1311 Micro-Organizational Theory: Social Behavior in Organizations

SOC 1315 Macro-Organizational Theory: Organizations in Social Context

Advanced Organizational Studies Course (choose one course). The following are approved EXAMPLES. Please consult Courses@Brown/Concentration Advisor for current offerings. 1

SOC 1070 Introduction to Economic Sociology

SOC 1117 Focus Groups for Market and Social Research

SOC 1118 Context Research for Innovation

SOC 1120 Market and Social Surveys

SOC 1260 Market Research in Public and Private Sectors

SOC 1311 Micro-Organizational Theory: Social Behavior in Organizations (If not used to meet the "Foundations" requirement, above)

SOC 1315 Macro-Organizational Theory: Organizations in Social Context (If not used to meet the "Foundations" requirement, above)

SOC 1871C Sociology of the Legal Profession

SOC 1872N Ethnography in Organizations

Two (2) additional courses. Each of these courses must be either (a) offered by the Department of Sociology, or (b) drawn from the following list of interdisciplinary "Organization-Relevant Electives:" 2

AMST 1610A American Advertising: History and Consequences

CPSY 1250 Human Factors

CPSY 1470 Mechanisms of Motivated Decision Making

CPSY 1730 Psychology in Business and Economics

ECON 0110 Principles of Economics

ECON 1760 Financial Institutions

ETHN 1890C Business, Culture, and Globalization: An Ethnographic Perspective

ENGN 1930S Land Use and Built Environment: An Entrepreneurial View

HIST 0150A History of Capitalism

PHIL 1610 Decision Theory: Foundations and Applications

POLS 1150 Prosperity: The Ethics and Economics of Wealth Creation

POLS 1240 Politics, Markets and States in Developing Countries

POLS 1820W Market Liberalism: Origins, Principles and Contemporary Applications

Total Credits 10

Additional Restrictions to the Organizational Studies Track:

Lower-level Coursework: Students may count no more than two 0100-level courses toward the Organizational Studies and Concentration Elective requirements (combined).

Upper-level Coursework: At least three of the five courses counted toward the Organizational Studies and Concentration Elective requirements (combined) must be at the 1000-level, and at least one must be a substantive seminar (1870-1873).

Interdisciplinary Coursework: Students may petition to count non-Sociology courses beyond the Organization-Relevant Elective list toward the Concentration Elective requirement. This will be allowed only when the proposed course makes sense given the interests of the student, and the Department of Sociology offers no equivalent course.

****See the Sociology website <http://www.brown.edu/academics/sociology/> for details regarding Honors and Independent Studies”

The Senior Seminar SOC 1950 (<https://bulletin.brown.edu/search/?P=SOC%201950>)

Sociology requires all concentrators to complete a thesis or capstone project in their senior year. The purpose of the thesis or capstone project is to allow students an opportunity to apply the knowledge they acquired through the concentration curriculum on a topic of their own interests.

(Students in the Organizational Studies track are expected to focus their senior thesis or capstone project on an Organizational Studies topic.) To fulfill this requirement students enroll in SOC 1950 – Senior Seminar. Participation in this seminar allows each cohort of concentrators to discuss their diverse interests and expose students to the wide range of applications of Sociological knowledge.

A **senior thesis** must ask an original research question, answer it with appropriate evidence, and place that work within relevant scholarly literature in sociology. The thesis is supervised by a faculty member who serves as the primary advisor and one additional faculty member who serves as a reader. By the end of the sixth semester, students must submit a prospectus for the senior thesis (not more than four pages) accompanied by the signature of one faculty member indicating that he or she is willing to serve as the primary advisor on the thesis to the Director of Undergraduate Studies in their concentration. Only a senior thesis qualifies the student for Honors.

A **capstone project** is an independent, student-initiated project or experience developed during the Senior Seminar (SOC 1950) that connects in a meaningful way to learning in the concentration. A capstone project differs from a thesis in its scholarly content and form, and it depends only on the evaluation of the senior seminar instructor. Whereas the senior thesis follows the form of a conventional research paper, the capstone project allows a wider array of research and creative outputs, including but not limited to video documentaries, photographic exhibitions, and applied or policy-related reports for an off-campus organization. Projects are complemented by a poster presentation, literature review, and report that situates the central subject matter of the project within the context of sociological scholarship.

Independent Study

Students can use no more than one (1) Independent Study course (SOC 1970 (<https://bulletin.brown.edu/search/?P=SOC%201970>)) to meet the concentration course requirements. This course counts towards a 1000-level substantive requirement and will not serve as a substitute for any of the core concentration requirements.

Honors

In order to be considered for honors, students must (1) be in good standing with the College, (2) have completed at least half of the concentration coursework, and have earned a majority of “A” grades in the concentration. Honors also require a senior thesis, with a recommendation of Honors by the advisor and reader, that demonstrates an understanding of empirical research.

Social Analysis and Research Concentration Requirements

The Sc.B. concentration in Social Analysis and Research provides both a conceptual and a working knowledge of the techniques for data collection and analysis used for social research in academic and non-academic environments. The centerpiece of the concentration is a rigorous and comprehensive collection of courses: (1) that develop an understanding of the principles underlying the processes of data collection and analysis; and (2) that train students in the application of advanced statistical techniques for data description and analysis. The concepts and skills learned in these courses are reinforced through engagement in applied research with Sociology faculty and/or internships with local organizations in the for profit and not-for-profit sectors.

Concentrators also take courses that provide grounding in the theoretical approaches to social phenomena that are foundational to social research.

Graduates develop an understanding of the concepts and processes that underlie the issues studied by sociologists and the analytic techniques that allow sociologists to understand social relations and individual behavior.

Standard program for the Sc.B. degree

Required core:

MATH 0090	Single Variable Calculus, Part I	1
SOC 1100	Introductory Statistics for Social Research	1
or APMA 0650	Introduction to Probability and Statistics	
or ECON 1620	Introduction to Econometrics	
SOC 1020	Methods of Social Research	1
SOC 2010	Multivariate Statistical Methods I	1
SOC 1010	Classical Sociological Theory	1
SOC 1950	Senior Seminar	1
Three (3) substantive or theory courses (non-methodological courses) in Sociology, two (2) of which must be at the 1000-level or above.		3
Three (3) of the following advanced analysis courses:		3
SOC 1117	Focus Groups for Market and Social Research	
SOC 1118	Context Research for Innovation	
SOC 1120	Market and Social Surveys	
SOC 1260	Market Research in Public and Private Sectors	
SOC 1340	Principles and Methods of Geographic Information Systems	
SOC 1872N	Ethnography in Organizations	
SOC 2020	Multivariate Statistical Methods II	
SOC 2070	Text as Data for Social Science Research	
SOC 2210	Qualitative Methods	
SOC 2230	Techniques of Demographic Analysis	
SOC 2240	Event History Analysis	
SOC 2250	Ethnography: Theory and Practice	
SOC 2260T	Cultural Theory and Methods	
SOC 2610	Spatial Thinking in Social Science	
SOC 2612	Geographic Information Systems and Spatial Analysis for the Social Sciences	
SOC 2960G	Spatial Data Analysis Techniques in the Social Sciences	
SOC 2960Y	Causal Analysis	
SOC 2961A	Advanced Spatial Data Analysis Techniques in the Social Sciences	
Research experience (1 course)		0-1
A one-semester research internship (not for credit or for credit as SOC 1970 - Independent Study), or a summer research internship (not for credit).		

Total Credits

12-13

A one semester or a summer research internship is required. The research internship is designed to provide students with hands-on experience in social research. Students will typically complete the research internship in their junior year or during the summer between their junior and senior years. Students need to submit an *Internship Proposal Form* to the Undergraduate Concentration Advisor for approval prior to starting the internship. Upon completion of the internship, students are required to submit to the Undergraduate Concentration Advisor a brief summary report of their experience, which must be signed by the supervisor of the student's internship.

Academic research internships involve work on a faculty member's research project. Activities may range from data collection, data entry, data file management, descriptive analyses, and more advanced model estimation. Students are encouraged to approach faculty about opportunities for working on their research projects. Academic and off-

campus research internships will typically entail 5-10 hours of work per week and may or may not involve compensation.

Students may receive academic credit for academic research internships and off-campus internships completed during the academic year if they combine the internship experience with an academic component under the direction of a faculty advisor. Students taking an internship for credit should register for an *Individual Research Project* (SOC 1970).

***See the Sociology website <http://www.brown.edu/academics/sociology/> for details regarding Honors and Independent Studies

Course substitutions: Students may petition the Director of Undergraduate Studies to use one advanced analysis course taken in another department to count toward the three required advanced analysis courses.

Organizational Studies Track requirements

Required core:

MATH 0090	Single Variable Calculus, Part I	1
SOC 1010	Classical Sociological Theory	1
SOC 1020	Methods of Social Research	1
SOC 1100	Introductory Statistics for Social Research	1
or APMA 0650	Introduction to Probability and Statistics	
or ECON 1620	Introduction to Econometrics	
SOC 1950	Senior Seminar	1
SOC 2010	Multivariate Statistical Methods I	1
Any combination of two (2) courses from below:		2
SOC 0300	Organizations and Society	
SOC 1311	Micro-Organizational Theory: Social Behavior in Organizations	
SOC 1315	Macro-Organizational Theory: Organizations in Social Context	
One (1) Advanced Organizational Studies Elective:		1
SOC 1070	Introduction to Economic Sociology	
SOC 1117	Focus Groups for Market and Social Research	
SOC 1118	Context Research for Innovation	
SOC 1120	Market and Social Surveys	
SOC 1260	Market Research in Public and Private Sectors	
SOC 1311	Micro-Organizational Theory: Social Behavior in Organizations	
SOC 1315	Macro-Organizational Theory: Organizations in Social Context	
SOC 1871C	Sociology of the Legal Profession	
Three (3) of the following Advanced Analysis Courses:		3
SOC 1117	Focus Groups for Market and Social Research	
SOC 1118	Context Research for Innovation	
SOC 1120	Market and Social Surveys	
SOC 1260	Market Research in Public and Private Sectors	
SOC 1340	Principles and Methods of Geographic Information Systems	
SOC 1872N	Ethnography in Organizations	
SOC 2020	Multivariate Statistical Methods II	
SOC 2070	Text as Data for Social Science Research	
SOC 2210	Qualitative Methods	
SOC 2230	Techniques of Demographic Analysis	
SOC 2240	Event History Analysis	
SOC 2250	Ethnography: Theory and Practice	
SOC 2260T	Cultural Theory and Methods	
SOC 2610	Spatial Thinking in Social Science	

SOC 2612	Geographic Information Systems and Spatial Analysis for the Social Sciences
SOC 2960G	Spatial Data Analysis Techniques in the Social Sciences
SOC 2960Y	Causal Analysis
SOC 2961A	Advanced Spatial Data Analysis Techniques in the Social Sciences
Research experience (1 course)	
A one-semester research internship (not for credit or for credit as SOC 1970 - Independent Study), or a summer research internship (not for credit).	
Total Credits	
12-13	

Research Internship

A one semester or a summer research internship is required. The research internship is designed to provide students with hands-on experience in social research. Students will typically complete the research internship in their junior year or during the summer between their junior and senior years. Students need to submit an *Internship Proposal Form* to the Undergraduate Concentration Advisor for approval prior to starting the internship. Upon completion of the internship, students are required to submit to the Undergraduate Concentration Advisor a brief summary report of their experience, which must be signed by the supervisor of the student's internship.

Academic research internships involve work on a faculty member's research project. Activities may range from data collection, data entry, data file management, descriptive analyses, and more advanced model estimation. Students are encouraged to approach faculty about opportunities for working on their research projects. Academic and off-campus research internships will typically entail 5-10 hours of work per week and may or may not involve compensation.

Students may receive academic credit for academic research internships and off-campus internships completed during the academic year if they combine the internship experience with an academic component under the direction of a faculty advisor. Students taking an internship for credit should register for an *Individual Research Project* (SOC 1970).

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Course substitutions: Students may petition the Director of Undergraduate Studies to count a course not on the list above toward the advanced analysis requirement or the advanced organizational studies requirement.

Engaged Scholarship Certificate Requirements

The Engaged Scholarship Certificate allows students to investigate public, civic, and/or social justice issues that they are passionate about through the integration of academic study with community-based learning, research, and action. Students pursuing the Engaged Scholarship Certificate conduct intensive interdisciplinary inquiry into a topic or issue area of their choice (e.g., criminal justice reform, educational equity, environmental justice), coupled with direct engagement with communities, organizations, and practitioners outside of the academy. The certificate has four requirements - a foundational seminar, a three-course interdisciplinary elective sequence, a community-based practicum, and a capstone - that together advance students' learning and skills to contribute to the world beyond Brown.

As with all undergraduate certificates (<https://www.brown.edu/academics/college/degree/undergraduatecertificates/>), students may only have one declared concentration. and must be enrolled in or have completed at least two courses toward the certificate at the time they declare in ASK, which must be no earlier than the beginning of the fifth semester and no later than the last day of classes of the antepenultimate (typically the sixth) semester, in order to facilitate planning for the experiential learning opportunity (practicum). Students must submit a proposal for their practicum by the end of the sixth semester.

Students in any concentration may pursue the Engaged Scholarship Certificate. No concentrations are excluded.

Certificate Requirements:

Each student will take a required foundational seminar and propose a set of three experiences—a three-course interdisciplinary elective sequence, a community-based practicum, and a capstone—related to their issue area focus.

Core Course:

SOC 0310	Theory and Practice of Engaged Scholarship	1

Elective Courses: 3

One course carrying the Community Based Learning and Research (CBLR) curricular designation or an approved alternative. For example:

AFRI 0300	Performing Ethnography and the Politics of Culture
AFRI 1075	Providence Housing Ecosystem, Development, Displacement and Gentrification
AFRI 1230	Black Protest Music
AFRI 1275	Memory, Movements, and Mississippi
AFRI 1430	Lincoln in the Archive: Material Culture, Representation, and Race
ANTH 0805	Language and Migration
ANTH 1300	Anthropology of Addictions and Recovery
ANTH 1301	Anthropology of Homelessness
ANTH 1515	Anthropology of Mental Health
ARCH 0317	Heritage in the Metropolis: Remembering and Preserving the Urban Past
ARCH 0760	Palaces: Built to Impress
ARCH 1170	Community Archaeology in Providence and Beyond
ARCH 1494	Southeast Asia's Entangled Pasts: Excavated, Curated, and Contested
ARCH 1500	Classical Art from Ruins to RISD: Ancient Objects/Modern Issues
ARCH 1538	Heritage Under Fire: From Conflict to Understanding, Memory, and Reconciliation
ARCH 1900	The Archaeology of College Hill
ARTS 1002	Arts Writing Workshop
ARTS 1800	ArtsCrew & The Future of Arts Work
BIOL 0940E	Precision Medicine or Privileged Medicine? Addressing Disparities in Biomedical Research
CSCI 1951I	CS for Social Change
EDUC 0515	Teaching LGBTQIA History
EDUC 0520	Adolescent Literature
EDUC 0530	Fieldwork and Seminar in Secondary Education
EDUC 0540	Language and Education Policy in Multilingual Contexts
EDUC 1190	Family Engagement in Education
EDUC 1250	Policy Implementation in Education
EDUC 1320	Turning Hope into Results: The Policy Ecosystem of the Providence Public Schools District
EDUC 1655	Human Development and Education in East Asia
EEPS 1745	Planetary System Design: A Team Project Course

EEPS 1960G	Geo-, Environmental + Planetary Sciences' curriculum design + teaching pract. for local high school
ENGL 1050P	Reframing Race in Art Writing
ENGL 1140E	Writing for Activists
ENGL 1160K	Literary Reportage
ENGL 1180V	Contemporary Asian American Writers
ENGL 1190F	My So-Called Life: The Art of the Literary Memoir
ENGL 1191A	The Poet & The Press Release: Rhetoric of Social Change
ENVS 0110	Humans, Nature, and the Environment: Addressing Environmental Change in the 21st Century
ENVS 1247	Clearing the Air: Environmental Studies of Pollution
ENVS 1421	Podcasting For the Common Good: Storytelling with Science
ENVS 1555	Local Food Systems and Urban Agriculture
ENVS 1557	Birding Communities
ETHN 0090A	The Border/La Frontera
ETHN 1000	Introduction to Ethnic Studies
FREN 1410T	L'experience des refuges: déplacements, migrations
GNSS 1510A	Reproductive In/Justice
HISP 0710E	Introduction to Professional Translation and Interpretation
HISP 0750B	The Latin American Diaspora in the US
LACA 1503O	Networked Movements. Mobilizations for change in Latin America in the 21st century.
LACA 1630	Engaged Humanities: Storytelling in the Americas
LITR 1152C	Writers-in-the-Community Training & Residencies
MGRK 1210	A Migration Crisis? Displacement, Materiality, and Experience
PHP 1300	Parenting Behaviors and Child Health
PHP 1810	Community-Engaged Research in Public Health
PHP 1820	Designing Education for Better Prisoner and Community Health
PHP 1821	Incarceration, Disparities, and Health
POBS 1601M	Migrants, Political Activism and the Racialization of Labor
POBS 1740	Artful Teaching: Intersecting the Arts with Foreign and Second Language Acquisition
POLS 1820I	Indigenous Politics in Hawai'i: Resurgence and Decolonization
SAST 0730	Economic and Human Development in South Asia
SOC 0320	Critical Communities, Critical Engagements
SOC 1118	Context Research for Innovation
SOC 1120	Market and Social Surveys
SOC 1871J	Ethics, Justice, and Transformations in Engaged Scholarship
SOC 1873H	A Hip Hop Companion to Race and Ethnicity
TAPS 1281W	Arts and Health: Theory
TAPS 1281Y	Art and Activism
TAPS 1281Z	Arts and Health: Practice

TAPS 1370	New Works/World Traditions	
URBN 1870Z	Housing Justice	
URBN 1871A	Heritage in the Metropolis: Remembering and Preserving the Urban Past	
URBN 1932	The Just City: Installment I, Comparative Perspectives on Juvenile Justice Reform	
VISA 0100	Studio Foundation	
Issue Area Course: A course that addresses the student's stated public, civic, or social justice issue of interest (e.g., criminal justice reform, educational equity, environmental justice). That issue or topic will be a coherent thread throughout their ESC course sequence and community-engaged experiences.		
Critical Perspectives Course: A course related to the student's specific community engagement focus that examines the broader ethical, political, and social context of that issue area. Students are strongly encouraged to consider RPP-designated or other courses that address issues of structural inequality, the root causes of social problems, and the production of knowledge and difference in the context of discourses on race, power, and privilege.		
Practicum: The ESC practicum is a significant practice-based experience (internship, fellowship, volunteer role, etc.) with a community organization or project, during which students also complete a series of reflective assignments. In most cases, the practicum will be completed as a non-credit-bearing experience. However, it may be fulfilled through a credit-bearing course, such as the Brown in Washington, DC Practicum.		0-1
ESC Capstone: The ESC capstone will provide students with a culminating learning experience through which they reflect back on their certificate work and demonstrate achievement and competency with respect to key learning outcomes articulated in their certificate plan. ESC students will have two options for fulfilling the capstone requirement:		0-1
Engaged Research/Course Option (credit): Students who elect this option will pursue an engaged capstone involving research or other project-based work with a community partner organization. Students may select an upper-level course - including potentially a concentration capstone or honors thesis course - or propose an independent study (DISP or GISP) aligned with their research interests and, with the agreement of the instructor, pursue a project with a collaborating non-academic partner.		
ePortfolio/Reflection Essay Option (non-credit): Students who elect this option will create an electronic portfolio (ePortfolio) of representative ESC work. The ePortfolio will consist of papers, projects, and/or other artifacts developed in courses and the ESC practicum. It will be accompanied by a reflective essay that responds to a series of prompts about the student's community engaged learning experiences. ESC participants' faculty advisors, ESC Review Committee members, and/or Swearer Center staff with relevant expertise will advise and evaluate this type of capstone.		
Total Credits		4-6

Migration Studies Certificate Requirements

The Certificate in Migration Studies promotes a multidisciplinary understanding of migration and competency in a range of research methodologies. It accomplishes these goals by linking students to diverse learning resources spread across departments and centers at Brown University, and by building community among students and faculty with shared interests in migration, immigration, and the immigrant experience. The program places particular emphasis on research methods, research experience, and rigorous approaches to the study of migration. The required introductory course covers the central features, concepts and foci of international migrations studies, and the two elective

courses selected from the lists of preapproved courses expose students to diverse substantive concerns and disciplinary approaches. A required methods course from a list of preapproved courses exposes students to methods beyond their concentration requirements.

As with all undergraduate certificates (<https://www.brown.edu/academics/college/degree/undergraduatecertificates/>), students may only have one declared concentration and must be enrolled in or have completed at least two courses toward the certificate at the time they declare in ASK, which must be no later than the last day of classes of the antepenultimate (typically the sixth) semester.

There are no excluded concentrations.

Certificate Requirements:

Course work in Migration Studies:

SOC 0315	International Migration	1
One of the following:		1
AMST 1611A	Making America: Twentieth-Century U.S. Immigrant/Ethnic Literature	
ETHN 1750A	Immigrant Social Movements: Bridging Theory and Practice	
SOC 1128	Migrants, Refugees and the Mediterranean	
SOC 1281	Migration in the Americas	
SOC 1155	Borderlands	
One course from the following:		1
ANTH 1225	Gendering Migration and Diasporas	
FREN 1410T	L'experience des refugies: déplacements, migrations	
HIST 0150D	Refugees: A Twentieth-Century History	
HIST 0577B	The US-Mexico Border and Borderlands: A Bilingual English-Spanish Seminar	
HIST 2971P	Diaspora, Displacement, Transnationalism	
LACA 1503W	Migration and Gender in Latin America: Crossing Borders and Bridging Disciplines	
LACA 1503Y	Latin America in Motion: Migration and Crisis in the Post-globalization Era	
LACA 1503X	Regulating Bodies: Migration, Race, and Colonial Legacies in Central America	
POLS 1824S	The Politics of Migration	
SOC 0030	Race, Immigration, and the Making of Inequality	
SOC 1128	Migrants, Refugees and the Mediterranean	
SOC 1281	Migration in the Americas	
SOC 1450	Unstable Times: Migration, Identity and Societal Integration	
SOC 2320	Migration	
One methods course (that is not a requirement for your concentration):		1
ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis	
ANTH 1940	Ethnographic Research Methods	
APMA 1650	Introduction to Probability and Statistics with Calculus	
APMA 1660	Statistical Inference II	
ECON 1000	Using Big Data to Solve Economic and Social Problems	
ECON 1620	Introduction to Econometrics	
ECON 1629	Applied Research Methods for Economists	
ECON 1660	Big Data	
ECON 1680	Machine Learning, Text Analysis, and Economics	

EDUC 1230	Applied Statistics for Ed Research and Policy Analysis
EDUC 1240	Qualitative Methods
POLS 1600	Political Research Methods
PHP 1501	Essentials of Data Analysis
PHP 1510	Principles of Biostatistics and Data Analysis
PHP 1560	Using R for Data Analysis
PHP 1511	Applied Regression Analysis
SOC 1020	Methods of Social Research
SOC 1100	Introductory Statistics for Social Research
SOC 1117	Focus Groups for Market and Social Research
SOC 1260	Market Research in Public and Private Sectors
SOC 1340	Principles and Methods of Geographic Information Systems
SOC 1118	Context Research for Innovation
SOC 1120	Market and Social Surveys
SOC 1872N	Ethnography in Organizations

Capstone Thesis, Project or Experiential Learning in Migration Studies: Students have available a number of opportunities for hands-on experience in migration research, either through a senior project or thesis that is completed for a concentration requirement, participation in a faculty research project, or an internship or volunteer work with an immigrant service organization.

(i) Students who undertake a senior project or thesis for their concentration are required to have a migration related topic as the central focus of the project or thesis. Proposals for projects/theses will need program approval for migration content.

(ii) Students in the certificate program have opportunities to participate in faculty research projects with a focus on migration. These opportunities are available on a limited basis and are contingent on project needs and faculty approval.

(iii) Students may opt to complete an internship or volunteer with a community organization that primarily serves immigrant communities.

Course credit for a thesis or project should be arranged through the student's concentration. Course credit for participation in faculty research, an internship or community service is optional and can be arranged as a faculty directed independent study.

Total Credits

5

Social Data Analytics Graduate Program

The master's (Sc.M.) program in Social Data Analytics trains students in advanced techniques for data collection and analysis.

For more information on admission and program requirements, please visit the following website: <https://graduateprograms.brown.edu/graduate-program/social-data-analytics-scm> (<https://graduateprograms.brown.edu/graduate-program/social-data-analytics-scm/>)

The master's program in Social Data Analytics is a terminal degree program designed to be completed in two semesters. The program requires eight courses, including an optional intensive research internship that is attached to a faculty-directed research practicum.

Brown undergraduates who enter the program as fifth-year master's students are allowed to use up to two undergraduate courses to count towards the eight credit requirements if the courses are among the required or elective courses for the program.

All entering students are required to have

1. One-semester introductory statistics course (SOC 1100 Introductory Statistics for Social Research or an equivalent),

2. More advanced course in statistics or a course in college calculus (MATH 0050 and 0060, or MATH 0090 or an equivalent), and
3. One-semester course in research methods (SOC 1020 Methods of Social Research or an equivalent).

Two Required Courses

SOC 2010	Multivariate Statistical Methods I
SOC 2020	Multivariate Statistical Methods II

Five Elective Advanced Analysis Courses Across Three Topical Areas

Research Internship and Directed Research Practicum

Students may elect to enroll in a faculty-directed research practicum (SOC 2982) in the first or second semester in conjunction with a research internship. The internship provides students with hands-on experience in social research. Internship experiences may occur outside of the department (either off-campus with a local organization in the for-profit or not-for-profit sector or an on-campus organization) or on a faculty member's research project. Activities may range from data collection, data entry, data file management, descriptive analyses, and more advanced model estimation. Students sometimes opt to design their own project under the supervision of a faculty member.

Optional Tracks

The master's in Social Data Analytics offers tracks that allow students to specialize in one of three methodological areas. The tracks are: Qualitative Analysis, Spatial Analysis, and Demographic Analysis. The track name will appear in parentheses at the end of the official transcript below the program name, for example: Social Data Analytics (Spatial Analysis). The completion of a track signals strength and expertise in a particular set of methods to potential employers. Students who wish to pursue a track must either take at least four of their elective courses from an approved list of courses for that track; or take three approved courses from that track plus one pre-approved course from another track. Students may only select one track. Students applying to a track must do so by the end of the first week of classes in their second semester. Students are not required to select a track and may opt for a more general mixed-method training.

In any given academic year, not all of the courses listed under each track are offered, and new courses not listed on the table may be offered. Students who are interested in pursuing a track need to choose their courses carefully in consultation with a program advisor. In exceptional cases, a course taken outside of the Population Studies and Training Center or the Department of Sociology can be used to meet a track requirement with the permission of the program advisor.

Sociology Graduate Program

Ph.D. Program in Sociology

The department of Sociology offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. The department also offers a Master or Arts (A.M.) but this option is only open to Ph.D. candidates.

For more information on admission and program requirements, please visit the following website: <https://www.brown.edu/graduateprograms/sociology-phd> (<https://www.brown.edu/graduateprograms/sociology-phd/>)

Courses

SOC 0001S. The Social and Political Life of Food.

This course introduces students to sociological theory and methods through studying the production, distribution, and consumption of food. We will examine the forces that shape the global and national food systems, and will treat Rhode Island as a laboratory for answering pressing questions about how food systems work: How is food produced and who does the production? How is food distributed, and who wins and loses in the distribution? Finally, what social, political, cultural and economic forces help explain our eating choices? This seminar course will feature creative assignments, guest speakers, and a fieldtrip to a local farm.

SOC 0010. Social Forces: An Introduction to Sociology.

Social forces constrain and empower us, bond us together and push us apart. Sociology explores the workings of societies large and small: nations, organizations, communities, families, and other groups. How do societies shape action and identity, and why are social pressures so hard to defy? How do societies distribute wealth and power, and why do inequalities so often coalesce around race, ethnicity, class, and gender? How do established practices persist, and when do movements arise to challenge them? Examining such themes across a range of issues and topics, this course provides a springboard for future study throughout the social sciences.

SOC 0010A. Social Problems.

Revolution and Social Movements. Urbanization and Globalization. War and Genocide. These are all examples of social change, and sociology, the discipline for which this course serves as introduction, seeks to understand, and explain, them all and other transformations too. We focus in particular on how technology and power relations help us explain variations in social change, and how culture shapes our recognition and evaluation of those transformations. Although analyzing the USA today is our common ground, our method is both comparative (other societies) and historical (focusing especially on the 20th and 21st centuries).

SOC 0020. Perspectives on Social Interaction: An Introduction to Social Psychology.

An introduction to the discipline of sociology examining the individual in society. Explores the social development of the person, the development of interpersonal relationships, and the problems of integrating the individual and social system. For each area, the personal and structural factors that bear upon the issue are investigated. The objective is to deepen understanding of the behavior of people in a social context.

SOC 0030. Race, Immigration, and the Making of Inequality.

In what ways has the interpretation of race and immigration shaped the current system of stratification in American society? This course focuses on answering this question from a historical and contemporary perspective. Using a sociological approach, we analyze the meaning of ethno-racial formation and categorization and survey the different processes that contribute to ethno-racial inequality. Engaging empirical research, we pay special attention to how individuals and groups interpret and experience the institutional arrangements that perpetuate exclusion and disadvantage by race and immigration status. The course aims to provide the analytical tools required to understand race relations in everyday life.

SOC 0111. Social Change, Dictatorship, and Democracy.

Why are some countries more democratic than others? What effects have industrialization and colonization had on developing world democracies? This course probes those questions from a sociological perspective. We'll explore the relationship between political regimes and socioeconomic factors, like class and race and look at Europe, the US, East Asia, and Latin America, using historical texts, sociological theory, novels, and films. This course will be of interest to concentrators in the social sciences, and students interested in Latin America and Asia. A foundational social science course is recommended. AP U.S. History or AP Comparative Politics is required for high school students.

SOC 0130. American Heritage: Democracy, Inequality, and Public Policy.

America professes equality but exhibits many forms of inequality in schools, race relations, and income. An examination of contrasting elements of American society and a review of the role social science plays in public debate. To illuminate the debates, key topics, such as welfare, immigration, affirmative action, and environmental equity are considered.

SOC 0150. Economic Development and Social Change.

Emphasis on understanding the interrelations among economic, political, and cultural aspects of change in developing countries. The experience of currently developing nations is contrasted to that of nations which industrialized in the 19th century. Compares the different development strategies which have been adopted by currently developing nations and their consequences for social change.

SOC 0170. The Family.

The state of the contemporary family generates debate within and beyond sociology. That debate is considered by examining different definitions of family, changing gender roles within the family, and the family in cross-cultural context. Special issues include new family forms, such as gay and lesbian families and biological and step-parenthood, as well as changing patterns of work and housework.

SOC 0200. Population and Society.

Introduces some of the major social issues relating to population size, growth, and change in industrialized and developing nations. Mortality, fertility, and migration levels and trends are analyzed. Also considers contemporary issues, such as HIV/AIDS epidemic, population aging, U.S. immigration, and national and international population policy debates.

SOC 0210. The City: An Introduction to Urban America.

What is special about urban life? How and why do cities differ? How has the way we think about the city changed over time? Can we solve urban problems? An interdisciplinary approach to cities in the U.S. and abroad: their history, physical design, spatial form, economy, government, subcultures, and social life.

SOC 0230. Sex, Gender, and Society.

This course will explore contemporary frameworks and methodological approaches underpinning the sociological study of sex, gender, and sexuality. In addition to delving into key debates about sex, gender, and sexuality, this course will critically examine the social construction of sex, gender, and sexuality within different institutions and social contexts. Throughout the course, close attention will be paid to understanding how sex, gender, and sexuality are mutually constituted alongside other systems of inequality, such as race, ethnicity, class, and nationality, as well as how moments of tension, resistance, and change emerge.

SOC 0240. The Nature of Community: Place, Space, and Identity.

What is a community? How can it best be organized and strengthened? How can communities contribute to social justice? This course examines boundaries and identities, rights, responsibilities, cooperation and conflict, and the roles of volunteerism, sports, stories, language, meals and even sleep in community life. Concern about the nature and well-being of "community" has been at the heart of sociology since the discipline was born, so examining these issues provides an in-depth introduction to the sociological way of thinking. The course is particularly aimed at those working within community settings, such as residential units, student activities, and service programs.

SOC 0250. An Environmental Sociology for a Rapidly Warming World.

Environmental problems are rooted in societies' complex and changing relationship with the natural world. Understanding those environmental problems, let alone solving them, requires careful investigation of nature-society interactions. Through lectures, readings, discussion, and written work, students will examine the social and historical foundations of contemporary environmental problems and societal efforts to address or resolve those problems. Building on these foundations, we will explore the social dimensions of three (interrelated) "environmental grand challenges": curbing climate change, preparing for and responding to environmental disasters, and building sustainable cities. Through all of these challenges, questions of environmental inequality and environmental racism loom large.

SOC 0270. The Sociological Imagination.

Sociology is a study of the course and effect of social action. Sociologists study human societies by researching social groups, patterns, interactions, and institutions. This course introduces students to the discipline of sociology with the hope of showing students that, as Peter Berger stats, "things are not what they seem." In other words, in this class students will learn to rethink several assumptions about society that are commonly taken for granted. The course strives to make the strange familiar, and the familiar strange.

SOC 0300. Organizations and Society.

We live in a society of organizations. We are born inside organizations, we are educated inside organizations, we work inside organizations, and when we die, we will be buried by organizations. Organizations are therefore central to processes that shape individual lives and societal trends, from widening income inequality, to the spread of innovations, to struggles over public policy. This course introduces the field of Organizational Studies, examining organizations as complex, multifaceted social settings. By investigating how organizations and society shape each other, students will build skills for informed, socially-responsible engagement in an increasingly organizational society.

SOC 0300A. Contrasting Societies.

Offers a cross-cultural examination of major social institutions and characteristics. Addresses questions such as how do families and intergenerational relations differ in various societies? How does the social safety net differ? What is the character of racial and ethnic relations? Integral is a comparison of the United States and other societies. Enrollment limited to 19 first year students.

SOC 0300B. Environment and Society.

This course examines the intersection between the environment and social structures and institutions. It is centered around environmental sociology, environmental justice, and environmental health. We cover climate change, risk perception and risk communication, environmental consciousness and environmental movements, government regulation, lay-professional differences in scientific knowledge, and various forms of toxic contamination and environmental disasters. Readings are very broad, including work of sociologists, physicians, biologists, journalists, epidemiologists, activists, toxicologists, lawyers, and anthropologists. This course has a required service learning component. Enrollment limited to 19 first year students.

SOC 0300C. The Nature of Community.

What is community? How can it best be organized and developed? How can communities contribute to social justice? This course investigates such questions by examining the nature of community life, rights and responsibilities of individuals in relation to communities, approaches to community service, and the roles of leadership, ritual, and narrative in community building. Enrollment limited to 19 first year students.

SOC 0300D. Who Am I?.

A study of self in contemporary society. We examine the structural and situational forces that shape the self and their impact on personal development, orientations to the world, and interpersonal behavior; we investigate the development of the self as a way of being in the world that makes everyday doings and, ultimately society, possible. Enrollment limited to 19 first year students. Instructor permission required.

SOC 0300E. HIV/AIDS: Politics, Culture and Society.

The current HIV/AIDS crisis is not merely medical. It also involves fundamental political, social and economic issues. Through extensive readings, class discussions and the writing of research papers, we will explore issues such as, what are the sociological barriers to changing sexual behavior? Why do some government, but not others, fail to commit resources to fight the disease? How was improved access to expensive drugs achieved? Instructor permission required. Enrollment limited to 19 first year students.

SOC 0300F. Unequal From Birth: Child Health From a Social Perspective.

Why are the children of immigrants so healthy? How do experiences in families, schools, neighborhoods and the health care system produce unequal health? What are the consequences of health for the economic and social welfare of individuals and populations? We will read, discuss and evaluate social science evidence to understand how social and economic inequalities produce and result from health inequalities among youth. Attention will be given to both industrialized and developing societies, and to potential ways that social policies can equalize children's health. This course is designed for first-year students and should appeal to a variety of interests, including social justice, medicine, research and law. Enrollment limited to 19 first year students.

SOC 0300G. Populations in Danger.

Examines populations confronted with dangerous social, economic, political, or health crises. These include small Amazon farmers in situations of environmental degradation, Catholics and Protestants in Northern Ireland in economic and social conflict and under peace agreement, Israelis under threat of random attack with neighbors who demand Israel's extinction, Palestinians under Israeli occupation with a largely powerless and corrupt Palestinian Authority, South Africans under HIV/AIDS pandemic, and undocumented Dominican immigrants in Providence. The seminar will include readings on these populations in danger, lectures by internationally known experts, student presentations and class discussion, and three short essays. Enrollment limited to 19 first year students. Instructor permission required.

SOC 0300H. Organizations and Disasters: Living With the Reality of Really Big Mistakes.

This new first year seminar will introduce students to the amazing world of organizational failures and disasters. Recent disasters will be examined within frames provided by several leading organizational theories about how and why modern organizations are so frequently plagued by mistakes that wreak havoc on many constituencies: from customers, patients and employers to innocent bystanders. Among the disasters we will explore as examples will be the Deepwater Horizon Oil Spill, the Challenger Disaster, the 9/11 attacks, and misestimation of nuclear weapon devastation. We will consider Normal Accident Theory, High Reliability Theory, and the Normalization of Deviance. Enrollment limited to 19 first-year students.

SOC 0300I. From Macro to Micro: Experiencing Education (In)equality in and beyond Schools.

In American society a paradox exists: education is both a conduit of mobility and inequality. Schooling offers the potential for greater opportunities; yet the disparate nature of school-communities often compound disadvantages for others. In this course, we explore the complex "ecology" of educational inequality, from macro- to micro-dimensions, exploring economics, housing, intergroup dynamics, race and racism, gender and sexism, poverty and class, and other phenomena. It will provide students with a basis for understanding the relationship between education and society, and we will explore the intersectional ways that group distinctions, material and political realities impact people's lives.

SOC 0300J. Becoming Adults: Adolescent Transitions to Adulthood.

Adolescence and early adulthood is a critical period in our lives. During this time we experience a number of major life events that mark the transition into adult roles and relationships, and that are of major consequence for the rest of our lives. We leave school, start working, form romantic relationships, begin sexual activity, leave home, become financially independent, get married, and start having children. This seminar explores how adolescent transitions are studied, how they compare across different national contexts, and how individual, family, and community factors affect the type and timing of different transitions. Enrollment limited to 19 first year students.

SOC 0300K. Inequalities and Health.

We start from the assumption that the social organization of society shapes definitions and experiences of health and illness, the distribution of diseases, and the responses to them. We explore the relevance of social structure and social interaction to health and well-being, emphasizing socioeconomic status, race, ethnicity, gender, and social contexts such as relationships, families, schools, and neighborhoods. This is not a "sociology of medicine" course. It will not emphasize the profession of medicine, health care policy, or health care organizations. Enrollment limited to 19 first year students. Instructor permission required.

SOC 0300L. Environment and Society in Africa.

This seminar will actively examine contemporary environmental issues in Africa. The African setting is a key site for the world's environmental challenges and policies, with a large number of highly visible and valued flora, fauna, and ecosystems. At the same time, Africa nations are severely pressed with competing social issues: poverty, economic development, health, refugees. How can these be reconciled? What roles do the many actors play? This course is multidisciplinary in orientation and broad in scope geographically. Seminar discussion admits a variety of perspectives. Readings span a wide variety of approaches. Enrollment limited to 19 first year students. S/NC.

SOC 0300M. Deviance, Crime and Social Capital.

This course explores the reasons why society creates mandatory rules of behavior, the reasons why members of society sometimes break those rules, and the reasons why society responds to rule-breaking in the ways that it does. The course focuses, in particular, on the leading sociological and criminological explanations of deviance, crime, and social control. Rather than taking categories like “deviant” and “criminal” for granted, however, the course considers the ways in which society’s decisions about rule-making and enforcement may be every bit as consequential as individuals’ decisions about deviance and conformity.

SOC 0300N. Social Inequality: Change and Continuity in the U.S..

Although we like to believe the U.S. is the land of opportunity, it has lower equality of opportunity than most developed countries. What does inequality of opportunity in the U.S. look like and how has it changed or remained stable over the last several decades? We will examine theories, characteristics, and trends of socioeconomic inequality in the U.S., focusing on how this inequality shapes children’s life chances. In the process, this course will help us think about what an ideal level of equality of opportunity might look like and social changes that could help us achieve it.

SOC 0300P. Being Normal: The Politics of Fitting In and Standing Out.

What does it mean to be “normal,” and gets to decide what it means? This course explores how societies define normality and the consequences for those who don’t fit the mold. We will examine the concept of the mythical norm — an unspoken ideal that privileges certain identities while marginalizing others — and how social inequalities like gender, race, sexuality, and age shape experiences of fitting in and standing out. We will also consider how normality is constructed within institutions like families, schools, medicine, fashion, and social media. Get ready to question what you take for granted—being “normal” might not be as normal as it seems.

SOC 0300R. The Sociology of Race.

The course examines the main theories in the Sociology of race, racism and discrimination. It focuses on how race patterns the experiences of ethno-racial groups and simultaneously defines the contours of systemic racism and inequality. It teaches students how to lead and participate in critical discussions, collaborate on the analysis of data, write research-based policy proposals with a client orientation, and engage with current issues surrounding the sociology of race, discrimination and racism. While the focus is primarily sociological, the course takes a multivalent approach to examine how racial inequality persists in a presumably “post-racial” society.

SOC 0300T. Contrasting Societies: Democracy, Dictatorship, and Trump.

How do we explain the rise of Trump and what does it represent? Is it a moment of popular legitimation or a challenge to democracy’s development? To what extent is this turn something peculiar to the US? Does this resemble other transformations in the world? How do the last decades’ technological transformations shape conditions both for domination, and resistance, in these times? This sociology seminar depends on your reading course materials and developing their articulations with your own interests. Beyond each week’s preparation, you will be asked to write three 1500 word essays across the term that reflect that engagement.

SOC 0300W. Whiteness in the World.

Whiteness is a socially and historically constructed concept that is used to grant or deny privileges, opportunities and rights. This course gives students an opportunity for a comparative exploration of how whiteness is defined, structured and applied in different global contexts. Using materials from film, music, literature and scholarly texts, we will examine both the fluidity and rigidity of whiteness over time and across continents. By the end of the semester, students will have a thorough understanding of how societies have used and continue to use the status of whiteness to grant or withhold rights and resources.

SOC 0310. Theory and Practice of Engaged Scholarship.

Efforts are underway across college and university campuses—in the United States and globally—to increase opportunities for community-engaged teaching, learning, and research. What is engaged scholarship and how does it challenge (and/or complement) more traditional concepts of scholarship and disciplinary knowledge? What are the historical, practical, methodological, ethical, and other considerations associated with engaged scholarship? Through investigating these and other questions, students will emerge from this course with a critical understanding of engaged scholarship at Brown University and in the broader landscape of U.S. higher education. Students will be equipped to design a course of study that integrates community practice with academic knowledge throughout the remainder of their time at Brown and beyond. SOC 0310 fulfills a requirement for the Engaged Scholarship Certificate.

SOC 0315. International Migration.

This course introduces the research and policies related to international migration, a phenomenon involving the dynamic movement of people across borders. The class provides the theoretical and empirical tools required to understand immigration’s main theories and empirical debates. The course examines why people migrate and how and why immigrants settle where they do. Additionally, the class examines the structural forces influencing the experiences of immigrant groups in American society and the consequences of international migration for both immigrants and native-born citizens in the United States. Through readings, research, and discussions, students acquire skills needed to objectively analyze how immigration patterns people’s lives and simultaneously shapes the boundaries of inclusion and exclusion in society.

SOC 0320. Critical Communities, Critical Engagements.

This course offers an examination of community engagement and a deep dive into three social justice issues in Providence, RI through readings, case studies, participatory activities, and guest speakers (faculty and community practitioners whose work exemplifies key issues explored in the course). The Winter Break Providence program component will provide context and knowledge for the course. Upon returning from Winter Break Providence, students will attend a series of seminar meetings in continuation of the course, and prepare for a final presentation of learning at the end of the spring semester.

SOC 0400. Deviance, Crime and Social Control.

This course explores the reasons why society creates mandatory rules of behavior, the reasons why members of society sometimes break those rules, and the reasons why society responds to rule-breaking in the ways that it does. We focus on leading sociological, criminological explanations of deviance, crime and social control. Enrollment limited to 100.

SOC 1001. Foundations of Development (IAPA 1001)..

Interested students must register for IAPA 1001.

SOC 1010. Classical Sociological Theory.

How is modern society organized? What holds society together and what drives social change? Why is there such a large gap between the “modern” ideal of formal equality and the reality of factual inequality? Why do differences of class, race and gender persist? What is power and who has it? These questions have motivated generations of sociologists, but many of the arguments continue to be informed by the foundational classical theorists: Karl Marx, Max Weber, Emile Durkheim and W.E.B Du Bois. Looking at the transformations around them — the rise of capitalism, the modern nation-state, rational bureaucracy, the spread of colonialism, the decline of religion, struggles for emancipation and much more — they developed arguments that allow us to better understand ourselves, our actions, and the contemporary political, economic and social transformations around us. We explore the defining contributions of these theorists and link them to current debates and theories on systemic racism, gender/sex struggles, global inequalities, social movements and democracy.

SOC 1020. Methods of Social Research.

This course aims to impart a critical perspective of, and an empirical familiarity with, the range of methods available to sociological researchers to answer interesting, important, and complex social research questions. It introduces students to the frameworks and methods of conducting sociological research -- from both a qualitative and quantitative perspective. We will examine broadly defined methodological approaches to doing sociology such as survey research, ethnography and interviews, and historical/comparative studies. These methodological approaches correspond to distinct conceptualizations of social life and the science dedicated to studying it. Over the course of the semester, students will focus on developing a fully feasible research proposal.

SOC 1040. World Population Problems.

This is an introductory course to the study of human population. The objective is to investigate population-related issues, including population history, growth, fertility, mortality, aging, family structure, race/ethnicity, migration, and environment in the United States and around the world. The course focuses on changes in the population processes and how such changes shape the compositions and structures of the U.S. and world populations. We learn demographic methods, seek to understand demographic behaviors, and pay special attention to the population divide between more and less developed countries.

SOC 1050. Methods of Research in Organizations.

An introduction to the various methods used by social scientists to study organizations and to the skills needed by managers and administrators to soundly evaluate problems and assess performance within organizations. Explores both qualitative and quantitative methods. Students gain experience in developing research questions and linking those questions to appropriate research designs. Enrollment limited to 60.

SOC 1060. Leadership in Organizations.

What is leadership? What makes a great leader? Can leadership be learned? Improved? This course explores various theoretical approaches to leadership using a combination of lectures and case-study analysis. Additionally, it aims at developing your personal leadership skills by using self-exploration and reflection, self-assessment instruments, role-play, and feedback from peers.

SOC 1070. Introduction to Economic Sociology.

Money makes the world go round. Money talks. Show me the money. This course addresses the ways money pervades social life. We examine money through multiple disciplines, from politics, history and finance, to gender, religion, and art. Relevant to concentrators in any of those fields, while also offering a critical perspective particular to sociology.

SOC 1080. Groups in Organizations.

Teamwork has become increasingly popular in organizations. Whether structured into the organizational makeup, or temporarily established around specific projects, teams are a critical competency of organizations. They are considered an effective performance unit, and expected to efficiently cope with the fast changes and demands of today's corporate environment. However, deriving the full benefits from teamwork requires correct management of its processes and dynamics. This course dwells on selected issues in team development, internal processes, and members' behavior, as well as management skills needed to effectively lead teams; therefore it can benefit anyone who works in a group, whether as a student or in the business world. Enrollment limited to 35.

SOC 1100. Introductory Statistics for Social Research.

Introduction to descriptive and inferential statistics: measures of central tendencies and variability, sampling, tests of significance, correlation, and regression. Also includes the use of computers in data analysis. Knowledge of elementary algebra is assumed. Enrollment is limited to 144 students.

SOC 1114. Law and Society.

A broad exploration of contemporary social-science scholarship on law and legal institutions, covering competing theoretical perspectives and drawing examples from diverse empirical settings. Lectures and discussions survey different ways in which social scientists study legal life, seeking contrasts and commonalities across the various perspectives. Coverage includes: Social-psychological models of rule-following and rule-breaking; social-structural linkages between law and the economy, stratification, and politics; and the dynamic relationship between law and social change--including the role of lawyers, judges and juries in giving law "independent causal significance." Strongly recommended: previous coursework in the social sciences.

SOC 1115. The Enlightened Entrepreneur: Changemakers, Inspired Protagonists and Unreasonable People.

This course explores the practices of enlightened entrepreneurs, with the intention of moving beyond the limiting social/commercial dichotomy to develop a more useful paradigm for understanding entrepreneurs whose ventures lead to positive developments in society and in the environment. You will be exploring the success stories and cautionary tales of entrepreneurs to develop an understanding of how ventures can have an impact on their fields of engagement as well as their fields of influence. Afterwards you will develop an assessment tool for understanding the spectrum of entrepreneurs whose ventures lead to positive developments in society and in the environment.

SOC 1116. Criminal Courts and the Law in an Era of Mass Incarceration.

This course provides a comprehensive introduction to America's criminal court system and all its institutional stakeholders. We will examine America's criminal court system from myriad of different perspectives: courts as organizations, courts as social arrangements of professionals, courts as providers of social services and courts as consumer institutions -- providing the experience of justice to victims, witnesses, defendants and jurors. We will focus on state courts as well as the federal system.

SOC 1117. Focus Groups for Market and Social Research.

This course introduces students to a range of qualitative research methods commonly used in market and social science research. It is designed to provide students with a skill set that will allow them to conduct and design market and social research that gets below the surface of the traditional survey. Focus groups, ethnographic observation and user-centered research are widely used in product design, communications, marketing and entrepreneurship research. Students will learn and practice all of the methods introduced in the course by conducting a semester-long research project, will gain insight into which methods are most appropriate for particular research needs.

SOC 1118. Context Research for Innovation.

This course brings design thinking into conversation with qualitative research methods, examining the elements of a comprehensive perspective of context. It introduces students to design research methods, ethnographic research methods, and how they work together. Students will learn how to use these methods to identify and engage in "deep hanging out" with the problem, gap or inefficiency in question. They will then move on to patient contextualized opportunity identification for meaningful innovation. By the end of the course, students will have developed a process for effective, through innovation context analysis. Relevant for designers of products, services, organizations, and experience.

SOC 1119. Understanding the Arab Spring: Sociology of the Middle East.

What explains the continuous mass uprisings in different parts of the Middle East since the beginning of 2011? Have they been successful in transforming power structures? Or already been co-opt by the legacies of the older regimes? This class probes the "Arab Spring" comparatively and sociologically from a historical perspective. It is sociological, it assumes a strong relationship between different forms of exclusions (on the basis of religion, ethnicity, gender and class) and the uprisings. It is historical because it explores these exclusions through a close analysis of the historical particularities of nation-state formation in the region.

SOC 1120. Market and Social Surveys.

This course covers the theory and practice of survey research. Topics include questionnaire design and formatting; sample design and selection; interviewing techniques; data base design and data entry; and elementary data analysis and report production. Students will design, construct, administer, and analyze a survey for a Brown community partner.

SOC 1121. Creative Companies: Entrepreneurship, Markets, and the Culture Industry.

Firms in creative industries influence many physical and psychological aspects of our lives, from what we eat and wear to how we entertain ourselves, but markets for cultural goods are complex and difficult to navigate. Entrepreneurs must, therefore, understand the economic sociology of cultural market and ecosystem in order to capture economic value, a process that recursively relates to cultural norms. Students will analyze business cases of firms in a wide range of creative industries such as art, fashion, film, food, music, publishing, and theater to explore and understand the economic, organizational, and sociological underpinnings of culture, value(s), and markets.

SOC 1128. Migrants, Refugees and the Mediterranean.

The Mediterranean Sea is one of the deadliest bodies of water on the planet to cross. It is also one of the most frequently crossed for migrants and refugees. This course examines the history, the origins, the destinations, and the definitions of human population flows across the Mediterranean. We will explore push and pull factors as well as sending and host country classifications of people as they cross from one side to the other. We will focus in particular on the tensions between sending and host countries from individual, societal and institutional levels.

SOC 1130. Race, Migration and the American Color Line.

This course focuses on the sociology of race relations and migration, utilizing a historical and contemporary perspective to explore patterns of inequality in the US. We start by examining the meaning of ethno-racial formation and categorization. The course then looks at how individuals and groups navigate the institutional arrangements that generate and perpetuate inequality. Finally, the course examines how immigration and demographic shifts influence the American color line. Throughout the course, we discuss the experiences of different ethnic and racial minorities and engage the central debates related to the study of migration, race and ethnic relations.

SOC 1155. Borderlands.

This course explores the creation and maintenance of international borders and the communities that develop in response to them. We will examine a particular collection of borders and borderlands that includes a range of structural, managerial, and geographical variation. Through a combination of scholarly texts, ethnographic accounts, films, and research on GOs and NGOs, we will study legal and illegal crossings, border communities, and border patrol organizations that seek to protect the integrity of national boundaries. (Note: While the case study texts focus on the Mediterranean/Middle East, students will be required to investigate and share research on other areas of the world.) By the end of this course, you will have a comprehensive understanding of how international borders are created, how they are maintained, and how people and organizations navigate them. While the majority of this course will be conducted on campus, it includes one-week, embedded travel to Istanbul during spring break (March 23 - March 31, 2024).

SOC 1220. Future of Work.

The Future of Work refers to technological advances in brain science, AI, blockchain, machine and deep learning that have the potential to substantially change our work experiences, organizations and society. These changes can bring many positive benefits and also raise ethical concerns when technology is used to predict human behavior, replace employees, create a contingent/low-wage workforce, or drive autonomous vehicles. This class will examine how the world of work is changing, how these changes relate to organizations and entrepreneurship, and what skills are necessary to shape the Future of Work in ways that are sustainable, ethical and inclusive.

SOC 1230. What Do Schools Do? Education and Inequality.

Education is an important institution in modern societies. Schools influence all of our lives from an early age. Schools are the largest employer in many communities and are widely considered the major force for social equality. What does this mean for society? What do schools do? Why do some students learn more than others? How do schools reduce or reproduce social inequality? How do schools influence society and how does society shape schools? We will consider these and other related questions in this course.

SOC 1240. Human Sexuality in a Social Context.

How do we come to know ourselves as sexual beings? How do individuals develop attractions, make sexual choices, define and enact their own sexuality? What is social about sexuality, and how do institutions and organizations influence understandings of human sexuality over time? This course investigates these questions by examining the processes through which the human body is sexed, from without, by the society into which it is born, and from within, through self-definition, desire, and practice. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Not open to first year students.

SOC 1250. Perceptions of Mental Illness.

This interdisciplinary course centers on the need to understand mental illness in a broad social context. It covers personal experience of mental illness, history of psychiatric concepts and treatment, politics of diagnosis, mental health policy and deinstitutionalization, public attitudes toward mental illness, social factors and epidemiology of mental illness, and links between mental illness and creativity. There is much attention to artistic perceptions of mental illness through fiction, memoirs, drama, music, and art.

SOC 1260. Market Research in Public and Private Sectors.

Introduction to data and research methods for private and public sector organizations. Data used in market research include trends in the population of consumers, economic trends, trends within sectors and industries, analyses of product sales and services, and specific studies of products, promotional efforts, and consumer reactions. Emphasizes the use of demographic, GIS, and other available data.

SOC 1270. Race, Class, and Ethnicity in the Modern World.

Applies sociological analysis to understand present and historical cases of ethnic and race relations and conflicts. Topics addressed are the social construction of race and ethnicity; historical processes of racialization; ethnic conflict and the nation state; and the linkages between race, class, and social mobility. Focuses on racial and ethnic relations in the U.S., but also has a strong international comparative component.

SOC 1281. Migration in the Americas.

Examines historical trends and determinants of migration from Latin America to the United States. Each stage of the migration process is examined: the decision to migrate, getting across international borders, settlement and integration in destinations, and return to places of origin. The course integrates theories and empirical studies of international migration with hands-on analysis of survey data from the Mexican and Latin American Migration Projects, the two largest survey databases for studying migration in the Americas. Students will learn how to formulate and operationalize research hypotheses, read, process, and analyze survey data files, and present and interpret research results.

SOC 1310. Social Change in Latin America.

Analyzes the development of modern Latin American societies, focusing on three interrelated processes: the formation of states, the formation of nations, and the formation of socioeconomic systems. The approach is macrosociological, looking at broad processes of structural and institutional change, and historical-comparative, analyzing and comparing how the three processes above developed historically in different Latin American countries.

SOC 1311. Micro-Organizational Theory: Social Behavior in Organizations.

Micro-Organizational Theory focuses on the human dynamics of organizations as natural systems. It examines how individual attitudes, actions, and interactions make a difference for organizational processes and outcomes. This focus is contrasted with more macro-level approaches, which take the organization (instead of the individual) as the primary unit of analysis. For example, studies of organizations from an economic perspective are typically concerned with the performance of the organization relative to its competitors. Studies of organizations from a macro-sociological focus are typically concerned with an organization's routines and structures, contextualized by the broader environment. SOC 1311 takes a more micro and meso perspective that asks questions such as, "why do individuals in organization behave the way they do, how does this affect the organizations of which they are a part and how, in turn, are individuals affected by their organizations?"

SOC 1315. Macro-Organizational Theory: Organizations in Social Context.

Macro-Organizational Theory focuses on the organization and its social/economic environment. This class will explore various definitions of the organization's environment, and the many types of macro-level organizational structures in which sets of organizations interact, function, compete, and cooperate. Important questions to be asked include the following:

-What is an organizational environment and how do organizations "deal" with what is outside of their boundaries?

-How are the boundaries of organizations defined/recognized/function?

-How do environments influence organizational strategy and performance?

-What are the major theories for assessing macro-level organizational phenomena?

-What are the many ways in which organizations relate to other organizations?

SOC 1320. Progressive and Regressive Welfare States.

An introduction to the philosophical justifications, history, and contemporary reality of welfare states and social programs around the world. The course focuses especially on the United States in contemporary perspective, examining the turning points in American political development and identifying consequences of policy for social stratification, racism and race relations, intergenerational transmission of wealth, and the capacity of local governments.

SOC 1330. Remaking the City.

Cities are being reshaped by immigration, economic restructuring, and other forces. This course reviews these changes from several perspectives, including the patterns and causes of change, the role of politics and public policy, and how different groups of people (by class, race, and national origin) manage under the new conditions. Readings will emphasize historical and cross-national comparisons.

SOC 1340. Principles and Methods of Geographic Information Systems.

An introduction to the fundamental principles and methods of geographic information systems (GIS). Topics include (a) handling different types of geographic datasets, (b) geo-analytical and modeling tools in GIS, (c) conceptual and theoretical aspects of GIS application development, and (d) errors and uncertainty analysis of GIS applications. Laboratory assignments and the project work provide hands on experiences in GIS. Enrollment limited to 42 juniors and seniors.

SOC 1340A. Principles and Methods of Geographic Information Systems (PSTC 1340).

Interested students must register for PSTC 1340

SOC 1352. Employment and Labor in the New Economy.

This class will introduce students to classical and contemporary theories pertaining to work, employment, and labor markets. Readings and class discussions will specifically focus on individuals' careers and employment processes within organizations. The course will examine: (1) the sociology of labor markets, (2) employment and careers in the new economy and (3) job search, networks, and hiring decisions. Students will develop knowledge of these key theories, which will be applied in high-profile organizational settings.

SOC 1400. Political Sociology.

Analyzes "American Exceptionalism" through constitutional and cultural controversies. Considers relations between the state and such institutions as the market, the family, associations and churches. Examines the effects of class, race, ethnicity, and gender on American politics.

SOC 1410. Aging and the Quality of Life.

Provides a broad-based knowledge of the aging process and its impact on the quality of life of elders. Explores physical, psychological, social, cultural factors. Assesses different approaches to meeting needs of elders and providing high quality care and examines consequences of an aging population for social institutions. Prerequisites: SOC 0010 or 0020 and PHP 0070 or 0310, or permission of the instructor.

SOC 1420. Violence and Society.

The course focuses on the personal and structural sources and consequences of violence in the U.S. We investigate three levels of violence: interpersonal; institutional, wherein social institutions do violence to individuals or groups; and structural, examining the structures of society that tolerate or promote violence, both within the society and toward other societies. Next, we examine the culture of violence that permeates our society, including the mass media and violence. WE focus on specific forms of violence in our society, including gang violence, bullying, violence within schools, sex trafficking, war, religious violence, and terrorism.

SOC 1430. Social Structure and Personal Development.

The relationship between one's place in the social structure and one's own personal growth. Investigates the social aspects of individual growth and change throughout the life course. Also examines social factors involved in the failure to find a meaningful place for oneself in society.

SOC 1440. Intimate Violence.

Explores sociological perspectives of violence in intimate relationships. Begins with theories of violence, including social learning theory, the frustration-aggression hypothesis, and violence as catharsis. Examines the contributions of gender, race status, media violence, and pornography to the issue. Investigates specific forms of intimate violence: sexual aggression (including "acquaintance rape"), partner abuse, elderly abuse, and child abuse. Not open to first year students.

SOC 1450. Unstable Times: Migration, Identity and Societal Integration.

This course focuses on the changing experience of immigrants in American society. It builds on the premise that periods of social transformation are central to understanding the process of integration of people moving across borders and settling in particular locales. The course engages theories of immigrant incorporation to examine processes of identity formation and societal integration. The course also considers how immigrant integration is a major force reshaping social and political ideologies as well as how new patterns of exclusion emerge as immigrants confront the denial of resources, opportunities and access to citizenship.

SOC 1480. What's Wrong with Empowerment: Critical perspectives on Development.

Women's "empowerment" is a means and ends to international development. From microfinance self-help groups that foster women's businesses, to corporate social responsibility projects that promote girls' education, to campaigns against domestic violence, developmental initiatives target women. These projects are motivated by the commonsense understanding that focusing on women will not only make women better off, but also their families, neighborhoods, and the entire nation. This course analyzes the evolution and effects of women as a global solution to poverty. How did women become the targets of development? Are women empowered by development schemes we find today in their names?

SOC 1490. Power, Knowledge and Justice in Global Social Change.

How bad is climate change, and how much worse it will get? How are global inequalities' changing? What are their consequences? How is white supremacy implicated here? What is our responsibility in analyzing/engaging these questions? You have at least an implicit response to these questions and others addressing global transformations. This course will help refine your understandings by inviting you to consider the actors, structures, norms and powers shaping how change works and why we judge its expressions as we do. Across multiple areas of global change, we compare conceptions of power and justice in their various articulations.

SOC 1540. Human Needs and Social Services.

The development of human services and a broad range of social welfare purposes are studied, including health and nutrition programs, job development, youth empowerment, and family, workforce, and educational policies. The role of nonprofit and nongovernmental organizations receives particular attention, and alternative models of human services are discussed. This semester will focus particularly on the impact of community-based programs, featuring case studies from projects funded through the course, "Investing in Social Change," in Fall 2010. The emphasis will be on different means and measures for evaluating impact and demonstrating sustainability and accountability. Instructor permission required.

SOC 1550. Sociology of Medicine.

The aim of this course is to give conceptual framework and some analytic tools to examine the context of health, illness and well-being at the micro, meso and macro levels. The focus of our attention will be on health inequalities: how they are produced, their relationships with socioeconomic status, and how to minimize their effects. Special attention will be given to the phenomenon of medicalization, to the ways in which a diagnosis is socially constructed, issues of social justice and equity, and the implications of biotechnological innovation and the rise of health and wellness-oriented culture.

SOC 1600. Comparative Development.

An exploration of the economic, political, and social changes that constitute development. Both the historical experience of Europe and the contemporary Third World are considered. Major processes examined include state and nation-building, agricultural modernization, colonialism, industrialization, revolution and socialism, authoritarianism and democracy, and socioeconomic distribution. Emphasis on the countries of Africa, Asia, and Latin America.

SOC 1620. Globalization and Social Conflict.

Examines the effect globalization is having on the economies and societies of the developed and developing world. Focuses in particular on how new forms of global production and networking are transforming the traditional role of the nation-state, creating new dynamics of wealth distribution, and generating new sources of social conflict and political contestation, including transnational social movements.

SOC 1630. Transnational Social Movements and the Environment.

Globalization presents distinct environmental challenges and alters the terrain upon which social movements mobilize and engage for change. How can we understand the relationships between globalization, the environment and society? In what ways is inequality being shaped in this context? How do social movements and advocacy networks engage transnationally to find leverage? Through readings, writing, film, multimedia projects, and engagement with case studies and social theory, this course explores how social movements and advocacy networks mobilize transnationally to achieve environmental justice and sustainability.

SOC 1640. Social Exclusion.

Why are some groups rejected and others accepted? This course examines the mechanisms of belonging and ostracism, social integration and exclusion, theories of diversity and hierarchy, and policies to reduce exclusion and inequality.

SOC 1650. Unequal Societies.

This course compares nation-states in terms of various forms of inequality and assesses theories explaining international inequalities. It examines why poverty, income inequality, and poor health are greater in the United States than in comparably affluent countries, why intergenerational mobility varies, and why some societies treat women more equally or are more accepting of immigrants and cultural minorities than others. It asks whether the high standard of living in the Global North comes at the expense of the Global South. What holds unequal societies together and pulls them apart? Can inequalities be reduced?

SOC 1702J. The (Racial) Politics of National Culture (IAPA 1702J).

Interested students must register for IAPA 1702J.

SOC 1830. Mattering and Dysfunctional Behavior in Adolescence.

No description available.

SOC 1840. Mattering and Dysfunctional Behavior in Adolescence.

No description available.

SOC 1870A. Investing in Social Change.

Philanthropy -- "giving away money" -- sounds attractive and simple. But the very acts of contributing and receiving resources affect dynamics and relationships among all involved. We explore philanthropic strategies, social change, the sociological dimensions of philanthropy in historic and current practice. Students engage in teams to investigate a particular community concern, design an investment strategy, recommend the investment of grant dollars. Instructor permission required. Course enrollment is by application only. Applications can be found at swearercenter.brown.edu shortly before the start of class. Students who pre-register must still be selected through the application process and attend the first class meeting. Enrollment limited to 18.

SOC 1870B. Seminar in Contemporary Political Sociology.

Explores how political power in society is structured from above and challenged from below. Using contemporary theory and comparative-historical analysis, this seminar critically addresses the power of the modern state, the politics of social class, the character of social movements, and the causes of social revolution. No formal prerequisites. Previous coursework in the social sciences is recommended. Enrollment limited to 20. Not open to first year students.

SOC 1870C. African Development and Demography.

Focuses on the relationship between socioeconomic developments in Africa and their demographic transitions. Particular emphasis will be placed on cultural issues in the analysis of population changes (mortality, morbidity, migration, family, and fertility) in the contexts of economic growth and dependency. Theories of development will be evaluated in the context of African demography; African population patterns will be assessed in their developmental diversity.

SOC 1870D. Aging and Social Policy.

This seminar examines the policy challenges of Americas aging population, centering on two major themes. The first has to do with the impact of the elderly on society and societal institutions. The second theme concerns alternate models for health and social service provision. We will explore the process of policy formation, focusing on the social and political construction of the problems of aging. Enrollment limited to 20.

SOC 1870E. Alternatives to Violence.

We examine nonviolence as a method for resolving serious social conflict. We consider psychological and sociological approaches to understanding why people choose violence, as a precursor to studying theories of nonviolence. We investigate practitioners of nonviolence throughout history and analyze nonviolence as a response to such issues as the death penalty, war, and terrorism.

SOC 1870G. Capitalism, Democracy, and Social Welfare.

This seminar for advanced undergraduate and graduate students explores long-term developments in modern societies. Empirical comparative historical analysis and theoretical assessments of causation, inevitability, and alternative possibilities will be complemented by normative reflections.

SOC 1870H. Comparative Chinese Family Studies.

Explores central issues in the social research of the Chinese family in both historical and contemporary contexts, with primary emphasis given to the latter and the family systems in China and in Taiwan. Two questions frame the course: "What is going on in Chinese families?" and "Why?"

SOC 1870I. Contested Environmental Illness-Research Seminar.

Examines "contested illnesses," focusing on environmental factors in Gulf War illnesses, asthma, breast cancer and other diseases. Students conduct interviews and do field work and document analysis to study lay, scientific, and governmental perspectives. Examines how these disputes can lead to progress in disease detection and etiology, and in the development of less toxic products.

SOC 1870K. Demographics and Development.

Assesses the social and economic determinants and consequences of changes in fertility, mortality, and migration and their impact on the size, distribution, and composition of population in developing societies. Implications of the evolving population structure for planning and policy. Enrollment limited to 20.

SOC 1870L. The Economic Foundations of Everyday Life.

Critically examines the relationship between markets and individual, inter-personal, and community level social phenomena. Aims to help students develop knowledge and skills to understand markets as social institutions, evaluate them through different theoretical lenses, analyze their impacts on social life. Students also learn the skills of critical analysis and argumentation needed to form thoughtful opinion, take a critical position, make a decision about important economic and social issues. Thus, students gain expertise as informed actors and advocates in the social and economic system. Prerequisite: SOC 1010, equivalent, or permission of the instructor. Enrollment to 20.

SOC 1870M. Entrepreneurship and Good Work: Engineering Dreams.

In this course, students examine the concepts of creation, organization, promotion, management and risk of ownership, to wit: entrepreneurship. This is done in the context of "good work". Using a combination of relevant case studies, readings, guest lectures and discussion, each participant builds a theory and framework to explore what defines innovative and meaningful engagement during one's working years.

SOC 1870N. Environmental Sociology.

Since its formal inception in the late-1970s, environmental sociology has developed as a highly interdisciplinary field that simultaneously confronts core sociological questions and challenges. This seminar provides students with a selective overview of major approaches, debates, and interdisciplinary cross-currents shaping the field of environmental sociology. The general goal of the course is to deepen collective understanding of the dynamic interrelationships shaping human societies and the natural environment. To do so, we will consider how sociologists and others have conceptualized society-environment relations and critically assess the various approaches developed to examine those relations, their causes, and outcomes.

SOC 1870O. Ethnic Entrepreneurship.

This course focuses on the dynamics of urban labor markets in Latin America. In spite of rapid industrialization, large numbers of people in Latin American cities depend on the informal economy for their livelihood. The course begins with a review of the different theoretical approaches to the urban labor markets and the informal economy in Latin America. It then focuses on the relationship between industrialization and urbanization in the region, the economic and social linkages of the informal economy, and the household strategies of labor market insertion. Enrollment limited to 20.

SOC 1870P. Explaining China's Rise: Development and Accumulation in Contemporary China.

Few questions pose more significance to scholars and policymakers than the "rise of China". As scholars grapple with explaining China's rise, they also provide tantalizing previews of the future of Chinese growth, by extension, the future of global economy. This course explores the character, conditions, consequences of the rapid Chinese economic growth that many have termed "capitalism with Chinese characteristics". 3 paradigms for explaining growth: a state-centered approach, a market-oriented approach, Marxist, accumulation-centered approach. 3 parts, each examining a separate paradigm of development, providing case studies this paradigm explains growth in specific industries and sectors of the Chinese economy.

SOC 1870R. Groups in Organizations.

Groups are the core social unit of organizations. This class examines the unique processes that make groups more than just the sum of their individual members, as well as the impact of groups on organizations, and the ways in which groups are constrained and influenced by organizational context. Enrollment limited to 20.

SOC 1870S. Sociology of Gender.

Gender is among the most prominent organizing principles in our society. From the day they are born—and even earlier as the result of reproductive technologies—on through to the day they die, individuals are gendered. Instead of understanding gender as a set of behaviors derived from innate, fixed biological differences between men and women, this course analyzes gender as a social arrangement shaped by social actors, organizations, and institutions. Drawing from social science research, the course analyzes everyday interactions of intimacy, language, and identity issues, as well as macro structures like the economy, religion, and education, to understand how they affect notions of gender. The course sustains an analysis of sexuality because ideas of femininity and masculinity are constructed around notions of "appropriate" sexual conduct and relations. Although this course focuses on everyday life in this country, the class will explore the production and institutionalization of gender relations in historical moments and spaces beyond the U.S. Enrollment limited to 20 juniors and seniors.

SOC 1870T. Health Professions and Organizations.

An in-depth study of the social history of the professions and institutions of medicine. Primary emphasis will be on the U.S., but some comparative reading will be done as well. Theories of social change will be applied to the medical profession, and organizational processes of change will be used to explain current developments in managed care organizations and in the use of strategic alliances in health care delivery.

SOC 1870U. Household and Families.

Examination of sociological, economic, anthropological, and historical research on the impact of change on family structure and the effect of family processes on demographic behavior. Trends considered include the rise of one-person households and one parent families.

SOC 1870V. Households, Work, and Gender.

Household membership typically entails coordinated behavior. We discuss the organization of work and its gendered dimensions. We explore the determinants and consequences of existing divisions of labor drawing on readings from multiple disciplines. The approach is sociological and comparative. Considerable time devoted to less developed settings. Seminar format. Individual research encouraged. Enrollment limited to 20.

SOC 1871A. Sociological Perspectives on Mexico - United States Migration.

This course examines the economic and social determinants of migration, and the consequences of migration for migrant families and communities. Each stage of the migration process is examined: the decision to migrate, getting across the border, adaptation and settlement in the U.S., return migration, and the impact of migration on origin communities.

SOC 1871B. Sociological Perspectives on Poverty.

Examines the personal experiences of socioeconomic status, with focus on the lower tiers of the hierarchy. We distinguish three levels of poverty: the working poor, marginal workers, and the underclass. Analysis will make use of issues of gender and family, race and ethnicity, and urban and rural settings. We investigate sociological perspectives on the problem of homelessness. Enrollment limited to 20.

SOC 1871C. Sociology of the Legal Profession.

This seminar explores the structure and functioning of the legal profession, with a particular focus on the role of lawyers in contemporary America. The approach is broadly sociological, emphasizing that lawyering, like all professional work, reflects the social dynamics of both the profession itself and the larger society in which the profession is embedded. Topics and materials focus on general social processes, not on the mechanics of getting into law school, choosing a practice area, or succeeding as a practitioner. Through readings and field observations, coupled with weekly discussions and e-mail dialogues, the seminar invites students to refine and extend their thinking on a series of important and controversial topics, including legal education, client relations, professional ethics, inter-professional competition and intra-professional stratification. Prerequisites: familiarity with other areas of sociology or law is helpful, but not essential; previous coursework in the social sciences is strongly recommended.

SOC 1871D. Sophomore Seminar in Sociology of Development.

This seminar provides an introduction to the study of development. It looks at the diversity of understandings of the concept of development as well as its practical importance in the world. Students will read texts that present pressing questions and issues concerning development practices, policies, and theories. Efforts to connect broad theoretical debates to understanding contemporary problems will be encouraged. Enrollment limited to 20 sophomores.

SOC 1871E. Theory and Methods in Historical Sociology.

An examination of work at the intersection of sociology and history. Explores the different theoretical traditions that guide the sociological analysis of history, the diverse approaches to conceptualization and comparison used in the investigation of large - scale structures, and the various methodological techniques that are available for generating valid explanations of historical patterns of change. Prerequisites: some background in sociology or history.

SOC 1871F. The Sociology of Labor Markets.

An introduction to the fundamental principles and methods of geographic information systems (GIS). Topics include (a) handling different types of geographic datasets, (b) geo-analytical and modeling tools in GIS, (c) conceptual and theoretical aspects of GIS application development, and (d) errors and uncertainty analysis of GIS applications. Laboratory assignments and the project work provide hands on experiences in GIS. Enrollment limited to 15 juniors and seniors. Instructor permission required.

SOC 1871G. Social Goals, Motivation and Behavior in Organizations.

Social goals such as status, reciprocity, and group solidarity take into consideration not only our individual needs, but also the social context. In this course we will learn about these three social goals, various types of organizational motivation, and the role the social goals may play in influencing people's behavior when they work in groups.

SOC 1871H. Social Perspectives on HIV/AIDS.

This seminar will build upon your understanding of the perspectives and research methods used in sociology through studying the vulnerabilities for HIV infection and the social consequences of the epidemic in east and southern Africa. The course relies heavily on student participation, which will include leading class discussions, making formal presentations, and contributing to class discussions. The readings have been chosen to frame our discussion and to fuel debate; therefore, all readings should be completed before the class for which they are assigned. It is helpful if you have had previous coursework in sociology; however, the course is open to all students interested in the topic.

SOC 1871I. Advanced Geographic Information Systems.

Advanced GIS will explore students in the social sciences to the tools of spatial analysis. Students will explore both the theoretical foundation for different types of spatial analysis as well the practical implementation of spatial analysis as presented in various software packages.

SOC 1871J. Ethics, Justice, and Transformations in Engaged Scholarship.

We seek to refine our understandings of the variations in engaged scholarship's ethics, conceptions of justice, and practices of transformation. In this seminar we shall work with a variety of experienced scholars and practitioners to identify best practices, recognize recurring and distinctive challenges, and to identify the conditions of consequential transformations that emerge from such engaged scholarship.

SOC 1871K. Nanotechnology and Organizations.

In recent years, nanotechnology has attracted enormous interests from a variety of organizations. This course examines how different organizations - public, private and non-profit - promote and shape the development of nanotechnology. To help students understand the emergence of this new high-tech science, this course also introduces theories and empirical studies in the literature of organizational studies.

SOC 1871L. Migration, Displacement and Emerging Community Experiences: Contemporary Turkey.

This course explores Anatolia as a dynamic territory of transit, through a critical lens. We will study communities that have been formed through internal and international migration, displacement, and Otherness that forces people to organize along identity lines, resulting in emerging diverse communities within Turkey. We will look briefly at Anatolia's past and focus primarily on contemporary Turkey. We will compare the reality of the population with the rhetoric and performance of ruling powers pertaining to indigenous status and belonging. Students will leave this course with a comprehensive understanding of population and identity formation in contemporary Turkey as they relate to migration and displacement.

SOC 1871M. Theories of the Third Sector and Civil Society.

Third Sector- consisting of non-government, nonprofit, social movements organizations-- is an increasingly important segment of societies worldwide. This seminar will train students to critically apply organizational theory to evaluate the contributions, opportunities and challenges of this sector. We will probe critical third sector issues, including: impact, accountability, and sustainability of sector activities; common issues in the sector such as legitimacy and co-optation; the dynamics of government collaboration; and what constitutes social justice in the distribution of the sector's resources. Prerequisite: at least one course in Sociology. Enrollment preference given to Sociology and BEO concentrators.

SOC 1871N. Military Health: The Quest for Healthy Violence.

As an institution, the military trains individuals to conduct violence while remaining, at least ideally, healthy. From the standpoint of the organization, the successful soldier is someone who is good at violence at the same time that he or she is mentally and physically fit. Enrollment limited to 20.

SOC 1871O. Law, Innovation and Entrepreneurship.

This seminar explores the relationship between law and organizational change, with particular attention to the emergence of new technologies, new enterprises, and new fields. Topics focus on underlying sociological processes, not on technical or practical details of particular legal or industrial settings. The seminar is aimed at advanced students who are familiar with organizational sociology; familiarity with law is helpful, but not essential. Through shared and individual readings, weekly discussions, and e-mail dialogs, this course helps students to refine and extend their thinking on important and controversial topics at the intersection of contemporary organizational and socio-legal studies.

SOC 1871P. Field Methods in Development Research.

An introduction to the various techniques of field methods in development research, with a focus on qualitative and field methods.

SOC 1871Q. Sociology of Culture.

This upper level seminar reviews classic and contemporary approaches to the sociology of culture, with special attention to the cultural sociology, relational sociology, and questions of political culture.

SOC 1871R. Knowledge Networks and Global Transformation.

How do refined knowledge and the social relations that organize and distribute it influence changes in the institutions, inequalities and cultural systems and practices that define particular world regions and global formations? And how do global transformations influence the trajectories of knowledge production themselves? We will examine particular knowledge-identified agents, including universities, research institutes, think tanks, and professional associations, to consider why they approach global transformations in the way that they do. And we will consider how particular kinds of global transformations, from the end of the cold war and the transformation of information/communication technology to the last financial crisis, affect knowledge production itself. By exploring intersections between global complexity and reflexivity in this fashion, we hope to increase our own capacities for seeing the world not only as it is, but how knowledge might be used in making better alternatives for the future. Enrollment limited to 20 juniors and seniors.

SOC 1871S. Legacies of Inequality: The U.S. and Beyond.

Does education equalize or widen gaps between people and nations? Has mass imprisonment reduced crime or exacerbated U.S. racial inequality? Does biology determine destiny, or is society more fluid? This course introduces theory and research on social inequality, emphasizing temporal dimensions of social differentiation. Attention will be paid to the characteristics we are given (race, sex), those we achieve (education, income), and institutions and policies we encounter throughout the life cycle (schools, the justice system). By understanding the complexities of social inequality and the challenges of devising solutions, students will leave as informed citizens, better equipped to enter any profession. Enrollment limited to 20. First year students require instructor permission.

SOC 1871T. Who Governs Markets?

This Course will introduce students to problems of market regulation. It begins with discussion of key turning points and debates around markets and states that shaped contemporary capitalism. We will then explore a wide array of governance institutions and mechanisms, raging from international organizations, private certification agencies to bottom-up social movements and protection rackets. Students will have an opportunity to apply theoretical knowledge to exploring one particular industry or company through design of a case study. They cases will help develop our understanding of how policies, labor and social movements or forces of competition influenced particular industries. Enrollment limited to 20.

SOC 1871U. Sample Surveys in Social Research.

This course covers the theory and practice of survey research. Topics include questionnaire design and formatting; sample design and selection; interviewing techniques; data base design and data entry; and elementary data analysis and report production. Students individually design and conduct a survey on a topic of their choice, and collectively conduct and analyze a sample survey of the Brown student population. Please note that this course is a seminar version of SOC 1120. Enrollment limited to 20.

SOC 1871V. Update on American Society: Social Trends in the Last Decade.

American society is always changing, and national data sources (especially the American Community Survey and Current Population Survey) provide updated information on social trends every year. This course will review the most significant recent social trends based on these sources, including such topics as income and wealth inequality, racial and ethnic change, immigration, marriage and family patterns, home ownership, and residential segregation. Enrollment limited to 30 juniors, seniors, and graduate students.

SOC 1871W. Geographical Analysis of Society.

Provides an introduction to a geographical approach to understanding the spatial organization of individuals, societies, and economies. The two main emphases are on theories/concepts and applied analytical tools. We will learn about key theories in geography, sociology, and economics that have attempted to organize and classify the spatial structures and interactions across space of social and economic actors and will work with related analytical techniques. Enrollment limited to 20 juniors, seniors, and graduate students.

SOC 1871X. Comparative Urban Political Economy.

For the first time, most people across the globe live in cities. Inequalities within both nations and cities are increasingly similar across national boundaries. This course ask how the politics of formal and informal institutions in cities produce and change inequalities of shelter, work, race, and other social identities, across urban space. We analyze cases from across the globe, along with a range of social science methods and theoretical perspectives.

SOC 1871Y. Time and Social Inequality.

This course explores the subject of time from a sociological perspective. The international adoption of a standardized time alludes to a universality in the experience of time. Yet, time is neither experienced nor distributed equally. In this course, we will explore temporal inequalities in contemporary U.S. society by considering how time is patterned, managed, and experienced across social boundaries.

SOC 1871Z. Martial Arts, Culture, and Society.

In this upper level undergraduate course for which there are no prerequisites, we consider how sociology, and other social sciences, help us understand martial arts and other bodymindful practices (including yoga!) and how they might inform the social sciences. We consider how these practices, their organizations, and their cultures shape, and are shaped by, different structures of power and privilege. We concentrate on martial arts because they straddle such an important axial dimension of society around violence. Enrollment limited to 20.

SOC 1872A. Stratification and Labor Markets.

This class examines theories pertaining to labor market inequality and wealth stratification. What organizational practices shape employment outcomes, and how can they be addressed? What factors are contributing to widening wealth stratification in the USA and abroad. How are establishments, technology, and executive compensation shaping labor market inequality today? These questions, and others, will be addressed by examining processes affecting: (1) organizations, (2) individuals and society, and (3) nations. Theoretical concepts will be explored through practical examples. In addition to discussing key factors shaping inequality and stratification outcomes, solutions to address these issues will be examined through organizational policy initiatives.

SOC 1872B. Sociology of Money.

What is money, wealth, their relationship? How have U.S. Markets for money changed this relationship? How have money markets changed? This is an introduction to current markets for money: how credit/debit is exchanged, how money is produced, what it represents in relation to global production, trade, and wealth distribution. Each week presents a question, than answers this question in two ways: 1st explaining how financial instruments work within U.S. market (economic explanation), 2nd examining how financial instruments change market outcomes (sociological critique). By the end students will understand how money markets work and how they effect the distribution of wealth.

SOC 1872C. Race and Ethnic Relations, Identity, and Inequality.

This course provides an overview of perspectives used in sociological studies of race and ethnicity. It focuses on race and ethnic relation, boundaries, and inequalities through empirical research on interracial or interethnic contact opportunities and racial, ethnic change and variation in interracial or interethnic relationship, romance, and marriage. The goal of the course is to deepen the understanding that racial/ethnic boundaries are rigid, yet may be crossed, blurred, or shifted over time and across generations.

SOC 1872E. Global Sociology: Capitalism, Colonialism and the Making of the Modern World.

This course seeks to question our sense of place in the world. Sociology often takes the nation as a bounded unit of analysis. Yet, the history of the modern world is one of empires, colonialism and transnational connections. These global racial and colonial histories are frequently ignored or silenced. This course focuses on Providence and Rhode Island to look at the embeddedness of local lives in global social processes. If we acknowledge that the world has always been global, how does that change our understanding of contemporary issues? How should we rethink sociology to break with its colonial origins?

SOC 1872G. First-Generation College Students: A Sociological Perspective: A Sophomore Seminar.

Colleges have expanded their focus on diversity to include the social class origins of prospective students. One consequence is the emergence of the notion of first-generation college students: those who are the first in their families to attend college. We examine the challenges facing first-gens as they pursue higher education, focusing on two sources of difficulty: gaining admission and acclimating oneself to college, both academically and socially. Our goals are two-fold: (1) To understand the social barriers, compromises, and internal conflicts that first-generation college students face, and, (2) consider how institutional and structural forces impact and shape these students.

SOC 1872H. Sociology of FIRE: Finance, Insurance, + Real Estate.

This seminar explores the sociology of finance, insurance, and real estate (the "FIRE" sector). Topics covered include: the causes and consequences of the growth of finance, the morality of life insurance, gender discrimination, race and the role of the state in the mortgage market, the interplay between innovation and regulation, and the 2008 financial crisis. We will ask whether the benefits of modern finance are worth its costs, and whether finance merely reflects existing social and economic inequalities, or if there are mechanisms by which finance creates or reinforces those inequalities.

SOC 1872I. Revolutions and Social Change.

Revolutions are some of history's most dramatic events, causing rapid social transformations to arise from direct human action. But what exactly is a revolution? What causes revolutions? How do revolutions unfold? What do revolutions accomplish? How can revolutions change the world? In this course, you will answer these questions by examining and comparing a wide range of revolutions across history and the world, from France and Russia to Cuba and Iran. You will explore their social and political dynamics, focusing on their causes, courses, and outcomes, and by the course's end will understand the role of revolutions in history.

SOC 1872J. Engaged Research/Engaged Publics: The Science + Craft of Applied Policy Research.

Policy problems are complex. Policy analysis and design is both a science and a craft. Increasingly, policymakers have begun to acknowledge that effective policy research requires not only multiple methods of inquiry, but also interdisciplinary teams of social science researchers, citizens, designers, scientists, artists, consultants, and engineers, among other experts. Generating innovative policy solutions, from this approach, is not a straightforward, linear scientific process, but instead a creative, collaborative, and engaged activity that requires not only iterative and dynamic research methods, but also storytelling, design, and other creative processes. Pre Requisites: Substantive courses in public policy, urban studies, sociology, political science, and anthropology are also recommended, but not required.

SOC 1872K. Schools and Social Inequality.

Education has long been conceived of as the engine of social mobility, yet many factors dog modern efforts to close persistent opportunity and achievement gaps between low-income and minority youth and their affluent and white peers. This community-engaged course has a dual focus on content and research methods. Working with partner schools in Providence, students will investigate the macro, meso, and micro-level processes that enable the replication or remediation of social inequality, while simultaneously developing data collection techniques and analytic capacities. Complimentary class reading, reflection, and assignments will give context to and refine students' learning in the field.

SOC 1872L. 20th Century World – A Sociology of States and Empires.

This course introduces students to the sociology of empires and states. With help from key theories and concepts it charts a course through the transformation of pre-WWI empires into nation-states and the international order of today. Using primary sources, chosen by the students, we focus on historical continuities and discontinuities that constitute(d) both empires and states and mark the making of the 20th century. Sources may vary from treaties and declarations to literary, film and art works – like Gore Vidal's *Narratives of Empire* or Chaplin's *Dictator* – that analyze, portray or reproduce state- and empire-making (or unmaking) efforts.

SOC 1872N. Ethnography in Organizations.

This course explores how ethnographers study organizations. You will explore ethnographic case studies of different types of organizations, from private companies to governmental agencies. You will also have the opportunity to practice methods by conducting a semester-long ethnographic study of an organization on campus. This course will give students a strong grounding in the theories and methods that define ethnographic studies of organizations.

SOC 1872O. Critical Race Theory.

We will examine US race, racism, and racial inequality through the lens of critical race theory. We start with an examination of the development of critical race theory in the legal academy and explore the foundational principles of the theoretical framework. We will utilize a critical race frame to analyze the law as a tool of the US racial state, a mechanism through which the state has created and maintained race privilege and corresponding racial oppression. We will also compare the critical race paradigm that developed in the legal academy to some of the most critical race perspectives in sociology.

SOC 1872P. Healthcare Professions, Organizations, and Markets.

When we are sick and seek treatment, we encounter a complex system of healthcare. This course explores variations in who provides care, how the care is delivered, and how it's paid for, and whether it has consequential impacts on patient outcomes. It also considers the important role of state regulations and patient driven social movements in shaping care. To untangle this system and understand the actors and structures that shape our healthcare experiences, both locally here in the United States as well as abroad, this course engages in a sociological analysis of healthcare professions, organizations, and markets.

SOC 1872S. Sociology of Health Inequality in Global Perspective.

Arguably no resource is more important for social life than health. Health, however, is unequally distributed both within and across populations. This course critically investigates the determinants of health inequality, examining evidence from across the globe. It draws together key readings from the stratification literature, the sociology of development, and public health to consider how health is structured in High and Low and Middle Income countries.

SOC 1872V. Race and Wrongful Conviction in the United States.

This class examines the racial origins of wrongful conviction in the U.S. criminal justice system. We examine how wrongful conviction is created through both formal laws as well as social norms of practice that obscure how racial bias infiltrates seemingly race-neutral areas of due process. While legal scholars and lawyers examine wrongful conviction as a type of "misfire" in an otherwise functioning criminal justice system, this course considers how wrongful conviction is type of social system within the mainstay of the criminal justice system, at large. In the tradition of W.E.B. Du Bois, we examine how racism is the engine of this social system that is best referred to as "mass wrongful conviction." Pre-requisite: SOC 1020 or an equivalent social science methods course.

SOC 1873B. Calculating the Incalculable: W.E.B. Du Bois and Racialized Modernity.

For W.E.B. Du Bois sociology is the study of human agency, how to "calculate the incalculable," and how racialized structures of power affect agency. Students of sociology are typically taught three different approaches to the analysis of modernity: Weberian rationalization, Marxist commodification of labor, and Durkheimian division of labor. For Du Bois, the defining feature of modernity was the process through which people and groups were assigned social status based on physical characteristics—in other words, racialization. In this class, we explore Du Bois's critique of racialized modernity and apply it to the study of contemporary social problems.

SOC 1873C. Cities of the Global South.

This course covers key phenomena and concepts of social life in cities through a transnational comparison of cases that span beyond the typical focus on the US. Instead, we focus on cities as global phenomena – the world population now being mostly urban for the first time ever – with issues of urban structure, connections, and subjectivities only fully comprehensible through perspectives that surpass a domestic lens. To do this, we will focus on cities in the “global South.” Our goal is to understand many of the key issues that mediate the urban experience, including inequalities, infrastructure, security, violence, and citizenship.

SOC 1873D. Inequality of Infant Health.

Infant health has become increasingly unequal since 2010. Medical improvements and greater access to health insurance predict greater equality, but underweight and preterm births have become increasingly likely for unmarried and Black mothers with low levels of education. Why? What contributes to infant health and how could policies improve outcomes for marginalized mothers? This course examines contexts and resources that shape infant health and how infant health shapes life chances for children. Infant health is a central connection between generations and a valuable focus to learn how to increase equality of opportunity in the U.S.

SOC 1873F. Feminist Perspectives in Criminal Justice.

This course examines black feminist perspectives broadly, and how they pertain to the study of mass incarceration, institutions, and organizations. I ask questions like: 1) how do concepts of gender and race intersect in the criminal justice system, and 2) how are ideas of deviance filtered through the lens of race, gender, and class? This course also examines the policy implications of these issues, paying particular attention to how multiple statuses of individuals (gender, race/ethnicity, social class, sexuality, and so forth) affect social and institutional responses.

SOC 1873G. The Geography of Urban Inequality.

This course considers spatial aspects of inequality in metropolitan neighborhoods in the United States. We will examine the social and economic forces driving patterns of urban inequality, drawing from sociological readings on topics such as housing, education, segregation, gentrification, neighborhood effects, and concentrated poverty. Students will investigate the consequences of these inequalities for individuals and their communities, and analyze the effectiveness of policies in addressing or exacerbating stratification. This course will be discussion-based and interactive, requiring weekly preparation and active exchange during class.

SOC 1873H. A Hip Hop Companion to Race and Ethnicity.

This course investigates racial and ethnic discrimination and inequality through sociological texts and Hip-Hop. Despite their different expressions, both forms of social interpretation have long addressed the issue(s) of racial and ethnic discrimination and inequality thus providing excellent complementary sources to answer key queries related to race and ethnicity. How are race and ethnicity (re)constructed and subjectively experienced? What mechanisms underpin and reinforce racial and ethnic stratification? How do race and ethnicity intersect with other dimensions to produce differential outcomes? These are questions we will address in this seminar, resorting to sociological texts, Hip-Hop artistry, and our own collective thinking.

SOC 1873I. Immigration and Inequality in the United States.

Why do some immigrants excel in the United States, while others suffer? Why are some immigrants recruited from other countries for jobs, while others already living in the U.S. are fired, criminalized, or deported? The United States has long been touted as a “melting pot”; yet its policies have often restricted immigrants. In this course, we will read, discuss, and evaluate social science evidence to understand the relationship between U.S. immigration policies and inequality. The course will introduce students to the history of immigration policy; patterns of immigrant integration; and the forces that drive inequalities in these outcomes.

SOC 1873R. Research Ethics.

Is covert research inherently unethical? Is it okay to inflict harm upon research participants for the sake of scientific learning? Is it unethical to misrepresent or lie to research participants? What happens to research participants after the research is over? What happens to the research findings? And who is regulating these things? In this course, we will explore case studies that underscore the importance of ethical research. We will examine the evolution and efficacy of internal research boards. We will study the development of posthumanism and relational ethics to understand evolving thought on the treatment of humans and non-human animals in research. Finally, students will develop their own research ethics framework based on their understanding of material presented in the course.

SOC 1873T. Contemporary Social Theory.

This course introduces key theorists and concepts in contemporary social theory to advanced social science students who have taken courses in classical theory. It focuses on the lineages of sociological concepts like hegemony, Orientalism, symbolic power etc. which are widely used in the sociological lexicon and seeks to demonstrate how these concepts are applied in empirical research. The course also aims to discuss the major axes of domination in modern society as developed by each theory. This will lead to a discussion of the underlying aims of social theory, and the circumstances under which sociology can be critical and emancipatory.

SOC 1874B. Work, Inequality, and Social Change.

This course aims to introduce key questions in the sociology of work. Why are some jobs so much worse than other? How are workers hired for different jobs and how do schools prepare them? How have workers tried to change society, and what explains their successes and failures? The goal of this course is to understand how workplace processes relates to key forms of inequality and the promises and pitfalls of collective action. To do so we review key theoretical concepts and empirical studies across a broad range of workplaces.

SOC 1874C. Medical Sociology.

How do institutions, policies, and structures shape the health of individuals and populations? How has healthcare changed over time? To what extent are the concepts of “health”, “illness”, and “disability” innate or socially constructed? This course will tackle these questions, and more, through the study of medical sociology. The course is designed for undergraduates with at least some familiarity with sociological concepts. Throughout the course, students will learn to apply theoretical and empirical insights from the readings to real-world situations. Most readings will focus on the United States, but we will occasionally read and discuss research on other countries.

SOC 1874D. From Factory to Code.

Recent transformations in capitalism owing to the pervasive production and commercial use of data, including personal data of users of internet-related services, have seen proclamations such as “data is the new oil” and “you are the product”, and the rise of new analytical concepts such as “digital”/“data”/“surveillance”/“platform”/“information” capitalism. But what do we mean when we say data, where does it come from, what does it have to do with capitalism, and why does any of it matter? This course aims to answer these questions, by examining the technology and data-driven transformations in political economy and society.

SOC 1874E. Science, Knowledge & Technology: A Globalizing Approach.

Everything is involved with science, knowledge, and technology: from education to punishment, from communication to healthcare, from voting to investment, from policymaking to activism, and from developmental initiatives to nation building. This course 1) introduces how sociology studies broadly defined science, knowledge, and technology; 2) bridges the sociological literature on science, knowledge, and technology with related social scientific domains such as organization theory, economic and political sociology, and inequality and intersectionality; 3) attempts to break the “selection bias” in the literature by covering a wider range of societies (especially the institutionally “significant others” like China and Russia) and their interactions.

SOC 1874F. Sociology of Elites.

Who are elites in society and how did they “earn” such a status? This course examines the ecology of elites—those who hold disproportionate control over economic, social, and cultural capital in society. From educational to familial realms, we will explore theoretical concepts associated with social class and its reproduction, generation to generation. With a focus on the class-advantaged, we will consider the influence this group has on our social world, examining how those with significant resources affect the structures and cultures of schools, workplaces, social media, and more. We will also interrogate the role of identity within such spaces.

SOC 1900. Religion, Christianity, and Spirituality.

Religion, in general, and Christianity, in particular, have had an indelible influence in the lives of Americans, especially African Americans. Why? What common themes, beliefs, and rituals exist for these two cultural systems? How do they tend to be appropriated and understood? Moreover, how does spirituality manifest as a viable response? Research by seminal sociologist and community activist W.E.B. Du Bois and other scholars of race and racism will inform answers to these and other questions. The course will examine whether and how religion, Christianity, and spirituality influence the lives and quality of life of diverse groups. Special attention will be given to their usage by African Americans.

SOC 1950. Senior Seminar.

Advanced seminar for sociology and social analysis and research (SAR) concentrators. Participants examine methods for analyzing, writing, and presenting capstone and thesis material and apply peer review techniques in assessing each other's work. Culminates in presentation of capstone or thesis to the department. Required for all sociology and social analysis and research (SAR) concentrators.

SOC 1970. Individual Research Project.

Supervised reading or research. Specific program arranged in terms of the student's individual needs and interests. Required of intensive concentrators; open to others only by written consent of the Chair of the department. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 1980. Senior Honors Thesis.

Under the direction of a faculty advisor, students construct and carry out a research project. The written report of the research is submitted to the advisor for honors consideration. A second reader selected by the thesis advisor certifies that the thesis is of honors quality. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 1990. Senior Honors Thesis.

Under the direction of a faculty advisor, students construct and carry out a research project. The written report of the research is submitted to the advisor for honors consideration. A second reader selected by the thesis advisor certifies that the thesis is of honors quality. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 2000. Theory and Research in Development.

Explores a range of substantive debates in development by drawing on empirical and theoretical work from the disciplines of anthropology, economics, political science, and sociology. The course has four objectives: 1) to provide students with a broad understanding of current debates and research on development; 2) to explore a range of substantive issues including growth, inequality and democratization, 3) to develop interdisciplinary analytic skills that can be applied to concrete research questions; and 4) to foster cross-disciplinary conversation and debate.

SOC 2000A. To Be Determined.

No description available.

SOC 2010. Multivariate Statistical Methods I.

Introduction to probability, descriptive statistics and statistical inference. Coverage of the linear model, its assumptions and potential biases. Emphasis on hypothesis testing, model selection and interpretation through application with real data.

SOC 2020. Multivariate Statistical Methods II.

This course is a graduate-level introduction to multivariate regression models for categorical and limited dependent variables. Subject matter includes modeling nominal and ordinal outcomes; truncated distributions; and selection processes. The course also reviews strategies for sample design; handling missing data and weighting in multivariate models. The course employs contemporary statistical software. Special emphasis is placed on model selection and interpretation. Prerequisite: SOC 2010

SOC 2030. Social Stratification, Inequality and Mobility.

This course provides an introduction to contemporary literature on social stratification, social mobility, inequality in the United States, abroad, based on research articles and books. We focus on theories, data, methods, facts about categorical dimensions of inequality (race, ethnicity, gender, sexual orientation); core dimensions of stratification systems (income, earnings and wealth distributions; poverty; education; the intergenerational transmission of socioeconomic status; social mobility); social institutions that govern social stratification (families, schools, labor markets, and the justice system); key inequalities that stem from stratification systems (e.g., health). This is a reading course, not a research seminar.

SOC 2040. Classical Sociological Theory.

This is a graduate-level course requires students to engage in detailed analysis and critical review of sociological thought of the 19th and early 20th centuries. The class will introduce students to the critical thinking, methodological innovation, and historical imagination of sociological theory by reading the original texts of the forefathers of sociology, including Karl Marx, Max Weber, Emile Durkheim and others.

SOC 2050. Contemporary Sociology.

This class offers a review of some of the most interesting contemporary social theorists and the most intense debates in current sociological thought. It thematically reviews the works of Jurgen Habermas on the public sphere, Michel Foucault on disciplinary and governmental modes of power, Bruno Latour on modernity and modern science, Pierre Bourdieu on field and habitus and among others. No prerequisites.

SOC 2060. Complex Organizations and Health Policy.

Application of organizational theory to health care organizations, with special emphasis on the development of multi-organizational provider structures, health policy formulation and reform and the influence of regulations and technology on healthcare organization relationships. Written permission required for undergraduates.

SOC 2070. Text as Data for Social Science Research.

This graduate-level course covers methods for analyzing textual data in social science research. Students will learn techniques for data collection and natural language processing, and gain hands-on experience with large textual datasets. The course will also cover recent research that develops and applies machine learning tools and causal inference to answer questions of interest in social science.

SOC 2071. Introduction to Social Network Analysis.

Social network analysis studies the patterned social relationships linking social entities, such as people, organizations, and countries. It seeks to understand how interdependence and social context shape the behavior of these entities. This course will present methods for analyzing network data and show how to implement them using the R programming language. We will also see how network concepts relate to social science theory about small groups, organizations, social capital, etc. The first part of the course emphasizes descriptive network analysis, covering basic statistics for describing networks, approaches to visualizing network data, measures of the centrality of individual units within a network, and methods for detecting network subgroups. The latter part considers inferential analyses that accommodate network data's complex structure of interdependencies. Models studied here include exponential random graph models (ERGMs), network autocorrelation models, and stochastic actor-oriented models (SAOMs).

SOC 2080. Principles of Population.

An advanced introduction to theoretical and substantive issues in the social scientific study of population. Major areas within sociology are integrated with the study of population, including the comparative–historical analysis of development, family processes, social stratification, ethnicity, ecological studies, and social policy. Primarily for first year Graduate students.

SOC 2090. Culture and Social Structure.

An analysis of the interrelations of religious ideas, value patterns, and various forms of knowledge on the one hand, and of the societal structures and changes in organizations and roles on the other hand. Offered in alternate years.

SOC 2110. The Sociology of Gender and Sexualities.

This course offers an in-depth understanding of the sociological study of gender and sexualities. In addition to examining contemporary theoretical frameworks and methodological approaches, we will interrogate the social construction of gender and sexualities within a variety of institutions and social contexts, such as families, schools, work, health and medicine, technology, and popular culture. Throughout the course, close attention will be paid to understanding how gender and sexualities intersect with other systems of inequality, such as race, class, age, nationality, and disability. Although empirical research will primarily draw from the United States, some transnational perspectives will also be considered. Students will leave this course with a strong understanding of gender and sexualities within macro, meso, and micro levels of society, as well as how moments of tension, resistance, and change occur.

SOC 2112. Practicum in Social Research.

Covers the steps involved in social survey research, from site selection and questionnaire design all the way through data dissemination. It assumes a basic level of familiarity with social science research methods, particularly the logic of causal inference. We will discuss the linkage between research questions, site selection, and questionnaire design. We will also discuss in detail many of the practical considerations involved in fielding a survey, including balancing available funds and personnel with ideal sampling strategies and balancing the focus on a particular research topic with the responsibility to collect enough general information to make the data useful to a variety of users.

SOC 2120. Gender, Work, and Inequality.

We spend a great deal of our waking hours working, either paid or unpaid. In what ways is gender embedded in work, and how does work reflect and reinforce gender inequality? This seminar will provide an overview of contemporary theory and research on gender and work. Throughout the course, we will consider gender in relation to race and ethnicity, and we will pay close attention to how gender and race at work translates into class and inequality. Our primary focus will be on the United States in the 20th and 21st centuries, with some comparisons with other nations. Readings will include a mix of qualitative and quantitative methods. Topics covered include: gender segregation and pay gaps, labor market discrimination, service work and emotional labor, unpaid household work, immigration and globalization, labor organizing, social policy, and the future of work.

SOC 2130. Health, Illness and Medicine in Social Context.

The influence of social and economic factors on the development of concepts of health and illness, on the cause and distribution of disease, and on responses to disease. Lay-professional disputes over disease identification and intervention. Implications of medicalization (the expanding social jurisdiction of medicine). The importance of the health care system in American society. Selected issues in recent health policy.

SOC 2150. Socioeconomic Analysis of Development.

Compares economic and sociological perspectives on the problems of development. Topics include problems of conceptualization and measurement, entrepreneurship, capital accumulation, labor force utilization, income distribution, the role of the state, and the impact of international economic relations on developing countries. Prerequisite: a basic undergraduate micro-macro economics course or permission.

SOC 2200. Social Capital and Social Networks.

Explores the consequences of social capital and social networks for economic development. Examines different types and combinations of social relations, network structures of these relations, institutional environments that impact them, and dynamic forms these social relations take. Multilevel development cases include urban ethnic entrepreneurship, rural Third World communities, business networks (financiers, firms), intranational regions, and state-society relations.

SOC 2210. Qualitative Methods.

Emphasis on ethnographic field work through participant observation and interviews. Some attention to content analysis and visual sociology. Technical training in developing observational and interview guidelines, data collection, coding, transcript analysis, and computer applications. Strong emphasis on quality writing. Analysis of ethnographic research in book and article format. Attention to recent developments in ethnography, especially reflexivity and autoethnography.

SOC 2220. Advanced Quantitative Methods of Sociology Analysis.

Analysis of limited variables (variables at a categorical or ordinal level of measurement). Topics include measures of association, contingency table analysis, binomial and multinomial logistic regression, ordered logistic regression, goodness-of-fit tests, and parameter interpretation. Prerequisite: SOC 2010.

SOC 2230. Techniques of Demographic Analysis.

Procedures and techniques for the collection, evaluation, and analysis of demographic data; measures of population composition, fertility, morality, and migration; construction of life tables, population and projections, population dynamics; responsible use of demographic methodology.

SOC 2240. Event History Analysis.

An introduction to hazard models and their application to event history data in sociology. Topics include survival distributions, standard parametric models, discrete time approaches, partial likelihood models, and the introduction of covariates. Attention is given to practical application and the estimation of these models with software packages, where possible.

SOC 2250. Ethnography: Theory and Practice.

This course is designed to introduce graduate students in sociology and related fields to the study and practice of ethnographic methods. We will discuss various qualitative methodological approaches, but we will concentrate on observational and interview-based research. In addition to considering some of the epistemological issues these methods raise at the theoretical level, students will also have the opportunity to learn by doing. The overall goal of this course is to cultivate and enhance students' skills in ethnographic data analysis and interpretation, and to employ these skills in the writing of a scholarly paper or book chapter.

SOC 2260B. Sociology of Discrimination.

In recent decades, open expressions of prejudice and discrimination have become less socially acceptable. Inequalities along lines of race, class, and gender, however, persist. We will examine the social scientific literature on discrimination in its interpersonal and structural forms. We will also discuss what is not discrimination given that this term is often used (incorrectly) synonymously with disparities to refer to inequalities that originate through other processes. We will investigate causes, definitions, measurement, effects, and possible policy responses to discrimination. This course will draw on both qualitative and quantitative approaches to the study of discrimination.

SOC 2260C. Perspectives on Family Planning.

Reviews sociological and demographic perspectives on family planning. How and why did family planning programs develop? What do they entail? Who do they serve? What are the implications of family planning programs for individuals and family life? Individual case studies are considered. International family planning efforts are emphasized.

SOC 2260D. Race, Ethnicity, and Nation: Boundaries, Identities, Inequalities.

This seminar aims to provide students a solid base in the analysis of racial and ethnic boundaries, identities, and inequalities. The seminar addresses a number of central topics in the field and acquaints the students with some key works. The course is divided in three parts. The first part focuses on how race constituted the modern world and on contemporary forms of racialization. The second part focuses on the construction of nations and challenges to their ethnic and racial boundaries. The third part of the course looks at contemporary boundaries of race and ethnicity in the United States. Open to upper level undergraduates with permission of instructor.

SOC 2260E. Structural Equation Models in the Social Sciences.

Structural equation models as used in the social sciences and methodological issues pertaining to such models. Topics include the logic of causal modeling; theories and models; recursive and non-recursive structural equation systems (path analysis); reduced form equations; the problem of identification; unobserved variables and the analysis of covariance structures (using LISREL).

SOC 2260F. Advanced Demographic Techniques.

No description available.

SOC 2260G. The Souls of Sociology: W.E.B Du Bois and Critical Sociologies of Race.

This course investigates Du Bois' empirical and theoretical sociological work and its implications for contemporary sociology. W.E.B Du Bois is recognized as a pioneer of sociology of race, but his work is seldom explored. The first part of this course we discuss in-depth Du Bois work to construct the bases for a Du Boisian sociology. The second part we will read contemporary theories of race through the lens of Du Bois' work. The final section we will read contemporary empirical works in the field of race and ethnicity, reflect how we would conduct them differently from a Du Boisian perspective.

SOC 2260R. Race and Ethnicity: Boundries, Inequalities, Identities.

The goal of this seminar is to provide students with a solid base on the sociological theoretical and empirical base for the study of race and ethnicity. The course is divided in three parts: The first focuses on the place of race, ethnicity, and nation in the making of the modern world. The second part focuses on key topics and works in the American sociology of race, ethnicity and immigration. The third part focuses on the comparative study of nation making and ethnic and racial politics.

SOC 2260T. Cultural Theory and Methods.

This course introduces graduate students to the sociology of culture (understanding social influence on cultural formations) and cultural sociology (understanding cultural influences on social processes). As we consider different theoretical areas of the field, we will discuss the best methodological approaches in cultural theory. We consider how one formulates a research questions and puts evidence together in order to investigate specific instances of the culture-society interaction. We discuss the distinctions between culture, institutions and organizations.

SOC 2270. The Structures of Social Inequality.

Examines the structural bases for social inequality in the U.S.: gender, race, and socioeconomic status. Investigates the processes by which we generate and preserve these social structures, as well as their effects on the individual. Finally, considers the changing nature of social inequality in a postmodern society and comparative issues across societies. Enrollment limited to 20. Instructor permission required.

SOC 2280. Interdisciplinary Perspectives on Population.

This course provides an introduction to interdisciplinary perspectives on population, drawing on insights from anthropology, economics and sociology in regards to population questions, theories, and methodologies. The focus is on three topical areas in population studies - understanding fertility change, HIV/AIDS, and population structure and process.

SOC 2300. Welfare States.

This seminar examines the political sociology of welfare states and social policies in the United States and abroad. It reviews major theories accounting for the origins and subsequent development of welfare states, explains the "exceptional" nature of American social policy, and discusses recent welfare reforms via institutional histories and in depth case studies.

SOC 2310. Health Institutions and Professions.

Structure and operation of health professions and health care institutions, both historically and at present. Emphasis on structural determinants of health-such as race, class, and gender differences in disease, mortality, environmental exposures, and health utilization-and the importance of nonmedical interventions in improving health status and reducing inequalities.

SOC 2320. Migration.

Examination of migration in its several manifestations: internal, international, and patterns of settlement and segregation. Consideration is given to both determinants of population movement and the socioeconomic adjustment of migrants in their destination. Includes comparative study across migrant groups and geographic settings.

SOC 2330. States, Power, Politics.

Foucault and Weber agree that state power has undergone some critical modifications over the past four hundred or so years. Be it the rise of bureaucratic rationality or discipline, we supposedly live in a world where state officials have given up pomp and public displays of violence in favor of more rationalized, less physically obtrusive tactics. In this course, we will attempt to figure out if Weber and Foucault were on to something, and what, if anything, they might have missed.

How do contemporary states exercise power? Through what practical and discursive strategies? When does state power change form and why? How do political processes and infrastructural conditions influence governance? With what effects?

SOC 2350. Social Movements in Health.

Study of social movements dealing with health and illness, with emphasis on contemporary movements such as women's health, environmental justice, environmental health, breast cancer activism, asthma activism. Examination of historical formation, recruitment, links to other movements, lay-professional interactions, research ethics, effects on science and medicine, and impacts on society.

SOC 2360. Fertility.

An introduction to the study of the social determinants of human fertility. Contemporary and historical populations are considered. Theories and frameworks used to guide fertility research are reviewed. Special topics include: fertility decision-making, gender and fertility, work and fertility, adolescent fertility, and population policies and family planning programs.

SOC 2385. Environmental Sociology.

As contestation over environmental concerns proliferates, it draws increasing attention from sociologists. But sociological research on environmental issues raises major challenges. Social-environmental relationships raise theoretical and methodological questions: How do we know an "environmental" issue when we see one? How can we effectively examine the relationships between environmental processes and social processes and structures?

SOC 2390. Social Movements and Political Change.

This graduate seminar offers students an advanced introduction to social movement theory and the political sociology of social change. Unlike a "pure" social movements course, we will not restrict ourselves to informal politics and movements, although we will grapple with these topics, and will consider a much wider breadth of change-making process, including lobbying, clientelism, litigation, regulatory capture, organizational change, and the role of culture and ideology in political change. Environmentally-themed case studies will be common, but we will grapple with a wide range of substantive issues, from gender to labor and more, with examples drawn from around the world.

SOC 2420. Master's Thesis and Proposal Writing Seminar.

Sociology 2420 is a graduate seminar on the craft of social-science writing. Writing is not easy for most of us, and it can sometimes be frustrating. Through out-of-class writing and recurrent in-class review the course explores strategies for making your writing more effective, more productive, and hopefully more enjoyable. The seminar's goal is to help graduate students to advance and complete their writing tasks, whatever they are working on. It is open to students working on a variety of goals such as writing their MA, their dissertation proposal, a research proposal, or a journal article.

SOC 2430. Fields and Methods of Social Research.

Introduction to strategies sociologists use to formulate theories and conduct methodologically sound research. Hypothesis formulation and research design; special emphasis on identifying causal mechanisms, techniques of operationalization, and choice of relevant comparisons.

SOC 2450. Exchange Scholar Program.**SOC 2460. Sociology Paper Writing Seminar.**

This is a special seminar for graduate students in Sociology on the art of writing research papers for publication. The goals of the course are to: 1) learn the process of writing by drafting or redrafting a complete research paper, one section at a time 2) participate in the process of critical peer review 3) become knowledgeable about the process of submission/publication in peer-reviewed journals in Sociology and related social science fields 4) become more familiar with the often hidden processes of journal review, publication ethics, and interpreting/responding to editorial decisions

SOC 2500. Teaching Practicum in Sociology.

This course is designed for sociology graduate students whose funding has prohibited a teaching assistantship but who need to complete the departmental teaching requirement. The instructor for this course will default as the department chair but it is the graduate student's responsibility to identify an instructor to work alongside. This partnership must be approved by the director of graduate study.

SOC 2510. Teaching Practicum in Sociology.

This course is designed for sociology graduate students whose funding has prohibited a teaching assistantship but who need to complete the departmental teaching requirement. The instructor for this course will default as the department chair but it is the graduate student's responsibility to identify an instructor to work alongside. This partnership must be approved by the director of graduate study.

SOC 2530. Teaching in the Social Sciences.

This course is oriented to graduate students who intend to teach after graduate school in a variety of career settings, but with a primary focus on pedagogical theory and practice in a postsecondary setting. The course is designed to complement Sheridan Center certificates by offering domain-specific readings and assignments, with emphasis on teaching in the social sciences (and sociology specifically). Although the course will be framed by readings on teaching and learning, there will be a focus on creating key artifacts needed for an academic job search and evidence-based, reflective practice in instructional roles: teaching statement, syllabus, and teaching demonstration.

SOC 2580. Health and Inequality: Race, Class, and Gender.

Primarily emphasizes race, class, and gender inequalities, but also attends to inequalities of place, social control and official misconduct, and the responsibility of health care providers and researchers in dealing with inequality. Emphasizes social causation of morbidity and mortality rather than inequalities in access to health services and inequalities in clinical interaction, but touches on these other areas as well.

SOC 2600. Comparative Historical Analysis.

The seminar focuses on the application of theory and method in historical sociology. It will combine the reading of exemplary works, both classical and current, in comparative-historical sociology, with an exploration of historical methods that involves methodological readings but focuses on students' use of archives in their own individual research. For graduate students only.

SOC 2610. Spatial Thinking in Social Science.

This course reviews ways in which social scientists have incorporated concepts about space, place, and distance into their theories and research. Examples are drawn from many substantive areas, including the spatial organization of communities, spatial inequalities, and mobility. Separate laboratory meetings introduce methods of spatial analysis encountered in the course readings, including an introduction to GIS and related mapping tools.

SOC 2612. Geographic Information Systems and Spatial Analysis for the Social Sciences.

This course is intended for graduate students seeking to learn the basics of Geographic Information Systems (GIS) and how to incorporate spatial questions into social science research. The course is primarily a methods course and through required independent project work, students will learn how GIS and spatial analysis are typically employed across the social sciences. By the end students will be proficient in independent use of ArcGIS, most frequently used GIS software package, and will be able to apply the more common tools of spatial analysis. They will also know basics of cartography.

SOC 2960A. Comparative Statification.

No description available.

SOC 2960B. Democracy and Civil Society.

No description available.

SOC 2960C. Urban Sociology.

This course will review alternative theoretical perspectives on urban and regional development with an emphasis on variants of ecological and political economy approaches. Substantive topics will include metropolitan restructuring in the U.S. and abroad, growth politics and growth control, neighborhood social networks and collective action, and incorporation of immigrants and minority groups in the metropolis.

SOC 2960D. Organizations and Disasters.

An overview of theory and research on organizations involved in various forms of disaster prevention, and organizations for whom mistakes can lead to major disasters (such as the Nuclear Regulatory Agency, the Office of Homeland Security, NASA, etc.). Students in this class will be involved in literature synthesis, hypothesis formulation, and the development of research designs to test those hypotheses.

SOC 2960E. Poverty as Social Inequality.

The objective of this seminar is to examine historical and contemporary poverty in the U.S. Topics covered include the measurement and analysis of poverty, individual and structural causes of poverty, the geographic distribution of poverty, poverty abroad, the consequences of poverty, and the policies that intend to address poverty. Course is organized around sociological perspectives, although multi-disciplinary scholarship is reviewed.

SOC 2960F. Global and Transnational Sociology.

The new phase of capitalism, commonly called "globalization," has radically transformed the postwar order. In this seminar, we will review several debates regarding current political-economic transformations, including: What caused the shift to neo-liberalism? What external economic pressures do states experience? Can domestic factors mediate such pressures? How do developing countries react to the new international environment? And what role does the United States and international organizations play in the new order?

SOC 2960G. Spatial Data Analysis Techniques in the Social Sciences.

Survey course of statistical methods that can be used to analyze spatial and/or clustered data at the individual and aggregate levels. Topics include multilevel analysis; fixed effects approaches; spatial choice; spatial autocorrelation, heterogeneity and dependence. Application with real data. Not a course about Geographic Information Systems (GIS) or mapping techniques.

SOC 2960H. Demography of the Life Course.

This seminar provides an overview of the development and current uses of the life course perspective in studies of demographic behaviors, process and change. Cohorts and age-graded patterns of behavior are considered as are the effects of social institutions, opportunity structures, and behavioral preferences all of which determine alternative life course pathways. Family origins and prior life experiences, along with ethnic/racial, gender, and cultural identities are examined as critical factors giving rise to inter-individual differences in demographic behaviors over the life course. The role of biography and agency in decisions about demographic behaviors and actual experiences are considered, as is their relationship to life course pathways, trajectories, and success. Graduate students and advanced Undergraduates with permission.

SOC 2960I. Internal Migration.

Critical analysis and discussion of current research on trends in, and causes and consequences of internal migration. Specific content of the course varies according to recent developments in the field.

SOC 2960J. Comparing Institutional Forms: Public, Private and Non-Profit Organizational Forms.

No description available.

SOC 2960K. Comparative Political Sociology.

This course explores both classic and contemporary debates in political sociology. The central thematic is the relationship between democracy and power and includes theories of the state, markets, social class and civil society. The debates are explored through historical and comparative lenses, covering both old and new democracies. Some background in political or sociological theory is recommended.

SOC 2960L. Special Topics in Population.

No description available.

SOC 2960M. Sociology of Organizations Graduate Seminar.

The sociology of organizations offers a burgeoning and vibrant literature, with relevance not only for self-identified organizational sociologists, but also for scholars in fields as diverse as politics, development, industrial relations, finance, education, health care, and the arts. This seminar offers an intensive exploration of the "state of play" in contemporary macro-organizational theory. Shared and individual readings, coupled with weekly discussions and email dialogues, allow students to refine and extend their thinking on a series of important and controversial topics in the recent literature. Although this course has no formal prerequisites, the syllabus is aimed primarily at graduate students who enjoy some prior familiarity with organizational theory, whether in sociology or a kindred discipline. Enrollment limited to 15.

SOC 2960N. Governance in Development.

No description available.

SOC 2960O. Sociology Of Race and Education.

How is racial inequality in education reproduced and challenged? How can research, policy, practice, and the agency of students, parents, and communities help create more racially just educational contexts? In this course, students will engage with sociological tools to understand how race and white supremacy (and other intersecting forms of domination) impact education and how their negative impact can be mitigated. After completing this course, students will better understand how race shapes educational organizations and the opportunities and outcomes they generate. They will also become better equipped to assess the potential efficacy of various approaches to challenging reproductive processes.

SOC 2960P. Social Network Analysis.

Provides a synoptic survey of the various methodologies and theoretical frameworks that collectively go by the name "Social Network Analysis" in the social sciences. Students will study the origin and history of social network analysis during the latter part of the 20th Century and work to develop core competencies in the construction, use and interpretation of basic network measures. Special attention will be given to the intersection of social network theory with broader social theory. Although there are no formal prerequisites, students should be advised that social network analysis relies heavily on matrix algebra and basic statistical theory. Open to graduate students in Sociology.

SOC 2960Q. Sociology of Culture and Knowledge.

We focus in this course on a few of the important theoretical and empirical developments in cultural sociology since the 1960s. In particular, we address ways in which culture is conceived and researched and how the sociology of knowledge and understanding underlies this address. We also consider the forms in which such a cultural sociology can inform a wide range of sociological questions, from the formation of the self to the articulation of historical epochs.

SOC 2960R. Urbanization in a Global System.

The world is undergoing an unprecedented wave of urban growth, and already more than half of the world's population is living in towns and cities. This course takes a global view of urban issues. In earlier developing regions such as North America and Europe, the focus is on a large scale restructuring of cities related to cycles of growth and decline, challenges to the social safety net, and replacement of local populations by immigrants with different racial, and ethnic or religious backgrounds.

SOC 2960S. Statistical Methods for Hierarchical and Panel Data.

A survey course providing an applied introduction to statistical methods for analyzing clustered and panel data. Topics include multilevel analysis, fixed effects models, and growth models. Our focus will be applied, with an introduction to underlying theory and emphasis on application and interpretation. Overall goals include highlighting the framework and assumptions for each approach; studying applications; understanding disciplinary and theoretical preferences for particular approaches; providing experience with software; and studying issues that arise in empirical research.

SOC 2960T. Economic Sociology.

This course provides an overview of the subfield of economic sociology. Economic sociologists examine economic life at all levels of analysis, including individuals, organizations, markets, fields, institutions, and states. Economic sociologists approach the study of economic life using diverse theoretical approaches, from cultural analysis to structural networks. In the first half the term, we will survey the major approaches to economic sociology. In the second half, we will cover specific debates and read exemplars of recent work.

SOC 2960V. Sociology of Law.

This seminar explores central themes in contemporary social-scientific scholarship on law, law-oriented behavior, and legal institutions. The perspective is fundamentally sociological, with attention to such core sociological concerns as: social norms; law, power and culture; and law and social change. In addition, the course examines selected themes from the interdisciplinary "Law and Society" movement, for example: the psychology of justice; the anthropology of disputing; the economics of rulemaking; and the institutional politics of courts and legislatures. Other topics may include: law and inequality; law and social movements; law and globalization; the legal profession; legal consciousness; and the "Rule of Law."

SOC 2960Y. Causal Analysis.

"Does premarital cohabitation protect marriage?" "Does reducing class size improve elementary school education?" "Is there racial discrimination in the market for home loans?" We often use associations to claim causal effects. This course provides a broad introduction to causal analysis. We will address causal inference from observational and quasi-experimental research designs. Topics include instrumental variables estimation, difference-in-difference models, regression discontinuity, matching, propensity scores, heterogeneous treatment effects, and fixed effects models. The prerequisite of this course is SOC 2020 or equivalent.

SOC 2960Z. Social Theory Now.

Most courses in social theory cover either "classical theory" (stopping around WWII) or "contemporary theory" (stopping in the early 1990s). This course offers a broad overview of recent trends and new directions in social theory. It focuses on works published since 2000 by sociologists and by theorists that have been influential in sociology. The course covers conversations in "metatheory" around mechanisms and fields, science studies approaches to the body and nature, diverging interpretations of the place of culture, debates around identity, and critical perspectives including feminist theory and postcolonial theory.

SOC 2961A. Advanced Spatial Data Analysis Techniques in the Social Sciences.

This course provides a survey of advanced spatial data analytical techniques with particular focus on methods relevant to applications in the social sciences. Topics include spatial process models, Bayesian analysis of spatial data, spatial models for discrete dependent variables (spatial counts, spatial probit and tobit, spatial multinomial models), spatial panel data (time series of cross-sections with spatial effects). The course introduces use of specialized software packages included in R and the PySAL library for spatial analysis in Python. SOC 2960G or equivalent is a prerequisite. The course requires a solid background in multivariate statistics, basic spatial statistics and spatial regression analysis.

SOC 2961B. Applications in Geographic Information Systems.

This course is for graduate students seeking to develop their GIS skills further and to gain practice applying GIS methods in a research-oriented setting. The course is organized around a set of social science topics—as opposed to sequential coverage of various methods—and the focus is on getting from research question to analytical results to interpretation of findings. The course emphasizes practice matching concept to tool, as well as identifying appropriate tools and combining them successfully. Independent research skills using GIS are developed via the reading of published literature, the guided replication of results, and the interpretation of findings.

SOC 2961C. Family Demography.

This seminar provides a broad survey of the demographic literature on patterns and trends in family and household structures and processes. Students will be exposed to current theoretical, methodological, and substantive issues in family demography. We will cover important life course events including cohabitation, marriage, divorce and remarriage; marriage markets and assortative mating patterns; childbearing; child and elderly care; and gender, family, and work.

SOC 2961D. Sociology of Power.

The goal of the course is to both engage with the many different and often conflicting theoretical paradigms in sociology that have shaped the debate on power as well as to explore in depth the various empirical manifestations of power. The goal of the course is two-fold: first to familiarize ourselves with the rich set of theoretical tools that sociology provides for exposing, engaging and reconstituting power and second to fully grapple with the challenges of producing social science research that can build on and advance the normative and empirical debate on power. Undergrads by permission of instructor.

SOC 2961E. Sociology of Education.

This course provides an overview of Sociology of Education, covering substantive, theoretical, and methodological issues in the field. Beginning with classical theories of education, the course will then provide an overview of the relationship between education and society, with a focus on its role in reducing and reproducing inequality. We will discuss causes and consequences of educational inequality, paying particular attention to education and the labor market. In the process, we will engage with ascriptive forms of stratification, including race and ethnicity. The focus of the course is education in the U.S., but we will occasionally incorporate international comparisons.

SOC 2961G. The Sociology of Health and Illness.

The sociology of health and illness is a broad field covering a range of substantive and empirical issues, including (but not limited to): the social production of health, illness, morbidity, and mortality; population inequalities in health and disease; medicalization; the experience of illness; and the organization and delivery of health care. This course is designed to engage students in central topics and key debates in the field, with particular emphasis on the social, structural, and political forces shaping health and illness. We will also pay critical attention to the empirical methods used to investigate topics in this area

SOC 2961H. Organizing Development.

This course would address the roles of formal and informal organizations in the development process. Examples might include international financial institutions; development banks; multinational enterprises; public bureaucracies; private firms and trade associations; political parties; social movements; religious institutions; non-profit organizations; and community associations. Students would both: learn about specific organizations in a number of different regional and historical contexts; and develop the skills they'd need to understand organizations more generally using the latest social scientific theories and methods. They'd be evaluated based upon class participation, short writing assignments, group projects, and one longer writing assignment.

SOC 2961J. R for Data Analysis.

This course provides an introduction to the software program R for data management and statistical analysis. It covers commonly used commands to create and transform data sets for data analysis, and commands and procedures for descriptive and multivariate statistical analysis. Students will learn how to read and save data files, create and transform variables, merge, append and transpose data, and functions for string and numeric variables, as well as commands and procedures for descriptive analysis and statistical testing, and multivariate regression models. Prior experience with a statistical software package is not necessary, but a course in introductory statistics is required.

SOC 2961M. Computational Methods for Social Scientists.

This course will teach students the fundamentals of computational methods for social science research, with an emphasis on techniques for analyzing large-scale textual data. The first part of the course will provide students with basic technical skills necessary to conduct computational research, including introducing them to Python programming and web-scraping. The second part of the course will focus on automated text analysis, highlighting key methods appropriate for inductive or deductive inquiry, such as topic modeling and dictionary-based methods. The course assumes no previous knowledge of programming and is most appropriate for graduate students in the social sciences or humanities.

SOC 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

SOC 2980. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 2981. Reading and Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 2982. Directed Research Practicum - MSAR Students Only.

The Directed Research Practicum (SOC 2982) is a one semester course taken in conjunction with an on- or off-campus research internship. The course consists of a directed reading of methodological texts and research articles selected by the student and the faculty director that are of direct relevance to the methodological issues and challenges encountered in the internship. The student and faculty director will meet on a weekly basis to review the readings, assignments, and discuss how the methods on paper "come to life" during the internship experience. Faculty directors need not be involved with the actual internship work (i.e. the internship is off-campus or with an on-campus office), unless the student is working on the faculty member's research project.

SOC 2990. Dissertation Preparation.

For Sociology PhD graduate students who have met the residency requirement and are continuing research on a full time basis.

SOC XLIST. Courses of Interest to Students Concentrating in Sociology.

South Asian Studies

South Asian Studies is an interdisciplinary concentration in which students work across the humanities and social sciences, geographical locations, and time periods. The concentration emphasizes both the diversity of South Asia as a region, as well as the long-term historical connections

among people and places in Pakistan, Nepal, Bhutan, India, Bangladesh, and Sri Lanka. The concentration takes a comparative approach, bringing attention to history, politics, and culture within the region, as well as in the equally vital global South Asian diaspora.

For additional information, please visit the department's website: <https://watson.brown.edu/southasia/students> (<https://watson.brown.edu/southasia/students/>)

South Asian Studies Concentration Requirements

South Asian Studies is an interdisciplinary concentration in which students work across the humanities and social sciences, geographical locations, and time periods. The concentration emphasizes both the diversity of South Asia as a region, as well as the long-term historical connections among people and places in Pakistan, Nepal, Bhutan, India, Bangladesh, and Sri Lanka. The concentration takes a comparative approach, bringing attention to history, politics, and culture within the region, as well as in the equally vital global South Asian diaspora.

Course Requirements

All South Asian Studies concentrators must take and pass 10 courses as approved by their concentration advisor. Students who wish to earn honors must take 12 courses total (see Senior-Year Project below).

SAST 0700	Introduction to Modern South Asia	1
or HIST 1620	Resisting Empire: Gandhi and the Making of Modern South Asia	

Two courses in the Humanities with a majority focus in South Asia, such as: 2

CLAS 0995	India's Classical Performing Arts
CLAS 1140	Classical Philosophy of India
COST 0030	Sound, Song and Salvation in South Asia
COST 0034	Dharma: A History of Classical Indian Civilization
COST 0035	Saints and Mystics of India
COST 0036	Love and War in India
COST 0037	Sensing the Sacred: Sensory Culture in South Asian Religions
COST 0140	Food, Religion and Politics in South Asia
COST 0145	Karma, Rebirth and Liberation: Life and Death in South Asian Religions
COST 0525	The History and Practice of Yoga in India and Beyond
COST 0526	This Whole World is OM: Mantras in Indian Religions
HIAA 0013	Introduction to Indian Art
HIAA 0023	South Asian Art and Architecture
LITR 1231K	Innovations in Indian Literature
RELS 0096	The Imaginary Lives of Muslims
RELS 1510	Islamic Imaginaries from South Asia
RELS 0036	Love and War in India
RELS 0037	Sensing the Sacred: Sensory Culture in South Asian Religions
RELS 0526	This Whole World is OM: Mantras in Indian Religions

Two courses in the Social Sciences with a majority focus on South Asia, such as: 2

HIST 1979D	Ruined History: Visual and Material Culture in South Asia
POLS 1280	The Rise of India: History, Politics, Economics and Society
POLS 1821O	Politics of Economic Development in Asia
POLS 2320	Ethnic Conflict
POLS 2330	Politics in India

SAST 0750	Understanding the Indian Economy
SAST 0725	Political Ecology in South Asia
SAST 0526	This Whole World is OM: Mantras in Indian Religions
SAST 0525	The History and Practice of Yoga in India and Beyond
SAST 0140	Food, Religion and Politics in South Asia
SAST 0037	Sensing the Sacred: Sensory Culture in South Asian Religions
SAST 0034	Dharma: A History of Classical Indian Civilization

At least five additional elective courses. Students can take additional courses in the humanities or social sciences with a focus on South Asia, such as: 5

At least three of the five electives must be drawn from the department pre-approved course listings (or be approved by the DUS/Concentration advisor). The courses on this pre-approved list have significant (at least 25%) South Asia content.

No more than two of the remaining electives can be courses with less empirical South Asia content, but these courses must have theoretical relevance to the study of South Asia (with the approval from the DUS).

ANTH 0100	Introduction to Cultural Anthropology
ANTH 2320	Anthropology and Development: Critical Ethnographic Perspectives
COST 0032	Music and Meditation
COST 0100	Introduction to Contemplative Studies
ECON 0510	Development and the International Economy
ECON 1530	Health, Hunger and the Household in Developing Countries
ECON 2510	Economic Development I
HIAA 0081	Architecture of the House Through Space and Time
HIST 0150D	Refugees: A Twentieth-Century History
HIST 1440	The Ottomans: Faith, Law, Empire
HNDI 0200	Beginning Hindi or Urdu
HNDI 0400	Intermediate Hindi-Urdu
HNDI 1080	Advanced Hindi-Urdu
MCM 1505O	Does Utopia Still Exist? Media, politics and the hope of something else
POLS 0200	Introduction to Comparative Politics
POLS 1380	Ethnic Politics and Conflict
RELS 0100	Buddhist Thought, Practice, and Society
SAST 1970	Independent Study
SANS 0200	Elementary Sanskrit II
SANS 0400	Classical Sanskrit Story Literature
SANS 1030	The Bhāgavata Purāṇa: Text and Reception
SANS 1100	Vedic Sanskrit

Total Credits 10

Language Requirements

Proficiency in a South Asian language is required for the concentration. Demonstrating proficiency can entail passing a written and oral examination, 4 semesters of formal language study at Brown or another institution, or a high school transcript indicating that the language of instruction for all courses was a South Asian language. Native Hindi/Urdu speakers are encouraged to fulfill the language requirement by taking another South Asian language for four semester, such as Sanskrit at Brown or a relevant language at another institution. Up to two language courses can count toward fulfilling the student's elective requirements.

An **Honors Thesis** is a two-semester independent study supervised by a thesis advisor (SAST 1970). These two courses constitute the additional courses needed for honors in the concentration.

An honors thesis can be textual, or it can take other forms (multi-media, visual, artistic, or musical, for example). The form and substance of a non-textual honors thesis must conform to the rigorous regulations set out by the relevant department(s) and the Dean of the College.

Additional Honors Requirements

To be eligible for Honors, students will have earned an "A" in the majority of graded courses for the concentration.

Students may graduate with Honors in South Asian Studies by completing an undergraduate Honors thesis under the supervision of at least one reader drawn from the South Asian Studies faculty* and one additional reader from the Brown (or RISD, in the case of Brown-RISD students) faculty community.

In order to pursue Honors, students must submit the following materials to the South Asian studies Director of Undergraduate Studies (DUS) by the end of their 6th semester:

1. A prospectus (3-5 pages, describing the major research questions and methods to be used, complete with bibliography) that has been read and vetted by the student's intended primary reader.
2. An email from the faculty member who will serve as primary reader to the South Asian Studies DUS noting their willingness to advise the thesis.

In addition, students must:

1. Enroll in a two-semester sequence of independent study [SAST 1970 or under a relevant departmental course code].
2. Designate a second reader by the end of the first month of their 7th semester. Second readers should also confirm their willingness to serve as a reader by sending an email to the South Asian Studies DUS.
3. Be in regular contact with thesis advisor about the progress of the project.
4. Present their research to the Saxena Center community during their final semester.

For **mid-year graduating students**, the topic and primary reader must be identified and confirmed by mid-November of the junior year, and a second reader must be arranged and confirmed by January 30 of the senior year.

* This includes all people listed under the Faculty, Postdoctoral Associate, and Visiting Scholars (limited to those in residence at Brown) tabs on the Saxena Center website

Senior-Year Project

Students must complete either a senior capstone project OR an honors thesis.

Capstone projects or honors theses are opportunities for students to creatively synthesize the thinking on South Asia that they have developed during the concentration. The project should exhibit an empirically and theoretically driven research question or argument about some aspect of South Asian Studies. The senior-year project should involve some research in at least one South Asian language.

All students are encouraged to start thinking about their capstones in their junior year.

Capstones can take two primary forms:

1. A research paper of approximately 30 pages on a topic related to South Asia for an existing concentration-eligible course, undertaken with the permission of the instructor.
2. An independent study-based project. The produce and/or process that constitutes this can be artistic, primary or secondary research-based, internship-related, or something else. The project must be supervised by at least one South Asian Studies faculty member* for at least one semester under SAST 1970. This course can count towards the five elective requirement.

At the end of the junior year, each student should meet with the Director of Undergraduate Study (DUS) to review their plan for completing their capstone. If pursuing a capstone project, students will be required to

submit, by the end of the shopping period of the fall of their senior year, a short proposal (300 words) that describes how they are going to complete this requirement.

Courses

SAST 0034. Dharma: A History of Classical Indian Civilization.

Dharma—a Sanskrit word encompassing duty, ethics, law, and religion—is a common thread running through the cultures of premodern India. This course offers a history of Indian civilization from its origins up through the end of the classical period. Drawing on a rich array of textual, material, and expressive cultures, we trace the arc of human history on the subcontinent, paying special attention to the intersections of religion and politics. The sources at hand reveal the dynamic interplay between tradition and innovation, and attest to human efforts to redefine what it means to live a life according to dharma.

SAST 0037. Sensing the Sacred: Sensory Culture in South Asian Religions.

This course explores South Asian religions through the body, the senses, and aesthetics. Drawing on Hindu, Buddhist, and Jain traditions, and concentrating on embodied practices such as meditation, chanting, eating, sex, asceticism, ritual, possession, and performance, we will examine experiences of the sacred in India, past and present. How has sensory culture shaped lives, practices, and doctrines? What place do the senses have in South Asian traditions? Drawing on premodern law codes, erotic handbooks, and medical treatises; and integrating new media from ethnographic films to graphic novels, we will plunge into the rich sense-worlds of religions in South Asia.

SAST 0067. Divine Drugs: Psychedelics, Religion, and Spirituality.

From LSD to magic mushrooms, mescaline to ayahuasca, psychedelics are drugs that alter consciousness and perceptions of reality. This course investigates the central role that religion and spirituality have played in the long, tangled history of psychedelics, from colonial eradication of psychedelics as indigenous sacraments, to psychedelic modes of expanding consciousness in 1960s counterculture; from the moral panic around these substances as a tool of mind control, to their present scientific investigation as a panacea for mental health, addiction, and self-realization. Interweaving primary sources and scholarly accounts on psychedelics, our inquiry will use an interdisciplinary approach, blending religious studies, philology, anthropology, the history of science, and art history. To explore this varied terrain, we survey the history of divine drugs around the world, even as we ruminate on the wisdom and philosophy they have inspired over the ages.

SAST 0110. Beginning Hindi or Urdu (HNDI 0100).

Interested students must register for HNDI 0100.

SAST 0112. Intermediate Hindi-Urdu (HNDI 0300).

Interested students must register for HNDI 0300.

SAST 0115. Elementary Sanskrit I (SANS 0100).

Interested students must register for SANS 0100.

SAST 0120. Sanskrit Epic Narrative (SANS 0300).

Interested students must register for SANS 0300.

SAST 0140. Food, Religion and Politics in South Asia.

Why study food? What can food tell us about religion, politics, and culture? Food in South Asia often shapes identity, social status, ritual purity, religious belonging, and political activism—the notion that you are what you eat has wide currency. Whatever form it takes, food embodies histories of migration, trade, empire, colonialism, and ethics. Through reading primary texts and ethnographic articles, watching films, and (of course) eating delicious food, we will explore the rich foodways of South Asia and their social, religious, and political ramifications.

SAST 0145. Karma, Rebirth and Liberation: Life and Death in South Asian Religions.

Karma, Sanskrit for the "action" that makes up a human life, has been a central concern for the religious traditions of South Asia throughout their history. Hinduism, Buddhism and Jainism share the belief that after death people are reborn, taking on lives according to their actions in lives previous. In these traditions, liberation from the cycle of rebirth becomes the ultimate goal of human existence. This course examines the ideas of karma, rebirth and liberation in Hinduism, Buddhism and Jainism from historical, cosmological, ritual, narrative, iconographic and theological points of view. We also look at these ideas in Western culture.

SAST 0200. Early Modern India, 1500-1800 (HIST 0260).
Interested students must register for HIST 0260.

SAST 0260. Early Modern India, 1500-1800 (HIST 0260).
Interest students must register for HIST 0260.

SAST 0525. The History and Practice of Yoga in India and Beyond.
From its roots in premodern India to its current popularity worldwide, yoga has a rich a complex history. As a practice of the mind, body, and spirit, yoga has taken many forms—meditation, chanting, breath control, postures—in order to achieve a range of goals: liberation from rebirth, supernatural powers, strength, pleasure, peace, wellness. As its reputation and commodification have increased, yoga has attracted deep interest, debate, and even controversy. In this course we will study yoga from its earliest texts to its status in the modern world, addressing its historical, religious, social, and political ramifications in many different contexts.

SAST 0526. This Whole World is OM: Mantras in Indian Religions.
A mantra is a syllable or formula used in ritual and meditation. Mantras are central to Indian religions—not only Hinduism, but also Jainism, Buddhism, Sufism, and Sikhism. Some mantras are made up of words and language—usually in Sanskrit—while others are sound fragments with no semantic meaning. The sacred syllable OM, now a global symbol of Eastern spirituality, exemplifies the power and authority of mantra. What are mantras? What do they accomplish? How do they shape identities, beliefs, and practices? Engaging with sacred utterance in various media, this course explores the world of mantras in India and beyond.

SAST 0601. Home and Away: South Asian Literature in the Global Diaspora (COLT 0711U).
Interested students must register for COLT 0711U.

SAST 0700. Introduction to Modern South Asia.
This course will explore the making of modern South Asia through a dynamic conception of its peoples as historical actors who contributed to and engaged with the varied facets of the empire, resistance, and modernity. We will ask: How did resisting colonial rule include, exclude, or form creative attempts to adapt, appropriate, question, and reject elements of European modernity? What were the various complementary and competing visions of anti-colonial nationalism? How were these represented and turned into history writing? In other words, what is the relationship between power, culture, and knowledge? Finally, what are the contemporary political stakes in different narratives of the past? This course thus grapples with history as well as post-colonial theory, and provides students with comparative tools to engage with imperial forms, nationalism, and struggles that remade much of the global south by the mid-twentieth century.

SAST 0700A. Introduction to Modern South Asia: The Politics of States, Society, and Development in South Asia.

India, Pakistan, and Bangladesh are collectively home to over 1.5 billion people, with rapidly growing economies. Yet, all three states continue to grapple with high levels of poverty, ethnic, religious, gender, and caste-based discrimination, and threats to deepening democracy. Despite a shared history of colonial rule and similar bureaucratic structures, these states have developed important differences in political regimes, systems of governance, and state-citizen linkages. This seminar is an introduction to States, Society, and Development in South Asia, drawing on academic literature primarily from political science, as well as sociology, and history. Over the semester, we will comparatively address themes such as the origins and consolidation of political regimes, the role of the state in economic growth and poverty alleviation, and the evolution of political parties, civil society, and social movements in organizing and making demands for rights.

SAST 0700B. Introduction to Modern South Asia: Public Health From Theory to Practice.

This course introduces students to public health in South Asia (including India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka) through a health equity approach. We will examine the history, theories, and interventions that shape health care systems in South Asia in three ways. First, students will learn about fundamental historical shifts in public health from the British Raj before 1947, Nation-building between 1947 and 1971, and the present time in health care and policy in South Asia. Second, students will be introduced to structural and social determinants of health (e.g., race and ethnicity, caste, gender, socioeconomic position, sexual orientation) using an interdisciplinary approach rooted in global health theories. Finally, through case studies, we will examine health policies and initiatives across the South Asian region and critically delve into ethical dimensions, behavioral health, and sustainability.

SAST 0700C. Current Debates in Modern South Asia.

Abbreviated Course Description: This course provides a survey of the debates currently occupying scholarship on South Asia. Topics will include – the impacts of colonial modernity; the divergences as well as traffic between class, caste, and religion; the politics of representation in a democracy; forms of relatedness across intimate and geological scales; the distance or proximity between law and violence; the psychic and social consequences of economic liberalization. Throughout the course, we will examine debates over the pertinence of concepts considered to be from elsewhere to understanding South Asian life. Readings are drawn from the disciplines of anthropology, history, sociology, literary studies, political science, and media studies.

SAST 0725. Political Ecology in South Asia.

This course focuses on the complex issues of intra-(human)-species and interspecies inequality, the history of uneven development as well as ecological vulnerability of diverse South Asian societies, and the resulting environmental movements that intersect concerns for environment with that of social justice. First we explore the underlying theoretical premise of how environments can be understood as both 'natural' and 'social', and variations over time and space. Is there one Nature or multiple natures? Is Nature even natural? Is there something distinct about the ecology, political ecology, or the history of environmental movements in South Asia? Are the environmental justice movements emerging from the global south able to capture the intricate relationship that many indigenous people in South Asia have with their environment? And how do such movements respond to ecological challenges that are a result of activities of global magnitude?

SAST 0730. Economic and Human Development in South Asia.

This course takes stock of Economic and Human Development achieved in modern South Asia and discusses pertinent public policy issues across countries in an interdisciplinary framework. Following cross-country comparisons of various development indices, we will question the contribution of neo-liberal reforms in agricultural and industrial sectors in improving people's lives. We will draw upon the rich histories of struggles for economic rights and dignity, led by women, as well as caste and minority groups. We will also explore inequalities in income, wealth, access to health and education, as well as attempts to remedy these by way of social policy. Finally, we discuss the rapidly changing natural and political environments, as we shift our focus to communal tensions and climate change in this region.

SAST 0735. South Asia in the World and the World in South Asia.

This course gives a broad overview of South Asia's inextricable role in the making of the world and vice versa from the 13th century to the present. To counter the dangerous nationalisms the region has experienced recently, this course underlines the worldliness and the planetarity of South Asia. Course materials also examine gender, sexuality, caste, race, religion, indigeneity, class, region, et cetera, not just because justice demands that we critically examine inequalities and injustices perpetuated against those who are "different" but because the enormous diversity of lives and experiences in South Asia is a matter of fact. This interdisciplinary course draw on multimedia material, journalistic works and archival pieces to think critically about how the region known today as South Asia has come to be shaped socially, politically, affectively, and materially and how it has contributed to shaping the world.

SAST 0740. Anticolonial Perspectives from South Asia.

This seminar examines anticolonial perspectives that not only influenced twentieth century movements for decolonization and independence in South Asia, but also profoundly shaped struggles for equality and justice globally. We will explore major South Asian political and intellectual figures such as Gandhi, Ambedkar, Savarkar, revolutionaries, poets, and writers such as Bhagat Singh, Amrita Pritam, Namdeo Dhasal, Muhammad Iqbal, and Saadat Hassan Manto. The course will also engage with thinkers such as Martin Luther King, DuBois, Frantz Fanon, and Ghassan Kanafani, among others, to think in conversation with the repertoire of global anticolonial thought. The seminar is chance to closely read canonical as well as lesser-known primary sources to think through the entanglements between individual and collective liberation, religion and secularism, and ethics and politics, across intersections of caste, gender, race, and religion.

SAST 0745. The Making of Modern South Asia.

This undergraduate seminar course offers a historical introduction to South Asia – India, Pakistan, Bangladesh, Sri Lanka, Afghanistan, and Myanmar. It focuses on the historical evolution of the cultures, polities, and societies in this region from the eighteenth century, through colonial and post-colonial period, to the twenty first century. Using seminal historical events as entry points, this course will not only provide a comprehensive historical survey of this region but also explore several major themes and debates in South Asian historiography such as colonialism, orientalism, and modernity. It will also offer a critical analysis of the several post-independence issues that dominate this region. By utilizing a diverse archive of sources such academic texts, primary documents, movies, literature, and maps this course aims to provide students with a comprehensive overview of and the critical tools to engage with scholarship on

SAST 0750. Understanding the Indian Economy.

With a view to help understanding the Indian economy, the course will discuss a number of topics. The aim will be to become conversant with a number of contemporary issues such as demonetisation, Goods and Services Tax (GST), the GDP numbers controversy, fiscal federalism and the outlook for the Indian economy post-COVID. But understanding the economy today will also require becoming familiar with the past and how ideas, events, and developments of the past shaped the India of today in terms of the basic Indian development model, structural transformation, India's economic and financial crises, the state of state capacity, and gender and other outcomes.

SAST 0755. Introduction to Modern South Asia.

This course offers an introduction to social and cultural formations in Modern South Asia, and prepares students to think critically about the forms of life that have characterized the region. First, it sets up a historical context for the region, focusing on how critical events such as the partition and Indian independence from British rule invited a line of scholarly preoccupations with colonialism, post-colonialism and nationhood. At the same time, it dwells on how historiography itself might become a political object in the light of social upheaval. Second, it examines the particularities of these upheavals: religious and ethnic majoritarianism, gendered violence, class and caste-based hierarchies, as well as the political orders –sovereignty, democracy, secularity, that they resist and abide by in everyday life. Third, the course compares ritual, ethical and linguistic practices, born from a characteristically South Asian confluence.

SAST 1050. Contemporary Bollywood: The Cultural Logic of Popular Indian Cinema.

Bollywood, like Hollywood, is not just a cinematic genre but a discursive field that dominates popular imagination in South Asia, permeating its culture, society, and politics. Although rooted in Euro-American sensibilities, Bollywood films have emerged as a distinct form of cinematic representation in the late twentieth century. These films, characterized by flamboyant music, extravagant dance routines, high melodrama, lavish production values, and a focus on stars and spectacle, are deeply embedded in contemporary South Asian ethos. Each week will focus on one film and several key texts to uncover the ideological, social, and cultural logic of Bollywood. The course will link the films' formal structure and content to broader issues such as postcolonial national identity, pre-modern epic traditions, contemporary popular culture, history, globalization, and diaspora implications.

SAST 1100. Intermediate Hindi-Urdu (HNDI 1080).

Interested students must register for HNDI 1080.

SAST 1120. The Sanskrit Grammatical Tradition (SANS 1400).

Interested students must register for SANS 1400.

SAST 1200. Resisting Empire: Gandhi and the Making of Modern South Asia (HIST 1620).

Interested students must register for HIST 1620.

SAST 1700. Epics of India: Ethics, Politics, and Expressive Traditions (RELS 1730).

Interested students must register for RELS 1730.

SAST 1970. Independent Study.

Section numbers vary by instructor. Please check CAB for the correct section number and CRN to use when registering for this course.

SAST XLIST. Courses of Interest to Concentrators.

Swearer Center for Public Service

The Swearer Center for Public Service is a community of scholars, students, practitioners and community members that work together to build on community strengths and address community challenges. The Swearer Center's work aims to catalyze student learning and commitment to lifelong civic engagement and responsibility to advance social justice. The Center is an important agent of Brown's intent and obligation to ensure that the University makes meaningful, positive and sustainable contributions to the public good.

We build capacity and community among faculty, graduate students and staff interested in engaged teaching and research through communities of practice, consultations, funding, partnership development and programming collaborations with other units on campus. This helps us center community knowledge as a critical driver of understanding and working toward social justice.

The Swearer Center is located at 2 Stimson Avenue and has a satellite location, the Fidler Family Campus & Community Center, at 339 Eddy Street in Providence's Jewelry District.

With 11 signature programs (<https://swearer.brown.edu/students/fellowships-programs/>), some of the Swearer Center's programs include:

- **Community Storytelling Fellowship** provides students with the opportunity to learn about ethical and responsible community

- storytelling, research ongoing community engagement work happening in Providence and Rhode Island, produce a form of storytelling and interact meaningfully with Swearer Center constituencies and community partners.
- **The Engaged Scholarship Certificate (ESC)**, sponsored by the Sociology Department with the Swearer Center, allows students to investigate public, civic and/or social justice issues they are passionate about by integrating academic study with community-based learning, research and action. Students pursuing the ESC engage in intensive interdisciplinary inquiry into the issue they define as the focus of their certificate experience, coupled with direct engagement with communities, organizations and practitioners outside the university.
 - **The Laidlaw Scholars Leadership and Research Program** is an innovative scholarship that aims to develop a new generation of skilled researchers who embrace data-based decision-making and believe it is a moral imperative to lead with integrity. It invests in talented and motivated undergraduate students, giving them the knowledge, skills and experience to become active global citizens and future leaders.
 - **The Social Innovation Fellowship** provides undergraduate students with meaningful community engagement and social innovation experiences. Focusing on local partnerships and social impacts through the lens of innovation, this two-year developmental program offers students the opportunity to explore modes of social innovation and the tools required to start successful ventures or make transformational changes within existing organizations. Additionally, students' work enhances the ability of nonprofit community organizations to use student talent effectively helping build organizational capacity while exploring ideas within the local social innovation ecosystem.

Contact Information:
Swearer Center for Public Service
Box 1974
2 Stimson Avenue
Providence, RI 02912
Phone (401) 863-2338
Fax (401) 863-3094
swearer_center@brown.edu
swearer.brown.edu (<https://www.brown.edu/swearercenter/>)
@SwearerCenter

A. Alfred Taubman Center for American Politics and Policy

The A. Alfred Taubman Center for American Politics and Policy brings together scholars, practitioners, and students from different perspectives to address important problems facing American politics and policy. Since 1984, the Taubman Center has influenced local, national, and global policymakers working at the intersection of research and public engagement. The Taubman Center is one of several research centers within the Watson Institute for International and Public Affairs. Through their research and public engagement, Taubman Center Affiliates (<http://watson.brown.edu/taubman/people/affiliates/>) provide the intellectual foundation for the Center's work.

The Taubman Center's programming includes:

- Taubman Center public opinion polls (<http://watson.brown.edu/taubman/polls/>);
- R (<http://watson.brown.edu/taubman/research/>) research (<http://watson.brown.edu/taubman/research/>) through workshops, conferences, and scholarship;
- Engagement with public leaders through a rich speakers series (<http://watson.brown.edu/taubman/events/>);
- Internship and research funding for students (<http://watson.brown.edu/taubman/for-students/>).

Visit the Taubman Center website (<http://watson.brown.edu/taubman/>) to learn more.

Theatre Arts and Performance Studies

The Department of Theatre Arts and Performance Studies is the intellectual and artistic center at Brown for faculty and students interested in the aesthetic, historical, literary, practical and theoretical explorations of performance in global perspective – theatre, dance, speech, performance art, and performative “roles” in everyday life. The Department’s distinguished faculty consists of leading scholars and artists who are at the forefront in researching and teaching new and innovative methodologies produced by the intersection of the study of craft and the study of history and theory.

Every season, the Department mounts theatre and dance productions, along with a multitude of academic events and programs in theatre and performance studies, including Brown University-based and guest artists and scholars. Students are active in every aspect of production—learning the rigors of craft through participation in production as well as through class work in acting and directing, dance, playwriting, movement, history, theory, design, technical theatre, intermedial performance, and performance ethnography.

For additional information, please visit the department's website: <http://www.brown.edu/academics/theatre-arts-performance-studies/>

Theatre Arts and Performance Studies Concentration Requirements

The Department of Theatre Arts and Performance Studies (TAPS) is the intellectual and artistic center for the aesthetic, historical, literary, practical, and theoretical explorations of performance in global perspective – theatre, dance, speech, time-based art, and even performative “roles” in everyday life. The TAPS concentration offers three tracks with many points of overlap among them: Performance Studies, Theatre Arts, and Dance. Concentrators gain exposure to a broad spectrum of performance modes and methods -- acting, directing, dance, and writing, and chose an avenue of focus among them. Everyone graduates having studied craft, gained familiarity with history, and investigated the role of performance arts in culture.

Theatre Arts Track

This concentration combines the study of dramatic literature, theatre history, performance theory, and studio work in the various theatre arts. All concentrators in Theatre Arts will gain practical experience through the study of acting and directing as well as in the technical production of plays, preparing students in the practical study of a cross-section of the vital aspects of theatre craft, including one class in either dance or speech. An essential aim of the concentration track is the engagement of students in performance procedures (acting, dancing, directing, choreography, design, playwriting, dramaturgy, etc.) in order to experience the inter-relationships among social contexts, dramatic texts and theatrical enactments. Along with practical study in craft, concentrators will graduate having studied theatre history and performance theory in global perspective. The study of theatre history provides a Theatre Arts concentrator with the necessary background to understand a variety of dramatic and theatrical forms. The study of performance theory enhances a student's ability to ask fundamental questions about the role of theatre in social, political, cultural and cross-cultural arenas.

Students wishing to enroll as concentrators in Theatre Arts and Performance Studies and take the Theatre Arts track should see the undergraduate Theatre Arts track advisor, in order to discuss options that will best serve their interests.

Basic Theatre Arts Track Requirements -- 10 Credits		
TAPS 0700	Introduction to Theatre, Dance and Performance (Required Courses)	1
TAPS 0230	Acting	1

or TAPS 0220	Persuasive Communication	
TAPS 0250	Introduction to Technical Theatre and Production	1
TAPS 1230	Global Theatre and Performance: Paleolithic to the Threshold of Modernity	1
TAPS 1240	Performance Historiography and Theatre History	1
TAPS 1250	Late Modern and Contemporary Theatre and Performance	1
Theatre Studies electives: 4 elective courses, one of which must be theory, history, or literature chosen in consultation with the advisor according to the area of interest (i.e., acting, direction, playwriting, design/technical theatre). Additionally, following consultation with the advisor, one of the electives may be taken outside the TAPS department.		4
Total Credits		10

Performance Studies Track

The Performance Studies track in the Theatre Arts and Performance Studies concentration offers a base for students interested in a variety of performance forms, performance media, or in intermedial art. A concentrator in this track will study the multiple modes in which live performance articulates culture, negotiates difference, constructs identity, and transmits collective historical traditions and memories. Because Performance Studies is not primarily invested in one performance mode over another (such as theatre or dance), a concentrator will gain exposure to a broad spectrum of performance modes. Studying ritual, play, game, festival, spectacle and a broad spectrum of "performance behaviors" under the umbrella of Performance Studies, a concentrator will graduate having investigated the role of performance in culture, including performative acts in everyday life, political enactment, ritual behavior, aesthetic or representational practices, and social role or the performance of subjectivity. The history of aesthetic performance practices (such as the histories of theatre and/or dance) will be an important part of this track, serving to ground inquiry into the broader spectrum of performance study. Students will craft their electives on this track from a wide selection of courses both within the Department of Theatre Arts and Performance Studies and across the university. The study of performance behavior across mediums such as dance, theatre, ritual, and orature allows for geographic and historical flexibility as not all cultures parse theatre from dance, nor, historically, genres of religious or political ritual from genres of entertainment, play, or game. At least one of the ten required classes must show geographic or cultural breadth, and be approved as such by the undergraduate concentration advisor. Participation in practical classes in modes of performance is also required.

Students wishing to enroll as concentrators in Theatre Arts and Performance Studies and take the Performance Studies track should see the undergraduate Performance Studies track advisor, in order to discuss options that will best serve their interests.

Basic Performance Studies Track Requirements -- 10 credits

TAPS 0700	Introduction to Theatre, Dance and Performance	1
Three of the following courses:		3
TAPS 1230	Global Theatre and Performance: Paleolithic to the Threshold of Modernity	
TAPS 1240	Performance Historiography and Theatre History	
TAPS 1250	Late Modern and Contemporary Theatre and Performance	
TAPS 1280Y	Issues in Performance Studies	
Two primarily academic courses from within the Department with Performance Studies content to be selected with your advisor, such as (but not limited to):		2
TAPS 0800I	(Re)Imagining the Body: What can a Body do?	
TAPS 1280E	Neurodiversity and Performance	

TAPS 1281G	Queer Dance	
TAPS 1281O	Acting Outside the Box: Race, Class, Gender and Sexuality in Performance	
TAPS 1281Q	Introduction to Critical Dance Studies	
TAPS 1425	Queer Performance	
TAPS 1500P	Asian American Theater Making	
TAPS 1600	Dramaturgy	
TAPS 1670	Latinx Theatre + Performance	
Two full-credit courses based in performance craft in either Dance, Acting, Directing, Playwriting, Speech, Design, Literary Arts, Visual Arts, Music, or Africana Studies approved by the concentration advisor.		2
Two additional courses in the academic study of performance and performance culture(s) from either within TAPS or throughout the University in consultation with the advisor.		2
Total Credits		10

Dance Track

The Dance track of the Theatre Arts and Performance Studies concentration engages students in the study of dance, movement, and other forms of kinesthetic performance. Emphasizing dance technique, choreography/composition, and theories and histories of global forms of dance practice, concentrators in this track will study how multiple global dance forms articulate culture, negotiate difference, construct identity, and transmit collective historical traditions. Concentrators will receive instruction in composition and technique, and engage with dance, theatre, and performance production within the department to understand dance within a network of performance practices.

Basic Dance Track Requirements -- 10 credits

TAPS 0700	Introduction to Theatre, Dance and Performance	1
Critical Topics and Global Perspectives - three courses. Students should work with their advisor to ensure their courses offer theoretical and geographic breadth. Courses could include, for example:		3
TAPS 1230	Global Theatre and Performance: Paleolithic to the Threshold of Modernity	
TAPS 1240	Performance Historiography and Theatre History	
TAPS 1250	Late Modern and Contemporary Theatre and Performance	
TAPS 1281G	Queer Dance	
TAPS 1281Q	Introduction to Critical Dance Studies	
TAPS 1330	Dance History: The 20th Century	
TAPS 1425	Queer Performance	
TAPS 1670	Latinx Theatre + Performance	
Techniques of the Body - two courses selected in consultation with an advisor, such as the following:		2
TAPS 0310	Beginning Modern Dance	
TAPS 0330	Mande Dance, Music and Culture	
TAPS 0930C	The Actor's Instrument: Stage Movement for Actors and Directors	
TAPS 1000	Intermediate Dance	
TAPS 1340	Dance Styles	
TAPS 1341	Introduction to Ballet	
TAPS 1342	Ballet II	
TAPS 1343	Ballet III (Intermediate/Advanced Ballet)	
TAPS 1344	Advanced Ballet with Repertory	
TAPS 1348	Contemporary Dance Studio Project 1	
TAPS 1390	Contemporary Mande Performance	
Directing/Compositional Strategies - two courses selected in consultation with an advisor from courses such as the following:		2
TAPS 0320	Dance Composition	

TAPS 0360	Viewpoints Technique: The Moving Body in Relation to Time, Space, and Ensemble	
TAPS 1281E	Directing Theory and Practice	
TAPS 1320	Choreography	
Design or Production - one course selected in consultation with an advisor from the following:		1
TAPS 0250	Introduction to Technical Theatre and Production	
TAPS 0260	Stage Lighting	
TAPS 1100	Stage Management	
TAPS 1251C	Scenic Properties and the Props Artisan	
TAPS 1280F	Introduction to Set Design	
TAPS 1281A	Director/Designer Collaborative Studio	
TAPS 1281M	Introduction to Costume Construction	
TAPS 1300	Advanced Set Design	
One additional TAPS elective		1
Total Credits		10

For all concentrators, regardless of track:

In cases where dual concentrations are declared, the Department allows two courses to be counted toward both concentrations.

Capstone Project

Every concentrator will complete a capstone and 5-page reflection paper by the final semester of their senior year. The purpose of the capstone is to synthesize the core tenets of theory and practice from our concentration learning objectives in the form of a student-initiated creative project, experience, or a non-honors research paper. Students pursuing Honors fulfill the capstone requirement by successfully completing a senior thesis (see Honors section).

Please note that while the experience being reflected on for the Capstone may occur as early as the junior year, the reflective paper must be written and submitted in the senior year.

The 5-page reflection paper must be written and submitted in the final semester of the senior year, and completes the capstone requirement. The following options can qualify as the experiential component of a capstone project, and can be executed during junior or senior year.

- Participation in a Senior Slot Production.
- Major participation in a TAPS Department / Sock & Buskin Production. (i.e. acting, assistant directing, designer, dramaturg, stage manager)
- Extension of an existing curricular, co-curricular, or extra-curricular project.
- Revision or expansion of an existing final paper from any prior TAPS theory or history class.
- Major participation in a non-departmental campus production, performance or academic event. (i.e. student theatre, student dance (<https://taps.brown.edu/student-opportunities/student-groups/>) group (<https://taps.brown.edu/student-opportunities/student-groups/>), self-produced performance or event at the Granoff)

Students must create a Capstone project plan in consultation with the TAPS DUS. Finalized project proposals must be submitted via email for approval by the DUS no later than October 1st for students graduating in spring, and September 15th for students graduating in fall.

Capstone proposals must be approved the TAPS DUS.

Capstone Reflection Paper Due Dates

- For students graduating in spring, the capstone reflection paper is due March 1st of the senior year.
- For students graduating in fall, the capstone reflection paper is due November 1st of the senior year.

Capstone Reflection Paper

Please email the DUS a 5-page reflection paper addressing the following writing points:

- A brief description of the project completed, including details about who, what, when and where the project took place. If you revised a paper, detail which class the paper was originally written for; and how you revised the paper, etc.
- An examination of how you used knowledge, skills and research methods acquired in the concentration to conceptualize, do and complete the project, with a frank assessment of the project's success or ways in which it could have been improved.

The DUS will assess and approve the paper if all of the criteria above are met. The reflection will be assessed for clarity, honesty and depth of self-reflection and encapsulation of your experience of the TAPS curriculum.

Please note: Students should refer to the Brown Arts Institute student funding (<https://arts.brown.edu/institute/grants/rolling-grants/>) opportunities and consult with the staff regarding space availability and support.

Senior Honors Thesis

Honors are awarded for theses in all concentration tracks, and satisfies the capstone requirement. Candidates for the senior honors program should have an outstanding academic record, must apply to the Department for approval, and enroll in TAPS 1990 in Semesters VII and VIII. All theses are substantive pieces of writing. Some theses are strictly academic. Other honors theses may include a creative component (such as the directing of a play, a solo performance piece, the study and performance of a major role, or the design of a production) but the thesis itself will include a critical, written work based in research relative to that artwork. For creative work submitted for honors, the essay should accompany the play/ performance, reporting on the research and the process of creation although the play/ performance itself can count as the substantive written work. Please note that departmental support is not available for productions at this time.

Students should refer to the Brown Arts Institute student funding (<https://arts.brown.edu/institute/grants/rolling-grants/>) opportunities and consult with the staff regarding space availability and support.

Students should contact the honors advisor by the end of Semester V to discuss proposals, thesis guidelines, and scheduling TAPS 1990 the honors thesis course in Semesters VII and VIII.

- For students graduating in spring submit proposals to the Department in Semester VI by April 1st.
- For students graduating in fall submit proposals to the Department in Semester VI by October 1st.

Proposals should be submitted electronically to taps@brown.edu. (taps@brown.edu)

Theatre Arts and Performance Studies Graduate Program

The Department of Theatre Arts and Performance Studies offers the following graduate programs:

- **Doctor of Philosophy (Ph.D.) in Theatre Arts and Performance Studies.**

For more information on admission and program requirements, please visit the following website: <http://www.brown.edu/academics/gradschool/programs/theatre-arts-and-performance-studies> (<http://www.brown.edu/academics/gradschool/programs/theatre-arts-and-performance-studies/>)

- **Master of Fine Arts (M.F.A) in Playwriting.**

For more information on admission and program requirements, please visit the following website: <http://www.brown.edu/academics/gradschool/programs/theatre-arts-and-performance-studies-0> (<http://www.brown.edu/academics/gradschool/programs/theatre-arts-and-performance-studies-0/>)

Required MFA Playwriting Courses:

The MFA Playwriting Program will consist of a minimum of 14 courses that include:

- Six (6) semesters of Graduate Playwriting Workshop (TAPS 2310)
- One (1) course in dramaturgy (TAPS 1600)
- Two (2) semesters of Thesis Preparation in the third year of the program (TAPS 2975)
- Five (5) elective courses from throughout the university, including Brown/Trinity courses where appropriate, of which one (1) should be a theory or history course in TAPS or cross-listed in TAPS at the 1000 or 2000 level.

First Year

FALL		
TAPS 2310	Graduate Playwriting	1
TAPS 1600	Dramaturgy	1
Elective		1
SPRING		
TAPS 2310	Graduate Playwriting	1
Elective		1
Elective		1

Second Year

FALL		
TAPS 2310	Graduate Playwriting	1
Elective		1
SPRING		
TAPS 2310	Graduate Playwriting	1
Elective		1

Third Year

FALL		
TAPS 2310	Graduate Playwriting	1
TAPS 2975	Thesis Workshop	1
SPRING		
TAPS 2310	Graduate Playwriting	1
TAPS 2975	Thesis Workshop	1

Total Credits 14

- **Master of Fine Arts (M.F.A.) in Acting or Directing through the Brown University/Trinity Rep MFA Program.**

For more information on admission and program requirements, please visit the following website: <http://www.brown.edu/academics/gradschool/programs/theatre-browntrinity-rep-acting-directing> (<http://www.brown.edu/academics/gradschool/programs/theatre-browntrinity-rep-acting-directing/>)

Required Courses for MFA Actors:

First Year

FALL		
TAPS 2505	Fundamentals of Acting: Modern and Contemporary Realism	1
TAPS 2515	Acting Technique: Fundamentals of Physical Awareness	1
TAPS 2535	Directing 1: Fundamentals in Analysis and Action for Brown/Trinity MFA Actors and Directors	1
TAPS 2545	Dramaturgy	1
SPRING		
TAPS 2555	Advanced Acting: Modern and Contemporary Realism	1
TAPS 2565	Acting Technique II: Strength, Expansion and Articulation	1
TAPS 2575	Theatre History in a Changing Present	1
TAPS 2585	Directing II: Collaborative Communication	1

Second Year

FALL

TAPS 2605	Fundamentals of Acting: Shakespeare and Classical Verse	1
TAPS 2615	Acting Technique III: Poetic Expression	1
TAPS 2625	Playwriting Dramaturgy Practicum	1
TAPS 2635	Directing III: The Director's Vision	1

SPRING

TAPS 2655	Advanced Acting: Shakespeare and Classical Verse	1
TAPS 2665	Acting Technique IV: Creativity and Virtuosity	1
TAPS 2675	Advanced Playwriting	1
TAPS 2685	Directing IV: Special Topics	1

Third Year

FALL

TAPS 2705	Third Year Practicum: The Actor as Creator	1
TAPS 2715	Professional Development and Performance	1

SPRING

TAPS 2755	Third Year Practicum: The Actor as Total Theatre Artist	1
TAPS 2765	Professional Development and Performance - Spring	1

Total Credits 20

Required Courses for MFA Directors:

First Year

FALL

TAPS 2505	Fundamentals of Acting: Modern and Contemporary Realism	1
TAPS 2535	Directing 1: Fundamentals in Analysis and Action for Brown/Trinity MFA Actors and Directors	1
TAPS 2545	Dramaturgy	1
Elective		1

SPRING

TAPS 2555	Advanced Acting: Modern and Contemporary Realism	1
TAPS 2585	Directing II: Collaborative Communication	1
TAPS 2575	Theatre History in a Changing Present	1
Elective		1

Second Year

FALL

TAPS 2605	Fundamentals of Acting: Shakespeare and Classical Verse	1
TAPS 2635	Directing III: The Director's Vision	1
TAPS 2645	Fall Directing Practicum	1
Elective		1

SPRING

TAPS 2655	Advanced Acting: Shakespeare and Classical Verse	1
TAPS 2685	Directing IV: Special Topics	1
TAPS 2695	Spring Directing Practicum	1
Elective		1

Third Year

FALL

TAPS 2735	Directing V: Advanced Directing - Directing Seminar	1

TAPS 2975	Thesis Workshop	1

SPRING

TAPS 2775	Directing Seminar	1
TAPS 2975	Thesis Workshop	1
Total Credits		20

Courses

Theatre Arts and Performance Studies

TAPS 0001A. Trust Yourself: The Practice of Artistic Impulse.

Using theatre/ live performance as a point of entry, students will learn how to preserve their work and findings through digital mediums: film, radio, photo, etc. By the end of this course students will not only have a portfolio of their growth which can be used for future artistic opportunities, but they will have the confidence in their unique perspective and the know- how to expand on that in a useful way.

This class will follow a produce-first format. From various prompts, found materials, and sources of inspiration and intrigue, students will extrapolate and expand on impulses. It is my hope that by the end of this course that students will not only have confidence in their work, but have had the opportunity to apply newly applied skills to these impulses.

TAPS 0030. Introduction to Acting and Directing.

Explores basic acting/directing concepts from a variety of perspectives including the use of the actor's imagination/impulsivity in the creation of truthful, dramatic performance; the body, as a way of knowing and communicating knowledge; and the voice, as a means of discovering and revealing emotion/thought. There is a mandatory tech requirement and some evening hours are required. Please go to the TAPS website for specifics on admission and the technical requirement (<https://taps.brown.edu/undergraduate/undergraduate-courses%23/additional-info>). Enrollment limited to 18 students. Instructor permission required. No permission will be given during pre-registration.

TAPS 0080. Asian American Theatre and Performance in Transnational Contexts.

From the founding of the East West Players in San Francisco in 1965 to Toronto's now thriving Fu-Gen Theatre, formed in 2002, embodied performance has long played a central role in the formation of an Asian diasporic identity, movement, and politics in the Americas. This intro-level course explores the history and development of Asian American theatre and performance. Through a variety of critical, historical, and aesthetic texts (theatre, literature, contemporary art) we will consider encounters and exchanges in Asian American and Asian Canadian theatre and performance histories as one way to critically engage the "transnational" within Asian American Studies.

TAPS 0080A. Feminist Aesthetics and Performance Philosophy.

A theoretical and practical investigation of art and performance from feminist and performance philosophical perspectives, focusing on the topics of perception, experience, thinking, embodiment, and the practice of everyday life. The course will introduce students to theories and methods from feminist aesthetics and the emerging field of performance philosophy. We will study feminist critiques of aesthetic categories (Battersby, Cixous, Grosz, Korsmeyer, Piper, Scheman, Ziarek) and feminist practices of art and performance. We will combine our theoretical work with practical explorations in the studio. No prior experience with art or performance-making required.

TAPS 0085. Uncomfortable Media (MCM 0901H).

Interested students must register for MCM 0901H.

TAPS 0100. Playwriting I.

A workshop for students who have little or no previous experience in writing plays. Students will be introduced to a variety of technical and imaginative considerations through exercises, readings and discussions. Course is not open to those who have taken Advanced Playwriting (TAPS 1500, formerly LITR 1010C and TSDA 1500). Enrollment is limited to 12 undergraduates per section. A limited number of spaces are reserved for incoming and transfer students. Instructor permission required. S/NC.

TAPS 0101. Playwriting I.

An intensive workshop for students who have little or no previous experience in writing plays. Students will be introduced to a variety of technical and imaginative considerations through exercises, readings and discussions. Course is not open to those who have taken Advanced Playwriting (TAPS 1500, formerly LITR 1010C and TSDA 1500). Enrollment is limited to 14 undergraduates per section. A limited number of spaces are reserved for incoming and transfer students. Instructor permission required. S/NC.

TAPS 0110E. Screenwriting I (LITR 0110E).

Interested students must register for LITR 0110E.

TAPS 0150. Screenwriting I (LITR 0110E).

Interested students must register for LITR 0110E.

TAPS 0200. Playwriting II.

This course is an artistic laboratory and seminar that builds upon the fundamentals of Playwriting I. In this course we will bolster our writing practice with a toolbox of strategies to generate new writing, develop a revision process using peer feedback and exercises, read and discuss various plays and their mechanics, cultivate and act upon our creative curiosities to discover the forms that our ideas and stories want to be held in. S/NC

TAPS 0210. Dancing the African Diaspora.

This seminar/studio course introduces students to theories, debates, and critical frameworks in African Diaspora Dance Studies. It asks: What role does dance play throughout the African diaspora? What makes a dance "black"? How do conceptualizations of gender and sexuality inform our reading of dancing bodies? Using African diaspora, critical dance, performance, and black feminist frameworks, we will examine the history, politics, and aesthetics of "black dance".

TAPS 0220. Persuasive Communication.

Introduces public speaking and helps students develop confidence in public speaking through the presentation of persuasive speeches. The course combines public speaking and persuasive theory. Students develop and present speeches of increasing complexity, including speeches of introduction, speeches to teach, speeches to get an action, and speeches to change attitudes. Various delivery styles (impromptu, extemporaneous and manuscript) are highlighted. We address gender, culture, neurodiversity, and ethics of communication. Primarily for seniors. Limited to 15. Instructor's permission required. No permission will be given during pre-registration; interested students should sign up well in advance on the TAPS 0220 waitlist (application form is at https://docs.google.com/forms/d/e/1FAIpQLSdWavq-L_fukiBylGrPFdVpzCzLXCfjFiD9K7l7MMjaFbwI6Q/viewform?usp=sf_link) and attend the first day of class. Fall semester is in-person only. Spring semester is offered online only. The waitlist process does not apply to students registering for the Summer term. Attendance is mandatory.

TAPS 0230. Acting.

Focus on elements of dramatic analysis and interpretation as applied to the art of acting, and, by extension, directing. Monologues, scene study, and improvisation are basis for comment on individual problems. Reading of dramatic texts and theory. Substantial scene rehearsal commitment necessary. Attendance mandatory. Not open to first-year students. Instructor permission required. No permission will be given during pre-registration. S/NC

TAPS 0240. Africana Feminisms.

Beginning with the institution of slavery and carrying on to the present day, we will examine the field of Black Feminist Thought—or, the political, social, and economic forces that shape black American women's lives. We will ask: How do black women's lives, labor, and cultural productions lay bare the limits of maleness and whiteness as dominant frames? Why and how do black women matter to us all? Together, we'll ride the three waves of black feminism to explore the ways black women's cultural production has been consequential to notions of citizenship, liberation, and culture.

TAPS 0250. Introduction to Technical Theatre and Production.

This course is an introduction to the concepts and practices of stagecraft. You will be introduced to different elements of stagecraft such as scenery, lighting, and properties. Lecture and lab classes will also cover the proper and safe use of tools, the choosing of building materials, methods of construction, and the installation of electrics, scenery, and properties for the department of Theatre Arts and Performance Studies productions.

TAPS 0260. Stage Lighting.

This course is an introduction to stage lighting. Enrollment limited to 6.

TAPS 0310. Beginning Modern Dance.

Introduction to the art of movement. Focuses on building a common vocabulary based on ballet, vernacular forms, improvisation, Laban movement analysis, American modern dance, and the body therapies. Individual work is explored. One and one-half hours of class, four days a week. Enrollment limited to 20. S/NC.

TAPS 0310E. Shakespeare: The Screenplays (ENGL 0310E).

Interested students must register for ENGL 0310E.

TAPS 0320. Dance Composition.

Focuses on building the individual's creative voice. A movement vocabulary is developed from Western techniques (ballet, American modern dance, Laban/Bartenieff movement analysis, vernacular forms, space-harmony/movement physics, and the body therapies) along with group improvisations and collaboration with artists in other disciplines. Enrollment limited to 20. S/NC.

TAPS 0330. Mande Dance, Music and Culture.

Mande, Dance, Music and Culture explores three distinct life-cycle and celebratory dances from the Bambara, Malinke, Wasalu, and Khassonke peoples of Mali, West Africa. Each dance is taught in relationship to relevant oral histories, folklore and contemporary expressions. Emphasis is placed upon building a mindful community of committed thinkers and doers. Attendance at the first class is required. There is an application process for enrollment. S/NC

TAPS 0350. Black Performance Theory.

This interdisciplinary, reading/writing-intensive course examines the notion of blackness through theorizations of performance. It pursues the following questions: What is black authenticity? What are the rubrics with which 'authentic' blackness is measured? How is black performance political? Discussions and written work will interrogate the slipperiness of, desire for, and policing of blackness in order to trouble conceptions of race as a biological essence.

TAPS 0360. Viewpoints Technique: The Moving Body in Relation to Time, Space, and Ensemble.

The Viewpoints Technique systematically breaks down the elements of TIME and SPACE, providing a precise language for makers to communicate about dynamic staging and offering performing artists the tools to direct themselves more successfully from within composition. An indispensable practice for ensemble awareness, the Viewpoints Technique invites us to think more expansively about composition across performing arts disciplines. All performers can benefit from this rigorous investigation of time and space and the pursuit of cohesive ensemble.

TAPS 0510. Introduction to Shakespeare (ENGL 0310A).

Interested students must register for ENGL 0310A.

TAPS 0550. Weird and Wild Writing for the Dramatic Stage.

This is a class for writers interested in reading work that defies the boundaries of naturalism and slips into the strange, the surreal, the inventive – and the downright bonkers. In this undergraduate playwriting course you will engage fully with the craft of dramatic writing with an emphasis on bold structural choices and the questions that will feed your work as writers.

TAPS 0700. Introduction to Theatre, Dance and Performance.

An introduction to the breadth of topics covered in the TAPS Department, this class is a gateway to the concentration open to all students interested in live arts. We will explore how, where, and why theatre, dance and performance are made and investigate their relationship to broader culture and society. Students will learn basics: how to read a play, how to appreciate dance, and how to approach the variety of venues, histories, and methods involved in production. Overlaps with other media will be explored. Visits from TAPS faculty will dovetail with the season of offerings on the TAPS main stage.

TAPS 0800D. Asian/American Performance and Aesthetics.

This course examines performances in and of the Asias, paying special attention to gendered and racialized constructions of Asias and Asians in the popular imagination. Working at the intersections of Asian/American Studies and Performance Studies, this course considers the ways in which Asianness emerges from performance along the multiple axes of race, gender, sexuality and class. In analyzing a broad spectrum of aesthetic practices, including theatre, film, music and performance art, we will explore what Asianness means within the gendered and racialized circuitry of global exchanges of commodities, labors, bodies, affects, and discourses.

TAPS 0800E. Performance and Law: Staging Sovereignty in the Courtroom and the Theater.

In this course we explore the relationship between law and performance, and investigate the political stakes of doing so across various historical moments. From scripted proclamations of sovereignty during scenes of conquest to witness testimony in the infamous witch trials, legal processes often seem to rely on spectacle, drama, choreography, scripting—i.e., features associated with theatrical performances. Through case studies we learn to interpret legal events as performances and vice versa (staged performances as legal events). Can a work of theater or dance legislate? Adjudicate? Restore justice? Reading intensive and interdisciplinary course. Students across arts and social science backgrounds welcome.

TAPS 0800F. Performance and the Crisis of Scientific Reality.

Trust is a constant public problem. We are bombarded by competing versions of reality. A century ago, a 'crisis of reality' emerged after the breakdown of positivist science. Enduring truths gave way to contingent particulars in modern life. This course investigates how the experiments of artists and scientists contributed to the philosophical re-shaping of 'reality' as something not only historically made, but also performed. By mingling key texts from the philosophy of science with complementary texts and media from aesthetics and performance, this course focuses on the way that reality has been re-staged across overlapping domains of art and science.

TAPS 0800G. The Body Issue: An Introduction.

Notions about bodies determine what or who is normal, deviant, transgressive, healthy or ill, and who belongs to the human. From philosophical questions about the nature of the body, to issues of gender, race, sexuality, trauma, disability, artificial intelligence, and death, we will see how bodies carry, produce, and perform meanings. With different artworks, we will examine how bodies are being represented, discuss what is being expected from bodies, and speculate on the possibility for bodies to no longer be an issue. This is a reading intensive and interdisciplinary course. Students across arts, humanities, and social science backgrounds welcome.

TAPS 0800H. Performance and Technology: The Art and Science of the Artificial.

This seminar will explore the recent rise of "artificial intelligence" from the interdisciplinary perspectives afforded by performance studies. Performance studies is ideally situated to study algorithms, not as mathematical abstractions, but as material practices predating human tools and modern machines. Specifically, we will look to the emergence of the concept of artificial intelligence as it emerged from wide-ranging algorithmic practices from the mid- 20th century to the present. We will consider the subsequent rise of automation in fields as diverse as financial analysis, climate modeling, social media, crime prediction, and even artistic practice.

TAPS 0800I. (Re)Imagining the Body: What can a Body do?.

How does the body perform itself? And what at all is a body? These are the underlying questions to the fundamental question profoundly binding philosophy and performance: 'What can a body do?'. From philosophical questions about the nature of the body, to issues of gender, race, sexuality, trauma, disability, artificial intelligence, and death, we will see how bodies carry, produce, and perform meanings. With different visual and performance artworks, we will examine how bodies are being represented, discuss what is being expected from bodies, and speculate on the possibility for bodies to be thought of differently. This is a reading intensive and interdisciplinary course. Students from all backgrounds are welcome.

TAPS 0800J. Of Emotions Unbound: Feeling Middle Eastern Theatre and Performance.

How is the emotional, bodily experience of watching a theatrical production, a film, or reading a text alone different from the experience of doing so with friends in a dim room? Do feelings/moods sparked by art forms differ across bodies, regions, cultures, and media? Are sensory emotion concepts such as melancholia, euphoria, sorrow, sadness universal? Or are they historically, cross-culturally felt, framed, and situated? Do emotions, or affects, evaporate after a while? Or are they contagious, jumping across regions and bodies, perpetually re-membered from our past shaping our future? This introductory course will look at a wide range of aesthetic-cultural forms within broader political, social, historical contexts in the Middle East and its diaspora to delve into these philosophical queries that help us understand the highly complex region in terms of emotions transgressing its physical-geographic, Eurocentric, Orientalist conceptualizations.

TAPS 0800K. Islam between Theatre and Performance.

This course explores the nuanced relationship among concepts of theatre, performance and Islam in diverse texts and contexts. Our readings cut across disciplinary divides, weaving together theatre history, Islamic intellectual-cultural history, theory of performance, and theory of religion to support a dynamic, critical approach to our field of inquiry. We will discuss how attention to theatricality and performance may enrich our understanding of representations of Islam by Muslims, representations of Islam by non-Muslims, and the relationships between these representations. Taking as a point of departure the extreme opposition between "Islam" and "theatre" that contemporary discourse typically supposes when overlapping these topics, we will evaluate this convention and consider the reasons for its long and continuing prevalence.

TAPS 0800L. Devised Theatre.

Devised theatre is a practice of collaborative creation in which artists redefine the traditional roles of actor, director, playwright, and designer. Often, a devised theatre maker will do all of the above. A devised performance itself can take on a dizzying array of forms, anything from a solo musical to a site-specific dance installation to a guerrilla clown intervention to a Shakespeare play. This course focuses on developing an artist's toolkit for devising, pulling from a variety of traditions from clowning to creative writing. Students will work closely with each other to make performances of increasing magnitude throughout the semester, culminating in a full-class devised performance piece.

TAPS 0800M. Beyond The Rainbow: Black Otherwises in the Work of Ntozake Shange.

This course is designed to introduce students to the wide range of work by poet, playwright, and performer Ntozake Shange (1948-2018). We will discuss the historical periods, global events, social movements, communities, and art movements that shaped her work and her thinking. We will respond critically, creatively and at times collectively to Shange's work.

TAPS 0800N. Semiotics of the Broadway Musical.

In this class, we will explore the history, present, and future of one of the quintessentially American artforms—the Broadway musical—by investigating its unique combination of music, drama, dance, spectacle, and commerce. Our focus will be on understanding the different ways that the musical produces social meanings. To do so, the course will introduce concepts from semiotics—a method for studying the production and communication of meaning through various systems of "signification." Surveying the history of the artform in four broad phases, we will explore how musical theater has represented quintessentially human conflicts around identity and belonging. Assignments will include weekly response posts, a midterm paper, in-class presentations, a final project, and opportunities to perform.

TAPS 0800P. Uneasy Embodiments: Racial and Gendered Objecthood.

This seminar, open to all students, focuses on the distinctions between subject and object, human and non-human, agent and victim, and examines how categories of social difference, including race, gender, sexuality, disability, and class, inform these distinctions. We will analyze performance that demonstrates uneasy problems about personhood, with an emphasis on Asian/American and black aesthetic works, through the frameworks of performance studies and queer and feminist theory. Students can expect to study and create performance, read critical texts, and write a research essay.

TAPS 0800Q. On the Flesh: Queer and Trans Embodiments.

This course explores contemporary performances and visual art by queer and trans artists that center the body as a prism for identity-formation, affect, and objecthood. These artists activate their bodies to push back against prevailing cis and heteronormative aesthetic and cultural norms through frameworks and practices, like masochism, beauty, abjection, and eroticism. Drawing from Queer and Trans Studies, we perform formal analysis of their texts, contextualizing them within various institutions and structures of power. We will reflect on the experience of our own encounter with their works. This course surveys the works of contemporary Hemispheric trans and queer artists of color to ultimately ask: what connective threads (if any) can we identify in the work of these artists? What can their work tell us about trans and queer experiences of settler colonialism, diaspora, and racialization?

TAPS 0810. Performing Italy - Body, Voice and Politics: A Journey within Italian Theatre.

How does performance comment on, interact with, and influence society? And to what extent is this question culturally specific? Performing Italy focuses on Nobel-prize-winner Dario Fo, Franca Rame, Commedia dell'Arte, and Teatro di Narrazione. Engaging with theatrical materials, we will conduct comparative work driven by the students' own experiences and explore how Italian theater intervened in historical and political discourses within Italian society between the 1960s and the 2000s. Topics will include: the years of lead (1970s terrorism); the influence of the Catholic church on Italian society; the Italian State and organized crime; gender and sexuality in modern Italian society.

TAPS 0811. Campus Activism: Disability Justice and Unwaged Labor Movements.

In this class, we will look at the history of different unwaged labor movements and disability justice critiques of capitalism in order to think about why some kinds of labor become legible as 'work' under capitalism while others don't, and the implications of this. Understanding the educational system as preparation for the work force, we will examine the disciplinary strategies of schooling, and its programs for either cultivating or repressing certain qualities in body and mind. This is an interdisciplinary class that will engage education/pedagogy, labor, and disability studies in order to examine our society's institutions of governance (schools, families, workplaces) as well as movements of organized resistance to these institutions, such as Wages for Housework, Wages for Students, Socialist Patients' Collective (SPK), and contemporary campus activist movements. Students with an interest in learning practical organizing skills should enroll.

TAPS 0901N. Body/Gesture/Cinema (MCM 0901N).

Interested students must register for MCM 0901N.

TAPS 0901Q. Governing Sex: Citizenship, Violence, Media (MCM 0901Q).

Interested students must register for MCM 0901Q.

TAPS 0901S. Mediating Reproduction: Feminism, Art, Activism (MCM 0901S).

Interested students must register for MCM 0901S.

TAPS 0903X. The Dancer and The Muse (MCM 0903J).

Interested students must register for MCM 0903J.

TAPS 0930A. The Actor's Instrument: Voice and Speech.

A complete and well-seasoned actor has the ability to perform with specificity and ease, both vocally and physically. Specificity comes from an integration of speech and movement technique. Ease is only possible when a mastery of technical skills reaches the point where the actor can integrate them without loss of spontaneity. The goal of this class is to give the student the fundamental techniques of voice and speech in relation to the body. Prerequisite: TAPS 0230. Enrollment limited to 16. Instructor permission required. S/NC.

Prerequisite does not apply to students registering for the Summer term through the Office of Continuing Education.

TAPS 0930B. The Actor's Instrument: Improvisation.

This course is designed to help students explore the development of relationships in theatrical space without the benefit (or confinement) of a script. By cultivating and developing basic performance skills including spontaneity, self-awareness, creative use of the body and mind, access to the imagination, and collaborativity, this course has applications for actors and other performers interested in all types of performance as well as those interested in improvised performance specifically.

One of the intentions of this course is to generate truthful, creative, and collaborative play, which can lead naturally to material that is funny or humorous as an organic outcome of the moment. However, "comedy" or "improv comedy," which has a different set of intentions altogether, will be strongly discouraged in this course. "Getting laughs," as a goal in and of itself, manufactures unproductive pressure to "be clever" or to "succeed" in ways that are inconsistent with truly creative engagement.

TAPS 0930C. The Actor's Instrument: Stage Movement for Actors and Directors.

Students engage in a process of exploration that centers on the physical relationship of the actor to the physical reality of live performance on stage. The class is structured as a survey introduction to a variety of methods and targets beginning movers with a range of interests and performance applications. Students investigate a broad spectrum of contemporary, classic and non-western movement theories/approaches to better enhance the ability to be 3-dimensionally present in time and space and to develop skills in the art of non-textually based storytelling and performance.

TAPS 0930E. The Actor's Instrument: Clown.

Derived from the teachings of Jacques Lecoq and Philippe Gaulier, this course is physically-based, improvisational, loud and messy. Emphasis is on organic and intuitive response, timing and rhythms inherent in comedy, non-verbal expression, the relationship of the Actor to the Audience, and Play! Enrollment limited to 20. S/NC

TAPS 0930F. Explorations in Clown and Physical Play.

Participating in this course, you will learn how to value and share your own unique ridiculousness by transforming mistakes into opportunities and limitations into creative expression. Based in physical exploration and improvisation, this work will implore you to recognize your relationship to fear, expand your sense of humor, connect to an audience, and play with abandon. Inspired by various kinds of clowns throughout history, you will begin to create your own vocabulary of play that will organically accumulate into solo and group performance pieces.

TAPS 0950. Site-Specific Performance.

This class will offer an intensive exploration of the rich histories, theories, and practices of site-specific performance—that is, performances that take place beyond the traditional theatrical stage. Intended to cross-hatch between history, theory, and artistic practice, the class will study a range of examples of performance forms that have emerged in response to specific non-theatrical spaces. Students will also undertake a series of site-specific performance exercises and projects throughout the term, culminating in a public presentation in the form of a mini "festival" of original works of site-specific performance created by students in the class.

TAPS 0971. Digital Art (MCM0750).

Interested students must register for MCM 0750.

TAPS 0980. Black Lavender: Black Gay/Lesbian Plays/Dramatic Constructions in the American Theatre (AFRI 0990).

Interested students must register for AFRI 0990.

TAPS 1000. Intermediate Dance.

This is an intermediate-level modern dance class that extends and expands movement coursework for students who have taken TAPS 0310 or equivalent dance study. It is intended to challenge students' memory, capacity for rhythmic complexity, and improvisational competence, as well as foster a professional work ethic that can withstand abundant physical, emotional and organizational challenges.

TAPS 1006A. Playing the Villain on Camera (ARTS 1006).

Interested students must register for ARTS 1006.

TAPS 1007A. Performance Practice Workshop (ARTS 1007).

Interested students must register for ARTS 1007.

TAPS 1010. Performing Brazil: Language, Theater, Culture (POBS 1080).

Interested students must register for POBS 1080.

TAPS 1011A. Acting for the Camera (ARTS 1011).

Interested students must register for ARTS 1011.

TAPS 1012A. Body as Medium: Queer Lineages of Duration, Resonance, and Excess (ARTS 1012).

Interested students must register for ARTS 1012.

TAPS 1050E. The REAL: A Research to Performance Project (AFRI 1050E).

Interested students must register for AFRI 1050E.

TAPS 1080. Performing Brazil: Language, Theater, Culture (POBS 1080).

Interested students must register for POBS 1080.

TAPS 1100. Stage Management.

To introduce students to the principles and techniques of modern stage management from script selection to closing. Through the study of various models of stage management (both professional and academic), students will develop an appreciation of the role of the stage manager as the facilitator, mediator and organizer of the production process. Students will apply theory learned in the classroom by stage-managing or assistant stage-managing a TAPS production and/or observing other TAPS and Trinity Rep stage managers during the production process. Enrollment limited to 12.

TAPS 1110. Voices Beneath the Veil (AFRI 1110).

Interested students must register for AFRI 1110.

TAPS 1150A. Russian/Soviet Performing Arts: Dance, Opera & Theater (RUSS 1150).

Interested students must register for RUSS 1150.

TAPS 1160. Style and Performance.

For qualified sophomores, juniors, and seniors who offer TAPS 0230 as a prerequisite. Period scene study and monologues are basis for comment on individual progress in acting/directing. Extensive reading of dramatic texts and historic research materials. Work in voice, movement, and poetic text. Substantial commitment necessary for preparation of class scenes. Attendance mandatory. Prerequisite: TAPS 0230. Limited to 20. Instructor's permission required. No permissions will be given during pre-registration.

TAPS 1160A. Physical Play: Embodied Action & The Art of Making Something New.

This course explores the actor's capacity for play and the idea that games provide theatrical moments of truth and joy. Through a continuum of games, improvisations, and devising activities, students will develop a vulnerable and egoless state of existence that empowers them to take risks, access their imagination, and play more fully with their voice, body, and mind. Exercises explore physicality, vocality, status, focus, scale, presence, flow, and impulse while immersing participants into a state of "le jeu," or the pleasure of playing.

TAPS 1170. Acting Methods for Period Texts.

This course explores and hones the actor's craft of performing dramatic texts from various periods across theatre history.

TAPS 1175H. Dance and Architecture (HIAA 1175).

Interested students must register for HIAA 1175.

TAPS 1210. Solo Performance.

An exploration of the challenges and rewards of performing solo. Students research, write, and perform a one-person show. Other projects may include performance art, stand-up comedy, and monologuing. Substantial time commitment. Attendance mandatory. For advanced students with appropriate background and experience. Submit proposal and resume in the fall. For guidelines and information contact taps@brown.edu. Permission required in advance. Enrollment limited to 20.

TAPS 1230. Global Theatre and Performance: Paleolithic to the Threshold of Modernity.

This course explores performance practices that predate the European Renaissance across disparate parts of the globe. Considered will be Paleolithic rock art and other evidence of ritual practices in Europe, Africa, and the Americas; ritual dramas of Egypt, Greece, and the Roman Empire; Sub-Saharan African traditions and theatre/dance forms in ancient India, medieval Japan and the indigenous Americas. In short, we will explore a wealth of differing ancestral theatrical modes and methods that continue to leave their mark in contemporary diasporic expressions.

TAPS 1240. Performance Historiography and Theatre History.

This course will provide an introduction to performance history and historiography by concentrating on analysis of dramatic texts, theatrical events, festival performances and "performative" state and religious ceremonies from 1500-1850. We will explore incidents in Asia, the Americas and Europe as related to state consolidation, colonization, incipient nationalism(s), urbanization, cultural negotiation, and the representational practices the enacted. Enrollment limited to 35.

TAPS 1250. Late Modern and Contemporary Theatre and Performance.

This class provides introduction to an array of theatre and performance forms of 20th- and 21st-century Europe and North America. We explore historical realism and naturalism to symbolism, the birth of avant-garde, constructivism, dada and surrealism, and myriad other modernist isms. After Stein, Artaud, and Brecht, we jump to Americas and indigenous theatre, the Harlem Renaissance, site specific art, and innovative companies and practitioners from Maria Irene Fornes to the Wooster Group, Augusto Boal and more. We study playwrights, directors, actors, dancers, designers, and performance artists. The focus is on "experimental" forms, recalling that even naturalism, in its day, was "revolutionary."

TAPS 1251A. Making the 21st Century Musical.

Songs are a powerful dramatic storytelling tool - we see them used all the time in media, alongside scripted dialogue and visual elements. In this class we will explore contemporary musicals, in all forms, and we will create songs that tell stories. Together we will investigate how dramatic songs are made, what they can be about, and who are our audiences. We will pay special attention to perspectives that have been left out of past musical storytelling, and we will discover ways that our songs can advocate for justice in the 21st century and beyond. Instructor permission required. Interested students should fill out the following questionnaire (LINK: <https://forms.gle/eDM3Mss95oGFqxEU9>) and must attend the first class.

TAPS 1251C. Scenic Properties and the Props Artisan.

Scenic Properties requires a working knowledge of all theatrical stagecrafts, an inventory of useful materials, and creative solutions. This class is designed to allow students to develop a creative process and pursue the skills that fortify theatre crafts. Students will hone skills in the scene shop to explore the techniques, materials, and problem solving that support craftspeople and theatre making. The course is designed to support students in creative thought processes and build confidence with practice and research. It is intended to help students grow a better understanding of scenic properties for theatre and in the support of live performance at Brown University and in the future. The course has no formal pre-requisites.

TAPS 1251D. Unmasking the Technologies of White Supremacy.

This advanced undergraduate seminar looks to examine the re-emergent topics of white supremacy and fascism within the so-called post-truth political media landscape. We will proceed by returning to critiques of white male patriarchy at the heart of white supremacy. The course will follow three streams of critical theory and their attendant historical moments. The first section will draw from black feminism and critiques of fundamental American forms of freedom built upon the immobility of "the other" in the service of white racial capital. The second section of the course will contend with the recent rise of Proud Boys, Identity Europa, and the rise of the far-right in Eastern Europe through the lens of performance studies to understand the procedures of identification and aesthetics that lead to white supremacy.

TAPS 1251E. Embodiment, Materiality and Cultural Production.

This course investigates embodiment as one of many materials engaged in contemporary art and performance practices. We will explore concepts of body/mind, the haptic, interiority, intersubjectivity, experience, spatiality, temporality, relationality, liveness, and futurity and how it occurs within a wide variety of cultural productions. Course readings are drawn from dance studies, critical race studies, gender and sexuality studies, performance studies, and museum and curatorial studies. Our theoretical inquiries will culminate in the practical experience of crafting and producing an exhibition and/or live event. No prior performance or art-making experience is required, however, students with active art practices are encouraged to utilize this opportunity to create and present their own works.

TAPS 1251P. Theatre Practicum.

This course offers the practical study of theatre through participation as a member of the production team of a Sock and Buskin theatre or dance production. Regular rehearsals, coaching and mentorship by department faculty and staff, participation in technical rehearsals and performances are required. Enrollment is available after auditioning/assignment of roles. Each student will be assigned an advisor/mentor for this process. S/NC only.

TAPS 1260. Food as/in Performance.

A theater maker has a rare relationship with an audience. It is a relationship that holds the opportunity to engage the five senses (six, if you count the heart). With this thought, let us consider the theatricality of food. How are theater makers creating conversation and experience using language, memory, touch, taste, and smell to shape dramatic action or tell story? Students will prepare "theatrical food experiences" that provide opportunities to write and perform texts.

TAPS 1270. Masking, Trancing, Performing, and Spectating in Non-Western and Circumpacific Performance.

An inquiry into specific traditions of performance - ritual, traditional theatre, contemporary theatre, and performed behavior in more or less day-to-day life - that exist or have existed in various (mostly) Asian settings and have been studied and documented by scholars, film-makers, and theatre artists. The emphasis will be on traditions that use masks as means of transforming the identity of the performer and of the world presented in performance. No prior experience in theatrical performance or in the study of Asia or anthropology is assumed.

TAPS 1280B. The Creative Ensemble: Poetry in/to Performance.

Creative Ensemble: Poetry in/to Performance is an Interdisciplinary Arts course designed to develop skills in acting, improvisation, directing, design, visual storytelling, and writing. Professor Kym Moore (TAPS) and Enongo Lumumba-Kasongo (Music) are exploring the multiple dimension of Poetry: visual, aural, and sonic. Drawing on Enongo Lumumba-Kasongo's expertise as a rap lyricist and performer, students will also examine the ways in which the incorporation of hip hop poetics can shape a performance. Through research, experimentation, performance, participants will engage in a creative process that will culminate in an Ensemble-based final performance for the public. Application and Override Required.

TAPS 1280C. Stage Lighting II.

This class is a continuation of Stage Lighting. The major portion of this class is to give the student opportunity to create an actual design on stage for the Theatre Arts & Performance Studies (TAPS). Each individual student's main project will be to create a light design and be part of the production team of a Sock and Buskin produced show. The class will be an open forum for students to share ideas about their perspective designs. The class is also set up for the continuation of expanding their Vectorworks Spotlight and Lightwright skills, as well as light console programming.

TAPS 1280D. Perception/The Performativity of Neurology.

Time-based art and "theater" more specifically is a perfect manipulator of experience. Many creators of time-based art look for the "universal." In this course we will explore the science behind what we all have in common beyond shared-experience: brains. What happens in the minds of all truly happens. How can we use art to make our brains experience the same things? And what experiences can we curate for our brains based on science? Show don't tell. How can art take place in the room in front of us? How do we experience a performance rather than just "watch" it.

TAPS 1280E. Neurodiversity and Performance.

This course will use the framework of performance studies to investigate the emerging concepts of neurodiversity and neurodivergence—terms originally developed by autistic activists and self-advocates seeking to depathologize autism and other forms of neurological, mental, and cognitive difference. Course materials will incorporate perspectives from theatre, performance, and other aesthetic modes in addition to theoretical and scholarly work from disability studies, the history of science, and cultural studies. We will also ask how social movements such as neurodiversity and mad pride have used performative strategies to contest and reformulate how we understand disability and neurological difference.

TAPS 1280F. Introduction to Set Design.

In this class, students will be introduced to the aesthetics, creative process, and industry standard technical skills and tools necessary for designing theatrical scenery. Students will explore set design in a studio format that will focus on the development of both hand and digital design techniques, such as drafting, rendering, and scale model-making. This course is intended to lay the foundation for further study while empowering students to actively engage as set designers in productions on campus and beyond. Students interested in applying for a Registration Override Code should complete the Google Form course application below.

TAPS 1280G. Introduction to Theatrical Design.

This class is an introduction to the process of creating designs for live performance, with a focus on Set, Costume, Lighting, and Sound. Students will learn about the history of production design, how to analyze a script for design, the aesthetic and practical considerations of a designer, and the skills, techniques, and philosophies used to create meaningful designs for theatre. Students will gain proficiency in each area of design, as well as learn communication and collaboration skills required in a team setting. No prior experience with theatre or design is required.

TAPS 1280K. Mindfulness and Movement: Interoceptive Expressive Arts.

This course cultivates and mobilizes interoceptive awareness as a means of self-expression. By slowing things down, calming the mind and focusing attention on the breath and bodily sensations we practice an open-hearted release from self-judgment. Our daily training in Somatic Studies includes Body-Scanning, Authentic Movement, Yoga, Ideokinesis, Laban Movement Analysis, Continuum, Narrative Medicine, Feldenkrais, Automatic Writing and the Visual Arts. S/NC

TAPS 1280L. Modern American Drama.

Modern American Drama is a broad overview of the field, from O'Neill through Kushner and Parks. Particular attention will be paid to the theatrical, social and performance context of the plays under study, although the plays themselves will be the only assigned texts.

TAPS 1280M. A Producer Prepares: Curation, Ethics, and the Entrepreneurial Practice of Arts Programming.

This course introduces students to the complex relationships between cultural entrepreneurs, buyers, sellers, producers, managers, audiences, and artists. Through readings, guest speakers and case studies, with particular emphasis on emerging media technologies, business practice and live art administration, "A Producer Prepares" will arm students with the critical, historical, managerial and curatorial tools necessary to produce work in the contemporary cultural economy. This class seeks to situate arts curation and production within histories of cultural practice, management and technology, and ultimately aims to endow student producers with the critical acumen necessary to thrive in an arts sector in flux. Mandatory S/NC

TAPS 1280N. New Theories for a Baroque Stage.

This course re-conceptualizes and re-models seventeenth-century "baroque" theatricality through the lenses of Russian formalist theory, phenomenology, (post-)surrealist literature and objects, Oulipian literature of constraints, Deleuzian theory, ontological-hysteric theatre, film, etc.

TAPS 1280Q. Hybrid Art (VISA 1800L).

Interested students must register for VISA 1800L.

TAPS 1280S. Libretto Workshop for Musical Theatre.

This class is not only for the aspiring librettist but for any student desiring insight into the craft of book writing for musical theater. The course will cover the basics of storytelling (plot, character development conflict, etc.) but specifically in terms of the musical. It will also detail the fundamentals of lyric writing, musical narrative and basic composition. We will examine three libretti (SWEENEY TODD: the classic horror, LITTLE SHOP OF HORRORS, the modern sci-fi and RENT, the contemporary adaptation). There will be lectures, group discussions, talks with guest professionals, and analysis of student assignments. Enrollment limited to 15 sophomores, juniors, and seniors.

TAPS 1280U. Voice Over for the Actor.

Has voice acting always appealed to you but you weren't sure where to start? Luckily, COVID-19 has not impacted the voice over industry and the opportunities in traditional media and digital content are ever-growing. Students will learn acting techniques and how to analyze and voice different types of copy ranging from commercials to video games, animation, audio books and more. The class also covers setting up a cost effective home studio, hardware and software, demo reels, how to find voice work and other aspects of the business. Students need a laptop/desktop computer, a mic, a quiet place to work and a stable internet connection.

Enrollment is limited to 12 to individualize learning and feedback. The focus of the course is skill building and practice in a supportive ensemble environment therefore attendance is required every class.

TAPS 1280V. Theatre and Conquest in the Americas, from Cortes to NAFTA.

Explores the intimate relationship between theatre and conquest in the Americas as contained in missionary accounts, plays, performances and visual art from Cortés arrival to the present. Students will analyze plays and performances that stage the Spanish Conquest, consider the theatrical procedures of the conquest and examine theatrical representation as a methodology of conquest in the Americas.

TAPS 1280W. Native American Indigenous Theatre Performance.

Investigates Native American Indigenous Theatre performance through the study of new contemporary plays. Diverse performance styles informed by Indigenous ways of being and knowing, language, land and identity distinguish Native American Indigenous Theatre performance from Euro-American styles. Inquiry beyond western theatrical understandings is required to center Indigenous narratives and to grasp the rich spectrum offered in the storytelling. Methods of community knowledge production will include guest artists, orality, place / object-making and embodiment to contextualize Indigenous values and their application to decolonize performance spaces, methods of working and theatre-making. All are welcome!

TAPS 1280X. Compossible Worldbuilding.

This course involves project-making through the use of materials and influences that are in plain sight but perhaps not within the reach of what previous investigative methodologies allowed. Our small worlds will be mined for their alterity, their surreality, their complexity, their possibility and apparent impossibility. Students will be reading philosophy, fiction, movies, criticism, and above all, interior and exterior rooms and spaces that will feed into their worldbuilding.

TAPS 1280Y. Issues in Performance Studies.

Explores myriad ways of thinking, doing and talking about performance in the broad spectrum -- from social media to theatre, dance, film, and everyday life including identifications and disidentifications of gender, race, sex, and class. We may study museum installations, surgery, tourism, carnival, history reenactments, performance-based art, sports, and even dinner parties among other actions and sites. The objective is not to pin down a genre or category of performance but to understand performance variously as an analytic and practice, a form of lived history and way of being, including but not limited to traditional theater and dance practices.

TAPS 1280Z. A Producer Prepares: Advanced Topics in Curation, Ethics, and Arts Programming.

This course continues students' orientation to the complex relationships between cultural entrepreneurs, buyers, sellers, producers, managers, audiences and artists. Through readings, guest speakers and case studies, with particular emphasis on emerging media technologies, business practice and live art administration, "Advanced Topics..." will arm students with the critical, historical, managerial and curatorial tools necessary to produce work in the contemporary cultural economy, with particular emphasis on memes, think tanks, and the relationship between the state and art. This class seeks to situate arts curation and production within histories of cultural practice, management and technology, and ultimately aims to endow student producers with the tactical, critical and strategic acumen necessary to thrive in an arts sector in flux.

TAPS 1281A. Director/Designer Collaborative Studio.

Students will explore the relationship between director and designer within the production process. The main objective is to improve collaboration and production output by learning the language, tools, and skills involved in each area of discipline so as to enhance creative output. Enrollment limited to 17 students.

TAPS 1281C. Memory Plays: Theatricality and Time.

This course will read philosophy and critical theory about memory and time beside dramatic works and performance art that take up the topic of history, repetition, and temporality in live art. Readings will be selected from Sophocles, Aristotle, Shakespeare, Noh, Freud, Benjamin, Bergson, Brecht, Muller, Stein, Duras, Homi Bhabha, Paula Vogel, Suzan-Lori Parks, W. G. Sebald, Gilles Deleuze, Thomas King, Philip Deloria, Coco Fusco, Diana Taylor, Charles Ludlam, Teching Hsieh, Wooster Group, Spiderwoman Theatre, *Ubu and the Truth Commission*, Errol Morris, Robin Soans, and Erik Ehn to ask about time, memory, history, act, *Mneme*, *anamnesis*, recognition, and "reconciliation."

TAPS 1281D. Place-Based Dance and Performance.

How can movement practices excavate buried histories and ignored rhythms to invite new understandings of place? In this hybrid studio-seminar course, we will develop critical and creative tools for making public performances that engage local sites through the body. Students will encounter site-specific techniques drawn from dance, performance art, and sculpture, as well as interdisciplinary decolonizing methods for doing place-based research. The class culminates in collaborative performance projects based on extensive research with a local site. This course is open to all who are interested in developing embodied methods of engaging with place and the public.

TAPS 1281E. Directing Theory and Practice.

Directing Theory and Practice is a hybrid academic and studio class designed to introduce students to the history, theory, and practice of the director's craft. Readings on the theoretical/practical methods of direction are examined closely in class discussions and directing projects. All students must serve as actors and directors throughout.

TAPS 1281F. Choreography ONE: Dancemaking Pre-Classic to Post-Modern.

This course introduces students to 20th century American choreographic methods. Drawing from key texts, improvisational games and dance scores, "Choreography ONE" examines influential choreographic pedagogues alongside major figures of Western dance history and key critical methods. Students will practice systems to make, discuss and critique dances while situating those modes in historical, cultural and performance context. All class members will receive optional lab time in the studio to respond to assignments and have the opportunity to partner with student lighting designers. This course will culminate in the performance of student work in the TAPS Fall Dance Concert.

TAPS 1281G. Queer Dance.

In this course we will study the intersections of dance studies and queer studies, in an inquiry into the emerging field of Queer Dance. What does dance do for queer studies? How does queer studies further dance studies? What constitutes dance as queer? Students will study, observe, examine, discuss, and at times participate in queer dance from a range of historical and global perspectives. Course readings are drawn from dance studies, critical race studies, gender and sexuality studies, and performance studies. Readings are complemented by screenings, movement exercises, and live performance. No prior dance or performance experience is necessary.

TAPS 1281H. Collaborations in Performance: Theory and Practice Moving Together.

This is a hybrid theory and practice course, where students will study and experiment with contemporary collaborative practices. We will investigate collaborations between people, disciplines, theories, practices, spaces, places, mediums, cultures, and institutions. Our readings and theoretical inquiries draw primarily from texts about dance-focused U.S. contemporary performance. Readings will serve as case studies for a series of collaborative projects and experiments. This course will culminate in a final paper and final performance study. Makers and collaborators of all disciplines are welcome. A curious, generous, and open approach to working with others is required. No prior dance or performance experience is necessary.

TAPS 1281M. Introduction to Costume Construction.

An introduction to the study and practice of core costume construction skills. Topics include basic machine, hand sewing and patterning techniques. Instructor overrides will not be provided until the start of class.

TAPS 1281O. Acting Outside the Box: Race, Class, Gender and Sexuality in Performance.

Examines the relationship between social and cultural identities and their representations in dramatic literature and performance. Students will be expected to read critical essays and plays, conduct research, and prepare to act in scenes that challenge the actor to confront the specifics of character and situation beyond the Eurocentric ideal. The goal is to strengthen the actor's ability to construct truly meaningful characters by removing any reliance of "type" and/or immediate "identification" with the characters they will portray. Open to Any Brown/RISD graduate/undergraduate student that has taken TAPS 0230/Acting or the equivalent. Students should be aware that this is a hybrid Research and Performance class which may be counted as either a Performance Studies/Theatre Arts course for credit. Instructor Permission is Required. Interested students should attend the first class meeting in order to apply.

TAPS 1281Q. Introduction to Critical Dance Studies.

Critical dance studies centers dancing bodies as integral to various social, cultural, and political identity-making practices. In this course students will study, observe, examine, discuss, and at times participate in popular, classical, and social dance forms from a range of historical and global perspectives. Our driving inquiries include: How does dance travel and transform through time and space? How does dance produce identities? How does dance complicate notions of authorship and originality? Course readings are drawn from dance studies, critical race studies, gender and sexuality studies, and performance studies. Readings are complemented by screenings, movement exercises, and live performance.

TAPS 1281S. The Precarious University (HMAN 1970E).

Interested students must register for HMAN 1970E.

TAPS 1281T. Native Americans in the Media: Representation and Self-Representation on Film (ETHN 1890G).

Interested students must register for ETHN 1890G.

TAPS 1281W. Arts and Health: Theory.

This course focuses on current research on and practices in arts and healing, with an emphasis on dance and music for persons with Parkinson's Disease (PD) and Autism (ASD). Includes guest lecturers, readings, field trips, and site placements. Admission to class will be through application in order to balance the course between self-identified artists and scientists and those primarily interested in PD and those primarily interested in ASD. Enrollment limited to 30.

TAPS 1281X. Costume Design.

To provide instruction in the basic techniques of theatrical costume design. This will include: figure drawing; how the elements and principles of design relate to and are utilized in costume design; collaboration; script analysis; research methods; costume design process; character analysis; the function and purpose of costumes in theatre and an introduction to costume history. Emphasis of this course will be on the process of how to design, how to think like a designer, and how to communicate as a designer. This course is intended to lay the foundation for further study while empowering students to actively engage as costume designers in productions on campus.

TAPS 1281Y. Art and Activism.

Using the fundamentals of storytelling acquired in prior theatre courses as the foundation, this course will examine and put into practice the ways we as artists can engage in political and social activism and express our points of view with and through established/published works.

TAPS 1281Z. Arts and Health: Practice.

This course focuses on the application of current research in neuroscience, education, narrative medicine, and best practices in the arts for persons with neurological disorders. Through site placements, students provide arts experiences (primarily dance and music) for persons with Parkinson's Disease (PD) and Autism Spectrum Disorders (ASD). The course also includes guest lecturers, readings, curriculum development, analyzing and developing research methodology, ethnographic research, and planning of and participation in a convening of artists, scientists and educators in an intergenerational exploration. Completion of TAPS 1281W highly recommended, but course may be taken with no prior experience in science, dance or music.

TAPS 1285. Film Acting I.

This intermediate acting class is designed to introduce and develop the tools necessary for acting on camera; to examine the application of the screenplay as a blueprint for the finished film; and to begin the process and demands of working under limited and quickly changing conditions. Utilizing an extensive library of screenplays, the class will study film scene analysis and preparation, pro-active choice, and heightened connection. The course will culminate in the filming and discussion of one scene and one monologue. This course is a prerequisite for TAPS 1286 Film Acting II.

TAPS 1286. Film Acting II.

This advanced acting course is designed as a practicum that will implement the analysis and acting tools learned in TAPS 1285 - Film Acting I. Utilizing an extensive library of current screenplays, students will develop and hone their ability to analyze scenes from film and television. Students will spend the majority of class time filming, viewing, and evaluating the on-camera acting work.

TAPS 1290. Advanced Costume Design.

Costume design and rendering approaches to various genres of performing arts, including opera, musicals, and dance. Designed for the serious student of theatrical design. Advanced work on rendering emphasizing character, practicality, line, form, and color. Lab required.

TAPS 1300. Advanced Set Design.

The examination of the working relationship between designer and director. An emphasis on the design abilities needed to communicate varied visual approaches. Developing the creative, theatrical vocabulary needed to turn a director's vision into a fully articulated set design. A substantial amount of plays will be read and researched. Drafting and model rendering techniques will be applied. Prerequisite: TAPS 1280F. Instructor approval required prior to registration. Enrollment limited to 10.

TAPS 1310. Advanced Modern Dance.

This course is designed for students with several years of dance experience in any genre. The purpose of this class is to endow students with technical mastery of current contemporary movement vocabularies, with emphasis on Release Technique and Bartenieff Fundamentals. Enrollment limited to 40. S/NC.

TAPS 1311. Dancers' Choice: Improvisational Frameworks for Intermediate and Advanced Movers.

Learning Goals: - The intention of this class is to practice complex improvisational dance frameworks within a cohort of experienced movers. Students must have previously completed at least one movement technique classes before enrolling. - To hone improvisation techniques (with emphasis and guest master teachers instructing) on Contact Improvisation and Forsythe Improvisation Technologies, in anticipation of potential performance for live audiences. - To challenge and expand students' memory, capacity for rhythmic complexity, competence and comfort holding multiple, simultaneous, and occasionally contradictory game parameters. - To foster a professional work ethic that can withstand abundant physical, emotional and organizational challenges.

TAPS 1312. Contemporary Dance Forms - Intermediate/Advanced Studio.

Three times per week, we will come together for rigorous dance practice based in release techniques, contemporary floor work foundations, and somatic and improvisational modalities. Designed to build strength, efficiency, and inspire a large, expressive way of moving through a three-dimensional sense of the body, our work will include movement research from the practice of Contact Improvisation, choreographic/compositional explorations, and through challenging contemporary phrase work. The course has no formal pre-requisites. Students enrolling should have a degree of comfortability replicating phrase material as well as basic rolling, meeting the floor, and inversions. If in doubt, please shop the class ask questions.

TAPS 1315. Digital Design for the Theatre.

A comprehensive introduction to the use of two-dimensional computer aided tools to realize scenic design elements and diversify the designers' visual vocabulary. A thorough understanding of digital work-flow from concept development, input, to computer aided design and output will be achieved. The course will cover: Introduction to Drafting with Auto-cad and plotting, Introduction to the use of the Adobe Creative Suite including Photoshop, Illustrator and InDesign as they relate to set design and implementing designs in full-scale. We will also review Typography and basic Graphic Design elements and how they relate to scenic elements, scaling and technical applications.

TAPS 1320. Choreography.

Designed for students with previous experience in dance practices, this course explores the process of making dances and the development of individual choreographic voice. Through improvisatory research in sensing, translation, non-hierarchy, structure, tone, and task, students will explore where movement is sourced and how to pattern with the resulting materials in time and space. The course will focus primarily on creation in solo and duet frameworks, but studio time will also be spent composing together in ensemble. Building skill in observation, critical analysis, self-evaluation, and reflection on creative process will be central to this work, and course participants will be supported in creating choreographic work for inclusion in the Fall Festival of Dance. Enrollment limited to 15 students. S/NC.

TAPS 1325. Experiments in Dance, Movement, and Performance.

This course introduces students to the histories and methodologies; meanings and functions of experimental choreography in specific artistic, social, and political contexts. We examine the ways in which choreographers and dancers have experimented with the traditions and forms of dance, by mapping a series of interdisciplinary gestures in relation to creative and critical fields. The course builds on a series of composition exercises and creative assignments to culminate with the making and showing of a dance performance. No experience of dance is required, but an interest in thinking and experimenting with the roles of dance across art, society, and academia.

TAPS 1330. Dance History: The 20th Century.

An exploration of the major figures and trends in modern dance. While the main focus of the course is on American Dance, attention is given to earlier European and other dance traditions that have contributed to the American dance heritage. May be of particular interest to Americanists, art historians, dancers, and theatre majors. No prerequisites are required.

TAPS 1330A. Way Too Much And Not Nearly Enough: Making Performance in The Post-Post-Dramatic.

The course will be an experimental studio, mixing theory and practice, to formulate a position beyond what's known in Europe as "post-dramatic theater." We will oscillate between discussion, assignments and practical studio work, learning from others and making our own work. The foundation will be addressing artists, writers and pop phenomena internationally with an emphasis on Europe and Israel. Building on these, the practical aspect will comprise of physical group work and home assignments. In learning to compose entanglements between image, sound, word, and space, we will sharpen our tools for reimagining the contemporary performative condition. In the final stage of the course, students will create their own performative études. Instructor permission required.

TAPS 1334. Contemporary Partnering.

This course investigates the dynamic potential of moving in relationship to other dancing bodies. In an environment that fosters physical play and consent-focused experimentation, we will grow our ability to dance responsively through deep listening and expansive physical sensitivity. Through the practice of Contact Improvisation and by learning pre-composed choreographies, we will explore the technical foundations of weight sharing, balance and counterbalance, tonal modulation, rolling point of contact, leverage and fulcrum, and shared momentum. Focusing on our choice-making within the dance, we will attend to how we receive and respond to new stimuli and ultimately affect space and our partners. Together we will build a room that supports effective communication and a robust research space for all participants. This course can be repeated for credit. Previous experience in contemporary dance recommended. S/NC.

TAPS 1335. Movement Theory: Choreography, Modernity, Subjectivity.

This seminar examines theatrical choreography as a defining art of western modernity. Drawing from the publication of *Chorégraphie* in 1700—from the Greek *khoreia* (dancing) and *graphein* (writing)—as a system of dance notation, the course will follow the transformation of the relation between the score and the event; writing and moving; philosophy and dance from the Baroque period to contemporary experimentations. This course seeks to enable students to apply a diverse set of languages and concepts to the study of dance; to equip them with the critical tools through which to experience, analyze, and write on dance as a culturally meaningful practice.

TAPS 1337. Introduction to FlexN Dance & Movement.

This course is an open level course that focuses on the history, foundations such as Dancehall and dance movement vocabularies of the international street dance style Flexn. Students will also be introduced to techniques from other dance styles that help broaden the experience. Engaging with this vernacular dance practice, students will build improvisational skills, develop rhythmic abilities, and begin learning some techniques to storytell through dance and movement. Students will learn ways to artistically respond to their world & past/current events, individually and collaboratively. These skills and conversations help students understand the relationship between the self and the communal.

TAPS 1338. Advanced FlexN.

After students have learned the history, foundation, and fundamentals of FlexN in the previous course, they will now work on execution of this style and continue to build on storytelling through dance now that they have touched the surface of an entirely new dance vocabulary. Elevating, developing, and exploring with this new dance vocabulary and culture to use dance as an outlet to tell a story in order to be heard, to bring awareness to different topics both personal and world events, to express stored emotions, and/or to simply have a release from their usual everyday routine and use their body in ways they never have before.

TAPS 1339. Embodied Anatomy.

This course introduces students to human anatomy through various modes of creative exploration. By utilizing somatic practices such as yoga, pilates and dance- students will gain a better understanding of "how and why" movement occurs. Class time will be split between discussion and experiential activities which will include movement based exercises and drawing. We will take an in-depth look at the human form- touching on injury prevention and how we can bridge the body/mind connection.

TAPS 1340. Dance Styles.

Students will be introduced to non-traditional and contemporary social dance practices. The class, which is ideal for students of all experience levels -- beginning, intermediate, and advanced -- features guest instructors who will bring their expertise and training to bear in the studio. Focus will be on dances from the Global South as well as from people of color in the US. Key tenets include; improvisation, polyrhythm, and geography. Students will learn to move their bodies in new directions.

TAPS 1340A. Native American Theatre: from Traditional Storytelling to the Modern Theater Movement.

This course examines Native American Theatre from origins of traditional storytelling to politics of race involved in Native theatre today. First, we will examine traditional storytelling from creation stories in literature and theatre. Second, we will study interactions with Europeans with the Doctrine of Discovery, Native American boarding schools systems, outlawing of traditional culture and how Native culture survived in these systems. These topics will be explored through Native literature and Native plays. Next, the course considers how the public, and the media, support the distortions of Native images. Finally, the course concludes by examining the modern era of Native Theatre and the Declaration of the Rights on Indigenous Peoples. Instructor permission required.

TAPS 1341. Introduction to Ballet.

An introduction to the classical ballet vocabulary and basic movement patterns. We will focus on maintaining correct body alignment while increasing fitness and coordination, and develop a deeper appreciation for ballet in the context of the liberal arts. No prior ballet or dance experience is necessary for this course, but dancers who would like to brush up on basics are also welcome.

TAPS 1342. Ballet II.

This course is designed for students who have some dance background, or who have successfully completed Introduction to Ballet (TAPS 1341). Apart from working on core strength, alignment, and flexibility, we will focus on faster paced movement sequences, and prepare for turns and jumps appropriate for an advanced beginner level.

TAPS 1343. Ballet III (Intermediate/Advanced Ballet).

This course is designed for students who have successfully completed Ballet II (TAPS 1342) and kept up with their dance conditioning, or for students with previous ballet experience at an advanced beginner/intermediate level. The main focus of this class is on center exercises, especially on pirouettes and petit, medium and grand allegro appropriate for an intermediate level.

TAPS 1344. Advanced Ballet with Repertory.

This advanced level half-credit ballet course will provide students with the opportunity to continue to refine their ballet technique while also exploring new and/or iconic repertory. We will focus on advanced barre and center work for the first part of the class with continued emphasis on placement and accuracy while increasing speed and level of difficulty. For the second half of the class, we will work on wide-ranging ballet repertory which will culminate in a dance performance. Instructor override required. This half-credit course can be repeated for credit. Mandatory S/NC.

TAPS 1345. Dance and the Visual Arts after 1960: Performing the Everyday, Choreographing the Museum.

This course examines the mutual influences between the fields of dance and the visual arts since 1960. It surveys a series of artworks spanning early minimal art, happenings, and Judson Dance Theatre to contemporary global experiments in choreographing museal spaces. How can we map the "close correspondence" between choreographic and visual art practices across the performance of pedestrian bodies, dancing sculptures, and relational encounters? Students are invited to experiment collectively with dance archiving methodologies, to write about a performance event in the museum context, as well as to research the critical intersections between dance and art history; performance and curatorial studies.

TAPS 1347. The Viewpoints Technique: The Moving Body in Relation to Time, Space, and Ensemble.

The Viewpoints Technique systematically breaks down the elements of TIME and SPACE, providing a precise language for makers to communicate about dynamic staging and offering performing artists the tools to direct themselves more successfully from within composition. An indispensable practice for ensemble awareness, the Viewpoints Technique invites us to think more expansively about composition across performing arts disciplines. All performers can benefit from this rigorous investigation of time and space and the pursuit of cohesive ensemble. Open to undergraduate and graduate practitioners.

TAPS 1348. Contemporary Dance Studio Project 1.

In this advanced technique and repertory course, we will engage in a rigorous studio practice based in post-modern dance modalities. Somatics, release techniques, contemporary floorwork foundations, contemporary partnering, and improvisatory frameworks are scaffolded to support the ongoing technical growth of the student practitioner and of a robust undergraduate company in performance. Designed to build strength, efficiency, and inspire a large, expressive way of moving through a three-dimensional sense of the body, our work will include movement research from the practice of Contact Improvisation, choreographic/compositional explorations, and through challenging contemporary phrase work. CDSP 1 supports ongoing technical growth and is repeatable for credit. Enrollment is by permission of instructor. S/NC.

TAPS 1349. Contemporary Dance Studio Project 2.

In this advanced technique and repertory course, we will engage in a rigorous studio practice based in post-modern dance modalities. As the companion course to TAPS 1348 CDSP 1, during this semester we will focus on guest choreographies. Somatics, release techniques, contemporary floorwork foundations, contemporary partnering, and improvisatory frameworks are scaffolded to support the ongoing technical growth of the student practitioner and of a robust student company in performance. Designed to build strength, efficiency, and inspire a large, expressive way of moving through a three-dimensional sense of the body, our work will include movement research from the practice of Contact Improvisation, choreographic/compositional explorations, and through challenging contemporary phrase work. CDSP 2 continues to support ongoing technical growth and is repeatable for credit. Enrollment is by permission of instructor. S/NC.

TAPS 1350. Dance Performance and Repertory.

Half course credit each semester. A study of dance repertory through commissioned new works, reconstruction, coaching, rehearsal, and performance. Guest artists and consultants from the American Dance Legacy Institute. Enrollment is by audition. Limited to skilled dancers. Instructor permission required. S/NC.

TAPS 1355. Indian Classical Performance: Natyasastra Theory and Practice.

Natya Prayoga is a theory-practice course of movement and contemplation based on Indian Classical Performing Arts and the principles of yoga. This course will explore the study of Natyasastra as a text for application, as well as, the intersection between theory and practice, with special reference to the contemplative aspects of performance. Students will review and analyze the text with explicit and implicit inferences. Thus, drawing parallels between the basic principles of performance in the Indian traditions and yoga. Analysis of the basic tenets of Natyasastra exploring the physical training routines, for stylized representation of movement and mimesis.

TAPS 1360. Dance Performance and Repertory.

A study of dance repertory offered through commissioned new works, reconstruction, coaching, rehearsal, and performance. The course will explore the phenomenology of dance, audience-performer connection, theatre production and dance criticism, among other topics. Enrollment is by audition. Limited to skilled dancers. S/NC.

TAPS 1370. New Works/World Traditions.

As an Engaged Scholarship course, New Works develops new dance theater pieces that are rooted in research in Mindfulness, Somatic Studies, Mande Dance, Contact Improvisation, Butoh and Contemporary Vernacular dance forms. Guest artists from Japan, China, West Africa, the USA, and local community partners co-create new theatrical pieces for the concert stage. May be repeated for credit. S/NC.

TAPS 1380. Mise en Scene.

A reconstruction of the idea of a stage and a frame on the evidence of theory, novels, plays, and especially films-the seen and the unseen-using the organizing strategies of mystery. Art's "impossible" brokering of the real and the representational in a dialectic of space is considered from a multiplicity of perspectives in diverse works. Enrollment limited to 20. Instructor permission required.

TAPS 1390. Contemporary Mande Performance.

This course examines the celebratory, life-cycle, club, and street party performance forms from the Bambara, Malinke, Bobo, Khassonke and Wasalu peoples of Mali, West, Africa. These embodied performance traditions are studied alongside their specific musical and social traditions and oral histories. Meditation, films, readings, guest artists and collaborative research projects will be introduced to help facilitate a deeper investigation of contemporary Mande society and its artistic production. Students MUST register for one of the Movement Labs, and all primary meeting times. Students must attend the first class and fill out an application.

TAPS 1400. Advanced Performance.

An investigation into abstract and nonlinear modes of performance, working from fragmentary and recombined narrative, dramatic, and found sources. Seeks to evolve a conceptual approach to performance of the individual actor-director-writer through supervised and independent exercises and projects. Prerequisite: TAPS 0230. For juniors and especially seniors. Enrollment limited to 20.

TAPS 1410M. Shakespeare and Philosophy (COLT 1410M).

Interested students must register for COLT 1410M.

TAPS 1415. 13 Positions.

A lab exploring the physical, aesthetic and performative relationship of the body to a student's cultural cosmology. We will also look at certain (so-called) traditional aspects to successful forms (a performance, a dance, a film-video, a piece of writing, a painting, sculpture...) and then attempt to break it down and reframe this tradition with a discipline (rigor) that evokes accidents and the inexplicable. A lab that examines how the creative process is thought about, considered and looked upon, watched, inside and out. A fresh outlook, (shared) labor and or proposition on how to construct/deconstruct the right/wrong/right art work.

TAPS 1425. Queer Performance.

This seminar will examine the many meanings of queer performance. We will consider queerness as it is performed in a range of aesthetic genres— theater, music, dance, performance art, digital media—as well as in everyday vernacular contexts. We will explore how the interdisciplinary academic field of queer studies has turned to performance and performativity as key modes through which gender and sexuality are expressed. The class will place a particular emphasis on queer of color, trans*, and crip/queer approaches and cultural practices, addressing how queerness intersects with other axes of social difference, including race, class, and ability.

TAPS 1430. Russian Theatre and Drama.

An overview of Russian theatre and drama from the 18th century to the late 20th century. Emphasis on plays as texts and historical documents, and on theatrical conditions, productions, and innovations. All readings are in English. Russian area studies concentrators are encouraged to enroll. Instructor permission required.

TAPS 1450M. The Archival of Gestures (MES 1450).

Interested students must register for MES 1450.

TAPS 1480. Sweating Infrastructure: Cultures of Support in Dance and Live Performance.

As the income gap in the US has grown, the possibility of a career in the performing arts has become increasingly less viable for a significant percentage of the population. Issues of arts funding, labor, and professionalization have been debated across academic disciplines and by arts organizers who experience these instabilities firsthand. Researching infrastructure through a dance studies lens, this course reframes the role of embodied action, interaction and assembly in sustaining enabling environments for the arts. By reviewing literature and interviewing arts professionals, this project evidences how people “sweat” the problem of sustaining art work differently on sociocultural grounds.

TAPS 1485. The Activist Body.

The current explosion of activist activity on and beyond college campuses has been called a “movement moment” (McCarthy, 2017), signaling an urgent need to address what it means to be a politically responsive body in the world today. This course examines activism as a topic and performance practice rooted in the body's capacity to disrupt the political status quo. Building from the growing literature on protest and social movement in dance and performance studies, students will theorize activism and agentic embodiment, analyze cultural events that claim activist intentions, and body forth activist strategies and manifestos in weekly movement sessions.

TAPS 1500A. Advanced Playwriting: Invitation to the Devout Life..

A practice-based class designed to promote prompt, connected and original writing for the live environment. We move through the regular practice of assorted exercises to the development of a completed script by the end of the term. Inquiry is guided by selected readings in esthetic theory, philosophy and theology (Anne Carson, St. Vincent de Paul, Simone Weil, others). Previous playwriting experience preferred. Instructor permission required.

TAPS 1500H. Advanced Playwriting.

This course brings together students of diverse writing backgrounds to build conversation and experimentation around multiple narrative techniques. Classes include craft exercises as well as readings from a range of texts—all to look deeper at how story-worlds are built. Writers create original theatrical works, and through workshop-style classes discover their own particular voice and what makes it unique and necessary. Open to graduate and undergraduate students. Contact instructor to learn more.

TAPS 1500I. Screenwriting.

Screenwriting is a course designed to familiarize the neophyte screenwriter with the basic principles of writing for the silver-screen. By closely examining produced films, in-depth readings of both good and bad scripts, and through the writing of our own, we will gain an understanding of how screenplays are written, and written well. The course will provide a foundation in the basics of the three-act structure, dramatic action, character arc, the revision process, and an introduction to the business of screenwriting. By the end of the semester we will have produced and polished a 10 page/minute manuscript. Enrollment limited to 17.

TAPS 1500J. Script Adaptation.

This class aims to develop skills and techniques for the creation of new dramatic works based upon previously published or performed material. The unit explores the process of creating a script from previously published source material. To achieve this goal, we will explore the problems inherent in creating dramatic material from source material of various forms. The module will enhance core skills in scriptwriting, dramaturgy and script analysis. Weekly classes will include lecture and discussion, readings, film screenings and writing exercises. Enrollment limited to 17.

TAPS 1500L. Acting Together on the World Stage: Writing and Political Performance.

Practical research in art for social change, with an emphasis on writing and composition, resulting in a series of solo and group devised performances (or well articulated proposals). Each week, in-session writing and devising exercises, coupled with a discussion of critical readings and case histories, build to projects that may be constructed solo or in small groups. Final projects may take the form of carefully constructed, achievable plans for long-range implementation. Students will be required to attend special workshops, field trips, and performances as scheduled through this semester; this schedule will be available at the first class. Enrollment limited to 12.

TAPS 1500M. Advanced Playwrighting: Guhahamuka.

Guhahamuka is a Kinyarwanda word meaning “breathlessness,” sometimes applied to the wordlessness that befalls the survivors of trauma. We will progress through a series of graduated exercises design to work-out the fundamentals of writing for the live encounter, with an emphasis on the uses of testimony, and language that pushes into spaces where language doesn't fit, doesn't belong, fails, converts itself to different energies. How a writer's technique images spiritual practice, and avails of the useful impossibilities of incarnation and transcendence. Taking on a practical language from contemplative traditions as means of ordering the writer's craft.

TAPS 1500N. Advanced Undergraduate Playwriting: Experiments in Time.

For centuries, from Pedro Calderón to Ntozake Shange and Caryl Churchill, playwrights have manipulated time to tell stories and create dynamic play-worlds. This class will challenge playwrights to build non-linear time into their plays and use specific approaches to "time-telling" to supercharge content. Students will read plays, essays and engage in time-based theater experiments to explore perspectives that challenge our human-ego-driven experience of time. How is time embodied? How are we programmed to experience time as a Western capitalist value system? How can we use non-linear time in our plays as a radical political act? Students will complete 3 short projects during the course, including two one-act plays and one piece of site-specific or performance art.

TAPS 1500P. Asian American Theater Making.

This course frames Asian American theater-making as a dynamic assertion of presence, autonomy and complexity against and beyond a backdrop of cultural, legal and historical exclusion, erasure and assimilation in the United States. In investigating theatrical practices and contexts made about, by and/or for Asian Americans, we explore the in/stability of identity as embodied sites of ambivalence, tension and solidarity. How do Asian American theater artists integrate, reject and transcend the myriad expectations of identity and representation? As scholars and artists, we will read plays, witness and create performances, discuss critical and historical essays and artifacts, and interact with active practitioners across a wide spectrum of Asian American theater-making. Open to advanced undergraduates/graduate students.

TAPS 1500R. Auditioning for the Camera.

This course focuses on learning to audition for scenes and scripts from film and television from the vast array of the entertainment industry. Work will cater to each student's individual needs, choosing material that both strengthens and stretches them. We will work on preparing scenes for an audition: in person, on zoom, self-tapes and cold auditions. We will discuss over-preparing and under-preparing and how to dress and present yourself. This work should complement and enhance previous acting studies and help you with an understanding about the nuanced shifts actors need to make when auditioning for the camera, and the difference between auditioning and playing the role. Your professor is a working actor who will provide examples of what she is teaching in real time. The semester will culminate with 3 audition pieces from both media filmed for your use. S/NC

TAPS 1500S. Performance and Media After Reality.

This class considers crises of "reality" in theatre, photography, television, and digital media. Reality media—like realist drama and reality television—and reality-breaking technologies, from electric stage lighting to the social internet, stage worlds in which some subjects are more real than others. We will ask: how do works articulate reality? How do assertions of reality support political life? Can alternate realities challenge carceral and colonial realisms? What does it mean to be seen as, or to be, unreal?

This is a discussion-based class with ongoing creative and critical response work. Enrollment will be determined at the first session.

TAPS 1500T. Liberatory Strategies for Whole Artist Collaboration.

This first year MFA course serves as foundational curriculum for fostering and sustaining anti-racist and generative learning spaces shared by MFA Actors, Directors and Playwrights and other key student collaborators. This course seeks to introduce and confirm a set of working shared language, analysis and practices anchored in consent-affirming and anti-racist commitments necessary for the theater work of embodied story-telling and collective world-building. How do artists create across, with and at times against differences in identities, lived experiences, imaginative aesthetics and contexts? How can artists discern between generative and harm-based conflict, enacting care, rest and accountability within collaborative projects and the larger theater ecosystem? Open to MFA graduate students and advanced undergraduates by permission.

TAPS 1510. Inventing Directing.

"Inventing Directing" is a course that deals with how a director gets thought into stage space via: different emphases communicated to actors; attention to the life of objects; exploration of the languages of stage space; accessing personal experience to deepen point of view; drawing upon film, the practical application of theory, and literature; vertical thinking; and spatializing time. The course will involve practical exercises and work on both scenes from plays and on material drawn from other sources.

TAPS 1511. Directing Workshop.

This course is designed to introduce students interested in Directing for the Stage to some of the fundamental aspects of the craft including: Staging, Dramaturgy and Textual Analysis for Production, Working with Actors, and Designers. Students will be expected to collaborate with each other throughout the process by serving as actors or technicians for in class projects. The final project will require directors to find actors to perform in their final scenes.

TAPS 1512. Directing Theory.

This course is designed to expose students interested in directing to multiple approaches to the craft. While there are some fundamental skills associated with the craft, how various director's achieve their creative objectives is as varied and particular. Students will read historical accounts, view performances, and write essays about the material covered in class. Each student will complete a directing project that employs one of the specific approaches explored. We will explore methodological approaches to directing as articulated by Bertholdt Brecht, Vsevolod Meyerhold, Anne Bogart, Moises Kaufman, Robert Wilson, Simon McBurney, Katie Mitchell, Laurie Carlos, and Julie Taymor.

TAPS 1513. Solo Performance.

In the words of the late great Robbie McCauley: "I'm a solo performer but I do not perform alone." There is a long history of solo performance that includes iconic figures like Whoopi Goldberg, Spaulding Grey, Lily Tomlin, Peggy Shaw, and Holly Hughes to name a few. What does it mean to "make art out of the fabric of one's life?" This course is designed to introduce students to the pioneers of the form as well as to engage them in the process of creating a solo performance. Students will develop solo pieces to be performed at the end of the term to an invited audience. This course is open to artists from all genres that are interested and curious about the form.

TAPS 1520. Seminar in Theatre Arts.

Seminar designed for senior theatre arts concentrators, required during Semester VII. Topics focus on career planning and theatre arts subjects not dealt with in other courses. Enrollment limited to seniors.

TAPS 1540. Bold Bodies: Race in Feminist & Queer Performance (GNSS 1540).

Interested students must register for GNSS 1540.

TAPS 1600. Dramaturgy.

This course is an introduction to dramaturgy and script analysis for advanced undergraduates. It will introduce a variety of plays and critical approaches to dramatic texts and performances with emphasis on culturally divergent dramaturgies, adaptation and textual analysis for performance.

TAPS 1610. Political Theatre of the Americas.

This course explores political theatre and performance in Latin America, the US and Canada. The primary concern will be the use of performance in indigenous rights, queer rights, and gender equity campaigns as well as general critiques of socioeconomic inequity. The course examines the strategies used by actors in theatrical performances, performance art, and political protests that use the tools of performance. Exploration is of the rich relationship between politics and performance. There are no prerequisites, but one course in either Latin American Studies or Theatre and Performance Studies is recommended.

TAPS 1630. Performativity and the Body: Staging Gender, Staging Race.

This course examines how we develop and interrogate different meanings around our bodies through performance practices in everyday life and on stage. Specifically, we analyze how race and gender are regulated, reinforced, reworked, and subverted through embodied modes of performance. We explore how raced and gendered bodies are constructed, reconstructed, and deconstructed through everyday performances of self from fashion to food to surgery. We will also examine works by playwrights, visual artists, and theatre artists who deploy performance practices to make, unmake, and remake historical, social, and political understandings of our bodies as raced and gendered.

TAPS 1640. Theatre and Conquest in Greater Mexico: From Cortes to NAFTA.

Explores the intimate relationship between theatre and conquest in the Americas as contained in missionary accounts, plays, performances and visual art from Cortés arrival to the present. Students will analyze plays and performances that stage the Spanish Conquest, consider the theatrical procedures of the conquest and examine theatrical representation as a methodology of conquest in the Americas.

TAPS 1650. 21st Century American Drama.

Course is designed to familiarize students with contemporary American playwriting from 2000-2005. We will explore how these plays reflect our current moment with attention to conceptions of gender, sexuality, national identity, trauma and memory. Playwrights may include Jorge Cortinas, Sarah Ruhl, Tony Kushner, Juilana Francis, Sabina Berman, and Carl Hancock Rux.

TAPS 1670. Latinx Theatre + Performance.

This course will be an introduction to Latino/a theatre concentrating on the following themes: borders, diaspora and exile, political and personal identities, sexuality, gender and violence, and latino re-imagination of U.S. and Latin history. We will read Chicano/a, Cuban American and Nuyorican drama and performance art. No prerequisites.

TAPS 1680. Performance, Politics, and Engagement.

A survey course in engaged and political performance; this seminar investigates social practice, political theatre, and dance as points of entry into contemporary questions in ecology, ethics, gender, racialization, sexuality, perception, labor, and value. Course materials include artists' and scholars' writings as well as scores, scripts, theoretical writings, photographs, films, reenactments, and performance procedures. Assignments include research projects on art and social movements, performance tasks, and scholarly writing projects. An existing performance or arts practice is not required. The course may be especially relevant to TAPS students, the Engaged Scholars Program, and Visual Art. There are no prerequisites.

TAPS 1690. Performance, Art, and Everyday Life.

Provides an introduction to performance-based art. Some knowledge of the historical avant-garde is required. The class will explore site-specific work, time-based work, life art, body art, instruction art and a variety of intermedial artwork. Theories of "theatricality" and "performativity" will be explored as will expressive properties of repetition, excess, mimesis, banality, mobility, framing, failure and shock. Enrollment limited to 16.

TAPS 1700A. Voices Beneath the Veil (AFRI 1110).

Interested students must register for AFRI 1110.

TAPS 1700B. African American Folk Traditions and Cultural Expression (AFRI 1120).

Interested students must register for AFRI 1120.

TAPS 1700C. Advanced RPM Playwriting (AFRI 1050A).

Interested students must register for AFRI 1050A.

TAPS 1700D. Intermediate RPM Playwriting (AFRI 1050D).

Interested students must register for AFRI 1050D.

TAPS 1700E. Introduction to Post-Colonial African and African Diasporic Theatre (AFRI 1050H).

Interested students must register for AFRI 1050H.

TAPS 1700G. Roots of African American Fiction: Oral Narrative through Richard Wright (AFRI 1050M).

Interested students must register for AFRI 1050M.

TAPS 1700H. Art and Civic Engagement: Creativity/Reality (AFRI 1050P).

Interested students must register for AFRI 1050P.

TAPS 1700I. RPM Playwriting (AFRI 1050E).

Interested students must register for AFRI 1050E.

TAPS 1700J. Musical Performance and Theatricality (MUSC 1680).

Interested students must register for MUSC 1680.

TAPS 1700K. Site-Specific Writing in Brown's Historical Spaces (AMST 1570).

Interested students must register for AMST 1570.

TAPS 1700L. African American Musical Theatre (MUSC 1905D).

Interested students must register for MUSC 1905D.

TAPS 1700V. Voices Beneath the Veil (AFRI 1110).

Interested students must register for AFRI 1110.

TAPS 1710A. Open Source Culture (MCM 1700N).

Interested students must register for MCM 1700N.

TAPS 1710B. Radical Media (MCM 1700P).

Interested students must register for MCM 1700P.

TAPS 1720. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).

Interested students must register for ENGL 1900R.

TAPS 1740. Artful Teaching: Intersecting the Arts with Foreign and Second Language Acquisition (POBS 1740).

Interested students must register for POBS 1740.

TAPS 1751. Choreodaemonics.

The phrase "choreodaemonics" is a contraction of "choreography" (the art of bodily movement through space and time creating meaning) and "daemon" (a background computational process). Within this rubric, this seminar seeks to explore the creative opportunities and political risks of creative production through emerging technologies of AI, robotics and virtual presence. Most urgently, "Choreodaemonics" examines the ideological, technological and aesthetic collisions wherever humans collide with emerging computational systems. Students will consider the histories and processes of creative production and technological development, and ultimately investigate the performative consequences of embodiment by computational agents through robots, avatars, games, software, customer service platforms and social media.

TAPS 1900K. Reading Sex (ENGL 1900K).

Interested students must register for ENGL 1900K.

TAPS 1900R. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).

Interested students must register for ENGL 1900R.

TAPS 1970. Independent Reading and Research.

Intensive reading and research on selected topics arranged in terms of special needs and interests of the student. A written proposal must be submitted to the instructor and the chair of the theatre arts department before the project can be approved. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 1970P. Theatre Practicum.

This half-credit course offers the practical study of theatre through participation as a member of the production team of a Sock and Buskin theatre or dance production. Regular rehearsals, coaching and mentorship by department faculty and staff, participation in technical rehearsals and performances are required. Enrollment is available after auditioning/assignment of roles. Each student will be assigned an advisor/mentor for this process. This half-credit course offering is appropriate for students engaging in production projects that are smaller in scale or shorter in duration than befitting of the one-credit Theatre Practicum course offering, TAPS 1251P. S/NC only.

TAPS 1971. Digital Media and Virtual Performance (MUSC 1971).

Interested students must register for MUSC 1971.

TAPS 1971M. Digital Media and Virtual Performance (MUSC 1971).

Interested students must register for MUSC 1971.

TAPS 1990. Senior Honors Thesis Preparation.

To be taken by all students accepted into the theatre arts honors program. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2001A. Intertextuality, Interconnectivity: A Performative Sonnet Approach (ARTS 2001).

Interested students must register for ARTS 2001.

TAPS 2010M. Digital Performance (MUSC 2210).

Interested students must register for MUSC 2210.

TAPS 2050. Dramaturgy.

This course will be an introduction to dramaturgy for MFA Actors, Directors and Playwrights and advanced undergraduates. The course will introduce a wide variety of play and critical approaches to dramatic texts and performances with emphasis on culturally divergent dramaturgies, embodied dramaturgy, adaptation and textual analysis for performance.

TAPS 2100. Seminar in Performance Studies and Theatrical Theory.

Key texts in Performance Studies and Theatre Theory selected from works by ancient, modern, and contemporary philosophers, dramatists, performers, and theorists. Covers basic methodological trends crucial to thinking about mimesis and alterity, acting and actants, identity formation and disidentification, decolonial theory and feminist theory in relationship to the study of performance, performativity, drama and theatricality. Enrollment limited to 20.

TAPS 2120. Revolution as a Work of Art.

A study of Russian revolutionary culture and new personhood, ca. 1905-1930, with readings from Russian fiction, philosophy, art criticism, dramatic and political theory, and cultural and theatre history. Topics include the revolution of the spirit, the culture of the future, iconography and spectacle, charismatic authority, and revolutionary terror. For graduate students and qualified juniors and seniors. All readings are in English. Those who can may read some materials in Russian. Enrollment limited to 20.

TAPS 2200A. Abstraction and Resistance.

A study of the uses of abstraction in modernist and postmodern theatre and drama, film, painting, and narrative fiction and of the engagement of resistance as a performative strategy for conceptualizing such nominally unframed and alogical texts. The works of selected theatre directors and playwrights, philosophers and theorists, novelists, filmmakers, and artists are examined and discussed.

TAPS 2200B. Neoliberalism and Performance.

This course will explore the relationship between performance (dance, theatre, performance art, public art) and Neoliberal economic and governmental policies and practices. We will place special emphasis on how the arts participate in modes of labor flexibility, globalization, entrepreneurship, governmentality and surveillance as well as how these forms critique these phenomenon. Critical readings will include political theory, play and performance texts and videos and economic theory.

TAPS 2200E. Historiography.

This graduate seminar is dedicated to a thorough examination of theater and performance historiography. The course will consider methodologies of writing about the past, concentrating on analyzing the writing of history and examining how historical information is obtained, imagined and disseminated in our field, where embodied practice is crucial to thinking. This course will necessarily consider how historiography is understood with the discipline of history as well as performance and theatre studies.

TAPS 2200G. Performance, Photography, and the Live Border.

What are the limits of approaching live performance as essentially ephemeral? What is at stake in the lines drawn between media histories and theatre histories that account for the "still"? Questions such as these will be posed across media as we explore histories of photography and tableaux vivant, as well as critical theories in performance studies, visual studies, art history, media studies, and theatre studies. We will look at images documenting violence, images re-presenting documented violence, and violence to documentary images in the course of a broader conversation about the "life" or "liveness" of the still. Enrollment limited to 20.

TAPS 2200I. Wittgenstein, Writing and Performance.

Performance is the ideal forum in which to discuss Wittgenstein's philosophy, especially as the latter involves rigorous close reading of the physical and metaphysical identities of words, thought and action in the construction of discernible and livable roles and courses of action and understanding within the given circumstances of the mysterious world into which we are born. Wittgenstein's aphoristic writing, which creates a poetic structure, along with the necessary incompleteness of Wittgenstein's thought expression and the wide range of philosophical interpretations of his work by numerous artists and theorists underscore the liveliness of Wittgenstein's writing as creative texts in themselves. Enrollment limited to 17 juniors, seniors, and graduate students. Instructor permission required.

TAPS 2200K. Digital Performance (MUSC 2210).

Interested students must register for MUSC 2210.

TAPS 2200N. Liveness: Performance and Neoanimism in Late Capitalism.

Has the "affect economy's" 24/7 live shifted medial maps distinguishing live from object arts? As animacy and inanimacy warp, do orientations to duration, participation, and relation shift? Can liveness extend to the Paleolithic in today's "new materialist" imaginary? If "Cinema is Dead," does it join theatre as a zombie form? Modernist "animism," "totemism," and "primitivism" provide a backdrop to recent returns to animism in Chen, Bennet, Latour and others. Does theatre's separation from ritual and possession demand rethinking via "relationscapes" and the critical turn to affect theory? Art/performance, theatre, cinema will be under discussion, from Euripides Bacchae to Gucci Bacchae.

TAPS 2200T. Who Else: mimesis, performance, psyche.

In this course, we'll read in, around, and against psychoanalytic theory to think about how theories of the subject, and especially of desire and pleasure, have intersected with ideas about aesthetics and performance. Throughout, we'll pay special attention to constructions of alterity—difference from the self—and how love, art and performance work in relation to different kinds of difference.

TAPS 2200Z. Embodiment, Materiality, and Cultural Production.

This course investigates embodiment as one of many materials engaged in contemporary art and performance practices. We will explore concepts of body/mind, the haptic, interiority, intersubjectivity, experience, spatiality, temporality, relationality, liveness, and futurity and how it occurs within a wide variety of cultural productions. Course readings are drawn from dance studies, critical race studies, gender and sexuality studies, performance studies, and museum and curatorial studies. Our theoretical inquiries will culminate in the practical experience of crafting and producing an exhibition and/or live public event. No prior performance or art-making experience is required, however, students with active art practices are encouraged to utilize this opportunity to create and present their own works.

TAPS 2270B. Performance in a Virtual World (MUSC 2270B).

Interested students must register for MUSC 2270B.

TAPS 2300. Pedagogy Seminar.

This half-credit course is designed to support MFA Playwriting students preparing to begin teaching the following year, as well as TAPS PhD students as they prepare to teach, begin to teach, or continue teaching. The intent is to offer a space for students to reflect on teaching, bring concerns, and offer each other feedback on pedagogical issues; to introduce resources (from Brown and not) that can help with teaching, both methodologically and practically; and to workshop concrete teaching tasks, such as building and executing lesson plans, grading, and designing syllabi. Students in the course will also observe classes taught by three other instructors during the semester.

TAPS 2300A. Graduate Seminar in Performance Studies: The Vulnerability Artist.

This graduate seminar in performance studies, open to students from all disciplines, will investigate practices of enduring, surviving, reimagining, parodying, and just plain grappling with the inescapable "vulnerability" of the body and the self. Rooted in the interdisciplinary ethos of performance studies, the seminar will use the aperture of the "Vulnerability Artist" (adopting a term used by the performance theorist José Muñoz to describe the work of performance artist Nao Bustamante) to survey foundational and recent scholarship on embodiment, disability, health and illness, mad studies and neurodiversity, psychoanalysis, and aesthetics, among other areas of inquiry. We will explore a range of theoretical frameworks and methodological approaches to vulnerability and consider how they relate to longstanding debates within performance studies. Students will write a culminating seminar paper that expands upon course topics in relation to their own research interests.

TAPS 2300B. Professionalization Seminar.

This seminar focuses on giving students an introduction to multiple aspects of professionalization activities. It will focus on building central skills around conference presenting, journal publishing and the basics of the academic job market. This is a 0.5 course credit seminar. S/NC

TAPS 2310. Graduate Playwriting.

This course is a combination of workshop and seminar, which MFA Playwriting students take every semester in residence. Students write and revise a new play over the course of the term, sharing work periodically. Weekly reading assignments (plays, theoretical texts, other literary works, works in other media) are designed to expand and unsettle your grasp of this art form. Requirements include detailed written and oral feedback, lively participation, presentations, and written exercises. May be taken multiple times for credit. Other graduate students and undergraduates may contact the instructor to request admission to the course, based on a writing sample and relevant experience. S/NC.

TAPS 2400A. Concepts of Space and Time in Media Discourses (HMAN 2970C).

Interested students must register for HMAN 2970C.

TAPS 2450. Exchange Scholar Program.**TAPS 2505. Fundamentals of Acting: Modern and Contemporary Realism.**

This course will cover three modalities. Acting/Scene Study: Realism will provide a fundamental understanding of Stanislavski-based acting within the realistic style, developing: a working understanding of a five-week rehearsal process; a system of text analysis based upon events and cause-and-effect; beginning the work of integrating vocal and physical technique into each individual student's acting method. Voice and Speech I will provide the basis of the actor's three years of vocal training, gaining an understanding of the actor's personal vocal blocks as they relate to how the breath resides in the body. Contact Improvisation will investigate improvisation movement through physical contact.

TAPS 2515. Acting Technique: Fundamentals of Physical Awareness.

All Voice and Speech work has two underlying goals: for the actor to be heard; for the actor to be understood. A daily warmup, rigorous drilling, the learning of IPA, and its application in Standard American dialect will build muscle to strengthen your instrument for clarity of speech and train your ear to the nuances of speech sounds, invaluable for dialect and character work. The Alexander Technique uses gentle guidance to enable movement to take place unencumbered by habitual effort. Voice, Speech and Alexander work together to enable the actor to produce clear, tension-free sound.

TAPS 2535. Directing 1: Fundamentals in Analysis and Action for Brown/Trinity MFA Actors and Directors.

This course is designed to activate the mind of the director. It is a detailed investigation of the creative process and the beginning of the foundation for communication with actors, designers and audiences in the making of live performance with text. MFA students will participate in Directing Lab, rehearsing as assigned.

TAPS 2545. Dramaturgy.

This course will be an introduction to dramaturgy advanced undergraduates and MFA students. The course will introduce a wide variety of play and critical approaches to dramatic texts and performances with emphasis on culturally divergent dramaturgies, embodied dramaturgy, adaptation and textual analysis for performance. This course meets for 2 of the 3 hours with TAPS 1600 Dramaturgy for MFA students; Graduate Students will take Deb Salem Smith's Playwriting course for the final hour of their course credit.

TAPS 2555. Advanced Acting: Modern and Contemporary Realism.

Purpose: To provide a deepened understanding of the principles of Stanislavski-based acting within the realistic style; to reinforce and practice a working understanding of a five-week rehearsal process; to develop a system of text analysis based upon events and cause-and-effect; to understand and deepen the process of individual personalization; to continue the work of integrating vocal and physical technique into each individual student's acting method.

TAPS 2565. Acting Technique II: Strength, Expansion and Articulation.

This course is open only to students of the Brown University/Trinity Rep MFA Consortium program. Continued studio exploration of various dance and movement techniques and vocal articulation and practice, designed to promote effective, healthy usage of the actor's instrument, as well as an introduction to dialect work and stage combat. This course includes separate classes in Speech, Alexander Technique and Movement Technique. Mandatory S/NC.

TAPS 2575. Theatre History in a Changing Present.

This course will be an introduction to the offerings in theatre history, theory and practice offered at Brown University and environs in relation to a changing American Theatre. Each week will feature an original guest speaker from TAPS or other affiliate departments/institutions to expand your understanding. First Look Production is included in this course. This production process is a companion production experience to course work done in the fall semester. Students will experience the full process of revising and staging original works, with opportunities to work as actor and/or director, playwright, producer—actively applying conceptual knowledge gained from first semester courses.

TAPS 2585. Directing II: Collaborative Communication.

Building on Directing I: Fundamentals in Analysis and Action this course focuses on communication between actors and directors. Methodologies are tested and explored through practice in studio scene work. Rehearsal preparation, diagnostic processes are developed and practiced, and a detailed exploration of the directors preparation is the final project.

TAPS 2605. Fundamentals of Acting: Shakespeare and Classical Verse.

An introduction to the conventions of classical English verse performance, including elements of meter, heightened language, metaphor and rhetoric, with the goal of expanding the actor's understanding of the principles of realistic acting to the rigorous demands of Shakespearean and other classical texts. This course includes separate classes in Scene Study, Voice and Movement, all designed to support and promote heightened poetic expressivity in performance. S/NC

TAPS 2615. Acting Technique III: Poetic Expression.

Vocal and physical work designed to support the exploration of classical verse acting, with an emphasis on expanding a range of performance beyond realism. Rhythm, fluidity, presence, power, clarity of thought and the expression of emotional depth through language and movement is the focus of studio practice. Also included is introduction to singing technique. This course includes separate classes in Movement Technique, Alexander Technique and Singing.

TAPS 2625. Playwriting Dramaturgy Practicum.

This course is advanced playwriting and script analysis for second year students. We will look deeper at the tools and craft of playwriting. We will begin by exploring adaptation—what are the bones and tissues of a given story? How can that body be transformed into a theatrical story? What is required? What changes? What is the relationship between form and content? We will transition from adaptation to writing original full-length works.

TAPS 2635. Directing III: The Director's Vision.

This course is for Brown/Trinity MFA Actors and Directors and focuses on the vision of the director. Deep investigation in complicated language, verse, period. Continued development in collaboration with actors as well as personal mission, and vision. Seminar discussion of current work in process and production, exploration of contemporary dramatic forms and practitioners, issues in the art and craft of directing, diagnostic and exchange around the breaking of boundaries and best practices. Seminar runs concurrently with Directors Lab, Director projects, including thesis, and verse.

TAPS 2645. Fall Directing Practicum.

This credit is designed to build the director's skills in preparation, script analysis, and rehearsal processes in the making of a Shakespeare production which tours into the Providence School System, a kind of "mobile unit" production. This project has very clear parameters and minimal design to center the work on the embodiment of the text by the actors. It is intended to center the actor in the making of work, requires a deep understanding of the text through analysis, and an edit to get it to a length that will support the tour.

TAPS 2655. Advanced Acting: Shakespeare and Classical Verse.

In-depth study of the methods and practice of classical acting, with the goal of developing professional-level skill and mastery of the form. Actors work toward total integration of the physical and vocal instrument into a unified whole to achieve complete expressivity of thought, emotion, character and imagination through poetic language and vigorous, purposeful and creative physicality. This course includes separate classes in Scene Study, Voice and Movement Composition.

TAPS 2665. Acting Technique IV: Creativity and Virtuosity.

A culmination of the technical practice of the previous three semesters, with the goal of achieving a professional level of technical expertise. Through mastery of the vocal and physical instrument, the actor is prepared to fulfill creative, imaginative and athletic choices in physical and vocal performance. This course includes separate classes in Alexander Technique, Singing and Movement/Devising.

TAPS 2675. Advanced Playwriting.

We will do craft exercises and close readings of texts to look deeper at how works are built. We will explore, discover, and map the mechanics of a diverse range of texts. You will have the opportunity to experiment with those same mechanics to create your own pieces. Through energetic workshop-style classes, you will experience the full process of drafting, hearing aloud, and then revising original works. In charting and defining others' voices, you will discover your own particular voice and what makes it valuable and necessary.

TAPS 2685. Directing IV: Special Topics.

This course is focused on the development of advanced and augmented research and the deepening of communication with designers and production team. Directors will explore a variety of methodologies and approaches to theater-making.

TAPS 2695. Spring Directing Practicum.

Spring Directing Practicum is the spring repertory production in the end of the fourth semester directed by each MFA Directing Student. This production is fully designed with a professional design team and presented to the public at the Pell Chafee Performance Center in cooperation with Trinity Rep.

TAPS 2705. Third Year Practicum: The Actor as Creator.

Based upon a foundation of mastery in realistic and classical acting styles, actors engage in an exploration of historical, modern and contemporary dramatic literature and theatre practice with a goal of developing a personal aesthetic voice that pushes the boundaries of convention and tradition in their mature theatre practice. This course includes separate classes in Scene Study, Voice, Movement and Alexander Technique, as well as participation in Director's Lab. S/NC

TAPS 2715. Professional Development and Performance.

This course builds upon the first two years of acting technique training. Students will use the foundational technique acquired as they add the critical component of preparation to enter the professional theater, television, film, and audiobook industries. Actors will select material for themselves and their colleagues in preparation for spring Showcase rehearsals. Students will cut/arrange selected material to an appropriate length, propose several partner pairings for each scene, and work on further adaptations and pairings as necessary. Workshops with industry professionals in casting, entertainment unions, agencies, self-taping, audiobook work, on-camera technique and auditioning will be scheduled throughout the semester. Mandatory S/NC

TAPS 2735. Directing V: Advanced Directing - Directing Seminar.

Seminar discussion of current work in process and production, exploration of contemporary dramatic forms and practitioners, issues in the art and craft of directing, diagnostic and exchange around the breaking of boundaries and best practices. Seminar runs concurrently with Directors Lab, Director projects, including thesis, and verse. Directors Lab provides work for critical analysis that is the bedrock of the conversation in Fall Seminar, through diagnostic tools.

TAPS 2755. Third Year Practicum: The Actor as Total Theatre Artist.

Actor's produce, direct, write and perform an original solo piece as a culmination of their ongoing study of acting, directing and playwriting, with the goal of developing confident expression of their singular voice, point of view and artistic aesthetic as they enter the professional world. Writing, devising, presentation and critique of ongoing work all take place throughout the semester, culminating in a final public performance that serves as an acting thesis and manifesto of the actor's identity as an individual artist. This course includes private work with members of the Acting, Directing, Voice, Movement, and Playwriting faculty.

TAPS 2765. Professional Development and Performance - Spring.

This course is a continuation of work begun in the fall semester. Students in this course will rehearse scenes selected in the fall semester, choose and rehearse songs or musical material, and stage both for their professional Showcase. They will perform their Showcase for our community in Providence, and travel to New York and Los Angeles to perform for industry professionals. In addition, several single and multi-day workshops with industry professionals may also be scheduled throughout the course of the semester. These workshops will be scheduled based on the availability of industry guests.

TAPS 2775. Directing Seminar.

Seminar discussion of current work in process and production, exploration of contemporary dramatic forms and practitioners, issues in the art and craft of directing, diagnostic and exchange around the breaking of boundaries and best practices. Seminar runs concurrently with Directors Lab, Director projects, including thesis, and verse. Directors Lab provides work for critical analysis. This course is required for all Brown/Trinity Rep MFA Directors. The course is S/NC.

TAPS 2890A. Theatricality: Labor, Time, Affect.

No description available.

TAPS 2970. Comprehensive Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

TAPS 2975. Thesis Workshop.

For graduate playwrights, in their second and third years, rehearsing and revising their thesis projects. May be taken multiple times for credit. Must be taken both semesters in the third year.

TAPS 2980. Graduate Level Independent Reading and Research.

A program of intensive reading and research on selected topics arranged in terms of special needs and interests of the student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2981. Master's Thesis Research.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2982. Graduate Level Independent Reading & Research - 0.5 credit.

A 0.5 credit program of intensive reading and assignment preparation on selected topics arranged in terms of the special needs and interests of the student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2990. Thesis Preparation.

For graduate students who have met the residency requirement and are continuing research on a full time basis.

Urban Studies

The Urban Studies Program equips students to analyze the city and urban life in the United States and around the planet through a variety of disciplinary lenses drawn from the humanities and social sciences, applying both qualitative and quantitative methods for scholarly research and community engagement. Cities are sites of problems and promise, inequality and solidarity, conflict and community. Processes of urbanization shape the challenges and possibilities of the 21st century. Urban Studies students explore the history of cities, urban and suburban growth and transformation, the organization and design of built, social, and natural environments, urban politics and policy, and the role of cities and urbanization in art, culture, and public life. The undergraduate program emphasizes global and local perspectives to understand how diverse communities have shaped cities through time, investigates the spatial dimensions of social relations and cultural meaning, and challenges students to work towards inclusive, equitable, and sustainable places.

Through experiences both inside and outside the classroom, Urban Studies concentrators learn to analyze urban life and the built environment through a variety of disciplinary lenses, to think creatively and critically about both the problems and potential of cities, and to use evidence-based approaches to address real-world issues. Above all, our students are dedicated to understanding, envisioning and creating cities that are inclusive and sustainable. An Urban Studies degree prepares students for a wide range of careers (<https://urbanstudies.brown.edu/career-opportunities/>), with our graduates (<https://urbanstudies.brown.edu/career-opportunities/alumni-spotlights/>) going on to work in government, the non-profit sector, business, law, education, planning and design, public health and medicine, academia, media and technology, and the arts.

For additional information, please visit the department's website: <http://www.brown.edu/academics/urban-studies/>

Urban Studies Concentration Requirements

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For a concentration, the program requires ten courses selected from four course groups:

Introduction (choose one):		1
URBN 0210	The City: An Introduction to Urban Studies	
URBN 0230	Urban Life in Providence: An Introduction	
Research Methods (choose one):		1
ANTH 1940	Ethnographic Research Methods	
APMA 0650	Introduction to Probability and Statistics	
APMA 1650	Introduction to Probability and Statistics with Calculus	
APMA 1655	Introduction to Probability and Statistics with Theory	
APMA 1660	Statistical Inference II	
CPSY 0900	Statistical Methods	
ECON 1620	Introduction to Econometrics	
EDUC 1230	Applied Statistics for Ed Research and Policy Analysis	
PHP 1501	Essentials of Data Analysis	
POLS 1600	Political Research Methods	
SOC 1020	Methods of Social Research	
SOC 1100	Introductory Statistics for Social Research	
URBN 1100	Investigating the City: Hands-on Research Methods for Urban Analysis	
Core Courses (3 courses required, in at least 3 disciplines, such as American studies, anthropology, economics, education, English, history, history of art and architecture, political science, and sociology, as well as urban planning when staffing allows)		3
ANTH 1201	Introduction to Geographic Information Systems and Spatial Analysis	
ANTH 1236	Urban Life: Anthropology in and of the City	
ANTH 1255	Anthropology of Disasters	
ECON 1410	Urban Economics	
EEPS 1320	Introduction to Geographic Information Systems for Environmental Applications	
ENGL 0100N	City Novels	
ENGL 0700R	Modernist Cities	
ENGL 1711D	Reading New York	
ENVS 1107	Cartography and Geovisualization	

ENVS 1247	Clearing the Air: Environmental Studies of Pollution
ENVS 1400	Sustainable Design in the Built Environment
ENVS 1580	Environmental Stewardship and Resilience in Urban Systems
HIAA 0074	Nineteenth-Century Architecture
HIAA 0081	Architecture of the House Through Space and Time
HIAA 0100	Introduction to Architectural Design Studio
HIAA 0710	The Other History of Modern Architecture
HIAA 0770	Architecture and Urbanism of Africa
HIAA 0850	Modern Architecture
HIAA 0860	Contemporary Architecture
HIAA 0861	City and Cinema
HIAA 1171	Cities, Landscapes, and Design in the Age of Pandemics
HIST 1533	Cities and Inequality Since 1920: The United States
POLS 0220	City Politics
POLS 1310	African American Politics
SOC 1340	Principles and Methods of Geographic Information Systems
URBN 0074	Nineteenth-Century Architecture
URBN 0214	The U.S. Metropolis: Cities and Suburbs in American History
URBN 0215	Urban Life in the Global South
URBN 1000	Fieldwork in the Urban Community
URBN 1140	Urban Theory and Practice
URBN 1200	The United States Metropolis, 1945-2000
URBN 1250	The Political Foundations of the City
URBN 1260	Housing in America
URBN 1270	Urban Politics and Urban Public Policy
URBN 1290	Race, Racism, and the Urban Environment
Seminar courses (choose three) ²	
EDUC 1250	Policy Implementation in Education
EDUC 1620	Urban Schools in Historical Perspective
ETHN 1751F	Race in U.S. Cities and Suburbs
ENVS 1875	The Nature of Cities
ENVS 1926	Wasted: Rethinking Chemical Environments
HIAA 1850H	Berlin: Architecture, Politics and Memory
HIAA 1910A	Providence Architecture
IAPA 1701F	Wealth and Poverty in the New Metropolis
POLS 1821V	Democracy and Inequality in American Cities
POLS 1822S	The Politics of Urban Transformation
SOC 0310	Theory and Practice of Engaged Scholarship
SOC 1871W	Geographical Analysis of Society
SOC 1871X	Comparative Urban Political Economy
SOC 1873G	The Geography of Urban Inequality
URBN 0820A	Urban Ecologies: Forms, Flows and Futures
URBN 1870A	American Culture and the City
URBN 1870D	Downtown Development
URBN 1870G	Ancient Cities: From the Origins Through Late Antiquity
URBN 1870J	The Politics of Community Organizing

URBN 1870K	Jerusalem Divided: Politics and Cultural Heritage
URBN 1870M	Urban Regimes in the American Republic
URBN 1870N	The Cultural and Social Life of the Built Environment
URBN 1870Q	Cities in Mind: Modern Urban Thought and Theory
URBN 1870T	Transportation: An Urban Planning Perspective
URBN 1870X	The Political Economy of Cities: American and Comparative Perspectives
URBN 1870Z	Housing Justice
URBN 1871A	Heritage in the Metropolis: Remembering and Preserving the Urban Past
URBN 1871B	Berlin: Global Metropolis (1945-2020)
URBN 1871E	Urban Development and Governance in the Global South
URBN 1871F	Urban Ecologies: Forms, Flows and Futures
URBN 1871G	Urban Asia: Beyond Tradition, Modernity, and Crisis
URBN 1872	The Right to the City: Focus on Indonesia
URBN 1932	The Just City: Installment I, Comparative Perspectives on Juvenile Justice Reform
URBN 1943	The Real Estate Development Process: An Entrepreneurial Lens
Complementary Curriculum (Total of 2 courses required):	
1. Any course from the Introductory or Core Curriculum options above not used to fulfill another requirement	
2. OR Any of the following:	
AFRI 0600	Race, Gender, and Urban Politics
AFRI 1075	Providence Housing Ecosystem, Development, Displacement and Gentrification
AMST 1611A	Making America: Twentieth-Century U.S. Immigrant/Ethnic Literature
ARCH 1900	The Archaeology of College Hill
ECON 1370	Race and Inequality in the United States
EDUC 1240	Qualitative Methods
EDUC 1330	Social Psychology of Race, Class, and Gender
ENGL 1050S	Writing the City
ENGL 1710I	Harlem Renaissance: The Politics of Culture
ENVS 0705	Equity and the Environment: Movements, Scholarship, Solutions
ENVS 1555	Local Food Systems and Urban Agriculture
HIAA 1307	Politics and Spectacle in the Arts of Ancient Rome
HIST 1961D	Heaven Above, Suzhou and Hangzhou Below: Urban Culture in Early Modern China
POLS 1821V	Democracy and Inequality in American Cities
POLS 1824D	Power and Prosperity in Urban America
POLS 1826A	Space, Time and Society
RUSS 1440	Imagining Moscow: Utopia and Urban Spaces in 20th-Century Russian Culture
SOC 1270	Race, Class, and Ethnicity in the Modern World

3. RISD courses approved by the Urban Studies Program each semester as applicable to the Urban Studies concentration.³

4. Any course taken at another university in the US or abroad and approved by the Urban Studies Program each semester (2 maximum)

Total Credits

11

¹ There are also other statistics courses offered by other departments (e.g., Applied Mathematics, Cognitive Sciences, and Psychology). On occasion, an alternative research skills course may be approved for a specific concentration.

² The courses provide opportunities to undertake research or fieldwork projects and all qualify as "capstone" experiences.

³ No more than **two** may be used to satisfy the requirements of this concentration. The RISD course is identified in the student's record at Brown by a RISD course code.

Off-Campus Courses: Some courses taken outside Brown (e.g., in study abroad programs) may be used for credit towards the concentration *if the material covered directly corresponds to that taught in Brown courses, or is relevant to the complementary curriculum*. Such courses will be approved each semester by the concentration advisor.

Honors

Candidates for Honors shall apply for this distinction in writing to the Director of the Program by the middle of the second semester of their junior year. They shall include a cover letter with a brief statement of the intended research proposal as well as the name of the member of the Urban Studies faculty who would serve as their advisor and with whom they must work closely. Twelve courses are required for Honors concentrator, two in addition to the ten courses required for a standard program. During the Fall and Spring of the senior year, honors candidates must complete two additional courses beyond the ten courses required by the regular concentration: **URBN 1981 Senior Honors Thesis I in Urban Studies(S/NC)** and **URBN 1972 Senior Honors Thesis II in Urban Studies (grade)**. The candidate's final thesis must be of outstanding quality in order to qualify for honors.

Courses

URBN 0074. Nineteenth-Century Architecture.

Surveys stylistic developments, new building types, and the changing conditions of architectural production through the 19th century. Special emphasis placed on the social context in which buildings were designed and used. Weekly one-hour conference required.

URBN 0210. The City: An Introduction to Urban Studies.

With over half the world's population now living in cities, understanding the past and present of urbanization is critical to the planet's collective future. This course introduces students to cities and urban life around the globe. Drawing upon multiple disciplines, it explores questions like: How do histories of urban planning shape present patterns of inequality? How does rampant urban growth impact ecology and health? How do new identities and solidarities arise in cities, and what effects does citizen activism have on urban politics? What urgent challenges face cities today, and how might these be creatively overcome by communities, planners, and governments?

URBN 0215. Urban Life in the Global South.

Cities in the so-called "Global South" – from Jakarta to Johannesburg, Lima to Lahore, Dakar to Delhi – are vibrant, complex, and key to the future of our rapidly urbanizing world. While undoubtedly places of challenge and conflict, these cities are also hotbeds of creativity and activism, where alternative ways of building, governing, and sustaining urban communities take shape. This course first traces the historical forces of colonialism, nationalism, and globalization that have shaped cities across Asia, Africa, and Latin America, before delving into a range of social, political, and environmental issues that local city-dwellers and their leaders grapple with today.

URBN 0217. Metropolis: The Architecture and Urban Design of Global Cities.

This class serves as an introduction to global questions of urban architecture and planning, their history, present challenges and future opportunities. It is organized around comparative case studies of 20 global metropolitan centers (among them New York City, Los Angeles, London, Paris, Naples, Berlin, Madrid, Dubai, Delhi, Dakha, Tokyo, Manila, Hong Kong, Chongqing, Shanghai, Lagos, Johannesburg, Mexico City, Buenos Aires and Rio de Janeiro). A

URBN 0230. Urban Life in Providence: An Introduction.

An introduction to Urban Studies and to the city of Providence, this first year seminar explores from an interdisciplinary perspective how cities are broadly conceptualized and studied. Students then focus on urban dwelling, using Providence as a first-hand case study. We comprehensively examine urban life and change, attending to urban history, the diverse configurations of people and place, social and environmental issues, and urban sustainability. In a lively and varied approach to local learning, course activities include lectures, discussion, reading and writing assignments, films and other media, guest speakers, and excursions to local sites. Enrollment limited to 19 first year students.

URBN 0820A. Urban Ecologies: Forms, Flows and Futures.

This seminar explores the potential agency of environmental planning and design to bring about positive change on urban-ecological problems. Students will create a framework to critically investigate the geographies of urban socio-logical processes that are directly relevant to achieving more equitable, sustainable and resilient futures. The course will focus on local geographies and extended regional dynamics through the development of cities, parks, and the role of landscape as both social and environmental infrastructure.

URBN 1000. Fieldwork in the Urban Community.

Each student undertakes a fieldwork project in close collaboration with a government agency, a nonprofit association, or a planning firm, thereby simultaneously engaging with community and learning qualitative research methods skills. In weekly seminar meetings, the class examines a series of urban issues and discusses fieldwork methodology. Students also schedule regular appointments with the instructor.

URBN 1100. Investigating the City: Hands-on Research Methods for Urban Analysis.

This course encourages students to take the study of cities into their own hands. At the start of term, students will pick their own field site within the city of Providence and will examine that field site through the lens of both qualitative and quantitative research methods. The class will consist of both hybrid lecture-discussion meetings, where we will examine case studies of urban research to give students a foundational understanding of a variety of methodological approaches, and hands-on workshops, where students will gain a more practical understanding of how to collect and interpret original data and successfully communicate findings. The course will culminate in a final mixed-methods research project synthesizing the data students have collected throughout the semester at (or related to) their chosen field site.

URBN 1140. Urban Theory and Practice.

This course will give students the critical tools to explore the socio-spatial dynamics of urbanization, critique normative approaches, and galvanize possible alternative urban futures. Taking a multi-scalar approach on how cities are connected to wider regional dynamics and how urban planning and design can mobilize to address pressing issues of health, climate and social justice.

URBN 1200. The United States Metropolis, 1945-2000.

This lecture and discussion course will provide students with an introduction to the history, politics, and culture of United States cities and suburbs from the end of World War II to the close of the twentieth century. Readings are drawn from recent work in the political, social, and cultural history of U.S. cities as well as primary sources rooted in the period under study.

URBN 1250. The Political Foundations of the City.

This course examines the history of urban and social welfare policy in the United States and abroad. It reviews major theories accounting for the origins and subsequent development of welfare states, explains the "exceptional" nature of American public policy, and employs a combination of historical texts and case studies to analyze the connections between politics and the urban environment.

URBN 1260. Housing in America.

An examination of why housing matters to individuals, communities, and the nation. This course examines the unique qualities of housing and associated American cultural ideals and norms. The changing role of the government in housing is considered, along with other factors shaping the provision of housing, and the success and failure of housing programs. While housing is a necessity, for many in America housing choices are constrained as costs are unaffordable, discriminatory practices remain, and physical features do not align with needs. This course deliberates how well America meets the challenge of providing decent shelter for all residents.

URBN 1270. Urban Politics and Urban Public Policy.

A central theme of the course is that urban politics in the United States arises from the interplay of governmental power and private resources. The course describes the emergence of urban America; the modern city and the theories that have evolved to explain urban politics; and the nature of the urban condition with particular emphasis on the challenges faced by residents and government in the post-industrial city.

URBN 1290. Race, Racism, and the Urban Environment.

It is impossible to understand our past or present urban environments without a critical analysis of race and racism. Likewise, it is impossible to understand the contested meanings of race without accounting for the role of urban practices and environments in shaping racial identities, disparities, and struggles. This course explores the reciprocal relationship between urban studies and critical race studies through three thematic units: city planning, housing justice, and cultural production and the policing of public space.

Throughout, we will examine the ways that cities are remade by social movements, artists, and everyday residents through practices of spatial repurposing and cultural resistance.

URBN 1870A. American Culture and the City.

This course explores American culture and the way it shapes our cities. Topics include the American dream, race, immigration, urban dilemmas, white supremacy, and the seduction of suburbia. We read a book (readings include Alexis de Tocqueville, Richard Wright, Toni Morrison, Tom Wolfe, W.E.B. Du Bois, and others). Films include *Wall Street* and *Gangs of New York*. Prerequisite: POLS 0220. Priority given to Urban Studies concentrators.

URBN 1870D. Downtown Development.

This seminar examines the development and revitalization of the urban core in the United States with a focus on urban planning. Providence is used as a laboratory to explore development from the perspective of the planner, the developer, and city residents. Important concepts are illustrated through field trips, public meetings, and guest speakers.

URBN 1870G. Ancient Cities: From the Origins Through Late Antiquity.

This seminar explores major cities of the ancient Near East (Mesopotamia, Asia Minor, and the Levant), Egypt, Greece, and Italy from the origins through late antiquity. The primary focus will be on the physical appearance and overall plans of the cities, their natural and man-made components, their domestic and private as well as their religious and secular spaces. Objects and artifacts of daily life, including pottery, sculpture, wall paintings, mosaics, and various small finds will be evaluated to establish a more nuanced understanding of the different architectural and urban contexts.

URBN 1870J. The Politics of Community Organizing.

Introduces key issues concerning community organizing. Focuses on the life, skills, and tactics of Saul Alinsky and the national organization he founded, the Industrial Areas Foundation (IAF). Analyzes the work of the IAF in a number of urban settings. Seeks to develop theories and models for studying community mobilization in urban America. Priority given to Political Science and Urban Studies concentrators.

URBN 1870K. Jerusalem Divided: Politics and Cultural Heritage.

"The heritage of Jerusalem is indivisible, and each of its communities has a right to the explicit recognition of their history and relationship with the city. To deny, conceal or erase any of the Jewish, Christian, or Muslim traditions, undermines the integrity of the site, and runs counter to the reasons that justified its inscription on the UNESCO World Heritage list." These are the words of Irina Bokova, former Director-General of UNESCO, spoken in 2016. While the indivisible heritage referred to in this context reflects the reality of Jerusalem's Old City's intertwined historical, cultural, and religious legacies, it does not address the geopolitical conflict, in which ideological and territorial claims produce diverging heritage narratives. In this seminar, we will examine how competing heritage narratives have been shaped by Israeli, Palestinian, and international views and interests. We will explore the history of archaeological exploration, discovery, and interpretation in Jerusalem in the contexts of social, political, and religious debates from the mid-nineteenth century to the present, with an emphasis on its urban landscape.

URBN 1870M. Urban Regimes in the American Republic.

A probing of topical issues in both their theoretical antecedents and their contemporary manifestations. Examines the intellectual debates and the scholarly treatments surrounding issues of power in the city, urban redevelopment policy, urban poverty, urban educational policy, and race in the city. Enrollment limited to 20.

URBN 1870N. The Cultural and Social Life of the Built Environment.

This seminar investigates the relationship between people and place. It considers the ways that people create and experience the human-made landscape, how they understand place through various aesthetic forms, and political conflict over space and place. We look mostly at the history and contemporary development of cities and suburbs in the United States. Students will prepare a final project on a specific aspect of the built environment; they will be encouraged to focus their research on Providence or another local community. Enrollment limited to 20. Priority given to Urban Studies concentrators and seniors; instructor permission required otherwise.

URBN 1870Q. Cities in Mind: Modern Urban Thought and Theory.

This seminar investigates the place of the city in the history of modern thought and cultural theory, drawing on selected currents in urban thought and theory from Europe and the United States over the last two centuries. Topics include questions of public and private space, citizenship, selfhood, difference and inequality, media and technology, planning, modernism and postmodernism. Enrollment limited to 20 juniors and seniors, preference for those concentrating in Urban Studies.

URBN 1870T. Transportation: An Urban Planning Perspective.

This seminar explores how urban planners in the U.S. plan for and around various transportation networks. We will examine how these networks are designed and funded, which modes get priority over others, and ultimately how transportation shapes the built environment. Realworld examples of plans and projects from Providence and Rhode Island are used throughout the course. Important concepts are illustrated through field trips and guest speakers.

URBN 1870X. The Political Economy of Cities: American and Comparative Perspectives.

Why do cities grow, prosper, or decay? How are cities managed and organized? How can we make our cities better? This course is an introduction to the political economy of the cities, and the challenges and opportunities that we face today to build safe, inclusive, and sustainable cities. We will examine how economic and political factors shape cities, urban life, and urbanization processes using theories and methods from different social science disciplines (political science, economics, sociology, geography, etc.). Particular attention will be given to comparing urban processes across time and place, including cities from the U.S. and from all around the world, and critically evaluating the efforts of different actors to shape and reshape the city.

URBN 1870Z. Housing Justice.

Housing is fundamental to overall well-being, yet in RI many cannot find affordable, decent housing aligned with their needs. This community-based research course engages with local housing justice organizations working for change. Course participants, organizational staff, and community members will gather and analyze data to inform interventions and/or modify policies. After some foundational studies, the semester will be spent immersed in a team research project. Topics may include evictions, studentification and gentrification, rental inspections, property ownership, and healthy housing. The course will advance skills in research, communication, and collaboration, and expand understanding of the housing system.

URBN 1871A. Heritage in the Metropolis: Remembering and Preserving the Urban Past.

Urban heritage – from archaeological sites and historic architecture to longstanding cultural practices – is increasingly threatened by the exponential growth of cities around the globe. Most critically, the complex histories and lived experiences of the diverse communities who have inhabited and shaped cities are often in danger of being erased and forgotten today. This course examines how we might remember and preserve this urban past – and the tangible sites and artifacts that attest to it – in light of the social and political dynamics of cities in the present.

URBN 1871B. Berlin: Global Metropolis (1945-2020).

This seminar explores the physical and human landscapes of post-war Berlin: its steadily expanding urban fabric and how it engages with the rapidly changing population make-up. The focus will be on the tension between past and present histories, new German identities, the recent massive migrations, anti-Semitism and Islamophobia, and how these social and geopolitical phenomena interact with the city's urban spaces and monuments. As case studies, we will explore the relationship among Germans and three other significant communities: Turks, Israelis, and Palestinians.

URBN 1871E. Urban Development and Governance in the Global South.

More than half of the world's population now lives in urban areas, and this proportion will continue to increase mostly due to urban growth and urbanization in the Global South. This course will focus on some of the most salient governance issues that enable and constrain development in Global South cities: poverty and inequality, housing and informal settlements, political protests and social movements, crime and violence, the informal economy, climate change and pollution, etc. Special attention will be given to comparing and critically evaluating how urban governance in developing countries today resembles or departs from contemporary and historical urban processes in the United States and Western Europe.

URBN 1871F. Urban Ecologies: Forms, Flows and Futures.

This seminar explores the potential agency of environmental planning and design to bring about positive change on urban-ecological problems. Students will create a framework to critically investigate the geographies of urban socio-logical processes that are directly relevant to achieving more equitable, sustainable and resilient futures. The course will focus on local geographies and extended regional dynamics through the development of cities, parks, and the role of landscape as both social and environmental infrastructure.

URBN 1871G. Urban Asia: Beyond Tradition, Modernity, and Crisis.

In popular portrayals, the diverse cities of Asia are often caricatured as icons of eternal tradition, dazzling modernity, or intractable crisis. This seminar goes beyond these simplistic narratives to explore change and continuity in some of the world's oldest and largest urban centers, delving into both the rich history of Asian urbanisms and the complexities of city life in the region today. Films, poetry, short stories, and artwork are paired with scholarly research to examine how urban Asia has been experienced, imagined, and represented over the centuries.

URBN 1872. The Right to the City: Focus on Indonesia.

Cities today face profound challenges, from deepening inequalities to deteriorating environments. While the scale of these issues can demand top-down interventions, some of the most creative and effective efforts to address such challenges come from activists, researchers, and residents working locally to make their urban communities more just and sustainable. This course explores the diverse ways in which communities claim their "right to the city" in urban Indonesia, focusing on citizen-led efforts to foster environmental resilience, housing justice, accessible transportation, and inclusive public spaces. This is a GELT course and will be taught at Brown and in Indonesia.

URBN 1932. The Just City: Installment I, Comparative Perspectives on Juvenile Justice Reform.

The first installment in a series on "the just city," this course focuses on juvenile justice reform. Beginning with a broad view of the just city, the course then examines: 1) urban childhoods and constructions of race, inequality, and delinquency and 2) juvenile justice reform from a comparative perspective that includes local, U.S., and international contexts. An engaged scholars course, students participate in reflexive practices to draw connections between course content, their own experiences, and specific community-based contexts. At the end of the semester, students write and share reports in a public forum conceptualized and organized by the class.

URBN 1943. The Real Estate Development Process: An Entrepreneurial Lens.

Real estate development is the ongoing configuration of the built environment for society's needs. The improved spaces in which we live, work, and play all started as ideas initiated and brought to fruition. Every real estate project, whether it's making use of unused land or redeveloping existing properties, is in essence a separate business undertaking employing the three factors of production - land, labor, and capital - to create a new or changed product. These factors are coordinated by entrepreneurial management and delivered by teams.

URBN 1970. Independent Reading and Research.

A specific program of intensive reading and research arranged in terms of the special needs and interests of the student. Open primarily to concentrators, but others may be admitted by written permission. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

URBN 1971. Senior Honors Thesis I in Urban Studies.

A program of intensive reading, research, and writing under the direction of a faculty member. Permission should be obtained from the Thesis Advisor in Urban Studies. Mandatory attendance at periodic meetings during the semester is required. Open to Senior Urban Studies concentrators pursuing Honors in Urban Studies. Instructor permission required.

URBN 1972. Senior Honors Thesis II in Urban Studies.

A program of intensive reading, research, and writing under the direction of a faculty member. Permission should be obtained from the Thesis Advisor in Urban Studies. Mandatory attendance at periodic meetings during the semester is required. Open to Senior Urban Studies concentrators pursuing Honors in Urban Studies. Instructor permission required.

URBN 1981. Honors Thesis Workshop.

This seminar introduces students to independent research and writing skills necessary for successful and timely completion of the honors thesis. Course work includes presentation of one's own thesis drafts and peer review of classmates' work. All students who submit an approved honors thesis proposal shall enroll in URBN 1981 for the spring semester of their thesis research and writing. Concentrators may also enroll in the course during semesters 6 or 7 in preparation for the honors thesis, but must present a written proposal in place of chapters. Enrollment limited to 20 juniors and seniors in Urban Studies. S/NC

URBN XLIST. Courses of Interest to Concentrators in Urban Studies.**Fall 2025**

The following courses offered by other departments will fulfill Core Discipline, Seminar, and Complementary Course requirements of the Urban Studies concentration. (Please refer to the Urban Studies website to determine which requirements are fulfilled by these courses.)

Please check with the sponsoring department for times and locations.

Applied Mathematics

APMA 0650 Introduction to Probability and Statistics
 APMA 1650 Introduction to Probability and Statistics with Calculus
 APMA 1655 Introduction to Probability and Statistics with Theory

Anthropology

ANTH 1236 Urban Life: Anthropology In and Of the City

Archaeology and the Ancient World

ARCH 1900 The Archaeology of College Hill

Cognitive and Psychological Sciences

CPSY 0900 Statistical Methods

Computer Science

CSCI 1360 Human Factors in Cybersecurity
 CSCI 2200 Cybersecurity Law and Policy
 CSCI 2999A Cybersecurity Management Within Business, Government, and Non-Profit Organizations

Economics

ECON 1620 Introduction to Econometrics

Education

EDUC 1430 Social Psychology of Race, Class, and Gender

Environmental Studies

ENVS 1580 Environmental Stewardship and Resilience in Urban Systems

History of Art and Architecture

HIAA 0100 Introduction to Architectural Design Studio
 HIAA 1171 Cities, Landscapes, and Design in the Age of Pandemics
 HIAA 1621 Abolition Architecture

History

HIST 1961D Heaven Above, Suzhou and Hangzhou Below: Urban Culture in Early Modern China

Public Health

PHP 1501 Essentials of Data Analysis

Political Science

POLS 1320 Urban Politics and Urban Public Policy
 POLS 1824D Power and Prosperity in Urban America

Slavic Studies

RUSS 1440 Imagining Moscow: Utopia and Urban Spaces in 20th-Century Russian Culture

Sociology

SOC 0310 Theory and Practice of Engaged Scholarship
 SOC 1100 Introductory Statistics for Social Research
 SOC 1873G The Geography of Urban Inequality

Watson Institute

IAPA 1201D Social Entrepreneurship
 IAPA 1500A Ethnographic Research Methods

Spring 2026

The following courses offered by other departments will fulfill Core Discipline, Seminar, and Complementary Course requirements of the Urban Studies concentration. (Please refer to the Urban Studies website to determine which requirements are fulfilled by these courses.)

Please check with the sponsoring department for times and locations.

Anthropology

ANTH 1201 Introduction to Geographic Information Systems and Spatial Analysis
 ANTH 1940 Ethnographic Research Methods

Applied Mathematics

APMA 0650 Introduction to Probability and Statistics
 APMA 1650 Introduction to Probability and Statistics with Calculus
 APMA 1655 Introduction to Probability and Statistics with Theory
 APMA 1660 Statistical Inference II

Cognitive and Psychological Sciences

CPSY 0900 Statistical Methods

Economics

ECON 1410 Urban Economics
 ECON 1620 Introduction to Econometrics

Education

EDUC 1240 Using Qualitative Research Methods

Earth, Environmental, and Planetary Sciences

EEPS 1320 Introduction to Geographic Information Systems for Environmental Applications

English

Visual Art

A Visual Art education at Brown is a rich experience of conceptual challenge, skill-building, and self-discovery. Our students acquire the intellectual and practical tools to make art, as well as to interpret and critique the world of images. We offer a range of courses: digital media, drawing, painting, photography, printmaking, sculpture, and video. Our students also have opportunities to take classes at the neighboring Rhode Island School of Design.

For additional information, please visit the department's website: <https://www.brown.edu/art> (<https://www.brown.edu/art/>)

Visual Art Concentration Requirements

The Visual Art concentration engages in artistic practice across a wide range of media: painting, sculpture, printmaking, drawing, photography, digital imaging, book arts, and film. Courses in art history combine with these to frame the direction of the concentrator's work and to develop their critical thinking skills. Students are encouraged to cultivate an informed and thoughtful individual perspective. Students in the Department of Visual Art enjoy cutting-edge facilities and a knowledgeable faculty. These two resources inspire creativity and pleasure in our concentrators while they explore the discipline. Students acquire the intellectual and practical tools to make art as well as to interpret and critique the world of images. Students also have the opportunity to take courses at the neighboring Rhode Island School of Design (RISD). All Visual Art (VISA) courses are graded S/NC.

Concen tration Program Requirements

Concentration Requirements:	
Three Foundation courses are required. One from each of three categories.	
Category I: Analog 2D (choose one from the following:)	1
VISA 0100 Studio Foundation	
VISA 0160 Foundation Painting	
Category II: Digital & 4D (choose one from the following)	1
VISA 0120 Foundation Media	
VISA 0140 Photography Foundation	
VISA 0150 Digital 2D Foundation	
Category III: Spatial & 3D (choose one from the following):	1
VISA 0130 Sculpture Foundation	
VISA 0170 Spatial Dynamics Foundations	
Five additional upper level studio courses are required. A minimum of three of these upper level studio courses must be taken within the Brown Visual Art Department. Only one ISP or GISP can be counted towards the concentration. When combined with the three Foundation courses, a total of six studio courses are required to be taken within the department.	5
3 HIAA courses are required. (3 credits total)	3
One course on 20th and/or 21st century art, one on non-Western practice, and one HIAA seminar. HIAA courses in Architectural Practice cannot be counted towards the Art History requirement.	
Senior Thesis Exhibition: which does not carry academic credit, is required for graduation (usually presented during the seventh or eighth semester).	
Total Credits	11

Honors

The project is a two-semester enterprise and counts as two courses taken for graduation credit VISA 1800C (Sem I) and VISA 1990 (Sem II) but will not count as two of the eleven courses needed for the visual art concentration. Students that are planning to complete their degree requirements in December must apply for honors by December 5 of the previous year.

Courses

- VISA 0100. Studio Foundation.**
Covers the basics of drawing and 2D design while cultivating the capacity for visual thinking.
- VISA 0120. Foundation Media.**
Foundation media focuses on the production and theory of time-based digital media and introduces the computer as a medium and a tool for art. Students will experiment with the production of video, sound, and interactive media. Students will examine and produce work that is multidisciplinary in nature, combining aspects of critical discourse, art, and technology.
- VISA 0130. Sculpture Foundation.**
This is an extensive study in form and structure. It is designed to develop spatial understanding and the fundamentals of 3-dimensional design and construction. Students will explore the structural, compositional and conceptual implications of common materials, such as wood, metal, plaster and found objects. Projects are designed as a means for investigating a variety of sculptural processes. Students will learn safe usage of power and hand tools, casting techniques, wood and metal work. In addition, special emphasis will be placed on creativity, critical thinking and the ability to successfully articulate ideas visually.
- VISA 0140. Photography Foundation.**
This class is a wide ranging technical and conceptual introduction to photography. Through weekly projects, students will be exposed to 19th-21st century photo processes. Topics covered include cameras, lenses, software, darkroom overview, scanning, natural and artificial lighting, alternative processes as well as concepts such as selective focus, color temperature, composition. Short readings and in-class slide presentations on a diverse range of photographers will introduce students to the history of photography. This course will prepare students for upper level Photography classes at Brown and RISD.
- VISA 0150. Digital 2D Foundation.**
This foundation studio course introduces the basic practices and concepts of two-dimensional digital media production including image acquisition, editing and manipulation, vector illustration, and preparation for online and offline viewing. Through studio exercises, readings, and assignments we will experiment with the production of electronic images. We will be looking at and producing work that is conscious and critical in nature, and which combines aspects of contemporary art, media, and technology. Collaboration and group work will be encouraged to share learning techniques and skill resources.
- VISA 0160. Foundation Painting.**
Painting in acrylics for a variety of interests and aptitudes - basic instruction in media and painting procedure, emphasis on development of the image as a visual statement. Will cover basic color principles, painting techniques and concepts. Assignments cover a wide range of approaches including painting from observation, individual research, and imagination. Images, related books, and articles are discussed. Individual criticism is given; participation in group discussions is required.
- VISA 0170. Spatial Dynamics Foundations.**
This beginner-level course introduces students to Spatial Dynamics, which is not a medium, but rather an approach to engaging with sculpture in the expanded field. Students will build visual, technical, and critical thinking skills through an exploration of materials in space, with particular interest to the relationship between objects, environments, and people. The course begins with a studio-based inquiry into constructing objects through traditional and non-traditional additive, subtractive, and transformative methods. The inquiry will continue beyond studio production and into alternative and public spaces, with an introduction to installation art, social practice, performance art, and dematerialized practices. The focus of the course is on interdisciplinary experimentation of complex ideas through problem solving, laying the groundwork for advanced courses in the arts.

VISA 1110. Drawing.

This course focuses on drawing from models, observation, and imagination in a variety of media with an emphasis on creative work and classroom participation. A continuing series of outside assignments is emphasized. Visits to galleries, museums and pertinent exhibitions may be undertaken. The later part of this course will introduce ideas of conceptual and political art into the drawing process.

VISA 1140. Monumental Drawing.

Monumental Drawing is an immersive studio art course exploring expansive, experimental approaches to drawing. Large-scale, ambitious projects will engage risk-taking and developing meaning through intensive studio work. Contemporary drawing has become a powerful medium in its own right. From process and experiential beginnings to site-specific and conceptual directions, artists have pushed the medium with ideas and projects that challenge any restrictive definition of the medium. Through innovations in concept, materials, form and location, there are limitless ways of approaching the making of and defining what a drawing can be. Studio projects assigned will explore and expand upon these ideas.

VISA 1160. Drawing with Watercolor.

This course will be a rigorous examination of the possibilities of drawing with watercolor, with an emphasis on unorthodox use of the watercolor medium. Because the basis of watercolor is sound drawing, there will be considerable instruction and practice in drawing fundamentals such as perspective, value, composition, scale, rendering, etc. Required prerequisite: VISA 0100 or by permission.

VISA 1210A. The Big Print.

The Big Print is a course that emphasizes the experimental aspects of printing, and how printmaking methods can be used in unique ways to create large, powerful images. This course utilizes relief printmaking—one of the oldest simplest and most “democratic” printmaking methods—to explore the scale and impact of print. Extensive technical exploration in linocut and woodcut techniques will be complemented by research into and discussion of the history of print workshops, public print installations, and the role of printmaking in grassroots political movements. Students will complete a series of four print projects getting successively larger in size and culminating with a collaborative woodcut composed from four sheets of plywood and printed with a road roller. Prerequisite: VISA 0100.

VISA 1210B. Etching.

Covers all aspects of black and white etching, using zinc plates. Combines an emphasis on traditional skills and craft with a critical and theoretical approach to images. Extensive outside work required. Prerequisite: VISA 0100.

VISA 1210C. Investigating Collage.

This course will be an artistic and intellectual investigation of 2 dimensional collage, which is the juxtaposition or arrangement of multiple images or parts of images to create fresh meanings and narratives. We will be working mostly with scissors, paper, printing, painting, and glue, supplemented with slides and reading. Use of the computer to complete some assignments will be optional. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210D. Lithography I & II.

Lithography is the most versatile printmaking process. Working on limestone and aluminum plates, students will learn to produce, process and print their work. Class participation is vital, as students will be aiding each other in this complicated process. This course requires considerable time outside of class. Lithography can be repeated, with experienced students learning multi-plate color processes.

VISA 1210E. Printmaking.

This course covers a range of traditional and digital printmaking processes. The course will explore how traditional and digital techniques can be used together and how they may interact with and influence one another. Work will be in both black and white and color. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210F. Relief Printing.

No description available. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210G. Silkscreen.

This course will provide students with a thorough knowledge of both water-based screen printing techniques and digital imaging. The intersection of digital printing processes and screen printing within the context of contemporary works on paper will be explored through a series of experimental mixed-media projects. Work will be in both black and white and color.

VISA 1210I. Woodcut.

Woodcut, the simplest printmaking method, has been used as a communication device for more than a thousand years. Students will work in both black and white and color to address contemporary issues. The history and aesthetics of the political poster will provide the foundational knowledge for the class. Prerequisite: VISA 0100 or VISA 0110. Enrollment limited to 17. Students who are not admitted during pre-registration or who were unable to pre-register should attend the first class.

VISA 1210J. Making Monotypes: The Painterly Print.

The aim of the course is to understand the variability, sequencing potential and the inherent luminosity of the monotype medium and to use these attributes to discover and advance one's own visual ideas. Monotype refers to the making of a single unique print through press and non-press means. Several rapid projects with themes will precede a longer series culminating in a final epic portfolio of independent content. Individual, peer, and small and large group critiques will occur weekly for feedback.

VISA 1210K. Digital Printmaking.

This studio art course investigates possibilities for using the computer along w/traditional painting and printmaking processes to produce image-based intermedial work. We will explore how computers and computer networks have changed the creation, content, form, distribution, and exhibition of artwork through a series of assignments, readings, discussions, and slide lectures, and how computers and digital media can intersect with a traditional studio practice. Students will produce a portfolio of mixed-media work. Photoshop, Illustrator, the internet, and digital printers, along with traditional painting, drawing, and printing mediums will be used as tools for art-making.

VISA 1210L. Political Constructions.

Arranged as a collective, the class will make art using various media, such as digital printing, silkscreen, woodcut, collagraph, Xerox, on-line blogs and wikis to create and distribute activist political images related to one or more topics (class choice).

The class will research the history and theory of political art and its contribution and power in political movements of the recent past.

VISA 1210M. Collaboration & Community in Print.

Students will be introduced to printmaking through four main techniques: relief, drypoint, collagraph, and paper stencils. Just as each collaborator brings a new voice to a project, each medium affords a different mark-making style to a print. Working within these mediums, students will explore the potential for rich layered imagery, and robust variable editions. Course material will be presented through demos, lectures, in-class workshops, and critiques, and weekly feedback will be provided through individual, peer, small and large group critiques.

VISA 1240. Art of the Book.

Will examine the book, structurally and conceptually, as artist's medium. Students will learn the materials, tools and techniques of making books, as they explore the expressive and narrative possibilities of the book form. Topics and projects may include digital imaging, combining text and image, traditional binding or digital publishing.

VISA 1250. Art of the Book.

We will examine the artist's book from the printer/publisher perspective. Students will learn the basics of book design, traditional typography & letterpress printing. Students will consider the book and its related printed matter in service of its content. The course will be run as a fine press publishing house. Students will produce individual and group projects, including bookplates, broadsides, and books. Studio work will be augmented with field trips, artist visits, and guided exploration of the special collections at the John Hay Library.

VISA 1300. Words in Painting.

Words in painting introduce sound into what is usually a silent experience; they force the viewer to both look and read. Writing is a form of drawing. Words can be poetry, advertising, or labeling. Words can be admired abstractly for their form. For much of history, words and pictures have been used to tell important stories, deliver political content, or sell consumer goods. This course will examine the use of words in contemporary painting through readings, slides, and discussion. A series of painting assignments will address the artistic problems of using words.

VISA 1310. Painting I.

This painting course explores ideas and concepts in contemporary painting and emphasizes individual projects based on prompts. Students will experiment with materials, color and scale strengthening ideas through individual investigations into content and context. Critiques, readings, writing assignments and final projects will be supplemented by research into artists and movements that have developed within the last several decades.

VISA 1320. Painting II.

This course is an in-depth investigation of contemporary painting practices and concepts, with a strong emphasis placed on critique. Experimentation and exploration of individual themes is emphasized. Affords an opportunity for in-depth investigations of painting techniques and ideas and the development of a series of works reflecting an individual creative vision.

VISA 1320A. Painting The Mediated Image.

In this themed painting course we will explore how painting might serve as a lens through which to view and respond to the digital world. An emphasis will be placed on exploration of individual interests; students will choose a subject to research (i.e. digital aesthetics, computer graphics, photography, video, gaming, automation, social media, digital culture, privacy, identity, online shopping, etc) and will work on painting projects related to their chosen topics. The course introduces photo-silkscreen, digital painting and printing, and image transfer techniques into experimental painting-based studio practices. Course is restricted to Visual Art concentrators or by permission of the instructor.

VISA 1330. Drawing with Watercolor.

This course will be a rigorous examination of the possibilities of drawing with watercolor. We will do a lot of work outside and there will be an emphasis on unorthodox use of the watercolor medium. Because the basis of watercolor is sound drawing, there will be considerable instruction and practice in drawing fundamentals such as perspective, value, composition, scale, rendering, etc. Recommended prerequisite: VISA 0100, 0110, or comparable foundation level course is expected, or by permission.

VISA 1340. Accessorizing Painting: The Exalted Surface.

This studio course will examine the crossover between decorative arts and painting. Drawing upon sources such as fashion, textiles, adornments, jewelry, furniture, hair and architecture we will study how design aesthetics demonstrate class, position, lineage or a particular period in the history of painting and embellishment. Students will be encouraged to experiment with a wide variety of media and work on projects based on their selected researched subject areas. Enrollment limited to 14.

VISA 1350. Painting The Mediated Image.

In this themed painting course we will explore how painting might serve as a lens through which to view and respond to the digital world. An emphasis will be placed on exploration of individual interests; students will choose a subject to research (i.e. digital aesthetics, computer graphics, photography, video, gaming, automation, social media, digital culture, privacy, identity, online shopping, etc) and will work on painting projects related to their chosen topics. The course introduces photo-silkscreen, digital painting and printing, and image transfer techniques into experimental painting-based studio practices. Course is restricted to Visual Art concentrators or by permission of the instructor.

VISA 1400. The Artist's Body: Performance Art as Acts of Activism, Communion, Rebellion, Humor and Meditation.

In this course, we will divide our time equally between studying the works/ styles of contemporary performance artists and practicing performance art techniques and various modes of physically engaging in this art form. (Note: Performance art is not to be confused with the term performing arts. This class is not a theater or poetry presentation course, but can be applied to the ways in which both are presented.) This course will focus on the genre of performance art which lies between most other art disciplines and includes raw feelings (not acted emotions), political views and above all else, the embodiment of physical actions as art.

VISA 1410. Sculpture: Material Investigations.

This studio course addresses basic sculptural methods, i.e., additive + subtractive modeling, casting, and assemblage, and common sculptural materials, i.e., wood, metal, plaster, and found objects. Demos + workshops on a number of sculptural tools and materials form the foundation for this studio. Students develop sculptural solutions to a given set of problems. Contemporary issues raised in critiques and readings. Extensive outside work is expected.

VISA 1420. Sculpture II: Conceptual Propositions.

This studio course explores a number of contemporary sculptural theories and practices. Contemporary issues raised in critiques and readings. Completion of VISA 1410 is suggested, but not required. Demos and workshops on a number of tools and materials will be given as needed. Students may take this course more than once, as the problems can be customized for those with more experience. Extensive outside work expected.

VISA 1510. Black and White Photography.

This course offers introduction to traditional black and white 35mm darkroom techniques, including processing film, silver gelatin printing and related techniques. While the class is primarily a studio course, it will be supplemented by weekly slide presentations and discussions of assigned readings. Slide presentations will focus on individual photographers in the history of the medium. Topics of discussion will include photographic genres, the photo essay, editing and sequencing a body of work, personal visions, social and political context, documentary versus art photography.

VISA 1520. Digital Photography.

Over 1.8 billion photographs are uploaded to the Internet each day. Since everyone's a 'photographer', what type are you? While we constantly produce images for ourselves and others in private and public, this course will ask students to critically rethink this tool. Image-making, from "capture" to "color-correction" and beyond will be consciously addressed, as we approach photography from the perspective of contemporary art practice and produce a final portfolio of prints. Class will be discussion, slideshow, studio and critique. Prior experience in photography preferred not required.

VISA 1530. Digital Photo Bookbinding.

Digital Photo bookbinding is an advanced photography class for students with experience with digital or black and white photography. The class will focus on building on editing and sequencing a body of work as well layout, formatting and considerations of text and captioning. Students will come away from class with four bound books. The first three will be early tries at the various techniques and the final one will be a more ambitious project.

VISA 1600. Social Practice: Art in Everyday Life.

This interdisciplinary course explores theoretical and practical ways that art can engage community. We will explore methods for social interventions, collaboration, and the notion of art as activism. Part studio and part seminar, this course examines our role in society as cultural producers. Students will engage in a series of readings and assignments that will help them prepare for a self-directed, socially engaged project of their choosing. They may work in any artistic medium and in communities of their choice. Students will work outside of class on their projects and present documentation of its development for class critique.

VISA 1620. Performance Art: The Artist's Embodied Practice.

In this course, we will divide our time equally between studying the works/styles of contemporary performance artists and practicing performance art techniques and various modes of physically engaging in this art form. (Note: Performance art is not to be confused with the term performing arts. This class is not a theater or poetry presentation course, but can be applied to the ways in which both are presented.) This course will focus on the genre of performance art which lies between most other art disciplines and includes raw feelings (not acted emotions), political views and above all else, the embodiment of physical actions as art.

VISA 1710. Site and Sound.

This studio course provides an overview of contemporary sound art, facilitates the development of site-based sonic artwork, and encourages a critical approach to sound and audio practice. Work will be developed for and from specific sites with special emphasis placed on modes of listening and the physical characteristics of sound itself. Examples of site-specific sound work in a variety of formats including performance, installation, sculpture, literature, and radio are presented and analyzed.

VISA 1720. Physical Computing.

This studio course is an intensive introduction to electronic devices for use in artmaking and includes hands-on experience working with sensors, motors, switches, gears, lights, simple circuits, microprocessors and hardware-store devices to create kinetic and interactive works of art. Demonstrations, lectures and critical discussion of work will be given to develop concepts and technical skills. Demonstrations, lectures and critical discussion of work will be given to develop concepts and technical skills.

VISA 1730. Exploration in Video Art.

This studio course provides an overview of contemporary video art and video installation practices, facilitates the development of video work in expanded space, and encourages a critical approach to interactive moving image practice. Students will develop a set of video installation pieces for particular spaces and situations beyond the standard single-screen video format. Basic video production and post-production techniques will be covered and complimented by readings and screenings.

VISA 1740. Time Deformations.

This studio course explores modes of electronic media by focusing on time as a primary material. Students will develop projects for specific sites and situations in response to assigned topics individually and in groups. Selected works in video, sound, performance, and online media that make innovative use of temporal strategies will be examined. Production work will be complimented by technical lectures, readings and discussions, and screenings.

VISA 1750. Sonic Practice Studio.

This studio course provides an exploration of current practices in sonic arts and facilitates the development of sound-based creative work. Through production and critiques we will examine a number of overlapping areas of sonic practice and audio culture including phonography, sound installation, field recording and environmental audio, sonic narratives in language and other forms, mobile audio and soundwalks, and the materiality of noise. Students will develop sound-based pieces by working individually and in groups. The pieces will be developed for specific sites and situations and will function as creative research into the subjects areas of the course.

VISA 1800C. Honors Seminar.

Required for students who have been accepted as candidates for honors. The seminar meets weekly to discuss readings and for group critiques. Includes group trips to New York and Boston, to visit galleries, museums, and artists' studios. Instructor permission required. Must be accepted into Honors Program.

VISA 1800G. Junior Seminar in Visual Art.

Contemporary artists are makers, researchers, writers, curators. This is a hybrid seminar/ studio course on the global practice of contemporary art and how we can apply those lessons to our own artmaking. We will focus on questions such as "How do artists run their studios", "What is the place of history and identity?" and "How does art function as a commodity?" Class projects will include short writings and making objects. We will visit artists studios and have artists come to talk to us. Department trips to New York will be a part of the curriculum.

VISA 1800P. Art/Work: Professional Practice for Visual Artists.

Unlike other creative professionals, visual artists don't have agents or managers—you handle the business yourself, with the support of your community. This class covers business basics including tracking inventory and preparing invoices; taking legal precautions such as registering a copyright and drafting consignment forms; using promotional tools; diversifying income; and making career decisions such as choosing the right venues to show your work. We will discuss grants, residencies, budgets, do-it-yourself strategies, financial health, and professional relationships. Discussion and assignments will emphasize community, the sharing of resources, and the practical, hands-on skills necessary to thrive as a visual artist.

VISA 1900. Other Lives of Time.

Other Lives of Time takes a decidedly poetic approach to moving image and cinema. Part studio, screening, discussion and critique, we will watch, discuss and dissect works by artists and filmmakers from across the globe that use personal form and distinct techniques to communicate idiosyncratically. Readings will explore contemporary notions of time and cinema while screenings prioritize nonfiction and fiction works that have mainstream audience potential. Assignments will expand student's filmic language as they work over the semester toward the completion of a short film that employs a singular structure.

VISA 1910. Individual Study Project in the Practice of Art.

Work on an approved project leading to the presentation of a portfolio, under supervision of an individual member of the staff. Project proposals must be filed with the department no later than the first week of the semester. Section numbers vary by instructor.

VISA 1990. Honors.

Section numbers vary by instructor.

VISA 2450. Exchange Scholar Program.**VISA XLIST. Courses of Interest to Visual Arts Concentrators.**

University Courses

University Courses

In an intellectually creative atmosphere, ideas for new academic approaches and new kinds of courses may and should arise. Among these courses are offerings that address themselves to major themes and problems requiring a different perspective than generally governs departmental offerings. They provide students with the opportunity to integrate their understanding of major areas of learning and explore relationships among diverse forms of human experience; or to relate one or more disciplines to a broader context; or to focus on large and fundamental problems that need to be approached through several disciplines or by ways not found in existing disciplines. University courses originate with individual instructors and are retained in the curriculum only so long as these instructors wish to teach them.

Courses

UNIV 0090. Meditation and the Brain: Applications in Basic and Clinical Science.

This course draws upon the multi-disciplinary expertise of four instructors to provide a detailed exploration of recent neuroscientific research on meditation combined with guided first-person experiential learning in various meditation practices. The course focuses on the cognitive, affective, and neurophysiological effects of meditation practices and their clinical applications in health, psychiatry and medicine.

We will identify persistent methodological challenges as well as the potential solutions for cutting-edge research that can emerge from an informed interdisciplinary perspective.

UNIV 0101. Being Proactive and Reflective in Your Education.

This half-credit course is designed for incoming students who are excited to reflect on and challenge their learning experiences while building necessary skills for effective classroom and life-long learning. Students will engage with one another through discussions and reflective activities in class, group activities such as a scavenger hunt, reflective journaling, and written assignments. The course will culminate with students collaborating on a scaffolded project that will examine how to rehumanize (Gutierrez, 2018) the classroom by focusing on how students and Brown instructors engage with material in relation to their identities and learning environments. Students will develop effective group working skills; identify and practice effective study strategies; identify approaches to and engage with challenging problems through an exploration of their learning experiences; and develop the skills to be leaders in building a reflective Brown community.

UNIV 0102. Bridge Scholars: Intercultural Competence for Leadership.

In this discussion course, students will reflect on their own skills, experiences, and identities in a supportive classroom community. Exploring the fundamentals of 'intercultural competence,' students will become 'cultural detectives' in learning about themselves, one another, and Brown as they embark upon their college careers. Together, we will explore how we can become leaders in our own lives and in our communities as we pursue academic excellence and school/life balance. Class activities will include individual reflection, small group discussion, scaffolded written assignments, and opportunities for creative expression. Note: the first four weeks of this course will be online and the last two weeks will happen in person on Brown's campus in Providence. During the online portion of the course, we will have synchronous class meetings on Zoom and regular opportunities for students to ask questions.

UNIV 0123. Practical Introduction to Peer Advising.

A defining part of Brown's Open Curriculum is the central role that students play in supporting the learning of their peers. In this class, you – in community with your classmates as potential future peer advisors – will learn best practices in inclusive advising pedagogy while exploring specific academic, co-curricular, professional, and social challenges, opportunities, and resources at Brown. Coursework includes self-reflection, peer-to-peer sharing, hands-on exercises, and theoretical readings that culminate in a group project exploring an advising area of interest and importance to you. Those who successfully complete the course will receive preference for funded peer advising positions within the College, including the Meiklejohn Peer Advising program. (Mandatory S/NC, Half-Credit Course restricted to semester levels 01 to 06.)

UNIV 0400. Beyond Narnia: The Literature of C.S. Lewis.

C.S. Lewis was one of the most widely read authors of the 20th Century, yet much of his philosophical, theological and political theories are unfamiliar. His fiction and philosophical writings will be explored to better understand his perspective on modern humanity, the relationship of man to family, the community and the state. C.S. Lewis had a very clear philosophy on the importance of the individual and how he relates to the larger social structures. Morality and the role of individuals as they interface with others around them and their responsibility for working with society both at community level and at the macro-state level will be explored.

UNIV 0456. Exploring Career Options.

It's normal not to know what you want to do for the rest of your life, or even for the next few months. You're definitely not the only one who doesn't have it figured out yet. This course is designed to help you begin the process of identifying and reflecting on your skills, interests, values, and strengths to help you consider and explore internships, jobs, and career fields that might interest you. The course will also introduce you to internship and job search skills – resume, cover letter and LinkedIn profile writing, networking, interviewing, and negotiating – as well as frameworks to help you approach career-related decision making. (Mandatory S/NC, Half-Credit Course restricted to undergraduate students in semester levels 03 or 04.)

UNIV 0550. The Politics of European Integration and Disintegration.

What began as a post-war organization of six states to regulate coal and steel industries has evolved over seven decades into a Union of 26 states to regulate an extensive range of political, economic, and social issues at the transnational level. Viewed from this perspective, the project of European integration has been a remarkable success story. The EU has been engulfed in a seemingly endless series of crises that have seriously threatened the functioning of its institutions and the future of the integration project. We will study the politics of European integration and disintegration through some of these crises - the Euro crisis, the rule of law crisis, Brexit, the Covid-19 pandemic, and most recently the Russian invasion of Ukraine – and their impact on the EU's legal and political system.

UNIV 0700. Story and Sound: Introduction to Audio Journalism and Storytelling.

Storytelling and interviewing have long been tools in the social sciences. Their importance has grown as smart phones have put the ability to record sound and video into everyone's hand. Nowhere is the egalitarian nature of storytelling more apparent now than in podcasting, a format that's come to occupy a growing role among researchers and scholars. This course asks students to develop critical abilities to analyze and interpret works of audio journalism and podcasting, and create their own. Students learn the fundamentals of nonfiction storytelling and the specifics of audio and podcast production. They'll learn about how audio fits into an ever-changing media landscape, and learn to think critically about what stories are told and why. Students learn the fundamentals of audio journalism, including finding and identifying stories, conducting interviews, writing for radio, editing, and sound design.

UNIV 0901. Learning Transfer: Integrating Sport, School, and Life.

The ultimate goal of education is to teach students course content and skills in the hopes that the learning and skills will transfer to other situations, helping students become better problem solvers and citizens in the real world. This course examines and scaffolds learning transfer in the context of sports into the classroom. In particular, we discuss learning through the pursuit of sports and athletic competition, and draw the analogs into effective learning practices for the classroom context. We will have particular emphasis on high performing teams, drawing analogs between athletic teams and study groups/group work in the classroom. This course also explicitly recognizes that students are often novices in learning and intentionally scaffolds the transfer process so students can detect, elect and connect learning across the two realms.

UNIV 1001. The Israeli-Palestinian Conflict: Contested Narratives.

The Israeli-Palestinian conflict has been a central event in the history of the modern Middle East. We will compare the radically different narratives that Palestinians and Israelis tell themselves and others about their struggle over Palestine/Israel. Sources will include historical documents, memoirs, and accounts of the conflict by Israeli and Palestinian historians. We will read works of fiction and view films that present the story of the conflict from both perspectives. Attention will also be paid to efforts by Israelis and Palestinians to transcend their conflicting narratives and attain mutual understanding. All sources in English translation.

UNIV 1003. Jerusalem: Jews, Christians, Muslims.

In this course, we will examine how competing heritage narratives of the city of Jerusalem have been shaped by Jewish, Christian, and Muslim histories and beliefs, as well as by Israeli, Palestinian, and international views and interests. We will explore the impact of media portrayal, educational platforms, and archaeological explorations in the contexts of social, religious, and political debates from the mid-nineteenth century to the present. At the focus will be the question of the city's indivisible heritage and boundaries that divide the city and its communities.

UNIV 1005. Narratives of Racism: Lynchings, Miscarriages of Justice, and Internment Camps in America.

In this course, we will study narrative accounts of 20th-century American incidents in which racism led to the persecution of members of minority groups by means of lynchings, miscarriages of justice, or the placement of people in internment camps: the unjustly conducted trial and lynching of the Jewish factory manager Leo Frank accused of murdering a young girl in Georgia; the kidnapping and murder of African American adolescent Emmett Till in Mississippi; and the internment of Japanese descendants during World War II out of fear that they would aid America's enemy.

UNIV 1110. The Theory and Teaching of Problem Solving.

What is a problem and how do you solve one? What relationship exists between problem-solving and teaching? This course is designed for STEM focused students (but it is open to all) who are teaching/will teach and are interested in improving their problem-solving and teaching. You will gain the skills that will aid you in your own learning, promote learning in others, improve communication and problem-solving capabilities, and prepare you to engage more deeply in diverse learning spaces. In the final weeks of the course you will apply concepts to a Scholarship of Teaching and Learning project that focuses on improving/examining problem-solving and/or teaching in your field. S/NC

UNIV 1111. Systemic Racism and Modes of Resilience.

Over the past several years there has been much public discussion about systemic racism, and its role in perpetuating racial inequality. What is systemic racism? What role does it play in society and how have African Americans responded to it? This course will use the lens of "systemic racism" to explore the interconnections between policies and practices that create a network of devastating forms of racial discrimination and disadvantage; conditions that have shifted over time and have made it difficult for black communities, and individuals within them, to flourish. And yet, systemic racism does not have the final word. We will also consider how African-American communities have developed various modes of resilience in cultural, spiritual/religious, artistic, and other facets of life.

UNIV 1210. Practical Experience in the Clinical Environment.

This course will meet once a week on campus at the beginning of the semester to ensure you are prepared for your clinical shadowing experience. Our class time will focus on professionalism, the realities of practicing modern medicine, and your reflections on your shadowing experiences with the goal of a better understanding of your personal fit for a career in medicine. You will also shadow a physician or other healthcare professional at least four times throughout the semester at their home clinical site. Interested students can apply by filling out the application in the Class Notes below. The application is required for this course to ensure that students meet the requirements for shadowing and do not have significant prior shadowing experience.

UNIV 1211. Brown Experiential Learning Practicum.

This course is an optional 1-credit seminar for students participating in an off-campus semester internship. The course is centered around a 10-hour/week internship, which provides an immersive experiential learning opportunity. Seminar sessions, workshops, and reading and writing assignments enable students to reflect on their internship experiences, contextualize their work and organization within the broader environments, and develop academic and professional skills. (Mandatory S/NC; Instructor approval required.)

UNIV 1221. Brown Experiential Learning Practicum.

This course is a required 2-credit seminar for students participating in an off-campus semester internship. The course is centered around a 20-hour/week internship, which provides an immersive experiential learning opportunity. Seminar sessions, workshops, reading and writing assignments enable students to reflect on their internship experiences, contextualize their work and organization within the broader environments, and develop academic and professional skills. (Mandatory S/NC; Instructor approval required.)

UNIV 1801. Brown in Washington, D.C. Practicum.

This course is a required 2-credit course for students participating in the Brown in Washington, D.C. program. The course is centered around a challenging 30-hour/week internship in a public-sector or not-for-profit organization in Washington, D.C., which provides an immersive experiential learning opportunity at an organization or agency involved in the public policy process. Seminar sessions, workshops, field trips, and reading and writing assignments enable students to reflect on their internship experiences, contextualize their work and organization within the broader DC policy environment, and develop academic and professional skills.

UNIV 1981. Diasporic Healthcare and the Creolization of Health and Medicine: Cabo Verde and the United States.

This course aims to critically investigate the health status of Cabo Verde and its diasporic immigrants. This course is an introduction to the global burden of disease and the social determinants of health, which prove to be vitally relevant to our current understanding of healthcare and equity. Further, contextualizing contemporary health issues such as health inequity and inaccessibility with historical inquiry is important to further improve current systems of health care and management. The goal of this course is to define diasporic healthcare, navigate the complexities of Cabo Verdean creolization, and understand the interactions history, heritage, and health have with one another. The class will take a mandatory GELT-funded trip to Praia, Cabo Verde. More information on this trip can be found in the syllabus.

Independent Study Plans

Independent Study Projects

Most academic departments offer students opportunities to work independently with one of its faculty members. Students may approach a professor and request a departmental independent study which, if successfully arranged, takes place under the sponsoring department's course code (i.e. ECON 1970 or SOC 1970.) When such an option is unavailable, the student may propose an Independent Study Project (ISP) through the College Curriculum Council. Each course proposal must have the approval of a faculty sponsor who shall be responsible for the scrutiny of the proposal, the evaluation of the work done, and the assignment of a grade. The faculty sponsor is not expected to give regular tutorial instruction.

Proposals for non-departmental Independent Study Projects (ISP) must be submitted per guidelines established by the College Curriculum Council on a form provided by the Office of the Dean of the College. The College Curriculum Council will review the proposals to ensure the academic quality of the proposed course and avoid undue duplication. Independent study proposals have deadlines associated with them for each semester. For more information, please visit the Curricular Resource Center (<http://brown.edu/academics/college/advising/curricular-resource-center/independent-studies/independent-studies/>) website.

Group Independent Study Project

Group Independent Studies (GISP) are cooperative inquiries in which participating students bear major responsibility for the work's planning and conduct. They provide an opportunity for academic pursuits which might not be available in regular courses. They carry course credit.

Each Group Independent Study is sponsored by an instructor who holds a teaching appointment at Brown University and whose central functions are to assess the proposed study, provide advice during the work, and be responsible for evaluating each student's work. Group Independent Studies permit instructors to interact with more students than independent studies can realistically permit. A Teaching Assistant or Teaching Associate may sponsor a Group Independent Study if the department chair recommends that he or she be allowed to do so.

Proposals for Group Independent Studies should be made on a form provided by the Office of the Dean of the College. They will be reviewed by the College Curriculum Council to ensure the academic quality of the proposed study and to avoid undue duplication. Group Independent study proposals have deadlines associated with them for each semester. For more information, please visit the Curricular Resource Center website (<https://crc.brown.edu/curricular-options/independent-studies/>).

Each group should be sponsored by an instructor holding a teaching appointment at Brown University who is prepared to assess the proposed study, provide advice during the project, and be responsible for the evaluation of each student's work. Usually, this person will be a faculty member. Under exceptional circumstances, a graduate student with appropriate expertise and teaching experience would be eligible to be a sponsor. In this case, the proposal must be accompanied by a curriculum vitae for the graduate student and a statement of qualification and recommendation from the chair of the graduate student's department. The chair will assume ultimate responsibility for the academic quality of the GISP. The College will not offer remuneration for sponsors of GISPs.

At the end of each Group Independent Study, the faculty sponsor must submit a joint student-faculty evaluation report of the project's accomplishments to the College Curriculum Council.

Global Independent Study Project

Brown students studying abroad can craft a Global Independent Study Project (GLSP) with a Brown faculty member. Students accepted to this program work with faculty with teaching or research experience in their proposed overseas study destination. Together, the student and the faculty member develop a project proposal that is an integral part of the student's study abroad curriculum and that, where possible, is connected to the

student's concentration. Project proposals are submitted to the College Curriculum Council for review. Upon completing the global independent study project, students receive one Brown credit. The remainder of the student's course load abroad is taken through the study abroad sponsor institution.

Group Independent study proposals have deadlines associated with them for each semester. For more information, please visit the Undergraduate Study Abroad website (<https://studyabroad.brown.edu/about-study-abroad-brown/>).

Financial Information

The College — Tuition Regulations

Undergraduate students at Brown are required to accumulate eight semesters, or 32 enrollment units (in order to earn a baccalaureate degree). The eight-semester enrollment requirement is separate from and in addition to any other degree requirements.

1. Tuition rates are set by the Corporation of the University for each semester. Normally, the tuition rates for the two semesters of a given academic year will be the same.
2. Tuition payments for the baccalaureate degree are based on the norm of thirty-two courses, four courses in each of eight semesters. The minimum enrollment requirement is eight semesters, or the equivalent. The minimum tuition requirement for the program leading to the combined degrees of A.B.–Sc.B. is ten semesters of tuition credit. (Note: The Brown Corporation has enacted a provision allowing students in the five-year A.B.–Sc.B. program who complete all academic requirements in nine semesters to terminate their studies at that point, provided the Committee on Academic Standing (CAS) approves the breadth and quality of the student's program. In that case, the tuition requirement is reduced to nine semesters.)
3. Payment of full-time tuition for a semester entitles the student to enroll in three, four, or five courses for that semester. For full-time degree candidates, tuition charges are set for the semester, not per course. (Exception for students who are given permission to study beyond 8 semesters outside the 5 year Ab-ScB and the Brown-RISD program in which case they are charged per course. See #7.)
4. Enrollment Units for Transfer Credits

- a. Students who are granted credit for transfer credit for courses completed at another college or university prior to enrollment at Brown may apply for up to four semesters of enrollment units according to the following schedule:

Brown Semester Course Credits	Advanced Standing and Enrollment Units
3-6	1 semester (4 Enrollment Units)
7-10	2 semesters (8 Enrollment Units)
11-14	3 semesters (12 Enrollment Units)
15 or more	4 semesters (16 Enrollment Units)

- b. Students who are granted Brown course credits for work completed at and transferred from another college or university after enrollment at Brown may apply for and may be granted advanced standing and enrollment units according to the same schedule as in 4(a) above. All transfer credits earned after enrollment at Brown are cumulative. Advanced standing and enrollment credit for this cumulative total of transfer credits will be awarded *only* in semester-equivalent blocks. In exceptional cases the Committee on Academic Standing may allow a student to transfer the equivalent of less than 3 Brown semester course credits for work completed during the regular academic year (This would not carry any enrollment units). The following provisions apply with regards to transfer credits:

- i. Such courses completed while the student is not currently enrolled at Brown will become part of the cumulative total of any subsequent transfer credit earned by the student and the Table in (a) above will apply if a full time semester of transfer credit is earned in a fall or spring semester.
- ii. Once advanced standing has been granted, a student wishing to extend his or her total period of enrollment beyond eight full-time semesters, or the equivalent, must make a special petition to the Committee on Academic Standing. If approval is granted, tuition for each course (for the extended period) will be charged at corresponding fractional rate of the full-time semester rate based on registered credits.

- iii. Transfer credit for summer school courses is allowed in accordance with provisions established by the Faculty Rules and the Committee on Academic Standing. When such credit is awarded, no enrollment unit is associated with the transfer credit granted. The academic credit awarded may not be combined in any cumulative total of transfer credits for the purpose of determining advanced standing or enrollment credit.

5. Effective 2025-2026 academic year, students who enroll in Brown summer and/or winter courses will earn one enrollment unit per credit (as well as half credits if applicable), yet their semester standing will not be advanced. Students may not earn more than 4 total summer/winter course credits and enrollment units.
6. An eighth-semester student who owes less than a full-semester tuition credit at the beginning of the eighth semester will be charged the fraction of the full-time tuition charge for that semester which will complete the eight-semester obligation and may take an equivalent number of courses. Additional courses will be charged at the corresponding fractional rate of the semester's full tuition charge.
7. Regular degree candidate students who must or choose to take courses in semesters beyond the eighth semester in order to complete requirements for the baccalaureate degree will be charged tuition at the corresponding fractional rate of the semester's full tuition charge for each course enrollment.
8. Degree candidate students who are given permission by the dean to register for a reduced workload (one to three courses, inclusive of half credit courses) will be charged the corresponding fraction of the semester's full-tuition charge for each course credit enrollment.
9. Students in the eight-year program leading to a baccalaureate degree and the M.D. degree (Program in Liberal Medical Education) shall make four annual tuition payments at the rate fixed for the College (for years one through four) and four annual tuition payments at the rate fixed for the Medical School (for years five through eight).
10. Students in the Concurrent Bachelor's -Master's program are required to fulfill the minimum eight semester, 32 enrollment unit requirement, but can extend study up to nine semesters, 36 enrollment units. **(Note: This program is under review and no longer open to new applications.)**
11. The minimum enrollment requirement for the integrated five-year baccalaureate-master's degree program is eight semesters, 32 enrollment units while an undergraduate, and a minimum of six enrollment units while in the fifth year in the graduate school at the prevailing tuition rate for the specific graduate program.
12. The above regulations cover students who are candidates for a baccalaureate degree. For special students who are not candidates for a degree, a tuition charge of the corresponding fraction of the semester tuition rate will be made for each course/credit registered. *(Exception - RISD cross-registration students during the fall and spring semesters and some other programs such as Wheaton College and the RI language consortium for foreign language courses).*

Enrollment Unit Regulations Relating to Brown Summer and Winter Session Courses

Effective 2025-2026 academic year, Brown Summer and Winter Session courses each one quarter of full tuition charge and earn an enrollment unit (if a half credit course is registered for, the charge and enrollment units would be reflected).

The enrollment requirements dictate that courses taken prior to matriculation may not be combined with courses taken after matriculation in order to achieve advanced standing and enrollment units; hence, Summer Session courses cannot be so combined. In a similar manner, summer courses taken elsewhere and transferred after matriculation do not earn enrollment units.

The maximum number of summer and winter courses from all sources for which a student may receive credit is four, with no more than two in the same summer.

Estimated Date of Completion (EDOC)

One goal of the enrollment requirement is to enable the University to manage enrollment in the College more effectively. It is essential that

this be done to the maximum extent possible. Accordingly, all currently enrolled students are assigned an expected date of completion (EDOC). This information is sent annually to all students with instructions to confirm the assignments or to work out any necessary adjustment with the Registrar. Any extension of enrollment beyond the student's official EDOC will have to be applied for by December 1 for the spring semester and June 1 for the fall semester.

The College — Student Charges

The University reserves the right to change the rates that apply to all students whenever it is deemed advisable. Published notice of any change will normally be provided in advance.

Charges for 2025-2026 are as follows below. Additional detail can be found on the Student Financial Services Tuition and Fees (<https://sfs.brown.edu/tuition-and-fees/>) website.

Tuition: The annual tuition charge for the year is \$71,700 or eight tuition units. The tuition charge for part-time and special students is \$8,962.50 or one tuition unit, per course.

Room: The dormitory charge for the academic year in the undergraduate residence halls is \$10,410 for regular accommodations and for dormitory apartments/suites.

Housing Cancellation Fee: The Housing Cancellation Fee is charged to seniors who select on campus housing for the upcoming fall term and later choose to cancel their on campus housing after the published cancellation deadline. The Housing Cancellation Fee is not applicable to seniors who will study abroad/away on Brown-approved programs or who will be on leave in the fall.

Meals / Board: An annual charge of \$8,104 applies to the twenty meal contract. Other meal plan pricing is determined by Dining Services and will be reflected on the Student Financial Services Tuition and Fees (<https://www.brown.edu/about/administration/bursar/tuition-and-fees-0https://sfs.brown.edu/tuition-and-fees/>) website. Consistent with Brown's commitment to the residential college, all resident undergraduates (except RUE students) are required to participate in a meal plan throughout their first full year of enrollment. Refer to <https://dining.brown.edu/meal-plans/> for details regarding meal plan terms and conditions, including fees for meal plan cancellations or changes. Because services offered are often modified to reflect changes in student life, a current brochure is available from the food services office.

Academic Records Fee: An Academic Records Fee of \$100 will be charged to all first-time attendees in degree programs with a program start date on or after July 1, 2018. This includes students in undergraduate, graduate, medical, executive master degree, and stand alone certificate programs. Non-degree students who are charged tuition will be charged a \$10 fee per semester of enrollment. The Academic Records Fee will cover transcripts for life (students will have to pay the FedEx fee) and electronic diplomas (for students who completed degrees on or after May 2015). The Academic Records Fee does not cover replacement diplomas.

Student Resources Fee: The Student Resources Fee of \$1,086 is assessed to all undergraduate students. The fee is used to fund offices, centers and programs that provide direct support and services to students.

Health Services Fee: A \$1,236 annual fee is charged to all degree candidates, both full and part time. This fee is designed to cover costs of providing care at Health Services from late August through Commencement. This fee does not include Health Insurance coverage.

Student Health Insurance: Mandatory participation is required in the university group health and accident insurance program for students unless a waiver of participation is granted upon submission of proof of comparable coverage. Health insurance coverage rates for the 2025-2026 academic year are TBD. Once rates are determined, they will be added to the Student Financial Services Tuition and Fee (<https://sfs.brown.edu/tuition-and-fees/>) website. Students are encouraged to review the information regarding deadlines and eligibility to waive SHIP (<https://healthservices.brown.edu/fees-insurance/student-health-insurance-plan-ship/>) and contact studenthealthinsuranceplan@brown.edu with questions.

Student Activity Fee: A \$428 Activity Fee is charged to all undergraduates, the full balance of which is allocated by the student-run Undergraduate

Finance Board to support the activities of categorized student organizations and the three branches of the Student Government Association.

Recreation Fee: A \$100 recreation fee is charged to all Brown students to provide access to the University's recreational athletics facilities.

Late Course Add Fee: There is an additional charge of \$15 per course for all registrations after the second week of classes.

Transcripts: Information about ordering transcripts and the associated fees can be found at: <http://brown.edu/about/administration/registrar/academic-records/academic-transcript-requests/transcript-ordering-options> (<http://brown.edu/about/administration/registrar/academic-records/academic-transcript-requests/transcript-ordering-options/>)

The College — Payment of Charges

The University utilizes an electronic billing system (E-Bill). Payment of tuition and fees are due by August 1 for Semester I obligations and by January 1 for Semester II obligations. Charges applied to the student account during the semester will be due upon receipt.

Students who fail to make payment in full by the prescribed deadlines are assessed a late payment charge of 1.5% per month (an annual rate of 18%) on any unpaid balance. Outstanding balances greater than \$500 will prevent a student from receiving a diploma from the University. Outstanding balances greater than \$1,000 will prevent a student from pre-registering for any subsequent semester, charging Bookstore purchases to the student account, or receiving a diploma. Outstanding balances greater than \$5,000 will prevent a student from continuing to be enrolled at the University. Outstanding balances greater than \$5,000 will prevent a student from continuing to be enrolled at the University. Once dismissed from the University, a student will not be allowed to return for future semesters until their financial obligation has been fully satisfied. Students who fail to meet their financial obligation in accordance with established University regulations will have the status of their account reported to the University Student Account Committee for appropriate action, which may include cancellation of eligibility for enrollment and/or dismissal. The University reserves the right to refuse to furnish grades, certificates, diplomas, letters of honorable dismissal or recommendations, for students who fail to pay their student account balances. When required, the University utilizes the service of a commercial collection agency to assist in the collection of unpaid student accounts.

For students using Ch. 33 or Ch. 31 Veterans benefits, our tuition policy complies with 38 USC 3679(e) which means those students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. Students who wish to use VA education benefits should submit their Certificate of Eligibility to the School Certifying Official in order to be certified with the VA.

The Student Financial Responsibility Agreement (SFRA) is a commonly used tool among universities for ensuring that students are aware of important financial information. The SFRA is between the student and Brown University and outlines the financial obligations and responsibilities students agree to when enrolling at Brown University. The SFRA outlines important billing, payment, and collection information. All students must complete the SFRA in Banner Self Service (https://selfservice.brown.edu/ss/twbkwbis.P_GenMenu/?name=homepage) each year prior to registering for classes. If the SFRA is not completed, a hold will prevent course registration. Once the SFRA is completed, the registration hold is removed automatically and immediately.

Please refer to our Make Payments (<https://sfs.brown.edu/financing-payment/make-payments/>) page for details regarding accepted payment methods. In addition, students and families may choose to make semester payments via Brown University's Installment Payment Plan (<https://sfs.brown.edu/financing-payment/installment-payment-plan/>) (IPP). This plan enables students and their families to pay interest-free, monthly installments. A non-refundable enrollment fee must be paid at the time of enrollment.

The College — Refund of Annual Charges

1. Tuition

- A student who leaves the University during or at the end of the first semester shall not be charged tuition for the second semester.
- A student who leaves the University (except under conditions noted in (c) below) or changes his/her enrollment status during a semester shall be eligible for tuition payment refund during the first five weeks according to the following schedule:

i.

Week of Withdrawal	Percentage Amount of Refund
1 and 2	80 percent
3	60 percent
4	40 percent
5	20 percent

- If a partial refund is made, no portion of the tuition paid and not refunded will be credited to the total tuition required for the degree. When *no* refund is made, the four tuition units paid will be credited toward the total tuition requirement for the degree, and the number of semesters to which a student is entitled for full-time enrollment will be reduced by one.

- A student who is suspended, dismissed, or withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which the action is taken.

2. Room

While residence hall rooms are rented on an academic year basis, students who leave the University or change their status to married students during or at the end of the first semester are not charged room rental for the second semester. Students who leave the residence halls during the semester are charged room rental for the balance of that semester unless the residential life office can provide a satisfactory replacement for the vacant space. A satisfactory replacement is deemed to be a student who is not currently living on campus or a student who is living in a "roomsharing" room if the total occupancy of the residence halls is in excess of normal capacity. Prorated room refunds when applicable will be made from a schedule prepared by the Director of Residential Life and will be on file in the Office of Residential Life. A student suspended or dismissed from the University or withdrawing when under investigation for misconduct is not entitled to any refund of room rental charges for the balance of the current semester. Students seeking any further information regarding room charges and/or refunds should contact the Office of Residential Life.

3. Board

Brown Dining Services offers flexible meal plans and varied menu and service offerings. Consistent with Brown's commitment to the residential college, all resident undergraduates (except RUE students) are required to participate in a meal plan throughout their first full year of enrollment. One change is permitted per semester. Meal plan contracts are in effect for the full academic year. Therefore, contracts may be changed but not canceled during the spring semester. Refer to <https://dining.brown.edu/meal-plans/> for details regarding meal plan terms and conditions, including fees for meal plan cancellations or changes.

1. Health Services Fee

A student who leaves the University at any time after the start of the semester is not eligible for a health services fee refund. A student who leaves the University during or at the end of the first semester shall not be charged a health services fee for the second semester.

2. Health Insurance Fee

Enrollment in the student health insurance plan is for a twelve-month period (August 15th to August 14th). Students who start their enrollment at Brown in the second semester are enrolled from January 15th to August 14th.

Prorated refunds are available only to students who separate from the University. Students who wish to request a prorated refund must notify studenthealthinsuranceplan@brown.edu in writing within 30 days of their separation date. Details are available from Health Services.

Student account records are maintained by Student Financial Services. Questions concerning the exact amount of debit or credit balance on a student account should be directed to Student Financial Services at sfs@brown.edu.

Additional information regarding student charges and payment options, please visit <https://sfs.brown.edu/>.

The College — Financial Aid

The Office of Financial Aid is committed to partnering with students and families to explore options to finance the cost of an education at Brown. We assist undergraduate and graduate students in understanding all aspects of the financial aid application processes for federal, state and institutional need-based grants and loans. Our office also provides information about student employment opportunities both on and off-campus.

At Brown, financial aid is one of our highest priorities. Brown is committed to meeting a family's full demonstrated financial need with a combination of federal and institutional need-based grants, student employment, and loans. Our financial aid program includes initiatives that in some cases offer awards with no expected parent contribution, and/or no loans.

Visit the Office of Financial Aid at <http://www.brown.edu/about/administration/financial-aid/> for more information.

The College — Financing Alternatives

Student Financial Services is the centralized department for all loan programs. This office administers student loans for undergraduate, graduate and medical students. The University participates in the Federal Direct Loan program for Subsidized and Unsubsidized Direct Loans and Plus Loans. In addition, the University offers various institutional loan programs.

For more information contact sfs@brown.edu or visit <https://sfs.brown.edu/financing-payment-options/>.

The Graduate School — Tuition Regulations, Student Charges, etc.

For information regarding Graduate School tuition and fees, visit <https://www.brown.edu/about/administration/bursar/student-account-billing/graduate-fees> (<https://www.brown.edu/about/administration/bursar/student-account-billing/graduate-fees/>).

For information regarding Graduate School tuition regulations, financing, and support, please visit <http://www.brown.edu/academics/gradschool/financing-support> (<http://www.brown.edu/gradschool/financing-support/>).

Warren Alpert Medical School — Tuition and Financial Aid, Student Charges, etc. PLME

The tuition for the first four years of the Program in Liberal Medical Education is the same as that of the College listed above. Tuition for the last four years of the PLME is somewhat higher than the College tuition, but consistent with other private medical schools. Tuition is determined each year by vote of the Brown Corporation.

For the current information regarding tuition regulations, student charges, payment of charges and financial aid, refunds, and financial support for the Warren Alpert Medical School, please visit the website at: <http://brown.edu/academics/medical/financial-aid> (<http://brown.edu/academics/medical/financial-aid/>).

University Libraries

University Library

Your Brown University Library is central to Brown's teaching and research mission. It offers a wealth of information for students, from books, academic journals, datasets and images to original manuscripts and photographs, research databases, streaming multimedia and other unique resources. Learn how to take full advantage of the spaces, services and resources available to the Brown community by visiting the library website (<http://library.brown.edu>).

Resources and Collections

Through your library, students and faculty have access to library research experts, data services, and physical and digital resources covering over 80 core academic areas and myriad interdisciplinary subjects. The Library's physical collections are housed in five campus buildings as well as the nearby Library Collections Annex. In addition, the John Carter Brown Library (<https://jcblibrary.org/>) — an independent research institution dedicated to study of the Americas prior to 1825 — is located on campus and open to Brown students.

Library Catalog, Databases and Research Tools

BruKnow (https://bruknow.library.brown.edu/discovery/search/?vid=01BU_INST:BROWN&lang=en) is Brown's catalog search engine — your gateway to Brown's collections of over 7 million volumes, including over 3 million ebooks, more than 250,000 journals and over 500 research databases. Special collections include some 400,000 monographs, 1.5 million archival files and records, 500,000 pieces of sheet music, and 60,000 each of broadsides, photographs and prints. In addition, Brown students and faculty may borrow from the collections of Ivy Plus libraries (<https://ivpluslibraries.org/>) (approximately 90 million items), as well as obtain materials from libraries around the globe through interlibrary loan (<https://library.brown.edu/info/borrowing/#:~:text=Borrowing%20Materials%20from%20Other%20Libraries>). BruKnow provides the call number and building location for physical materials as well as direct links to online content. If connecting from off-campus, be sure to learn about off-campus access (<http://library.brown.edu/offcampus/>).

Newspapers and other resources like some streaming media, interactive content and tools and even some ebooks and journals must be accessed directly on the publisher's platform. You can see and find direct links to all library subscribed resources and some open access resources via the A-Z Databases List (<https://libguides.brown.edu/az.php>) on the library website.

Special Collections

The John Hay Library is home to Brown University's remarkable collections of rare books, manuscripts and archival material ranging from Babylonian clay tablets and Egyptian papyri to current-day books, manuscripts and ephemera. The Hay's collecting policy (<https://library.brown.edu/hay/collectionpolicy/>) is organized around seven broad areas of distinctive strength and three integrative themes in the sciences — including American literature and popular culture, LGBTQ writers, speculative fiction, political and diplomatic history and propaganda, health and medicine, the history of mathematics, and military and society. The recently established Voices of Mass Incarceration in the United States (<https://library.brown.edu/hay/collectionpolicy/voices-of-mass-incarceration/#start>) collecting focus gathers and provides access to original material in all formats that document the lived experiences of incarcerated individuals in the U.S. as well as those affected by the American prison system. See our selective list of special collections (<http://library.brown.edu/collatoz/>).

The John Hay Library is also a leader in primary source pedagogy, and large numbers of Brown students and faculty engage with the Hay as a site of interdisciplinary exploration and active teaching, learning and research using special collections. Many graduate students conduct their dissertation research using special collections. Programs, exhibitions and

collection development at the Hay is continually transformed by and with Brown's vibrant intellectual community.

Borrowing Materials Beyond Brown

Brown students are able to borrow and place requests for print books and journal articles (in pdf form) from our Ivy Plus partners, as well as receive on-site access and borrowing privileges at their libraries. In addition, books and journal articles from several thousand research libraries worldwide are available through interlibrary loan. Learn more about borrowing from other institutions (<https://library.brown.edu/info/borrowing/#other:~:text=Borrowing%20Materials%20from%20Other%20Libraries>).

Course Reserves

The Course Reserves (<http://library.brown.edu/reserves/>) portal is used to place text, audio and video materials on reserve for classes. Anything placed on reserve will also be accessible to students in Canvas. Please see the staff in any of the libraries for assistance, contact the Library via chat (<https://brown.libanswers.com/>) or email rock-reserves@brown.edu for more information.

Reserving Spaces

The Library offers a variety of spaces for research, teaching and study for groups and individuals. Students can reserve group study rooms (<https://libcal.brown.edu/>) at the Rockefeller and Sciences libraries.

Graduate TAs may also access a limited number of small study/collaboration rooms to conduct online sections. Registration is required through 25Live (<https://it.brown.edu/services/type/25live-space-scheduling/>).

Carrels and Lockers

To accommodate the use of materials in long-term projects, graduate and medical students can apply to reserve study carrels at the Rockefeller, Sciences and Orwig libraries by inquiring at the Rockefeller Library service desk.

Lockers located in the stacks at the Rockefeller Library are available to all carrel-holding graduate and medical students. Combination lockers are also available in the Wernig Graduate Student Reading Room at the Rock. All lockers are issued at the circulation desk. Lockers can be renewed and kept for as long as the student is matriculated at Brown.

Library Academic and Research Services

The Library offers comprehensive support services designed to assist you throughout your time at Brown. Services include support for citation management tools like EndNote and Zotero, expert guidance on copyright and fair use, and extensive digital scholarship support for data analysis, visualization and mapping. Whether you need help with literature reviews, accessing special collections or managing research data, library experts provide personalized consultations and training to the academic community at Brown.

Library Experts and Research Consultations

Library experts (<https://library.brown.edu/about/specialists.php?sort=selector>), including librarians assigned to work directly with each academic department, are available to help you take full advantage of the Library's incredible collections and resources. In addition to offering personalized research consultations, librarians curate research guides (<https://libguides.brown.edu/>), build collections to support individual research needs and offer workshops and other educational opportunities to upskill and engage with research tools and methods across the disciplines.

You can schedule a consultation with the library expert in your field of study when you begin your program at Brown. Consultations can be scheduled directly with library experts (<https://library.brown.edu/about/specialists.php?sort=selector>), and questions can be asked via chat (<https://brown.libanswers.com/>) or by email through rock@brown.edu (general) or hay@brown.edu (special collections). Through our Ask-a-Librarian (<https://brown.libanswers.com/>) service, you can connect with

library experts and staff who provide guidance on library services and resources for your specific field of study.

Research Guides and FAQ

Research Guides (<https://libguides.brown.edu/>) are available for all academic departments on a wide variety of specialized topics and courses. Online tutorials offer curated information to help you explore the Library's resources, learn how to use a new tool or method, discover a new data workflow and connect to public and open access digital content.

Library Instruction and Workshops

Librarians are dedicated partners in your academic success, offering course-integrated instruction and specialized workshops in areas like advanced searching, information and data literacy, archival and primary source research, GIS, data management, digital scholarship and citation management. View the full calendar of workshops (<https://events.brown.edu/library/all/categories/Lectures%2C%20Seminars%20and%20Workshops/>) offered by the Library.

Research Lifecycle Support

In addition to traditional library resources, the Library supports the full research lifecycle with services for grant applications, data management planning and scholarly publishing. Through our repository services, digital publications platform and research impact metrics, we help you preserve and showcase your scholarly work while maximizing its impact in your field. You can access these services through individual consultations, workshops or our online guides and tutorials.

Health and Biomedical Library Services

Health and Biomedical Library Services (<https://libguides.brown.edu/health/contacts/>) provides direct and focused support for Brown's programs in medicine, public health and biomedical sciences. Services include help with literature reviews, publishing, reference management, locating and managing grant-related publications, public access compliance, writing data management and sharing plans, using the Brown Digital Repository (BDR) and more. To find out more information or to schedule a consultation, please contact our team at HealthSciLibrarians@brown.edu. For upcoming events and workshops, see the Library's calendar (<https://events.brown.edu/all/groups/Library/>).

Library Data Services

The Library Data Services team provides comprehensive support for finding, processing and analyzing data, with particular expertise in geospatial, census, socio-economic, financial and environmental datasets. Library experts offer guidance through research consultations, instruction, tutorials and workshops on data-oriented projects, assistance with data processing and scripting, and consultations on GIS and geospatial analysis, text and data mining and data sciences methods.

Tutorials

Guides (<https://libguides.brown.edu/tutorials/>) and videos (<https://www.youtube.com/channel/UCM0hGchHIOrcKmRo39tR22A/>) with information about how to use the Library are available online, including how to conduct various aspects of research.

Opportunities in the Library

The Library offers numerous opportunities (<https://library.brown.edu/info/scholars-in-the-library/>) for students, faculty and visiting scholars to expand their scholarly and professional skills through direct engagement with collections and programs, currently including the Interdisciplinary Opportunities in the Humanities and Social Sciences (<https://www.brown.edu/academics/gradschool/financing-support/phd-funding/dissertation-completion-proposal/interdisciplinary-opportunities-human/>) fellowship program. Proctorships are often available through library departments, including Brown University Digital Publications (<https://library.brown.edu/create/digitalpublications/opportunities/>) and GeoData@SciLi (<https://libguides.brown.edu/geodata/>). Employment opportunities for students are frequently available in a range of areas

including specialized language cataloging, archival work and digital projects.

Digital Scholarship

The Center for Digital Scholarship (<https://library.brown.edu/create/cds/>) (CDS), the University's digital scholarship hub, provides inspiration, expertise, services and teaching in digital scholarship methodologies, project development and publication to Brown faculty, staff and students. Graduate students also have opportunities to collaborate with CDS staff on faculty-driven digital projects (<https://library.brown.edu/create/cds/projects/>) and publications (<https://library.brown.edu/create/digitalpublications/>) via proctorships or employment.

Doctoral Certificate in Digital Humanities

CDS and the Cogut Institute for the Humanities (<https://humanities.brown.edu/courses/digital-certificate/>) are pleased to partner together to offer the Doctoral Certificate in Digital Humanities (<https://library.brown.edu/create/cds/digital-humanities-doctoral-certificate/>), which provides doctoral students with a foundation in digital methods and skills for their research, as well as an understanding of the broader theoretical questions that digital approaches to scholarship offer. The certificate is aimed at Ph.D. students in the humanities and humanistic social sciences, though doctoral students from all disciplines are welcome to apply.

Instruction and Consultations

CDS is here to help students, faculty and scholars across campus understand and use digital methodologies in research and scholarship. CDS staff teach workshops, help design class digital projects, support and teach digital humanities courses and offer consulting services.

Workshops

CDS offers workshops (<https://brownlibrary.lwcal.com/#!view/all/categories/Workshop>) on data, tools and methods. Each summer, we offer a two-week digital humanities workshop series.

Consultations

Have a digital scholarship project you'd like help with? Wondering how digital tools might complement other aspects of your research project? CDS staff are available to meet with you to discuss your ideas to help you get started in the field of digital scholarship. Schedule a consultation (<https://library.brown.edu/create/cds/consultations/>) by emailing cds_info@brown.edu.

Brown University Digital Publications

Brown University Digital Publications (<https://library.brown.edu/create/digitalpublications/>) — a collaboration between the University Library and the Dean of the Faculty, generously launched with support from the Mellon Foundation with additional support from the National Endowment for the Humanities and the Institute of Library and Museum Services — creates exciting new conditions for the production and sharing of knowledge. Widely recognized as accessible, intentional and inclusive, Brown's novel, university-based approach to digital content development is helping to set the standards for the future of scholarship in the digital age.

Library Spaces

Teaching and Event Spaces

Patrick Ma Digital Scholarship Lab

Library workshops and events are offered online and in the Rockefeller Library's Patrick Ma Digital Scholarship Lab (<https://library.brown.edu/create/cds/patrick-ma-digital-scholarship-lab-dsl/>) (DSL), which was renovated in January 2025 as a Zoom room and is well equipped for hybrid meetings. The DSL, located on Level 1, enables scholars across disciplines to engage with research data using advanced visualization hardware and software, to examine and compare high-resolution digital content and to experience audiovisual media in a suitably equipped campus space.

Sidney E. Frank Digital Studio

The Sidney E. Frank Digital Studio (<https://library.brown.edu/create/cds/studio/>) on Level 1 at the Rockefeller Library provides a unique and exciting intellectual hub for digitally enhanced scholarship at Brown. Infrastructure and staff in the Digital Studio facilitate both short-term and extended engagements with academic questions that benefit from the infusion of technology and new methodologies in research and learning. Open to all faculty and students, the studio contains a soundproof audio/video recording suite and a 3D scanner.

Vincent J. Wernig Graduate Student Reading Room

The Vincent J. Wernig Graduate Student Reading Room (<https://sites.brown.edu/gsc/resources/spaces/wernig-reading-room/>) is located on Level 2 of the Rockefeller Library, up the stairs to the right of the main entrance. It includes a large seminar room and kitchen. All graduate students can access the space by swiping their ID cards at the door.

University Library Locations

John D. Rockefeller Jr. Library

The John D. Rockefeller Jr. Library (<https://library.brown.edu/about/rock/>), known as “the Rock,” is the primary teaching and research library for the humanities and social sciences. Book checkout, interlibrary loan (<https://library.brown.edu/info/borrowing/#other>), course reserves (<https://library.brown.edu/reserves/>) and help services are available on the entrance level (Level 1). On Level 2, graduate students have exclusive ID-swipe access to the Vincent J. Wernig Graduate Student Reading Room (<https://sites.brown.edu/gsc/resources/spaces/wernig-reading-room/>). The Racial Justice Research Center (<https://library.brown.edu/create/rjrc/>) is also located on Level 2.

The Rock provides a variety of study spaces to suit different work styles, including open, comfortable seating as well as group study rooms, many of which can be reserved (<https://libcal.brown.edu/reserve/groupstudy/>). The “absolute quiet” study room is on Level A. Individual study carrels (<https://library.brown.edu/info/libweb/graduate-students/#~:text=for%20Graduate%20Students-,Get%20a%20carrel,-%3A%20Brown%20students%20writing>) are located throughout the building. East Asian collections (<https://library.brown.edu/collections/eastasian/>), located on Level 3, include the Gardner Collection and the traditionally styled Gardner Room, which mostly consists of historical Chinese material from the Qing Dynasty (1644–1912). A small café in the lobby of the Rock provides a convenient place for a study break or to meet informally with friends and colleagues.

Sciences Library

The tallest building on campus at 14 stories, the Sciences Library (<https://library.brown.edu/about/scili/>), known as “the SciLi,” holds print materials in medicine, psychology, neural science, biology, chemistry, earth, environmental and planetary sciences, physics, engineering, computer science and pure and applied mathematics. The Friedman Study Center, located on Level A, includes computer clusters and library services.

GeoData@SciLi

The 11th floor is home to the GeoData@SciLi (<https://libguides.brown.edu/geodata/>) space, a consultation and workspace devoted to geospatial data and research that's part of the Center for Library Exploration and Research (CLEAR). GeoData@SciLi offers research consultations on finding, accessing, processing and using geospatial, demographic and socio-economic data; workshops; access to datasets purchased by the Library; computer terminals for accessing social sciences data resources; and expert support for finding and studying the Library's collection of over 100,000 maps.

John Hay Library

The John Hay Library (<http://library.brown.edu/about/hay/>), known as “the Hay,” houses Brown's Special Collections and Archives. The classic and grand Willis Reading Room is open to all for quiet study. The Gildor Family Special Collections Reading Room is open to all Brown community members as well as the public via appointment. The newly renovated

conservation lab is used to care for library materials, and can be used for collaborative class instruction. The Hay's special collections materials can be requested online with an account in the request system, Aeon (<https://brown.aeon.atlas-sys.com/>). The Hay is also available as a primary source laboratory for instructors and students. It hosts over 150 class sessions from nearly all Brown departments each year, and staff are available to teach sessions (<https://libguides.brown.edu/primarysources/>) and to help graduate students and faculty learn about researching and teaching with primary sources.

Virginia Baldwin Orwig Music Library

The Virginia Baldwin Orwig Music Library (<http://library.brown.edu/about/orwig/>), located in the Orwig Music Building and known as “Orwig,” houses the main teaching and research collections in music and related areas such as dance and musical theater. Its collections include LPs, books, scores, periodicals, compact discs and DVDs. Media materials (CDs, DVDs, LPs) circulate to all members of the Brown community, and Orwig has playback equipment for a number of legacy formats including CD, DVD, LP, VHS and Blu-Ray. Graduate students can borrow media materials for one week.

Champlin Memorial Medical Library

Located within The Warren Alpert Medical School at 222 Richmond Street, the Champlin Memorial Library, known as “Champlin,” is open 24/7 to medical students. Though it contains no on-site physical collections, online access to the Library's extensive collection of electronic journals, textbooks and databases is fully available with a Brown ID via Core Health Sciences Resources (<https://libguides.brown.edu/c.php?g=293866>). Medical faculty and staff may use Champlin while in the medical school building during business hours; after-hours access is restricted to medical students.

The Annmary Brown Memorial (currently closed for renovation)

The unique Annmary Brown Memorial (<http://library.brown.edu/about/amb/>), completed in 1907, is a museum, mausoleum and memorial. Designed by architect Norman Isham, its bronze doors feature symbolic representations of Art and Learning, signaling to visitors the many treasures to explore and the array of cultural arts programming throughout the year. On exhibit are paintings from the collection of Annmary Brown and her husband, General Rush Hawkins, and special collections items from the John Hay Library.

Library Collections Annex

The Library Collections Annex (<http://library.brown.edu/about/annex/>), a high-density storage facility with a capacity of 1.8 million volumes, is located approximately four miles from campus. Materials shelved at the annex can be requested using BruKnow (https://bruknow.library.brown.edu/discovery/search/?vid=01BU_INST:BROWN&lang=en&mode=advanced), the Library's online catalog, for retrieval and use on campus. Journal articles from titles shelved at the annex can be scanned and delivered to your desktop.

John Carter Brown Library

The John Carter Brown Library (<https://jcblibrary.org/>), an independently administered and funded center for advanced research in history and the humanities, is also located on the Brown campus, right on the College Green. It is home to one of the world's outstanding collections of printed books and other materials related to the early Americas. The JCB's collection represents more than 65,000 rare books, maps and manuscripts created in more than 200 languages spanning more than three centuries. A Welcome and Access plan initiated in 2021 included the renovation of the historic building's west entrance and a new programming plan. The JCB launched Americana, a new digital platform offering open access to the collection, in the spring of 2023.

The JCB hosts talks, workshops, reading groups, and other activities, and graduate students from any field are welcome to attend. The JCB also offers a suite of fellowships for research support including the J.M. Stuart Fellowship (<https://jcblibrary.org/fellowships/opportunities/#~:text=Brown%20University%20Opportunities>) (tenable for nine months), which is open

only to Brown graduate students in the humanities or social sciences whose dissertation topic relates to the early history and culture of the Americas.

Accessibility

The Library works closely with Student Accessibility Services (<https://studentaccessibility.brown.edu/>) (SAS) to ensure equitable access (<https://library.brown.edu/info/libweb/dss/>) to library resources and services. The main entrances to the Rockefeller, Sciences, and Orwig libraries are wheelchair accessible. The John Hay Library's accessible entrance is located on the north side of the building. The service desks in the libraries can arrange to have materials retrieved from the stacks and can provide other tailored services. The Sciences Library has a computer workstation with magnification and reading software that can be accessed through SAS.

Accessible Study Rooms at the Rock and SciLi

There are three accessible study rooms available at the Rockefeller Library (rooms 327, 328, 329) for students who need a quiet space with reduced distractions. Each room can be used by one person at a time and can be reserved (<https://libcal.brown.edu/reserve/sas/>) for two hours per day, with access available during open building hours. SAS students may reserve a room up to two times per week.

Reservations (<https://libcal.brown.edu/reserve/sas/>) for SAS Library Study Rooms are made through the Library and are available for registered SAS students. For concerns or questions about the reservation system, please call the SAS office at (401) 863-9588 during weekday business hours, Monday through Friday, 8:30 a.m. to 5 p.m.

SAS students may also access room A-17 in the Sciences Library on a first-come, first-served basis. We ask that students utilize that room for one two-hour period per day, twice per week maximum.

Feedback

We encourage your feedback about any aspect of library services, resources and facilities. Feedback can be made through this anonymous form (https://docs.google.com/forms/d/e/1FAIpQLSfBEa-sleeaVAs1G1Rsrk_vKKyTYIIZrfc9zRZ1CeDrLVq8IA/viewform/), which has an option for inputting your contact information, or you can email WelcomeToYourLibrary@brown.edu.

This is your library. You belong here.

Summary of Enrollment & Degrees

The total IPEDS enrollment of Brown University degree candidates for Fall 2024 (October 15, 2024) was 11,136FTE. The breakdown by school was as follows:

The College

7,206 FTE

The Graduate School

3,331 FTE

Warren Alpert Medical School

559 FTE

Summary of Degrees

As of May 2024, there were enrolled the names of 154,975 graduates. Of this number 112,483 had received the bachelor's degree; 35,797 had received advanced degrees; 4,458 had received the degree of doctor of medicine; 2,237 had received honorary degrees.

For historical information regarding student enrollment figures and/or degrees for Brown University, please visit the website of the Office of Institutional Research: http://www.brown.edu/Administration/Institutional_Research/.

Written Contractual Agreements

Brown University has entered into written arrangements with the following entities:

Rhode Island School of Design

Degree: Dual Bachelor of Arts or Bachelor of Science (Brown) and Bachelor of Fine Arts (RISD)

Partner: RISD, Providence, RI

Method of Delivery: In-Person Coursework in Providence

Program Percentage Provided by RISD: 50%

Estimated Additional Costs: N/A.

Note: Program is Title IV Eligible

Additional Information: <https://www.brown.edu/academics/brown-risd-dual-degree/home> (<https://www.brown.edu/academics/brown-risd-dual-degree/home/>)

Degree: Master of Arts in Design Engineering

Partner: RISD, Providence, RI

Method of Delivery: In-Person Coursework in Providence

Program Percentage Provided by RISD: 40%

Estimated Additional Costs: N/A.

Note: Program is Title IV Eligible

Additional Information: <https://design.engineering.brown.edu/program> (<https://design.engineering.brown.edu/program/>)

IE Business School

Degree: Executive Master of Business Administration

Partner: IE Business School, Madrid, Spain

Method of Delivery: Hybrid, 5 residential sessions at Brown, IE Madrid and Cape Town South Africa + online

Program Percentage Provided by IE: 50%

Estimated Additional Costs: N/A.

Note: Program is Title IV Eligible

Additional Information: <https://emba.brown.edu/>

The Brown Alumni Association

Brown provided a transformative and unforgettable experience for its students, including their most important intellectual journeys and lasting bonds with other members of this unique community. The **Brown Alumni Association** (BAA), of which all former matriculated students are automatically members, fosters lifelong connections with Brown and within the alumni community.

Key services to alumni (<https://brunonia.brown.edu/alumni/services/>), including career help (<https://brunonia.brown.edu/alumni/careers/info/resources/>)

Alumni expand their career networks through BrownConnect and the BAA LinkedIn group; look up Brown friends and contacts through the online Alumni Directory; and enjoy savings on and benefits through valuable products and services.

A worldwide alumni community (<https://brunonia.brown.edu/alumni/community/>)

Brown's alumni community takes many shapes, including Brown clubs, classes, reunions, student-alumni groups, affinity groups like the Inman Page Black Alumni Council, and more. Hundreds of alumni events (<https://brunonia.brown.edu/search/event/?eventCity=%2525&eventEnd=%2525&eventStart=%2525&eventTitle=%2525>) around the globe provide opportunities to discover new alumni connections, interact with Brown faculty, network, and explore local highlights. Online communities help alumni to connect with each other and to keep current with the University.

Volunteering for Brown (<https://brunonia.brown.edu/alumni/volunteer/>)

Alumni volunteers support the continued vitality of the University. They interview applicants, serve as career resources for students and fellow alumni, organize Brown's alumni communities, help to raise funds for the University, and much more.

Explore life after Brown!

Web site (<https://brunonia.brown.edu/alumni/>) | Facebook (<http://www.facebook.com/brownalumni/>) | LinkedIn (<https://www.linkedin.com/groups/53735/>) | Twitter (<http://twitter.com/BrownAlumAssoc/>) | Instagram (<https://www.instagram.com/brownalumni/>)

Contact information:

Brown Alumni Association
c/o Maddock Alumni Center
38 Brown Street, Box 1859
Brown University
401 863-3307
alumni@brown.edu

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